

EL SEGUNDO UNIFIED SCHOOL DISTRICT

STUDENT-PARENT HANDBOOK



CENTER STREET ELEMENTARY SCHOOL
700 Center Street

El Segundo, CA 90245 ■ (310) 615-2676

www.elsegundousd.com

Martha Monahan, Principal

(310) 615-2676 Ext. 4302

Grace Long, Assistant Principal

(310) 615-2676 Ext. 4303

El Segundo Unified School District

Administrative Offices

641 Sheldon Street

(310) 615-2650

Superintendent

Dr. Melissa Moore

Board of Education

Dr. Bill Watkins

Dr. Jeanie Nishime

Ms. Emilee Layne

Dr. Jim Garza

Ms. Nancy Cobb

School Board Meetings

Regular meetings of the Board of Education are held on the second and fourth Tuesday of each month, at 7:00 p.m., in the Board Room at 641 Sheldon Street.

THE PUBLIC IS CORDIALLY INVITED TO ATTEND

TABLE OF CONTENTS

	Page No.
Mission Statement	4
Arrival and Departure	5
Attendance Policy	6
Tardy Procedures	10
Schedules	10
Snacks and Lunches	11
School Telephone	12
Student Pictures	12
Personal Property of Students	12
Health and Safety Information	13
Responsibilities of Parents and Guardians	14
Parent Involvement	15
Conferences	16
Homework Policy	16
Procedures for Communicating Issues and Concerns	17
Pupil Evaluation, Testing, Grading, etc.	19
Special Programs	20
Library Services	20
Fine Arts Program	21
Fire and Earthquake Disaster Procedures	21
School-wide Discipline Plan	22
ESUSD Anti-Bullying Policy	26
Support Agencies	28

Vision, Core Values and Mission

Cougars CARE = Character, Achievement, Resilience, Excellence

At Center Street School, we value and care for each and every student. Within a safe and compassionate learning environment, students take ownership in their role as scholars and are empowered to achieve at their highest level. Through creativity, collaboration, and critical thinking, children enjoy the process of becoming problem solvers and lifelong learners.

Core values and beliefs:

We believe students are at the center of our instruction and decision-making

We believe in consideration and compassion

We believe in cultural and global awareness

We believe in acceptance of differences

We believe in differentiated instruction

We believe in teamwork and collaboration

We believe in high expectations and rigorous instruction

We believe in our students

We, at Center Street School, are dedicated to:

Developing student's knowledge and skills to prepare for success in higher education and beyond

Center Street School staff is committed to provide instruction in the knowledge and skills students should master at every grade level, from transitional kindergarten to 5th, through implementation of the California Common Core State Standards (CCSS). CCSS in Math and English Language Arts require that students demonstrate a deeper grasp of academic content and critical thinking skills. They must also understand complex texts and master sophisticated math in critical areas such as algebra, geometry, and statistics, all of which begin developing at the elementary level. Students at Center Street will learn problem solving and communication skills, both independent and collaborative, while delving into a rigorous content relevant to the real world; providing the knowledge and skills that our children need for success in middle school, high school, college and careers.

Providing a safe school environment

Developing responsible citizens is a school-wide goal affecting all in our school community. Center Street is a school that values inclusion, safety, parent involvement and communication in a nurturing school environment. Through the comprehensive involvement of staff, students, parents, and community members, Center Street staff members seek to create a safe learning environment where all school community members are committed to providing an opportunity for students to succeed academically, emotionally and socially. With a foundation embedded in the implementation of a cohesive school-wide discipline plan and

classroom standards, we strive to ensure that students, staff, and parents are well informed of behavior expectations and have ample opportunities to share in communication, cooperation, and support leading to student success.

Inspiring a lifelong desire for learning and knowledge

At Center Street School, students, parents, and staff all value learning and work to make learning challenging and rewarding. Parents and teachers endeavor to model a commitment to continuing education and excellence. Parent donations and PTA sponsorship provide for educational field trips, cultural arts programs, instructional materials, and technological support. Teachers participate in professional development throughout the year to continuously improve instructional practices to increase student learning and to support implementation of the California State Standards. These standards were adopted by the state in 2010 and are the result of the collaborative efforts of teachers, researchers and leading experts from states across the country and countries around the world and are evidence-based on the highest, most effective models. The California State Standards provide a clear and consistent understanding of what students are expected to learn, so that teachers and parents know what they need to do to support student learning. Information on content standards at individual content areas and grade levels can be found at: [CDE: California State Standards](#)

Preparing our students for a culturally diverse and technological oriented society

Integrated within the curriculum at all grade levels are opportunities for learning about cultural diversity and working with technology. To further prepare our students for the technological challenges they will face, the school, as well as the district, is committed to the continual development and implementation of technology in the classroom. Technology is continually being improved and upgraded with the support from PTA, Ed! Foundation and local business and philanthropic organizations.

Fostering critical thinking, encouraging creative abilities, and promoting cultural sensitivity in a safe environment

The school community at Center Street School is dedicated to ensuring that the curriculum reflects the developmental ages and stages of our students, is rich and meaning-centered, emphasizes hands-on activities, encourages active participation, and provides frequent opportunities for problem solving and written expression. Students, staff, and parents believe in working to provide a safe, orderly environment that promotes pride and facilitates learning while encouraging congeniality among all the entire Center Street School community.

ARRIVAL AND DEPARTURE

Campus supervision begins at 8:05 am on the quad. For safety and proper supervision, your child **should not be on campus** before that time. Between 8:05 and 8:15 am all students who are not being supervised by their parent or caregiver must report to the quad area. On rainy days supervision will be in the cafeteria.

All students are expected to leave the school grounds and go directly home upon dismissal

from school. Early Birds and Later Gators must be supervised by parents/guardians before and after their school day.

Walking To and From School: Parents should determine the safest route to and from school. Children are to observe all traffic rules and regulations. Inform your child from whom they can safely accept rides. Please make any unusual arrangements for pick-up clear before arriving at school

Bicycles: *Third through fifth grade** students **only** may ride their bikes to school providing that they:

- Wear a helmet
- Walk their bikes while on school property
- Provide a lock to use during class hours

*Students in grades K-2 may ride bikes to school with parent supervision. Parents are responsible for making sure that children do not ride while on school grounds.

Bicycles should be registered with the El Segundo Police Department. Violations of the School's Bicycle Safety Rules will result in suspension of the privilege to ride to school. Please see the School-wide Discipline Plan at the end of this handbook.

ATTENDANCE POLICY

Absences: Regular attendance is one of the major factors contributing to success in school. Additionally, California law mandates parents send their children to school regularly and punctually. Make sure your child attends school regularly and is absent only for illness or emergency reasons. Our school funding is based on the attendance of all of our students so **our district does not receive money for any day that a student is absent FOR ANY REASON.** Please plan family vacations and days away with your child and our school in mind.

If your child is absent, please follow the procedures listed below:

- **CALL or EMAIL** the school to explain the reason for the absence **EACH** morning the child is out. If the school is not called on the **FIRST DAY**, parents will be called by the school, either at home or at work. This is a service to guarantee the safety of the student. Due to staffing, a note may be sent home for absence verification.
- Upon return, have your child report directly to class following an absence. For absences of three (3) or more days, a **note** must accompany your **child** stating the reason for the absence (See Attendance Policy I.E.). We are **required** to verify all absences.

I. Excused absences

- A. According to California Education Code 48205, a pupil shall be excused from school **ONLY** when the absence is:
1. Due to his or her illness.
 2. Due to quarantine under the direction of a county or city health officer.

3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
 4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 5. For the purpose of jury duty in the manner provided for by law.
 6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
 7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- B. The note to excuse an absence or tardy should:
1. Be written and signed in ink by the legal parent or guardian with whom the student is living.
 2. Have the present date.
 3. Have the specific dates of the absence(s) or tardies listed.
 4. State the specific reason for the absence or tardy.
 5. Be turned in to the classroom teacher on the day of the student's return. A 24-hour "grace period" will be extended to students and their parents who forget to clear an absence on the date of return. After 24 hours, an unverified absence (UV) will automatically become an unexcused absence (US).
- C. Phone calls to excuse an absence should:
1. Be made only by the parent or legal guardian with whom the student is living.
 2. Be made on the first day of the absence and each subsequent day of the absence.
 3. State the reason for the absence.
 4. Our phone number is (310) 615-2676. Our office hours are 7:00am – 3:30 pm.
- D. Part-Day Absence
1. A student who must leave campus during the school day must **ALWAYS**

be signed out through the Office.

2. A student who arrives late to campus while school is in session should report directly to the office to receive a pass to class.
3. Excused part-day absences may be arranged by note or phone call (See "B" and "C" above).

II. **Make-Up Work**

- A. Any student shall be allowed to complete all assignments and tests missed during an excused absence that can reasonably be provided, and upon satisfactory completion, shall be given full credit. (E.C. 46015, 48205).
- B. The teacher of any class from which a student has an excused absence shall determine what assignments the student shall make up and in what period of time, usually one day for every consecutive day of absence. Tests and assignments may be the same as those missed, or shall be reasonably equivalent to them. (E.C. 48205).
- C. Suspension is an unexcused absence. Make-up work is at the discretion of the teacher (E.C. 48913).

III. **Prolonged Absences**

- A. If a student will be out of school for **5-10 days** due to family commitments, parents are requested to contact the teacher and **request an Independent Study Plan** from the Office. The request form must be returned one week prior to the absence. If approved, completed work must be returned within 3 days of returning to class to qualify the unexcused absence as an excused absence. Independent study for more than 10 days will be considered but is discouraged.
- B. "A pupil who contracts an illness of a prolonged nature or who has been the victim of an accident which will prevent attendance for a prolonged period shall be counted as absent due to illness only until such time as he is able, and starts to receive instruction in home or hospital or is given instruction by other means" (C.A.C. Title 5, Sec. 423).
- C. Students, whose parents have requested a Home Teacher, will continue to be marked absent by the Attendance Office until the day that instruction actually begins. From that date on, the student's records will be marked "HT" and these absences will not count as part of their total number of absences.

IV. **Excessive Absences** Both the California Administration Code (Title VED300) and the Education Code 48260 state that every pupil must attend school regularly. When a child is excessively absent, a parent-teacher-student conference will be held. If the problem continues, a parent-administrator-student conference will be scheduled. Excessive absences may result in a referral to the School Attendance Review Board (SARB).

V. **Unexcused Absence and Truancy Procedures**

The Education Code also defines truancy as **an absence or a school tardy in excess of 30 minutes without valid excuse by either the parent(s)/guardian(s)**. The California Legislature defined a truant in very precise language. In summary, it states that a student missing more than 30 minutes of

instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority. *EC* Section 48260
Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant. *EC* Section 48263.6

The law states that **the school district must notify the parent or guardian of the truant by the most cost-effective method possible**, and that the notification must include specific information related to the student's unexcused absences. The *EC* Section regarding notification reads as follows:

EC Section 48260.5: Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian, by using the most cost-effective method possible, which may include electronic mail or a telephone call:

- a. That the pupil is a truant.
- b. That the parent or guardian is obligated to compel the attendance of the pupil at school.
- c. That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.
- d. That alternative educational programs are available in the district.
- e. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- f. That the pupil may be subject to prosecution under Section 48264.
- g. That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the *Vehicle Code*.
- h. That it is recommended the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

EC Section 48262: Any pupil is deemed an **habitual truant** who has been reported as a **truant three or more times per school year**, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261. For the purposes of this section, a conscientious effort means attempting to communicate with the parents of the pupil at least once using the most cost-effective method possible, which may include electronic mail or a telephone call. When a student is a *habitual* truant, or is irregular in attendance at school, or is habitually insubordinate or disorderly during school, the student may be referred to a school attendance review board (SARB) or to the county probation department pursuant to *EC* Section 48263.

TARDY PROCEDURES

Philosophy

A student entering class late not only impacts their own learning, but also disrupts the flow of the classroom and impacts the entire community of learners. We recognize there are times when unexpected events occur that cause students to be late. We also acknowledge that parents play a large part in the punctuality of the students but students are part of the team as well and must do their part to be at school on time. We have established a schedule of consequences for unexcused tardies based on the report card quarterly period. This policy is designed to respect the privacy and self-esteem of the student while at the same time stressing the importance of promptness as a valued "work ethic". Discussion with the student about tardies will be held in private. Parents, it is also important that a note signed by you accompany your child when they are late, because we recognize that the primary responsibility for being on time rests with the parent.

School Hours

The tardy bell rings at 8:20am. Later Gators in grades one and two are expected on campus by 9:00am and TK/K Later Gators begin at 9:20am.

Excused Tardies

Excused tardies are those due to illness, injury, medical appointment, religious observance or funeral attendance. Tardies must be verified by the school office with a written note from the parent or guardian.

Daily Procedure for Tardies

Any student who arrives after the bell must report directly to the office to sign in and receive a classroom pass. This assures that all attendance records are complete and accurate.

SCHEDULE OF CONSEQUENCES FOR UNEXCUSED TARDIES (of under 30 minutes) PER TRIMESTER:

Parents assume the primary responsibility for students being on time to school, so it is important that notes accompany the student to school explaining the reason for the tardy. It is recognized that upper grade students must assume a greater responsibility for being punctual.

5 Tardies	Student is considered excessive in tardies
6-7 Tardies	Teacher / Parent Phone Conference
8 Tardies	Administrator Phone Conference
9 + Tardies	Student Referred to SART (Student Attendance Review Team)

SCHEDULES

Regular Schedule:

TEDDE/Kindergarten 8:20-12:45 (Early Birds)
9:20-1:45 (Later Gators)

Grades 1 – 2 8:20 – 2:05 (Early Birds)

Grades 3 – 5 9:00 – 2:45 (Later Gators)
8:20 – 2:45

Minimum Day Schedule:

TEDDE/Kindergarten 8:20-12:45 (Early Birds)
9:20-1:45 (Later Gators)

Grades 1 – 2 8:20 – 12:50 (Early Birds)
9:00 – 1:30 (Later Gators)

Grades 3 – 5 8:20 – 1:30

SNACKS AND LUNCHES

Snacks: Students may bring a snack to eat during the morning recess. We encourage eating nutritious snacks that are low in refined sugar. Cookies and chips are discouraged as they do not provide good nutrition for learning. ***Candy and soda should not be brought to school.*** Center Street School follows the guidelines set forth in our ESUSD Wellness Policy. We ask that you respect this policy and that you ***do not bring sugary treats for birthday celebrations.*** A nice alternative is donating a book to the classroom in your child’s name or a healthy snack. Please talk to your child’s teacher for classroom guidelines.

Lunches: All students are expected to eat lunch—either a cafeteria lunch or sack lunch from home. A health problem with a note from the parent explaining special circumstances is the only exception. Our students are given a 45 minute lunch period. Approximately 20 minutes of this time is spent in the lunch area eating, and 25 minutes is supervised play on the playground.

School Lunch Program: A hot lunch including salad bar is available to all students. The cost of regular meals can be obtained by going to www.elsegundousd.net, clicking on “departments” then clicking on “Food Services.” The monthly cafeteria menu, with nutritional information, is available on our school website www.centerstreetschool.org

Free and Reduced Price Lunches: Our district participates in the National School Lunch Program and therefore, provides free and reduced priced meals for eligible pupils. You will receive a letter explaining this program, together with an application form for your use if you have participated in this program previously. Applications are available in the office for new students.

Home for Lunch: If you wish to take your child off campus for lunch, **he/she must be signed out of the office by a parent or guardian and signed back in upon return. A child will be considered TARDY if he/she is not back at school prior to the end of their lunch period.** *Parents are not permitted to eat lunch with children on school grounds except for special occasions with permission of the principal.*

SCHOOL TELEPHONE

USE OF THE SCHOOL TELEPHONE IS LIMITED TO EMERGENCIES ONLY. Students

may use the phone only when it is extremely important and they have received permission from their teacher or office staff member. Calling to see if they can go to a friend's house to play after school is not an emergency.

Also, unless the matter is truly urgent, please do not call and leave messages for students.

DROPPING OFF ITEMS DURING THE SCHOOL DAY

A table in the school office is designated as the place to leave lunches and/or other forgotten items for your child during the school day. Students who do not have lunch will be directed to look at this table prior to purchasing lunch from the cafeteria. Adults are not allowed to drop off items at classrooms.

STUDENT PICTURES

Student pictures are taken each year in the fall. The purpose is to obtain necessary pictures for your child's permanent record card. The photographers offer parents the opportunity to purchase a packet of pictures at a competitive price. Pictures for students will be taken in the fall and a second picture sitting takes place in the spring. Spring pictures are full body portraits. These student pictures serve as a fundraiser for the school.

PERSONAL PROPERTY OF STUDENTS

Students may not bring electronic devices of any kind to school. We also request that students do not bring balls, toys, or games without teacher permission. Property of this kind is often the source of arguments between children and is often lost or stolen on the yard during long lunch recess breaks. Valuable instructional time can be lost resolving problems related to these articles or in locating lost items. Cell phones are permitted with parent permission. Cell phones must be turned off during school hours and remain in students backpack. If a student is discovered using a cell phone during school hours, the phone will be held in the school office until the end of the school day. If there is a second offence, the phone will be held in the office until a parent collects it from administration. An additional offence may result in the loss of the privilege of bringing a phone to school.

SKATEBOARDS, RAZORS, and ROLLERBLADES ARE NOT ALLOWED TO BE USED ON CAMPUS DURING SCHOOL HOURS. (See bike rules)

Lost and Found: The school maintains a "Lost and Found" area outside the cafeteria. Students and parents are welcome to look through this area for lost items of clothing, etc. It is a good idea for parents to **mark sweaters, jackets, or other items** which might be removed during the day. In this way, much of the clothing can be quickly and easily returned to the child. Books and articles found around the campus should be turned in to the office. Please check the lost and found regularly. It is our practice to sort and display all items prior to school breaks (winter, spring and summer). Any items not claimed at the end of the last day prior to break will be collected, cleaned and donated to charity.

HEALTH AND SAFETY INFORMATION

Emergency Information: Emergency information is very important. For the protection of

your child, please complete all emergency information accurately during the online registration process. IT IS ESSENTIAL THAT YOU NOTIFY THE SCHOOL IMMEDIATELY WHEN THE INFORMATION CHANGES so that we can keep data current. Our emergency notification system also relies on accurate contact information so that you may be notified as quickly as possible in the event of a school lockdown, earthquake or other incident. The time you take to fill in this information accurately assure that you are in the loop and are able to support your child. If all parents/legal guardians will be out of town, **a written note identifying a designated guardian and related information must be placed on file in the office.**

School Nurse: The school district has a nurse available for emergencies only. Our Health Office is staffed by a health assistant from 9:45am – 1:30pm every day.

Illness and Injury at School: The school gives first aid only to injuries occurring at the school. School personnel are not authorized to treat any serious illness or injury, or to give any internal medication. If your child becomes ill or needs medical attention, we will call you. If we are unable to contact you at home or work, we will attempt to contact a person designated by you on the Emergency Card. We will not allow the child to walk home alone. If care beyond immediate first aid is needed for school injuries, we will contact the paramedics and abide by their recommendations. Parents will be contacted immediately.

PLEASE NOTE: The Education Code requires parents to pick up sick or injured children within a reasonable amount of time. Refusal to do so constitutes child neglect and will be referred to the Child Protective Services.

PLEASE REMIND YOUR CHILD TO REPORT ALL INJURIES THAT OCCUR AT SCHOOL TO A TEACHER OR TO THE OFFICE.

Permission for Student Medication: If your child needs to take a medically prescribed drug during school hours, he/she may do so, assisted by school personnel, ONLY with the **written consent of the parent and the written directions of the physician.** The drug container alone is not sufficient. Consent forms are available in the school office and may be FAXED from doctor's office.

Your child is **not** to bring aspirin, cough drops, cough syrups, vitamins, or other over-the-counter drugs to school. These may constitute a health hazard to other students. Only medically prescribed drugs may be on campus and they can only be kept in the Health Office. These provisions are mandated by California Law. Failure to comply is grounds for suspension.

If Your Child is Ill: If your child shows symptoms of illness during the night, please keep him/her home the following day. Those staying home at the onset of an illness recuperate faster and miss fewer days. *No student may return to school until he/she has been fever free and/or has not vomited for 24 hours.*

Communicable Illnesses: If your child has had a communicable disease, please advise the school with a phone call or a note. A notification will be sent home to parents of other children in the class to alert them to the exposure.

Assistive Devices: Students who are required to temporarily use assistive devices at school such as casts, splints, canes, walkers, crutches, wheelchairs, etc. shall first present a letter from the prescribing doctor to the principal or Health Services designee that states the necessity for the student's use of the device, any restrictions and the length of time that the restrictions and devices will be necessary.

Vision and Hearing Screening: Screenings will be administered at designated grades determined at the beginning of the year. These tests are not designed to take the place of regular visits to your family physician. Any problem discovered through the screening will be communicated to parents by our Health Assistant.

Tobacco Use Prevention Education: Center Street is a tobacco-free school. No smoking is allowed on campus (indoors or outdoors) at any time.

Voluntary Student Insurance: **School districts in the State of California may not pay for expenses incurred because of accidents.** The El Segundo Unified School District does not carry medical or dental insurance for students injured on the school premises while under school jurisdiction or through school district activities. For this reason, the District has approved a medical and dental insurance plan offered through the Myers-Stevens firm for presentation to parents at a very reasonable cost. The insurance program is voluntary; however, we encourage you to consider the benefits described in the packet you received. Enrolling your child in this low-cost insurance will ease your concerns in the future, should an injury occur. Money for pupil insurance is mailed directly to the insuring company. The school does not collect money for this purpose.

CLOSED CAMPUS

Center Street School is a closed campus. Therefore:

- Students must never leave school grounds during the school day without permission from the office. (Violation of this rule may result in immediate suspension).
- Students leaving school during the school day must be picked up by a parent or designated representative with proper written authorization.
- **ALL VISITORS MUST SIGN-IN THROUGH THE SCHOOL OFFICE**. This is required to protect the students, school personnel, and school property. Parents are permitted at school during the school day only to volunteer or attend a pre-scheduled meeting and **MUST** wear a visitor badge at all times during school hours (8:20-2:45). Forgotten items may be dropped off at the table in the office for students to pick up – they may not be dropped off at the classroom door.

RESPONSIBILITIES OF PARENTS AND GUARDIANS

"Each person between the age of 6 and 16 years, not exempted. . . is subject to compulsory full time education. . . each parent, guardian, or other person having control or charge of such person shall send the pupil to the public full time day school;" (Education Code 48200)

We believe that the support parents offer their children plays a key role in their development and progress in school. Parents often ask, "How can I help my child?" We suggest that parents spend time with their children, offer encouragement, support and guidance, and ensure that they:

- Get enough sleep
- Eat a nutritious breakfast
- Attend school regularly
- Arrive at school and all classes on time
- Come to school ready to learn
- Are considerate and courteous
- Respect the rights and property of others
- Follow classroom and school rules
- Have a special study place at home with necessary supplies, plenty of light, and away from TV and other distractions
- Schedule specific and regular study times at home
- Complete all school work on time
- Discuss school work and any problems at school
- Understand the morality and ethics of academic honesty, which will not tolerate cheating

It is also important to support the school's philosophy and goals, rules, and regulations. Show a positive interest in your child's progress throughout the year, know the names of your child's teachers and contact them when the need arises.

PARENT INVOLVEMENT

The Parent-Teacher Association (PTA): The PTA plays an extremely active role at Center Street School. Joining the PTA provides an opportunity to get acquainted with teachers and other school personnel, as well as to meet the parents of your child's classmates. Center Street PTA meetings are held on the third Wednesday of the month. Notices in the Cougar News as to exact time and place will be sent home via school email and will be posted on the school website: <http://www.centerstreetschool.org/>. Your help is needed and sincerely appreciated. If you would like to become involved in PTA, please contact the PTA membership chairperson at: membership@csspta.com.

Parent Volunteers: Parent volunteers willing to work in the classrooms or preparing classroom materials are needed at every level. If you have one hour per week or more to offer, please call the office and we will direct you to the Volunteer Coordinator.

Parents' /Guardians' Rights to Pupil Records: El Segundo Unified School District recognizes the right of access to and the privacy of information in children's school records. Parents may contact the Principal and make an appointment to review their child's school records.

CONFERENCES

Back-to-School Night: A group conference is held in September by each classroom

teacher with the parents of his/her pupils. At this conference, the teacher explains the subject matter covered, daily schedules, instructional materials used in the course of study, and the characteristics and needs of pupils at the particular grade level.

Individual Parent Conferences: Individual parent-teacher conferences are scheduled in November. All class teachers participate in these conferences. Additional individual conferences may be scheduled as needed.

Communication with Teachers and Administrators: Parents and staff members are encouraged to keep communication lines open. Suggested ways of communication are:

1. Email your child's teacher at the address found on our school website or telephone the school office (310 615-2676) to leave a voicemail for the teacher to return your call. After school hours, the teachers will be free to conduct a telephone conference.
2. When you wish a personal conference, please call or email for an appointment. School personnel are frequently expected to attend after school meetings; therefore, they are not always available. An appointment assures a satisfactory meeting time for both parents and the teacher or principal.
3. If you have a question or concern, **please begin with the classroom teacher.** If it is not resolved, then contact the principal.
4. If you have an issue with another parent in your child's classroom, **please discuss it with the classroom teacher if it is related to school issues only.** If you have a personal conflict with another parent, please save the teacher the embarrassment and unnecessary involvement so that he or she may remain working with all the students and their parents in a professional manner.

HOMEWORK POLICY

Teachers assign homework for the following reasons:

- To reinforce needed skills
- To extend or enrich classroom experience
- To encourage independent study habits
- To make up work missed because of absence
- To finish work not completed in class
- To promote personal responsibility

General Criteria:

- In most cases students should be able to complete homework independently; however, parent involvement is strongly encouraged to reinforce the imperative connection between home and school.
- As the child matures, he/she should assume greater responsibility for completing

- his/her homework assignments independently and on time.
- Assignments must assist in meeting classroom objectives.
 - Assignments must be specific and given regularly.
 - Assigned homework should have a specific due date.
 - Homework is assigned Monday through Thursday (special circumstances do apply to long-term projects and individual student needs).

Specific Criteria:

The following maximum time limit standards have been developed for each grade level:

- Kinder: Daily Family Reading and extended activities
 - 1st Grade: 20 minutes of homework and 10 minutes of reading
 - 2nd Grade: 30 minutes of homework and 15 minutes of reading
 - 3rd Grade: 45 minutes of homework and 15 minutes of reading
 - 4th Grade: 45-60 minutes of homework and 20 minutes of reading
 - 5th Grade: 60 minutes of homework and 20 minutes of reading
- Note: Time management is necessary for long term projects and extra time may be required.

Responsibilities:

- Teachers are responsible for seeing that completed homework assignments are checked and necessary feedback is given in a timely manner.
- The student's curriculum may be modified and adjusted according to his/her individual needs.
- Parents are responsible for providing the opportunity for their children to complete homework assignments in a quiet environment with necessary supplies provided. They are encouraged to cooperate with and give support to teachers. Parents are responsible for notifying the teacher if students are spending an excessive amount of time completing their homework.
- Students are responsible for completing their work neatly and returning their assignments on time.

PROCEDURES FOR COMMUNICATING ISSUES AND CONCERNS

Classroom Concerns: The School Community works best in a spirit of *cooperation* and *communication*. When concerns or questions arise, regarding the classroom, **it is important that the classroom teacher be approached first**, either by phone or in writing. An appointment may be made with that teacher to further discuss the concern. If the concern continues without resolution, the next step is to discuss the issue with an administrator. Write a note, email or call the school office for an appointment.

School-wide Concerns: Issues regarding school-wide policies and procedures may be directed to the school office.

Personnel Concerns: The normal channel for complaints concerning school personnel shall

be from complainant to employee to principal to superintendent to Board. Every effort shall be made to satisfy the complaint at the earliest possible stage. Complaints not resolved at the point of origin must be submitted in writing before further processing.

If a complaint is made directly to the Board as a whole or to a Board member as an individual, it shall be referred to the superintendent who will request a written statement of the complaint from the complainant as a basis for study and possible solutions. The individual employee involved shall be advised of the nature of the complaint and shall be given every opportunity for explanations, comment, and presentation of the fact as he sees them.

If it appears necessary, the superintendent, the person who made the complaint, or the employee involved may request an executive session of the Board for the purposes of fuller study and a decision by this body. All parties involved, including the school administration shall be asked to attend such a meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues.

No hearing (subject to exception – hereinafter), whether in executive session or in public, shall be held by the board on such a complaint without the Board first having received from the superintendent his written report concerning such complaint, such report to include but not be limited to the following:

1. The name of each employee involved.
2. A brief but specific summary of the nature of the complaint and the facts surrounding same, sufficient to inform the Board and the employee as to the precise nature of the complaint, and to allow the employee to prepare a defense.
3. A true copy or the signed original of the complaint itself.
4. A summary of the action taken by the superintendent in connection with the complaint, which summary shall include his specific finding that effective disposition at the superintendent's level is infeasible, and the reasons therefore.

* (Exception: Notwithstanding the provisions of paragraph 4 above, any written complaint forwarded to the Board, whether by the District administration or otherwise which meets the informational requirements of subparagraphs 1 and 2 above, and which further contains within it specific allegations of (a) prior submission of the complaint in the same or similar form to the superintendent, and (b) the failure of the superintendent to effectively dispose of the complaint, shall, subject to Board agenda requirements, be heard by the Board at its next regularly scheduled session or any other session scheduled for the purpose of such hearing.)

Title IX: We are an Equal Opportunity Education Employer. Students will have equal access to educational opportunities regardless of gender. Uniform complaint procedures apply. Contact the Title IX coordinator to report gender bias or sexual harassment. Title IX Coordinator – Dave Lubs 615-2650 x1221. Additional information is available at the El Segundo Unified School District Office.

Administration Help to the Public: The District administration shall cooperate with the complainant and aid in the preparation of any formal complaint, so as to quickly and easily meet the informational requirements of these rules. Copies of these rules regarding the

submission and handling of all such complaints shall be made freely available at the District Office.

PUPIL EVALUATION, TESTING, GRADING, ETC.

The pupil evaluation program at Center Street School includes the utilization of a number of techniques such as observation, anecdotal records, progress reports, teacher-made, and standardized tests.

Standards based report cards are issued twice each year. In addition, Parent-Teacher conferences are held in November and informal conferences are held whenever the need arises.

The California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) online summative assessments for Language Arts/Literacy and Mathematics are administered in spring to all students in grades 3, 4, and 5. In addition, State mandated Physical Fitness and science assessments are given to fifth grade students.

Students in 5th grade will participate in the California physical fitness test (PFT) also called the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

California Education Code section 60615 provides, "Notwithstanding any other provision of the law, a parent's or guardian's written request to school officials to exclude his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Section 852 of Title 5 of the California Code of Regulations further provides that parents or guardians may annually submit a written request to the school to excuse their child from any or all parts of the CAASPP for the school year. *See* 5 C.C.R. §852(c).

All students in grade 3 are tested for the Gifted and Talented Education Program in the spring. New students to grades 4 & 5 may be tested in the spring of their first year at CSS by parent or teacher referral.

Individual assessments for special education may be given to children who are having difficulty accessing the curriculum at their grade level, with parent permission. Parents will be notified of the results of all individual tests and participate in all intervention decisions.

Student Study Team: When a student is having difficulty of an academic or social-emotional nature, the teacher or parent may request a Student Study Team (SST) meeting. The main purpose of the meetings is to discuss possible solutions. Members of the team may include an administrator, special education personnel, the classroom teacher and the student's parents. A meeting may be held in your absence if you choose not to attend.

SPECIAL PROGRAMS

English Language Development: For students whose dominant language is other than

English, special assistance is provided by an English Language Development Instructional Assistant and the classroom teachers. The progress of students in the program is evaluated every year. A English Language Advisory Committee (ELAC) comprised of parents of students in the program assists in setting the goals of the program. A member of ELAC will also represent that group as a member of our School Site Council (see below).

Project Lead the Way: As the onramp to our school districts engineering pathway, which students may follow through the high school, we enhanced STEM at our school through Project Lead the Way (PLTW). All K-5 students be introduced to the Engineering Design Process through PLTW. In this process, students think about a question or a problem, brainstorm potential solutions, act on or build those solutions, evaluate the success of their solutions, and explain their results in a scientific manner. This process is fully inclusive for all ability levels and teaches students that they don't always have to have the right answer the first time around. The STEM program at CSS gives all students an opportunity to problem solve and persevere as they see projects through from beginning to end. The goals for this special program at CSS are for all students to feel capable to succeed under difficult circumstances, have all students engaged in hands on learning experiences, and to ignite interest in all students for the STEM fields.

Gifted and Talented Education (GATE): Center Street School provides enrichment activities for identified gifted students in grade 4 and 5. The gifted program is designed to enhance the educational experience for the gifted learner, while differentiation in the classroom supports his/her academic and social growth.

Language and Speech Therapy: Our school provides the services of a Speech and Language Pathologist for student qualify based on assessment results.

A School Site Council (SSC) SSC is responsible for developing and implementing a five goal school plan in alignment with our Local School Accountability Plan (LCAP) and allocating state School Improvement Program funds in a manner that will strengthen instruction and learning and further improve our school culture. The 10 Site Council members, who represent Center Street's teachers, staff and parents meet at 3:00 p.m. on the third Thursday of most months. SSC representatives are elected in May and serve staggered two year terms.

Special Education: Center Street School provides a Learning Center for students who qualify for support through Special Education. This program is designed to help children with learning differences that make them unable to access the curriculum. The Learning Center teachers are in adjoining rooms, centrally located on the campus. The teachers work with identified students on basic skills identified in their IEP and make accommodations and modifications to assignments. Every child's primary placement is in a general education classroom and individual students receive services based on need.

LIBRARY SERVICES

Library services are available to all K-5th graders. Services are provided by a school Library Technician. Students visit the library on a regular schedule. They attend the library for story hour, to check out books, or for structured lessons in research, vocational and listening skills. Parents are requested to support the program by encouraging children to return books on

time and take proper care of the borrowed items in their possession. Payment for late, lost, or damaged books is required.

FINE ARTS PROGRAM

Center Street School offers a well-balanced and comprehensive Arts program.

Music: Recognizing that arts education opens doors to creativity, nourishes critical thinking and inspires innovation, our Pre-K-5th grade music program provides weekly lessons (Pre-K/K biweekly) to all students. Lessons are designed utilizing the VAPA standards and aligned with Common Core standards in ELA and Math wherever possible. The arts have the power to engage students in experiential learning, and our students in music have the opportunity to sing, dance, play instruments, listen and respond, compose, and perform both within in the classroom and in public concerts in the community.

Visual Arts: All teachers incorporate art into their classrooms and create art using different mediums. In addition, students receive art lessons to enrich their experience through a grant from the Ed! Foundation and our PTA.

Performing Arts: Professional artists, musicians, dancers, mimes, puppeteers, etc. are booked through the Los Angeles Music Center on Tour to perform at Center Street School several times a year as sponsored by the Center Street PTA.

Wellness

Center Street School and ESUSD recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for all students. Center Street School follows the guidelines set forth in the ESUSD Wellness Policy. All items sold in the cafeteria meet federal and state nutritional guidelines. Students are encouraged to bring healthy snacks and lunches to school. Classroom parties emphasize good nutrition. Students are introduced to better nutrition through Growing Great Nutrition lessons taught by parent docents throughout the year. All students are a part of our educational garden program, Growing Great.

FIRE AND EARTHQUAKE DISASTERS

As required by law, all students and staff participate in monthly Fire Drills, in addition to periodic Shelter in Place and Earthquake Drills.

In the event of a major fire, earthquake or other disaster **students will be kept at school** until picked up by parents or an authorized designee. Parents should use the playground entrance on California Street to pick up children who will be supervised on the 2/3 playground. See disaster plan on our website for specific details.

SCHOOLWIDE DISCIPLINE PLAN

Introduction: The primary purpose of Center Street School is to insure that children develop to their full potential academically, socially, emotionally, and physically. This development can best take place in an environment which protects the rights of everyone.

The establishment of a discipline policy is authorized by the laws and regulations of the State of California. Accordingly, school staff:

- Has the right and responsibility to establish a school structure and routine that provides the optimal learning environment
- Has the right and responsibility to request appropriate behavior from students while encouraging their positive social and educational development
- Has the right to expect cooperation and support from parents

The intent of this School-wide Discipline Plan is not to force regimentation or obedience to unreasonable rules, but rather to encourage students to demonstrate self-discipline and responsibility. The goals of the Center Street School Discipline Plan are:

- To have each student be fully informed of all behavior expectations
- To have each student be held responsible for his/her choice of behavior and be aware of the consequences
- To have the cooperation and support of every parent to enable each student to succeed
- To have clear communication among school staff, students, and parents

General Behavior Guidelines: All students are expected to exercise safe and responsible behavior in their classrooms and on the playground. They are expected to:

- Remain off the school grounds until 15 minutes before the start of school.
- Line up promptly when the bell rings.
- Treat staff members and fellow students with courtesy and respect.
- Use acceptable language and social courtesies such as "please".
- Obey the directions of all staff in matters pertaining to school rules and safety. This includes administrators, librarians, playground supervisors, office staff, cafeteria workers, custodians, parent volunteers, etc.
- Protect school property at all times, and pay for any damages.
- Refrain from fighting, pushing and shoving- whether serious or in fun.
- Refrain from loitering or playing around classroom doors, teacher's rooms, the office, cafeteria or restrooms.
- Leave school grounds immediately after dismissal.

Classroom Discipline: The intent of a classroom discipline plan is to create a climate conducive to learning, which protects the rights of teachers to teach and of students to learn. The following standards apply to all classrooms:

- Students may be present in a classroom only when a teacher or aide is there to supervise.

- Food, candy, and drinks are not permitted without teacher permission.
- Chewing gum is not permitted at school.
- Students should conserve school resources and supplies such as water, electricity, paper, and pencils.
- Every student is responsible for keeping his/her classroom neat and clean.
- Students are expected to respect the rights and property of their peers.

SCHOOLWIDE RULES AND STANDARDS

Dress and Appearance:

- Apparel or grooming deemed to be disruptive in nature is not permissible (i.e. inappropriate logos, language, etc.)
- Shoes: To ensure the safety students: No open toe or open heel shoes. Athletic shoes to be worn on PE days. No heels (an exception may be made during schoolwide or classroom performances).
- Shorts are to be worn under skirts/dresses.
- Student's hair should be neat and clean.
- If a student's general appearance suggests neglect resulting in an unclean physical condition, the matter shall be reported to the Principal. (and possibly DCFS)
- Hats may be worn only on the playground.

Bicycles, Skateboards, Scooters, etc. We recommend that only the students in grades 3, 4, and 5 ride bicycles/scooters to school. All students who ride their bikes are responsible for obeying the following rules:

- BIKES and SCOOTERS MUST BE LOCKED IN THE BIKERACK AT ALL TIMES!
- Skateboards, roller blades, and scooters are **NOT** allowed to be used on campus during any school hours (8:20 am – 2:45 pm).
- WALK YOUR BIKE ON SCHOOL GROUNDS. Breaking this rule could result in consequences including, but not limited to, losing bike/scooter riding privileges.
- Park your bikes/scooters **ONLY** in the bike racks.
- All bikes must be licensed with the El Segundo Police Department.
- Only one person may ride on the bike.
- ***Students riding bikes, skateboards, skates, or scooters must wear a bike helmet.***

Playground Rules:

- Play in designated, supervised areas only.
- Students must have permission from a supervisor to leave the playground.
- School property will be used appropriately and safely. Students will pay for equipment lost or damaged through inappropriate use. Examples: deliberate kicking or throwing balls over the fence, jumping on bleacher and tables.
- Use only school provided equipment, balls, radios, toys, etc. brought from home will be taken to the office until the end of the day.
- Activities involving aggressive physical contact or balls thrown at people are not allowed. Examples: fighting, karate, dog piles, tackle football, dodgeball, etc.

- Because of risk of neck injury and lack of close supervision hanging upside-down from or flipping on the bars is not permitted.
- If a game or activity is not full or crowded, it is open to other students.
- Interfering with and interrupting other students' activities is not allowed.
- Snacks are eaten only in designated areas and only during morning recess and trash is disposed of appropriately.
- All students stop moving at the freeze bell, wait for the whistle, then WALK to class or their designated area to line up. Students will wait in line at the classroom in an orderly fashion.

Bathrooms and Drinking Fountains:

- Treat the bathrooms as if they were in your home.
- Dispose of paper towels in the trash can only.
- Do not deface the walls or damage school property.
- After using bathrooms and/or drinking fountains, return to playground or classroom right away. No playing or loitering.
- Leave the bathrooms and drinking fountains clean and sanitary for the next person.
- Permission to use the bathroom is required from a noon supervisor during lunch recess.

Cafeteria and Patio:

- Use good table manners.
- Food and drinks remain in the cafeteria and on the patio.
- Use a quiet voice when talking during lunch.
- Throwing food, paper, or other objects is not permitted.
- Remain seated and raise your hand to be excused from the table.
- Put trash in appropriate containers.
- Glass bottles are not permitted.
- Sharing of food by students is not permitted.

Walkways:

- Walk at all times.
- Use a quiet voice.
- Walk on the sidewalks. Avoid cutting across the grass or through planters.

Assemblies: Enter assemblies in a quiet and decorous manner. Be polite to speakers, performers and other members of the audience. Applause is the appropriate way to show appreciation.

Lost/Damaged School Property: Students are responsible for the care and protection of school issued materials, e.g., textbooks, library books, playground equipment. Reimbursement will be required for all lost or damaged books and equipment. A price list is available at the office.

POSITIVE AND NEGATIVE CONSEQUENCES

Progressive Discipline: Center Street School adheres to the [ESUDS K-5 Positive Behavior Support Matrix](#). It is the primary focus of Center Street School’s Discipline Plan to encourage good citizenship through praise, rewards, and other positive consequences. However, when rules are broken or behavior disrupts the educational program, negative consequences must occur in order to help the student learn self-control.

Incentives for Good Citizenship: We believe that the most important part of any discipline plan is a program to acknowledge and motivate good behavior. Each teacher has developed an individual classroom program to promote good citizenship. Rewarding good citizenship is also an integral part of discipline throughout the school. For grades 1-5 teachers select students to recognize that exemplify the pillars of character we are studying at assemblies.

Our school-wide behavior incentive program uses Character Counts slips that students may earn for positive playground behavior. Six Pillars of good character behavior are:

Trustworthiness

- Be honest
- Don’t deceive, cheat or steal
- Be reliable — do what you say you’ll do
- Have the courage to do the right thing
- Build a good reputation
- Be loyal — stand by your family, friends and country

Respect

- Treat others with respect; follow the Golden Rule
- Be tolerant of differences
- Use good manners, not bad language
- Be considerate of the feelings of others
- Don’t threaten, hit or hurt anyone
- Deal peacefully with anger, insults and disagreements

Responsibility

- Do what you are supposed to do
- Persevere: keep on trying!
- Always do your best
- Use self-control
- Be self-disciplined
- Think before you act — consider the consequences

Fairness

- Play by the rules
- Take turns and share
- Be open-minded; listen to others
- Don’t take advantage of others
- Don’t blame others carelessly

Caring

- Be kind
- Be compassionate and show you care
- Express gratitude
- Forgive others
- Help people in need

Citizenship

- Do your share to make your school and community better
- Cooperate
- Get involved in community affairs
- Stay informed; vote
- Be a good neighbor
- Obey laws and rules
- Respect authority
- Protect the environment

We follow a program of progressive discipline. This means that consequences for rule breaking begin with milder forms of discipline and move to stronger forms. Classroom discipline plans extend to behavior throughout the school and with all school personnel.

In cases where the infraction is more severe or where there have been repeated infractions, students will be referred to the Assistant Principal’s office. Students with repeated school detentions (exclusive of tardy detentions) in a given month will have the following

consequences: Serious or repeat infractions will be sent home in a note to be signed by parent and returned to Assistant Principal.

Suspension:

The grounds for suspension from school are determined by California law. A student may be suspended from school by the principal or his/her designee if it is determined that the student:

- Threatened, attempted, or caused physical injury to another person
- Possess any firearms, knife, explosive, or other dangerous object
- Possessed, used, sold, furnished, or was under the influence of any controlled substance, alcoholic beverage, any intoxicant, or any drug paraphernalia
- Caused or attempted to cause damage to school or private property
- Stole or attempted to steal school or private property
- Possessed or used tobacco, or any products containing tobacco
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Disrupted school activities or willfully defied the authority of supervisors, teachers, administrators, or other school personnel
- Knowingly received stolen school or private property

Suspension may be used when other means of correction fail to bring about proper conduct or upon a first offense, if the administrator determines that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Expulsion:

The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school ground:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.

Expulsion is the ultimate disciplinary action of the school. It involves exclusion of the student from school for a longer period of time and must follow due process. Parents having any questions about suspension or expulsion may refer to our district discipline policies available in the Superintendent's Office.

Bullying Prevention (ESUSD Board Policy 5131.2)

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

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

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

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

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

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

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

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

Intervention

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

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

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

SUPPORT AGENCIES

South Bay Diversion (for counseling and/or parenting classes)	(310) 322-2444
Project Touch (STEP family) (Parenting classes and workshops)	(310) 379-2797
South Bay Free Clinic	(310)376-0791 or (310) 327-2535
El Segundo Police Department	(310) 322-9114
Child Protective Services Hotline	1-800-540-4000