

Juan de Anza Elementary School

12110 S. Hindry Avenue
Del Aire, CA 90250
Telephone # (310) 725-2100
www.anzaeagles.org
Wiseburn Unified School District (WUSD)



STUDENT/PARENT HANDBOOK

2018-2019

Dear Families,

Welcome to our Anza family! The staff of Juan de Anza Elementary School is very excited about the 2018-2019 school year. We look forward to working together as a team with our families to ensure that every student is achieving to their highest potential.

Our PTA has provided funds to make this Student-Parent Handbook available to all families either online or a printed copy (available upon request in the office). We hope you find this handbook a useful reference. It has been prepared to answer those questions you might have regarding our district or our school. Please keep it nearby so that you can refer to it often.

The first section contains general information. Guidelines and procedures are noted as well as activities and services provided. Our website, weekly e-mails, and Anza PTA Facebook page will provide you with up to date information about the goings-on at Anza.

The second section describes our school discipline plan. We, at Anza, believe in discipline which is fair, firm, consistent, and positive. Helping our students understand that they are accountable for their own behavior is one of our major goals. We believe in natural and logical consequences that encourage self-responsibility, choice, and decision-making. We also believe in encouraging appropriate behavior by rewarding positive student behaviors. Therefore, the positive reinforcements (rewards, praise, free time, special activities, etc.) are used extensively. In this way, we strive to help our students become positive, caring, and self-confident people. Please spend time reading and discussing this plan as a family. After you have discussed, please sign the “Three Way Pledge” and return it to your child's teacher by Monday, September 10, 2018.

This year we will continue to have the service of our very own school counselor, Mr. Jorge Paz. In addition to providing counseling services he will also continue working with students to solve conflicts and engage in mediation. We look forward to being able to expand our services to students and strengthen our school culture.

Each school year brings new and exciting challenges. As children grow, they develop the skills and abilities, which allow them to meet these challenges and to develop into responsible citizens. We look forward to working together in creating the best possible learning environment for all of our students at Juan de Anza Elementary School, *a place where everyone is someone special.*

**In partnership,
Alberto Paredes
Principal**

Juan de Anza Staff Directory

<u>Grade</u>	<u>Room</u>	<u>Teacher</u>	<u>Phone Number</u> <u>310-725-2100</u>
TEDDE	1	Katie Nelson	Ext - 1001
K	2	Rebecca Robelotto	Ext – 1002
K	3	Maureen Martineau	Ext – 1003
K	4	Jordan Hayes	Ext - 1004
K	5	Abigail Gutierrez	Ext - 1005
1	6	Rachel Pianin & Rosalie Courtnell	Ext - 1006
1	7	Turner Bronstein	Ext - 1007
1	8	Krista Pachuta	Ext – 1008
1	12	Karen Arias	Ext - 1012
2	9	Renee Amaral	Ext - 1009
2	10	Ruby del Rio	Ext - 1010
2	11	Emily Witkowski	Ext – 1011
2	13	Tanya Woodward	Ext - 1013
3	25	Sylvia Wagner	Ext – 1025
3	26	Tammy Miller	Ext - 1026
3	27	Catherine Koundakjian	Ext - 1027
3	28	Suzanne Guidi	Ext - 1028
4	18	Glafira Carr	Ext -1018
4	19	Cathy Crnkovich	Ext - 1019
4	20	Elanya Thompson	Ext - 1020
5	22	Liza Downer	Ext - 1022
5	23	Emma Rennick	Ext – 1023
5	24	Jordan McKenna	Ext - 1024
ELD	16	Patty Lonergan	Ext - 1016
Learning Center	14	Joy Yamane	Ext – 1014
	15	Jana'e Jeffery	Ext - 1015

Principal	Alberto Paredes
Counselor	Jorge Paz
Teacher/Math Coach	Heidi Obermeyer
School Psychologist	Ayana Cadres
Secretary	Anita Collins
General Clerk	Susan Castellanos
Health Clerk	Chiyo Miyahara
Speech	Stephanie Kinsella
Food Service	Lorraine Montoya, Maria Sanchez, & Elizabeth Mendez
Custodians	Ray Vaquer, Jose Briseno, & Raymond O'Dell
Library/Media Center	Kathy Pittluck & Eric Mendoza
Bilingual Aides	Lisa Briseno & Luis Andrade

Instructional Aides/Noon Supervisors: Corrine Mills, JoAnne Kryske, Theresa Warlich, Irene Umbarger, Barbara Greene, Indu Bhardwaj, Lauri Chipeco, Helen Legaspi, Jolene Gardner, Adrinia Robinson, Archana Prasad, Ileana Muniz, Teresa Flores, Kyle Alexander, Miriam Oliva, Maria Anduaga, Oscar Silva, Austin Sprotte, Maria Poindexter Hornbeck, Alexandra Moreno, Amanda Burns Mastrella, JoAnne McDonough, and more to follow.

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FIRST DAY OF SCHOOL SCHEDULE - Tuesday 8/28/2018

	<u>Arrival</u>	<u>Dismissal</u>
TEDDE & Kinder Orientation (with parents)	10:00 a.m.	11:00 a.m.
Grades 1 - 2	8:45 a.m.	11:50 a.m.
Grades 3 - 5	8:30 a.m.	12:00 noon

MINIMUM DAY SCHEDULE - Wednesday 8/29/2018 & Thursday 6/13/2019

	<u>Arrival</u>	<u>Dismissal</u>
TEDDE	8:30 a.m.	11:40 a.m.
Kindergarten	8:05 a.m.	11:15 a.m.
Grades 1 - 2	8:45 a.m.	11:50 a.m.
Grades 3 - 5	8:30 a.m.	12:00 noon

FIRST TWO WEEKS' SCHEDULE – August 30, 2018 through September 7, 2018

Shortened Day Schedule for all grades

	<u>Arrival</u>	<u>Dismissal</u>
TEDDE	8:30 a.m.	12:25 p.m.
Kindergarten	8:05 a.m.	11:45 a.m.
Grades 1 & 2	8:45 a.m.	2:05 p.m.
Grades 3, 4, & 5	8:30 a.m.	2:05 p.m.

REGULAR SCHEDULE - Beginning Monday, September 10, 2018

	<u>Arrival</u>	<u>Dismissal</u>
<u>TEDDE</u>		
Early Birds	8:30 a.m.	12:25 p.m.
Late Birds	10:00 a.m.	1:40 p.m.
<u>Kindergarten</u>		
Early Birds	8:05 a.m.	11:45 a.m.
Late Birds	10:00 a.m.	1:40 p.m.
<u>Grades 1-2</u>		
Early Birds	8:45 a.m.	2:00 p.m.
Late Birds	9:50 a.m.	3:00 p.m.
<u>Grade 3</u>		
Early Birds	8:30 a.m.	2:00 p.m.
Late Birds	9:30 a.m.	3:00 p.m.
<u>Grades 4-5</u>	8:30 a.m.	3:00 p.m.

EVERY WEDNESDAY & SHORTENED DAY SCHEDULE

Every Wednesday is a Shortened Day Schedule for students in grades 1 through 5 only.
Kindergarten and TEDDE students are not affected by the Wednesday schedule

GRADES 1-2: 8:45 – 2:05

GRADES 3-5: 8:30 – 2:05

Thank you for communicating this schedule to whomever picks up/ drops off your student(s) as we **DO NOT** provide supervision of students who dropped off early or are left beyond the dismissal time.

ARRIVAL & DEPARTURE

Children must not be dropped off any sooner than 10 minutes prior to their scheduled starting time. They are also expected to go home promptly upon dismissal at the end of the day. We ask that you pick up your child on time, because we cannot provide adult supervision beyond the scheduled times. Students who are dropped off at school early on more than five occasions may be referred to SART. The following entrance and exit plan is provided for your use:

All Students in grades 1-5: enter and exit the school through the blue double doors by the Guerrero Multi-purpose center. If your child is walking home, they must use the Pedestrian Walkway and crosswalks on the surrounding streets.

Driving: PLEASE DO NOT LEAVE YOUR CAR UNATTENDED IN A RED ZONE. Students in grades 1-5 being dropped off and picked up by car will enter the one way ENTRANCE ONLY driveway at 123rd and Hindry. Follow the traffic pattern set up by the yellow barrier. Please pull as far forward as possible to the drop off area before unloading and loading passengers. Have your student packed up and ready to exit the car, do not retrieve belongings from the trunk as it causes delays. At dismissal, if your child is not at the "waiting" area, please exit and circle back around to the ENTRANCE ONLY driveway. **Please do not honk your horn at any time in front of the school.**

If parking on Hindry or any neighboring streets and walking to meet your child, please use the Pedestrian Walkway or other designated crosswalks. During arrival/dismissal times, the use of the blue crosswalk in our driveway is restricted to those using the handicap spaces with appropriate placards as this can create a serious safety hazard in our valet line.

Riding Bikes: Fourth and fifth grade students riding bikes to and from school must walk their bikes while on campus, and proceed directly to the bike rack.

4th & 5th Grade Fast Pass: Fourth and fifth grade students will be picked up each day on the Wiseburn Child Development Center side of the valet. Parents of fourth and fifth graders should line up by pulling all the way forward in front of the WCDC. (Fourth and fifth grade students with younger siblings will sit with them and be picked up in the main valet line.)

TEDDE/Kindergarten Students: All TEDDE/Kindergarten students will enter and exit through the Kindergarten gate by the main entrance. Kindergarten and TEDDE parents need to park and walk in the crosswalks to bring their student to the Kindergarten gate. **DO NOT use the RED Zone along the front of the school for drop off or pick up at any time during the school year.** This allows our youngest students to understand the drop off and pick up process before using the valet system in later grades. All TEDDE/Kindergarten students are picked up at the Kindergarten gate.

To all parents: thank you for following all traffic rules and reminding your child care provider of the rules as well. Observing these rules ensures your child's safety. As adults, it is important for us all to model the correct way.

SAFETY

Please discuss with your child the importance of observing street signals, crossing streets safely, crossing only in the crosswalks, and not talking to strangers. Please report any suspicious or dangerous activity to the school office or the South Los Angeles Sheriff's Station at (323) 820-6700

ATTENDANCE:

The Law: All students between the ages of 6 and 18 must attend school daily. Parents or guardians are responsible for sending their children to school (E.C. 48200). A student who is absent three full days without a valid excuse, or on three occasions is tardy or absent for more than thirty minutes, or any combination thereof, is a truant (E.C. 48260). Truancy can lead to severe consequences, including fines and criminal prosecution. Students who are truant from school will be referred to the District Attendance Chairperson and a referral to the District Attendance Review Team (DART) and School Attendance & Review Board (SARB) may occur. *Please note: The District may conduct home visits to verify student residency/attendance requirements at any time without notice.*

Verified excused absences are:

- Illness
- Quarantine directed by county or city health officials
- Medical, dental or eye care services
- Attending funeral services for the immediate family
- Attending religious services

Absence: A major factor contributing to quality education is continuous instruction. Please make sure your child attends school regularly and is absent only for illness or emergency reasons. If your child is absent, please telephone the school office the day of the absence or send a note upon your child's return explaining the reason for the absence. For attendance records, we must know if the absence is excused or not excused. If your child has had a communicable disease, a serious injury, or medical reason that restricts activity, please have your child report to the nurse's office before going to the classroom.

Excessive Absence: If students are absent from school more than 10 school days, school notification will occur in the form of a letter that will be placed in the student's permanent record. A School Attendance Review Team (SART) meeting may occur when students are absent from school more than 15 days.

Truancy: If students reach three unexcused absences, school notification will occur in the form of a truancy letter. Any unverified absences will be considered unexcused. Truancy letters become part of a student's permanent record. A School Attendance Review Team (SART) meeting may occur as a result of truancy. Family trips are unexcused absences.

Tardiness: Students are let into the school building 10 minutes prior to their start time (see arrivals and dismissals time schedule). At the appointed start time the doors/gates close, students arriving beyond that point are marked as tardy. It is the legal responsibility of the parent/guardian and student to see that the student arrives at school on time. Being on time for school is an important goal stressed at Anza. Everyone's learning is disrupted when a student arrives late to school. Frequent tardies may give the child the idea that school is not important. If your child is tardy, he/she must report to the school office before going to the classroom. Tardies become part of the student's permanent record. Car trouble, parent appointments, and reasons other than the student's own doctor or dental appointment accompanied by a "Return to School" note will not be excused. After five tardies, the student will be invited to attend Punctuality Academy during one of his/her recesses. If students are late to school on more than 5 occasions, the office will send a notice home with the student to notify parents. If students reach 10 tardies a referral to the School Attendance Review Team (SART) for further action will occur. A violation of the SART contract will result in a referral to the District Attendance Review Team. Further action to the School Attendance Review Board (SARB) may occur if attendance does not improve.

Home Instruction for Extended Illness: Students in need of home instruction due to chronic and/or extended illness should contact the school health office with physician referral to arrange for a home teaching program when appropriate.

Independent Study: Independent Study may be considered when a student will miss more than 5 days of school. The school must have a minimum of 5 days prior notice, so the teachers can prepare the work. All work must come back to the teacher the day the student returns to school. Independent Study can be denied if the student leaves for reasons not recognized in the Education Code or if a student fails to meet the requirements of an independent study.

SCHOOL ATTENDANCE REVIEW BOARD (SARB)

SARB is a community agency of educators, community representatives, parents, and members of law enforcement, probation and welfare agencies. SARB acts as a resource for families and offers support in seeking solutions to habitual attendance/behavior problems. When referrals are made, students, parents, SARB representatives, and school representatives are mandated to meet to discuss areas of concern, review records and recommend a specific plan of action. This is a confidential process designed to solve problems before a student becomes part of the Juvenile Justice System.

SCHOOL ATTENDANCE REVIEW TEAM (SART)

Students who are truant from school, have excessive absences and or tardies will need to attend a School Attendance Review Team (SART) meeting. This meeting will first be convened on the Anza campus in an effort to help families avoid a SARB referral.

DISMISSAL DURING SCHOOL DAY

If an emergency arises that requires your child leaving school before dismissal time, please notify the school office. For your child's welfare, please know that children will only be dismissed through the office. Dismissal during the school day can be highly disruptive to the school environment. We request that you please schedule appointments outside of school hours.

SCHOOL LUNCH PROGRAM

It is the parent's responsibility to ensure their child is either bringing a lunch from home or purchasing a lunch at school. A school lunch is available to all students in grades kindergarten through five. Sack lunches may also be brought from home. The price of the hot meal is \$3.45 per day. Milk is included in this price. Students who bring lunches may purchase milk for \$.30 per day. School lunch money and milk money can be turned in at any time to the office or students may put their money in a labeled envelope and leave it in the dropbox located in the North and South hallways. Please note that lunch money will not be collected in the students' classrooms. For your convenience, you may also pay on-line at myschoolbucks.com.

A Free/ Reduced Lunch Program is also available to qualifying families (forms are available in the school office) and must be submitted yearly for participation in the program. If you are paying by check, make the check payable to the Wiseburn Unified School District (WUSD). Please make sure lunch money is turned into the office by 10:00 a.m.

In accordance with federal law and the U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Ave. SW Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). Wiseburn Unified School District is an equal opportunity provider and employer.

FOOD ITEMS BROUGHT TO SCHOOL FOR SCHOOL FUNCTIONS: In accordance with WUSD Wellness Policies, students are not allowed to bring homemade or home-prepared items to school for school functions and/or school sponsored events. For these events, bring healthy pre-packaged store-bought and prepared items.

LUNCH PERIOD

Our lunch periods are divided according to grade level spans. Students are adequately supervised during their lunch and lunch recess periods. The WUSD believes in healthy choices and asks families to follow nutritional guidelines when packing their children's lunch and avoid packing unhealthful foods. **No glass bottles, soda, coffee, or energy drinks will be allowed.** Having your child's lunchbox or sack labeled with name and room number eliminates many problems.

Anza School is a closed campus, and students leaving the grounds at lunch time must have a note on file in the school office from the parent giving permission to do so and what transportation will be provided students must be signed out at the office. For the safety of our students we do not allow parents to join their child for lunch at the lunch tables. If you wish to have lunch with your child you may take them to lunch by signing them out at the school office. Please remember to have them back to class on time.

Please avoid dropping off lunches for students at the office, unless it is an emergency situation; this causes disruption to the classroom. If you do need to drop a lunch off at the office, please let your child know so s/he will know to pick it up and should not order hot lunch. Classrooms will not be called to inform students of dropped off lunches. Staff will not be responsible for lunches that are not picked up by students.

NO RETURN POLICY

At Anza we believe in teaching personal responsibility, so our children are expected to take all their books, backpacks, lunchboxes, jackets, sweaters, etc. with them when they leave the classroom. Students will not be allowed to return to the classroom after their dismissal. Please do not ask teachers or the office staff to make exceptions to this policy, as this would only reinforce the forgetful behavior, resulting in more forgotten items in the future. Please understand that this policy is in place not to punish students, but rather to encourage personal responsibility.

LABELING POSSESSIONS

All sweaters, jackets, and other personal possessions should be labeled with your child's name so that they can easily be returned when found. Unfortunately, many new sweaters, Anza Wear, and jackets are unable to be returned to the owners if the clothing has not been labeled.

LOST AND FOUND

The school maintains a "Lost and Found" area. Students and parents are welcome to check for lost items at any time. Since the school cannot accept responsibility for lost or stolen valuables, we request that valuable belongings be kept at home. Unclaimed lost and found items are donated to charity several times during the year.

TELEPHONE USE

School telephones are to be used for emergencies or for school business only. Students may use the phone only when it is extremely important and only when they have received permission from their teacher and/or office staff member. Students who are left beyond the dismissal time will be permitted to call home. Please ensure students know or have written down a phone number to reach someone. Students who do not know their phone number will have to wait until a staff member is available to look it up.

CELL PHONES/SMART PHONES/SMART WATCHES AND OTHER COMMUNICATION DEVICES

The use of any personal communication device is not permitted during school hours. Students bringing any type of communication device must keep them turned off and in their backpack. Please note that Anza is not responsible for any lost or damaged device. Devices that are used by students during the school day will be taken and returned only to a parent. Repeated offenses will result in disciplinary action.

LOST OR DAMAGED SCHOOL PROPERTY

If school property is lost or damaged by a student, the student and parents are responsible and will be asked for reimbursement. This also includes lost library books and textbooks. (Calif. Education Code 48909)

TOYS

The school supplies adequate materials for classroom and playground use. Therefore, all toys and trading cards should be left at home except for teacher directed sharing experiences. This includes any other item that is causing distraction.

IMMUNIZATION

All children entering Kindergarten or entering school from out of state must have, at the time of enrollment, written evidence of required immunizations. The law states that any child not immunized will be excluded from school until the required immunizations are completed.

FIRST-GRADE PHYSICALS

All first-grade students are required by law to have a physical examination before entering school. WUSD does not provide this service.

ORAL HEALTH

California law requires students to have an oral health assessment by November 1st in either kindergarten or 1st grade, whichever is their first year in a public school. WUSD does not provide this service.

BICYCLES

In the interest of safety, only fourth and fifth-grade students may ride their bicycles to school. Interested students should obtain the Wiseburn Bicycle Safety Handbook from our school office. After reviewing the information with your child, please sign the Bicycle Permission Slip and return the form to the classroom teacher. All bicycles must be locked individually while parked at school. Riding a bicycle to school is a privilege which may be withdrawn if the rules are broken. Students must wear a helmet when riding a bicycle, and the helmet must be fastened.

SKATEBOARDS, ROLLER SKATES, and ROLLER BLADES

Skateboard riding, roller-skating/blading, roller hockey, and scooters are strictly prohibited on school grounds.

ANIMALS IN THE CLASSROOM

Parents must secure permission from the classroom teacher who in turn must secure administrative permission if an animal is to be brought to school for sharing. WUSD Board Policy states that animals are not permitted on school grounds.

BIRTHDAY PARTIES

Due to allergy concerns we cannot allow any student to celebrate his/her birthday at school with food treats. Classroom teachers recognize student birthdays within the classroom. Please do not bring balloons or flowers to school, as this creates a disruption to the classroom.

HOMEWORK

Homework is an important part of the overall educational plan of the WUSD. The type of assignments, frequency and length of assignments vary with the age of the student as well as his/her needs. Homework includes activities that supplement classroom

work and contribute to the continuing growth of the pupil. Parents are responsible for providing a quiet study environment for their children to complete homework assignments as well as assuring completion on a daily basis. Assignments brought late by parents to the office will be placed in the teacher's mailbox and are considered late.

3rd, 4th, & 5th Grade Honor Roll

Students must possess a 3.3 grade point average or higher for the given trimester and can have no more than two N's and may not have any U's in any of the effort or citizenship categories to be eligible for Honor Roll.

SPECIAL SERVICES

School Site Council: Our program includes school-wide planning, implementation of curriculum objectives, and on-going evaluation. Parents may become involved in the coordination our Anza program through the School Site Council. Parent elections for School Site Council are held in late September or early October. School Site Council meeting are open to the public.

English Language Development: For students whose primary language is other than English, the District provides support in acquiring English language skills. Students are tested for language proficiency, and services are provided for those students identified as limited or non-English speaking. Qualified students participate in extended-day English Language Development services. Additionally, all of our teachers are trained to deliver academic instruction with these students in the classroom. Parents are welcome to participate in the coordination of this program through the English Learner Advisory Committee (ELAC).

Special Education: Designed to help children with learning difficulties, our Learning Center is available for qualifying students. Working in conjunction with regular education teachers, our Special Education teachers develop programs that help to meet the needs of the students.

Language and Speech Therapy: Our District provides the services of a Speech and Language Specialist who works with students in need of remedial therapy.

Split Reading: Our students in the primary grades (TK-3) are involved in split reading (Early-Bird/Late-Bird). This plan divides a classroom into two sessions enabling the teacher to better meet the individual language arts needs of the students. Our teachers divide their classes carefully, so that each student may be most successful. We thank you for understanding that individual requests cannot be honored.

Academic Intervention: Some students may experience academic struggles during the school year. These students may be recommended for participation in an additional academic program, which may include Reading Intervention. This program is designed to help students achieve grade level proficiency of the California Content Standards.

Physical Education: There is a formal physical education program (2X's a week for 50 minutes) for grades 1-5. This program is coordinated and provided by the YMCA PLAY program. The emphasis is on fitness training, development of human movement and wellness. 5th graders participate annually in the State Physical Fitness exam. The Physical Education program is recognized as an integral component of a comprehensive educational program. Physical activity helps a child grow physically, intellectually, emotionally, and socially. All children are required to participate unless excluded by a physician's recommendation provided in writing with clearly delineated dates of exclusion. A note from a parent can only excuse a student for two PE sessions per year, beyond that a medical doctor's note is required. Appropriate clothing should be worn by students during physical education.

School Success Team (SST): If a student is experiencing academic or social difficulties at school, a School Success Team (SST) meeting may be held for that individual student. Teachers or parents may request an SST meeting to discuss a child's progress. These meetings may include any or all of the following people: parent(s) of child, general education teacher (current), general education teacher(previous), resource specialist, counselor, school psychologist, principal, speech and language therapist (as needed), and others with knowledge or resources to assist,.

GATE: In the spring all 3rd grade students will be screened for our Gifted and Talented Education program. Students in 4th or 5th grade can also be recommended for screening during this time. GATE students participate in a program provided by S.T.A.R. Education Services. Teachers engage in a variety of differentiated instructional techniques to meet the needs of gifted learners.

Healthy Families: Families in need of information relating to health care programs available in the community should contact the school health office.

McKinney-Vento Homeless Assistance: Families who lack a fixed, regular and adequate nighttime residence may be eligible for programs and services to assure that children receive equal access to free and appropriate public education and appropriate services in order to be successful in school.

Foster Youth: Children living in foster care and group homes should meet with the school administrator to discuss unique educational needs.

Library/Media Center Services: With our state-of-the art library and media center, services are available to all of our students. Students visit our school library on a regular basis to check out books, to do research and access the Internet (as appropriate), to enjoy selected literature, and to work on library skills with the school library/media center assistant. Parents are requested to support this program by encouraging children to return books on time and taking proper care of the borrowed items in their possession. Payment for lost or damaged books is required.

Listed below are the two Public Libraries found in Hawthorne:

- | | |
|-------------------------------|------------------------|
| •Wiseburn Library (LA County) | 5335 West 135th Street |
| •Hawthorne Library | 12700 Grevillea Avenue |

PARENT INVOLVEMENT

The Parent-Teacher Association: (PTA) plays an active role at Anza School. Joining the PTA provides a good opportunity to become involved in your child's academic program as well as to meet the parents of your child's classmates. Through the generous support of the Anza PTA, our instructional program has been enhanced by field trips, assemblies, additional activities, and needed instructional materials.

Field Trips

Our PTA funds a field trip for every class as an extension of the classroom curriculum. Some grade levels use these funds to host "in house" field trips instead of traveling. Participation is not dependent on academic performance but on standards of behavior. Eligibility for participation is based on a student's record of positive behaviors, and ability to follow school rules. Eligibility must be maintained until the actual field trip. An alternative program will be provided for students who are either ineligible or decide not to attend. A signed permission slip is required for off-site field trips and will be sent home one to two weeks in advance. When preparing for a field trip, please notify the teacher or nurse if your child has a medical related issue the school should be aware of. Teachers may select parent volunteers to act as chaperones to guide small groups of students. All selected chaperones will be asked to sign a Chaperone Guideline form prior to leaving on the trip. If you're not an "official" chaperone, please do not be an "unofficial" one. When parents show up at field trip destination, it causes problems for the teacher and school. The best thing non-chaperone parents can do is be attentive listeners when their children return from the field trip.

Volunteers: We are successful because of strong home/school partnerships we have established. Our family volunteer program has accomplished many great things! People willing to work at school or home are needed at every grade level. If you would like to become a volunteer on a regular basis, please fill out a volunteer form and return it to our school office. This is an excellent way to become involved! Our PTA and Anza teachers coordinate volunteers. Due to safety rules, we thank you for understanding that children are not permitted to come with you during the time you are volunteering, thank you for understanding and arranging for childcare. All regular volunteers must follow the Wiseburn Unified School District guidelines and submit proof to the school office of a TB risk assessment questionnaire completed by a physician.

PARENT VISITATIONS

Parents are welcome to visit, but must telephone the school office or teacher at least 24 hours in advance to arrange a visitation time with your child's teacher. As a safety measure, parents must sign in at the office and obtain a visitor's badge. District policy allows a visitation stay for up to 30 minutes to reduce disruption to the learning environment. The classroom teacher will not be able to confer during at this time. Parents are not allowed to go directly to the child's classroom without checking into the office. In addition, schools are required to promptly remove from the school premises any individual who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or causes property damage. (E.C. 32210) The use of any electronic listening or recording device in any classroom without the prior consent of the teacher and principal is prohibited. (E.C. 51512). Those who visit/volunteer on a regular basis must have a recent TB risk assessment questionnaire completed by a physician on file with the office.

CIVILITY POLICY

Members of WUSD staff will treat parents and other members of the public with respect and expect the same in return. The District is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds. This policy promotes mutual respect, civility and orderly conduct among District employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting District employees as positive role models to the children of this District, as well as the community, the WUSD encourages positive communication and discourages volatile, hostile, or aggressive actions. The District seeks public cooperation with this endeavor. (Board Policy 1313a)

DISRUPTIONS

1. Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on District property, will be directed to leave the school or District property promptly by the Superintendent, principal, or designee.
2. If any member of the public uses obscenities or communicates in verbal or written language in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the District employee will verbally notify the abusing party that his/her participation in the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on District premises, the offending person will be directed to leave promptly. If an individual refuses to leave upon request the Superintendent, principal or designee may notify law enforcement officials. (Ed Code 4811 & Board Policy 1313(a))

TOBACCO AND VAPOR-FREE SCHOOLS

The board prohibits the use of tobacco products at any time in district owned or leased buildings, on district property, and in district vehicles. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, vapes, and electronic nicotine delivery systems (ENDS) such as electronic cigarettes.

A visitor who smokes or uses tobacco of any kind on district property shall be informed of the district's tobacco-free schools policy and asked to refrain from use. If the person fails to comply with this request, the following actions may ensue:

- The matter may be referred to the Superintendent or designee responsible for the area or the event.
- The Superintendent or designee may direct the person to leave school property.
- If necessary, the Superintendent or designee may request local law enforcement assistance in removing the person from school premises.
- If the person repeatedly violated the tobacco-free schools policy, the Superintendent or designee may prohibit him/her from entering district property for a specified period of time.

HOME/SCHOOL COMMUNICATION

Back to School Night: This informational meeting will be held on Wednesday, September 5, 2018 by the classroom teacher with the parents of her pupils. Your child's teacher will explain the subject matter covered, procedures, and activities planned for the school term. Thanks for understanding that teachers will not be able to confer individually with you during this evening. Additional information regarding this Back-to-School evening will be sent home with your child. Back-to-School Night is for parents only.

Individual Parent Conferences: Opportunities for individual conferencing are available at any time throughout the school year, and parents and teachers are encouraged to maintain open communication. Research has proven that the stronger the home/school connection is the more successful students are. Please see our current calendar for scheduled conferencing periods. Report cards will be distributed to students at the end of each Trimester please check your student's backpack regularly.

Weekly E-Mail: To keep you better informed and maintain that strong home/school connection, up to date information and flyers will be sent via e-mail. This will include important school information, PTA news, and flyers announcing special projects and events. If you are having trouble receiving e-mail from the school, please contact the office.

Anza Website www.anzaeagles.org: This was created and is kept up-to-date so you can always have the best information about our school.

Voicemail/email: Electronic methods of communication including email and voicemail are available on the Anza campus. Your child's classroom teacher will indicate the best methods of communication. For a list of staff email please visit the Faculty tab on the Anza website.

UNIFORM COMPLAINT PROCEDURES: The Board of Trustees recognizes that the district has primary responsibility for insuring that it complies with state and federal laws and regulations governing educational programs. Therefore, the WUSD has adopted a uniform complaint procedure (BP 1312.3). Any person wishing to file a complaint regarding a violation of federal or state law or regulation governing an educational program which is covered under this procedure may do so by contacting the Superintendent's Office at 201 Douglas St., El Segundo, CA. Complete information is sent home each year in the opening day packet.

DRESS AND APPEARANCE STANDARDS

The Board of Trustees, acting on administrative recommendations adopted the following dress and appearance standards: Dress should be appropriate for normal school activities; it should reflect pride and respect. Clothing and shoes should be washable and comfortable for work and play as our students get dirty, sometimes very dirty. Pupils are expected to dress neatly, cleanly, and in good taste at school and all school-related functions. Pupil appearance shall not be disruptive to the educational process, create a distraction in any form, or be unsafe for that pupil or others. The determination of good taste or safety rests with the building principal or designee at school and all school-related functions. Health and safety are guides to employees to adhere to and enforce the dress code. The Board finds that the presence of certain types of clothing and attire can cause a substantial disruption of or material interference with institutional and other school activities. Specifically, the Board finds that it is necessary to establish dress and grooming standards designed to prohibit the wearing or displaying of clothing, attire, jewelry or materials that evidence membership in or affiliation with any gang; which are obscene, sexually explicit or suggestive; which promote the use/abuse of drugs and/or alcohol; or which are otherwise inappropriate or unsafe for normal school activities.

A. Students, while at school or any school-sponsored activity, are NOT permitted to wear:

- 1) Shorts, skirts or dresses that expose undergarments or posteriors.
- 2) Shorts, skirts or dresses must not be shorter than a student's fingertips when arms are fully extended along the student's side. Unless worn with longer shorts or leggings underneath.
- 3) See-through blouses, bare midriffs, revealing tank-tops, spaghetti straps, halter, strapless, or backless tops. Unless worn with a t-shirt underneath.
- 4) Any clothing that refers to any type of alcohol, drug, or act that is illegal or hazardous to one's health. Clothing with crude or inappropriate writing is not acceptable.
- 5) Baseball caps or other hats must be worn frontwards only and are to be removed indoors.
- 6) Clothing or jewelry that shows or suggests sexually-related or obscene gestures, pictures, or wording.
- 7) Clothing, jewelry, or accessories which pose a threat to the physical safety and well-being of the student or others.
- 8) Clothing and/or accessories related to a group or gang that may provoke violence or cause others to be intimidated by fear of violence.
- 9) Shoes must be worn at all times for reasons of safety. The following shoes are not acceptable: Crocs (or other soft soled shoe), flip-flops, toeless or open toe sandals, strapless heels, high heels on any shoes.
- 10) Heelies (shoes with wheels) are NEVER acceptable for school.
- 11) Hair must be neat and well-groomed for sanitary reasons.

Unfortunately, certain styles of clothing are identified as being associated with gangs. We believe that wearing this attire poses a safety threat to your child. We have found that oversized clothes are a safety hazard, and they appear to hamper learning.

Therefore, we ask that oversized shirts and/or those with very long sleeves, as well as baggy/ill-fitting pants NOT be worn to school. Baggy, oversized, calf length shorts worn with white knee socks are never appropriate for school. Instead, we are asking that all of our students wear clothing that fits them and is appropriate for school. Parents, we appreciate your understanding and support in the above mentioned student dress and appearance standards. We, in Wiseburn and at Anza School, have high standards, and we believe that learning takes place when students come to school dressed appropriately.

If a child's clothing or shoes are inappropriate for school parents will be called to bring a change of shoes or clothing. Students will not be allowed to return to class until they are appropriately clothed.

PERMITS

Permits, allowing a child to attend WUSD from another district, are granted for only specific reasons. Each permit status will be reviewed at the end of each grading period. The privilege of attending Anza School may be lost if student expectations and parent requirements are not met. If you have questions regarding permits, please telephone our district office at 310-725-2101. Applications may be obtained from the district office located at 201 Douglas St., El Segundo, California.

OUT-OF-DISTRICT MOVE

Please inform the school office in advance if you plan to move out of the District. This advance notice will provide sufficient time to prepare your child's transfer form.

EMERGENCY INFORMATION

Your child's safety and well-being continue to be our priority at Anza School. Because we care, we have a well-defined emergency drill plan in place.

This plan is designed to minimize those fears and stresses that accompany an emergency. Each member of our staff has been instructed on measures necessary to cope with a disaster. In addition, each person has been assigned to a committee and has been trained to perform the necessary committee functions. We have regular drills throughout the year to acquaint both staff and students with these procedures.

Important aspects of this plan are parental support and instructions. Should an actual emergency occur, our plan now instructs parents to report directly to the 123rd St. gate to pick up children. Trained personnel will be there to assist you. Children will be released only to those names appearing on the registration form or emergency card. This is why we ask you to keep us informed of any changes that occur and to keep the registration form current. See Pupil Request and Release Procedures in case of Emergency page.

Please notify us immediately of any change in address, phone numbers, employment, or emergency information. Should an emergency arise, we must be able to reach you.

THIS IS VITAL TO THE WELFARE OF YOUR CHILD.

MEDICATION

California Education Code Section 49423 allows designated school personnel to assist the pupil when required to take medication (prescription or over the counter) during the school day.

In order for the school personnel to assist a pupil with medication, the following legal requirements must be met:

- A. Parent/Guardian must sign a statement requesting that school personnel assist the pupil in taking medication during school hours.
- B. The physician must sign a statement detailing the method, amount, and time schedules by which such medication will be taken.
- C. Whether it is prescription or over the counter medication, the medication bottle provided by the parent must have the prescription label, complete with the pupil's name and doctor's instruction.
- D. Parent request and physician's statement must be renewed at least annually; new signed physician and parent statements must be submitted if the medication regimen is changed.
- E. If your child needs to take medication during school hours, please see the school health clerk or secretary to obtain a form.

WISEBURN SCHOOL DISTRICT
PUPIL PERSONNEL SERVICES

Request for Assistance with Medication During Regular School Day

The Wiseburn School District requires that all students who need medication during school hours must do the following:

1. Present a written statement from the student=s physician detailing the method, amount and time schedules for the taking of the medication.
2. Present a written statement from the student=s parents/guardian requesting the District to assist the student in taking the prescribed medication.
3. Bring the medication in the original bottle, properly labeled.

STUDENTS MAY NOT CARRY MEDICATIONS ON THEIR PERSONS OR KEEP IT IN THEIR LOCKERS UNLESS REQUESTED IN WRITING BY THE PHYSICIAN.

TO BE COMPLETED BY PARENT:				
_____	_____	_____	_____	_____
Last Name of Pupil	First Name	Sex	Date of Birth	School
I request that designated District personnel (not necessarily a school nurse) assist my child in taking the medication in accordance with the instructions provided below by the physician. I authorize the District to communicate with the physician below regarding my child=s medical condition and/or the medication prescribed for it.				
_____	_____	_____		
Date	Telephone	Signature of Parent/Guardian		

TO BE COMPLETED BY PHYSICIAN:		
_____	_____	
Purpose of Medication	Name of Medication	
_____	_____	_____
Dosage Prescribed	Time Schedule	Dose Form (Tablet, Liquid, etc.)
_____	_____	_____
Prescription Date	Length of Time to be Taken	Method of Administration
_____	_____	_____
DESCRIBE PRECAUTIONS, SPECIAL INSTRUCTIONS, POSSIBLE ADVERSE SIDE EFFECTS, OR OTHER COMMENTS (<i>PLEASE INCLUDE STORAGE INSTRUCTIONS</i>): _____		

The above named pupil for whom medication is prescribed is under my care.		
_____	_____	
Print or Type Name of Physician	Signature of Physician	
_____	_____	_____
Address	Telephone	Date

THIS REQUEST EXPIRES AT THE END OF THE SCHOOL YEAR IN WHICH IT IS MADE
Please Read Reverse Side

Pupil Request and Release Procedures in case of Emergency

Purpose: To outline the procedures used at the Wiseburn Unified Elementary Schools to ensure a safe, orderly, efficient, and timely pupil release system in case of an emergency. We understand that during an emergency situation emotion runs high and it is our responsibility to see to it that in an emergency, students are cared for and released to an authorized individual. In order to do so, we will employ the following procedures:

1. Students will be gathered by class in the designated staging area (fire drill locations)
2. Student runners will report to the Operations Chief at the Incident Command Post. The ICP is located Anza: near the south hallway student restrooms if that is deemed to be safe.
3. Request Gates: The double gates on the South Side of the playground off of 123rd St. if it is deemed safe.
4. Parents will identify themselves using photo identification and complete an official request form for their child or a student who they are authorized to pick up (authorized on emergency or registration card only, no other authorization will be permitted).
5. There will be three tables (if possible) or lines if tables are not possible. Each table will represent a grade level span (K-1st, 2nd -3rd, and 4-5th.)
6. After determining that the person is authorized to pick up a particular student, the Request Team will write the student's name on a release form and will indicate his/her Room Number so the student runner/staff member knows where to go.
7. The Student Runner/Staff Member will take the slip to the appropriate location at the staging area and will show the slip to the teacher or the person left in charge of the class. The student runner will escort the student, with the slip to the Release Gate.
8. Incident Command Post will determine the staff responsible to man the Release Gate and will make sure the student is familiar with the person who is there to pick him/her up. A second identification check may be necessary at this time.
9. Staff working at the Release Gate will have a log and the authorized adult must sign out the student they are picking up. Include the time of pick up in the log entry. Staff may not release students without a signature.
10. This release process will be active until all students are released or until the Incident Commander declares an end to the emergency situation and the school day continues as planned.

Remember that in the case of a small earthquake or a minor emergency, some parents may pick up their children and some may leave them at school if it is deemed safe to proceed with the school day at the facility. Therefore, the release process could be very short or could take hours before the release procedures are deactivated

SOAR

At Anza we SOAR!

We are Scholars and Outstanding citizens who are Accountable and Respectful. At Anza, we expect all students to behave in a manner that is respectful to themselves and others. We have worked to create a matrix that outlines the behavioral expectations of our students in all areas. For any area not specifically addressed in the matrix students are expected to SOAR at all times.

[Behavior expectations on next page]

Anza Eagles SOAR!

	Hallway	Office Area/Nurse Station	Playground/ PE	Classroom/ Library	Bathroom	Arrival and Dismissal Areas	Cafeteria and Lunch Area	Computers/Lab
S: Scholars	Stay in line with your class	Use materials appropriately	Use and return equipment properly	Use materials appropriately	Use the bathroom appropriately (go, flush, wash, and leave)	Have all needed materials in backpack.	Clean up after yourself	Use computers, printers, and other equipment appropriately
	Use the hallway at appropriate times	Return materials after use	Be prepared to learn	Be prepared to learn	Wash hands with soap and water		Eat your own food	Be prepared to learn
			Freeze at bell or whistle	Be an active listener	Use the bathroom during recess and lunch			Make sure equipment is properly put away and is ready for the next person
				Be on time				Stay on assigned task
O: Outstanding Citizens	Slow down when going around corners	Address staff politely	Be polite to all staff	Exercise self-control		Be polite to staff	Be polite to staff and student helpers	Be a good digital citizen
		Say "please" and "thank you"	Include others in your play	Use manners	Use the restroom and return immediately to your area	Keep all items inside your backpack	Use good manners	

Anza Eagles SOAR!

	Hallway	Office Area/Nurse Station	Playground/PE	Classroom/Library	Bathroom	Arrival and Dismissal Areas	Cafeteria and Lunch Area	Computer s/Lab
O: Outstanding Citizens			Participate in the activity	Participate in the activity		Face forward and watch for your car.	Be welcoming and make room for others at your table	Participate in the activity
			Use conflict resolution strategies	Complete all work with your best effort			Stay in your seat or assigned area until dismissed	Complete all work with your best effort
				Ask for help appropriately			Ask for help appropriately	
	Walk with a purpose	Walk with a purpose	Walk with a purpose		Walk with a purpose	Walk quietly and with a purpose to your area	Walk with a purpose	
A: Accountable	Walk on the right side of the hall	Take care of business in a timely manner	After whistle walk to designated area	Listen to instructions before beginning work	Keep bathroom clean and dry	Use appropriate crosswalks	Remain quietly in line with your lunch card ready	Listen to instructions before beginning work
	Keep backpack against the wall		Throw snack trash away	Make sure all materials needed for home are in your backpack before leaving.		Follow the No Return Policy	Throw away trash	
	When working in the hallway stay out of the walkway	Wait patiently for help, unless it is an emergency	Be responsible for your personal items		Stay in your own stall		Wait patiently for help	Focus on your own computer

Anza Eagles SOAR!

	Hallway	Office Area/Nurse Station	Playground /PE	Classroom/ Library	Bathroom	Arrival and Dismissal Areas	Cafeteria and Lunch Area	Computers/ Lab
A: Accountable			Get a drink and use the restroom before the bell rings					
			Stand in line appropriately					
R: Respectful	Listen to and follow adult directions	Listen to and follow adult directions	Listen to and follow adult directions	Listen to and follow adult directions	Listen to and follow adult directions	Listen to and follow adult directions	Listen to and follow adult directions	Listen to and follow adult directions
	Use appropriate voice level	Use appropriate voice level	Use appropriate voice level	Use appropriate voice level	Use appropriate voice level	Wait calmly and use appropriate voice level	Use appropriate voice level	Use appropriate voice level
	Keep hands and feet to yourself		Be on time when returning to class/line	Keep hands and feet to yourself	Keep hands and feet to yourself	At arrival exit the vehicle quickly and safely.	Keep hands and feet to yourself	Keep hands and feet to yourself
	Be respectful of the other classrooms who are working.	Respect the privacy of others		Show Cooperation	Respect the privacy of others	At dismissal watch for your vehicle and get to it quickly	Take care of lunch card and other equipment	
	Use appropriate language	Use appropriate language	Use appropriate language	Use appropriate language	Use appropriate language	Use appropriate language	Use appropriate language	Use appropriate language
				Raise your hand and wait patiently				Raise your hand and wait patiently

INSCHOOL SUSPENSION

If a student continues to demonstrate inappropriate behavior, he/she may be suspended from the classroom by the teacher. (Education Code 48901) The teacher/administrator will notify and confer with the parent as to why the child was suspended from class. The teacher will discuss ways in which the home and school can work together to prevent further classroom suspension.

ADMINISTRATIVE ACTION: SUSPENSION / EXPULSION

When the above mentioned interventions do not result in positive behavior(s), the student may be suspended from school.

Per EC 48900(s), students may be suspended or expelled for acts listed below which occur at any time, if the act is related to school activity or school attendance. Other means of correction have been considered prior to this action.

Your child may be suspended for violation of Education Code (EC) 48900:

- 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.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance
- d. Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine 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.
- k. Disrupted school activities or otherwise willfully defied the valid authority of school personnel. (Grades 4-12 Only Administrative Action)
- l. Knowingly received stolen school or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault or sexual battery.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing.
- r. Engaged in an act of bullying.

48900.2 Committed sexual harassment (Grades 4-12 only).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only).

48900.4 Intentionally harassed, threatened, or intimidated, creating a hostile educational environment (Grades 4-12 only).

48900.7 Made terroristic threats against school officials and/or school property.

EC 48915(a)(1) requires a recommendation for expulsion for the following act committed by your child unless expulsion is found to be inappropriate due to the circumstances:

- | | |
|---|---|
| <ol style="list-style-type: none">A. Causing serious physical injury to another person, except in self-defense.B. Possession of a knife or other dangerous object.C. Unlawful possession of any controlled substanceD. Robbery or extortion.E. Assault or battery upon a school employee. | <ol style="list-style-type: none">1. Possessing, selling or otherwise furnishing a firearm2. Brandishing a knife at another person.3. Unlawfully selling a controlled substance.4. Committing or attempting to commit a sexual assault or sexual battery.5. Possession of an explosive. |
|---|---|

SEXUAL HARASSMENT: The Governing Board is committed to maintaining a learning environment which is free of harassment. Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 and 5, the disciplinary action may include a white slip, suspension and/or expulsion. (CA. Ed. Code 48900.2)

STUDENT RIGHTS

When an infraction occurs, the student will have the right to explain the circumstances.

No pupil shall be suspended or expelled for any of the acts enumerated unless such act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, 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.

Bullying Prevention in the Schools

Wisburn Unified School District maintains a firm policy prohibiting all forms of bullying. Everyone is to be treated with respect and dignity. Bullying by anyone, including students, teachers, administrators or other adults will not be tolerated under any circumstances.

Definition of bullying:

- Is hurtful behavior that intends to cause harm or distress
- Usually is repeated over time
- Occurs in a relationship where there is an imbalance of power and strength

OVERVIEW OF BULLYING

Surprisingly many children in schools are involved in bullying. In a large-scale national survey (Nasel et al., 2001), 30% of children reported being involved in bullying: 13% as bullies, 11% as victims, and 6% as both. Nearly 10% said they were involved in bullying once a week or more; 70% experienced bullying at some point in their schooling. As many as 7% of eighth graders reported staying home at least once a month due to fear of being bullied, and 14% of students said that exposure to bullying has had a negative impact on their lives.

Defining Bullying

Bullying occurs when a person is exposed repeatedly and over time to negative actions on the part of one or more persons. In the most accepted definition, bullying has four elements: (a) there is an imbalance of power (physical, intellectual, or emotional), (b) the action is repeated over time, (c) the action is intentional-that is, the bully is trying to hurt or intimidate the targeted victim, and (d) there is an unequal display of emotion-that is, the bully experiences a positive emotion while the victim experiences emotional distress (Olweus, 1993).

For the purposes of our elementary schools, the definition is shortened to be: Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending him or herself (imbalance of power)

Why Do Students Bully?

Students engage in bullying for a number of reasons" These include (a) gaining power over others, (b) experiencing excitement, (c) getting attention and popularity, (d) acting out problems coming from the home, (e) obtaining material possessions, (f) joining with the "in" crowd, or (g) copying someone who is perceived as cool. Engaging in bullying demonstrates contempt for others. Because bullying is emotionally rewarding and most often occurs away from the eyes and ears of adults, it is hard to stop.

An interview with Barbara Coloroso, author of *The Bully, the Bullied, and the Bystander*

One of the positive outgrowths of recent school violence is a greater recognition of the problem of bullying in schools. As a result, many schools have begun to draft anti-bullying policies. The question on many educators' minds is exactly what steps to take to begin to address the problem.

Educational consultant and best-selling author Barbara Coloroso spends most of her time on the road addressing parents' and educators' concerns about discipline and the school environment. Her newest book, *The Bully, the Bullied, and the Bystander*, was published by HarperCollins in 2003.

When asked for advice on how to deal with bullying, Coloroso often quotes an anonymous Holocaust survivor who said, "Pay attention, get involved, and never, ever look away." The lessons we must take from school tragedies over the past several years are the same. Pay attention-bullying occurs in all schools. Get involved-with the bully, the bullied, and the bystander; each has a role. And never look away-grown-ups tend to dismiss bullying, which according to Coloroso is a grave mistake.

To build a positive school climate, Coloroso recommends schools take the following seven steps.

Intervene with Discipline

Communicate clear discipline policies. Every student should know that unkind acts will result in immediate discipline. Create policies that give children who bully ownership of the problem and ways to solve it via restitution, resolution, and reconciliation. When dealing with children who bully, it is important to leave their dignity intact.

Create Opportunities for Students to "Do Good"

Promote activities that encourage students to extend themselves to others. Get children who bully involved in serving as crossing guards or reading to a group of younger students. To foster "do good" habits, leave sponges at the ends of lunch tables to encourage children to clean up their area for the next person.

Nurture Empathy

Help children see the perspectives of others. Study historical events where people have stood up for values and against injustices. Read "Jack and the Beanstalk" and ask students to take an unconventional point of view-the Giant's. Lead them in some role-playing with questions like "How would you feel if somebody kept taking your belongings?"

Teach Friendship Skills

There are three antidotes to bullying: a strong sense of self, being a good friend, and having friends. Many who bully or are bullied lack friendship skills. Educators, parents, and other leaders can help break the bullying cycle by both teaching and modeling skills about how to be a friend and make friends.

Monitor Children's Exposure to Media

Schools can help raise parents' awareness of the importance of monitoring their children's exposure to violence through television, music, video games, and so on. Schools can also teach children to be media-wise and to discern between fact and fiction.

Teach Ways to "Will Good"

In the book *Integrity*, Stephen Carter defines "willing good" as "speaking and doing what is right even when the burden is heavy." Sticking up for a peer means taking a risk, and children must be inspired to do so. Reading stories such as *Number the Stars* by Lois Lowry can help children understand what it means to "will good."

Teach Empathy and Perspective Taking

Since those who bully tend to have poor perspective-taking skills, developing their sense of empathy is critical to turning bullying around. "Empathy is the core virtue. [In some children] it may be covered by a lot of garbage, but it's there!" Coloroso says.

Empathy and perspective taking help children do what Coloroso refers to as "meeting another human being as a human," a skill that prevention programs can help foster. Taking the time to research programs and their various components is important. There is no such thing as a one-size-fits-all quick fix. Coloroso favors programs that, like Committee for Children's *Steps to Respect: A Bullying Prevention Program*, work on four levels: the individual, relationships, schoolwide implementation, and integration into the curriculum.

See School as a Safe Harbor

Teachers often shrink back from the idea of adding one more curriculum to their list of initiatives, but according to Coloroso, the *Steps to Respect* program helps support some of the critical needs that schools already face: "We have to relate to one another--let's do it consciously. We have to read books--let's get kids reading conscience-raising books [that deal with] getting along with others and problem solving." Today more than ever, educators, parents, and community members alike recognize the necessity of making school a safe harbor. Coloroso maintains that by teaching children the skills they need to navigate social interactions successfully, educators can help bring children up to "do good" and to make positive contributions to the school culture. "[It's] good if they get this from elsewhere," Coloroso says, "but it must happen in school."

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Bullying at School booklet <http://hsd-ca.schoolloop.com/file/1346928933328/1298973906433/5031517193782421796.pdf>

Anti-Bullying Statement:

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

PARENT COOPERATION

The support and cooperation of each parent is essential for a successful school discipline plan. By home and school working together, students are better able to become responsible citizens and are more accountable for their own behavior. No one is permitted to interfere with the learning or safety of others. We live in a community and work in groups and groups need rules. Review the school discipline plan with your child. We, at Anza School, encourage your active participation. We believe that our Three Way Pledge is a meaningful way for students, parents, and teachers to realize that the education of the student involves all parties.

Anza School Three Way Pledge

The Parent's Pledge

As a parent, I/we will be responsible for letting my child know through my words and deeds that education is important. Therefore, I/we will be responsible for the following:

- Supporting the school and district's homework, discipline, and attendance policies.
- Being involved in my child's education through participation in school events such as Parent Conferences, PTA functions, Open House.
- Providing a quiet place, time, and materials needed for my child to study.
- Encouraging my child to complete his/her homework.
- Making sure my child gets an adequate night's sleep and a healthy diet.
- Having my child attend school regularly and on time.
- Listening to or reading with my child on a daily basis.
- Reviewing all school communications and returning notices.

(Parent's/Guardian's Signature)

(Date)

The Student's Pledge

As a student, I realize that my education is important to me. I understand my parent(s) and teachers want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I will be responsible for the following:

- Being responsible about my own behavior by following all school and classroom rules
- Respecting the rights of others to learn without distraction and disruption.
- Being a cooperative learner.
- Arriving to school on time and being prepared to do my best.
- Returning all homework completed and on time.
- Spending time at home reading and studying.
- Asking for help when needed.

(Student's Signature)

(Date)

The Teacher's Pledge

As a teacher, I understand that education is important to every student's life. I also understand the role I play in making a difference. Therefore, I will be responsible for the following:

- Providing a challenging and positive instructional program to teach all students.
- Teaching grade level skills and addressing the individual needs and strengths of all students.
- Modeling behavior that is expected from our students.
- Assigning appropriate homework with clear instructions.
- Correcting and returning appropriate work in a timely manner.
- Helping students follow the school and classroom rules.
- Assisting parents with how to help children at home.

(Teacher's Signature)

(Date)