



Chula Vista Elementary School District

Thurgood Marshall Elementary School

2026/2027

Student & Parent Handbook



Principal

Ashley Clare

Superintendent

Eduardo Reyes, Ed.D.

Board of Education

Lucy Ugarte • Jessica R. Tolston • Karen Ramirez Dominguez
Francisco Tamayo • Delia Dominguez Cervantes

marshall.cvesd.org

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

California Constitution
Article I, § 28 (c)

EQUAL OPPORTUNITY EMPLOYER

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

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Dear Thurgood Marshall Students, Parents, and Guardians:

The Thurgood Marshall Elementary School (TMES) staff welcomes you to the **2026-2027** school year. We are committed to making learning fun and meaningful for all students. All students are individuals of great worth. It is our intent to provide all students with the opportunity to reach their academic, social, emotional and physical potential, discover their gifts and talents, and grow up to be productive citizens in our community. Please take the time to read the information contained in this handbook, as it will provide you with the school policies and procedures. It also contains information regarding the services and programs at Thurgood Marshall. Parents/Guardians are expected to read and understand how we operate in Mustang Country. We want everyone to be a part of the herd by being respectful, responsible, resilient and safe.

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

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

We are looking forward to a great school year!

Ashley Clare

Principal



THURGOOD MARSHALL ELEMENTARY SCHOOL

School Office Hours: 7:30 am to 4:00 pm

Phone: (619) 656-6252 E-mail: marshallschool@cvesd.org

Marshall.cvesd.org

DAILY BELL SCHEDULE

2026/2027

Breakfast/Supervision:

8:15 a.m. – 8:45 a.m. (*No student drops off before 8:15 a.m.*)

Transitional Kindergarten:

Monday-Thursday

8:30 a.m. - 2:45 p.m.

Arrival & Exit out at the Kinder Back Gate. Visitors must enter through the front office.

Friday & Modified Days

8:30 a.m. - 1:15 p.m.

Arrival & Exit out at the Kinder Back Gate. Visitors must enter through the front office.

Kindergarten:

Monday-Thursday

8:45 a.m. - 3:00 p.m.

Arrival at the Breakfast Gate, Exit out at the Kinder Back Gate. Visitors must enter through the front office.

Friday & Modified Days

8:45 a.m. - 1:30 p.m.

Arrival at the Breakfast Gate, Exit out at the Kinder Back Gate. Visitors must enter through the front office.

Grades 1-6:

Monday-Thursday

8:45 a.m. - 3:15 p.m.

Friday & Modified Days

8:45 a.m. - 1:45 p.m.

Recess Times:

Transitional Kindergarten

9:30 a.m. - 9:45 a.m. & 1:00 p.m. - 1:15 p.m.

Kindergarten

10:00 a.m. - 10:15 a.m. & 1:05 p.m. - 1:20 p.m. ; 1:50 – 2:05 VAPA Weeks

Primary – Grades 1-3

10:10 a.m. - 10:25 a.m. & 2:05 p.m. - 2:20 p.m.

Upper – Grades 4-6

10:30 a.m. – 10:45 a.m.

Lunch Periods:

Transitional Kindergarten

10:45 a.m. – 11:30 p.m.

Kindergarten

11:15 a.m. – 12:00 p.m.

Grade 1

11:30 a.m. - 12:15 p.m.

Grade 2

11:45 p.m. – 12:30 p.m.

Grade 3

12:00 p.m. – 12:45 p.m.

Grade 4

12:15 p.m. - 1:00 p.m.

Grade 5

12:30 p.m. - 1:15p.m

Grade 6

12:45 p.m. - 1:30p.m.

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

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



Chula Vista Elementary School District

2026-2027 School Year-Round Calendar

JULY 2026							3 Minimum Days		Days Worked per month								
S	M	T	W	T	F	S	7/1	Fiscal Year begins	182-Days Classified	186-Days CNS II & III	185- Days Cert. Staff	200- Days School Staff					
			1	2	3	4	7/3	Legal Holiday – Independence Day									
5	6	7	8	9	10	11	7/8	First Day for 200-day Employees/Principals & APs Report									
12	13	14	15	16	17	18	7/16	First Day for 186-day CNS II & III									
19	20	21	22	23	24	25	7/17 – 7/21	Teachers Report to Work									
26	27	28	29	30	31		7/20	First Day for 182-day Employees									
							7/22	Students Report to School – Minimum Day									
							End of first school month, 8 days taught + 3 teacher workdays							10	12	11	18
AUGUST 2026							4 Minimum Days		Days Worked per month								
S	M	T	W	T	F	S							182 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff	
						1											
2	3	4	5	6	7	8											
9	10	11	12	13	14	15											
16	17	18	19	20	21	22											
23	24	25	26	27	28	29											
30	31						End of second school month, 21 days taught						21	21	21	21	
SEPTEMBER 2026							8 Minimum Days		Days Worked per month								
S	M	T	W	T	F	S	9/7	Legal Holiday – Labor Day	182 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff					
			1	2	3	4	9/9	CA Admissions Day (Recognized on December 30)									
6	7	8	9	10	11	12	9/10 – 9/17	Parent/Teacher Conferences – Minimum Days									
13	14	15	16	17	18	19	9/21 – 10/2	Fall Break									
20	21	22	23	24	25	26	End of third school month, 13 days taught										
27	28	29	30														
												13	13	13	13		
OCTOBER 2026							5 Minimum Days		Days Worked per month								
S	M	T	W	T	F	S	10/1 – 10/2	Fall Break (Continued)	182 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff					
				1	2	3	10/1 – 10/2	Principals and APs workday									
4	5	6	7	8	9	10	10/5	Teachers Report to Work									
11	12	13	14	15	16	17	10/6	School Resumes – Students Report – Minimum Day									
18	19	20	21	22	23	24	End of fourth school month, 19 days taught + 1 teacher workday										
25	26	27	28	29	30	31											
												19	20	20	20		
NOVEMBER 2026							3 Minimum Days		Days Worked per month								
S	M	T	W	T	F	S	11/11	Legal Holiday – Veterans Day	182 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff					
1	2	3	4	5	6	7	11/23 – 27	Thanksgiving Week Break									
8	9	10	11	12	13	14	11/26	Legal Holiday – Thanksgiving Day									
15	16	17	18	19	20	21	11/27	Declared Holiday									
22	23	24	25	26	27	28	End of fifth school month, 15 days taught										
29	30																
												15	15	15	15		
DECEMBER 2026							3 Minimum Days		Days Worked per month								
S	M	T	W	T	F	S	12/21–1/11	Winter Break	182 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff					
			1	2	3	4	12/24	Declared Holiday (Christmas Eve)									
6	7	8	9	10	11	12	12/25	Legal Holiday (Christmas Day)									
13	14	15	16	17	18	19	12/30	In-lieu of Holiday CA Admissions Day (September 9)									
20	21	22	23	24	25	26	12/31	Declared Holiday									
27	28	29	30	31			End of sixth school month, 14 days taught										
												14	14	14	14		

LEGEND: SCHOOL DAYS (180)

MINIMUM DAYS (51)

TEACHER PREP DAYS (5)

BREAKS

LEGAL HOLIDAYS (17)

Approved: 12/13/23



Chula Vista Elementary School District

2026-2027 School Year-Round Calendar

JANUARY 2027							4 Minimum Days		Days Worked per month			
S	M	T	W	T	F	S	1/1	Legal Holiday – New Year’s Day	182-Days Classified	186-Days CNS II & III	185- Days Cert. Staff	200- Days School Staff
					1	2	1/1 – 1/11	Winter Break (Continued)				
3	4	5	6	7	8	9	1/7	Principals Report				
10	11	12	13	14	15	16	1/11	200-day Employees & APs Report				
17	18	19	20	21	22	23	1/11	Teachers Report to Work				
24	25	26	27	28	29	30	1/12	School Resumes – Students Report – Minimum Day				
31							1/18	Legal Holiday – Dr. Martin Luther King Jr. Day End of seventh school month, 13 days taught + 1 teacher workdays				
FEBRUARY 2027							3 Minimum Days		Days Worked per month			
S	M	T	W	T	F	S			182 Days Classified	186 Days CNS II & III	186 Days Cert. Staff	200 Days School Staff
	1	2	3	4	5	6	2/12	Legal Holiday – Lincoln Holiday (observed)				
7	8	9	10	11	12	13	2/15	Legal Holiday – Washington Day				
14	15	16	17	18	19	20						
21	22	23	24	25	26	27						
28								End of eighth school month, 18 days taught				
MARCH 2027							8 Minimum Days					
S	M	T	W	T	F	S	3/11–3/18	Parent/Teacher Conferences - Minimum Days	182 Days Classified	186 Days CNS II & III	186 Days Cert. Staff	200 Days School Staff
	1	2	3	4	5	6	3/22–4/2	Spring Break				
7	8	9	10	11	12	13	3/26	Declared Holiday				
14	15	16	17	18	19	20	3/31	Legal Holiday – Farmworkers Day				
21	22	23	24	25	26	27		End of ninth school month, 15 days taught				
28	29	30	31									
APRIL 2027							5 Minimum Days					
S	M	T	W	T	F	S	4/1 – 4/2	Spring Break (Continued)	182 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
				1	2	3	4/1 – 4/2	Principals and APs workday				
4	5	6	7	8	9	10	4/5	School Resumes – Students Report – Minimum Day				
11	12	13	14	15	16	17						
18	19	20	21	22	23	24						
25	26	27	28	29	30			End of tenth school month, 20 days taught				
MAY 2027							4 Minimum Days					
S	M	T	W	T	F	S			182 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
						1						
2	3	4	5	6	7	8	5/31	Legal Holiday – Memorial Day				
9	10	11	12	13	14	15		End of eleventh school month, 20 days taught				
16	17	18	19	20	21	22						
23	24	25	26	27	28	29						
30	31											
JUNE 2027							6/4		Days Worked per month			
S	M	T	W	T	F	S	6/4	End of School Year for Students-180 Days Taught/1 Minimum Day	182 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
							6/4	Last day for 185-Day Certificated Staff-Teacher Prep Day				
							6/4	Last day for 186-day CNS II & III				
	1	2	3	4	5	6	6/16	Last day for 200-day Employees				
6	7	8	9	10	11	12	6/17	Last day for Principals and APs				
13	14	15	16	17	18	19	6/18	Legal Holiday - Juneteenth				
20	21	22	23	24	25	26	6/30	Fiscal Year Ends				
27	28	29	30					End of twelfth school month, 4 days taught	4	4	4	12
							Total Number of Days		182	186	185	200

LEGEND: SCHOOL DAYS (180)
Approved: 12/13/23

MINIMUM DAYS (51)

TEACHER PREP DAYS (5)

BREAKS

LEGAL HOLIDAYS (17)

CVESD's Instructional Focus

The district remains steadfast in its commitment to fostering a collaborative environment where families, staff, and the community work together to support every child's success. Now entering year two of its five-year academic plan, Rigorous Learning for All, the district is building on the foundational work established in the first year to deepen its impact and ensure consistent, high-quality instruction across all schools.

Launched as a district-wide commitment to excellence, Rigorous Learning for All continues to focus on transformational teaching and learning. The initiative aligns teaching practices identified by the National Center for Urban School Transformation (NCUST) with California state standards and the district's Local Control and Accountability Plan (LCAP) goals to accelerate student achievement.

CVESD's Vision, Mission, and Values Reflect Equity

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

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

Who is Thurgood Marshall?

As a school community, we are named after the most honorable, Thurgood Marshall. Thurgood Marshall Elementary School (TMES), established in 1999, is located in San Diego County and serves a culturally and economically diverse population of 450 Transitional Kindergarten through sixth-grade students. The Chula Vista Elementary School District, with 50 schools including charters, is the largest elementary school district in California. Our diverse population includes Hispanic, Asian, Filipino, White, Two or More Races, and African American students. Diversity is celebrated at Marshall school and the cultures of our students are incorporated into our instructional curriculum and school-wide activities. A highly visible mural facing our community proudly displays the rich cultural heritage of our students. This mural, created in collaboration with Southwestern College, is updated to reflect the cultures of our newly enrolling students. Our school community values: honesty, integrity, respect, diversity, commitment, perseverance, teamwork, equity, optimism, and creativity. We are a school committed to justice, equality, and human rights in the spirit and ideals of Supreme Court Justice Thurgood Marshall. To learn more about who Thurgood Marshall is, we encourage families to review the following website: marshall.cvesd.org

School Philosophy

Marshall Elementary School believes that each child is a unique individual who learns and grows in their own way. We strive to meet the diverse needs of all students by providing a safe, inclusive, and engaging learning environment. Through the development of self-respect, empathy, and responsibility, students are prepared to make positive contributions to society and the world around them. Also, a sense of responsibility for one's own education should be encouraged. Therefore, each child should be helped toward becoming independent, self-directed, and self-disciplined. The child should experience as much success as possible in school. Emphasis should be placed on the positive rather than the negative. Each child should be taught at an appropriate academic level so that success can be experienced.

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

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

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

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

Vision:

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

School Mission:

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

To Fulfill Our Mission:

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

Fundamental to Our Mission:

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

Core Values

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

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

INDIVIDUALITY: Every student will have equal educational opportunities.

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

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

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

ACCOUNTABILITY: The staff is accountable for all students learning.

TMES Instructional Focus 2025/2026

Our 2026–2027 instructional focus is to create thinking classrooms where all students actively engage in meaningful learning through intentional Tier 1 instruction.

ARRIVAL

The supervision of students begins at **8:15 a.m.** Students should not arrive before this time, as supervision is not available prior to 8:15 a.m.

Families whose children arrive before supervision begins will receive a warning notice. After three or more notices, parents/guardians will be asked to meet with the principal to develop a support plan. Families needing childcare before school are encouraged to contact the YMCA, which opens at **6:30 a.m.**, or explore district transportation options.

Student Drop-Off Gates

Students should be dropped off at one of the three designated entry points: Kinder Gate, Flagpole Gate, or the Breakfast Gate.

Students may enter campus beginning at **8:15 a.m.** and should report directly to the cafeteria for breakfast or to their assigned blacktop classroom number until the bell rings at **8:45 a.m.**

Students waiting on the blacktop may quietly read, color, talk with peers, or sit and wait for their teacher. Students are expected to follow all school-wide Mustang expectations while under campus supervision.

Breakfast

Breakfast is available from **8:15–8:40 a.m.** in the lunch arbor or indoors during inclement weather. Students who eat breakfast must:

- Pick up their meal from the cafeteria.
- Dispose of all trash when finished.
- Report directly to their classroom lineup area.

Parent and Visitor Expectations During Arrival

Parents/guardians who have signed in through the office may wait behind the lineup numbers, in front of the 200/400 buildings, or near the garden area. For student safety: Do not join classroom lines or mingle with students. Do not address other students regarding behavior concerns. Report concerns directly to school staff. All visitors must exit campus through the office by **8:40 a.m.**

Important Visitor Notice

All visitors must check in through the school office upon entering campus. The principal or designee may refuse entry to anyone whose presence may disrupt school operations or threaten student and staff safety, in accordance with California law.

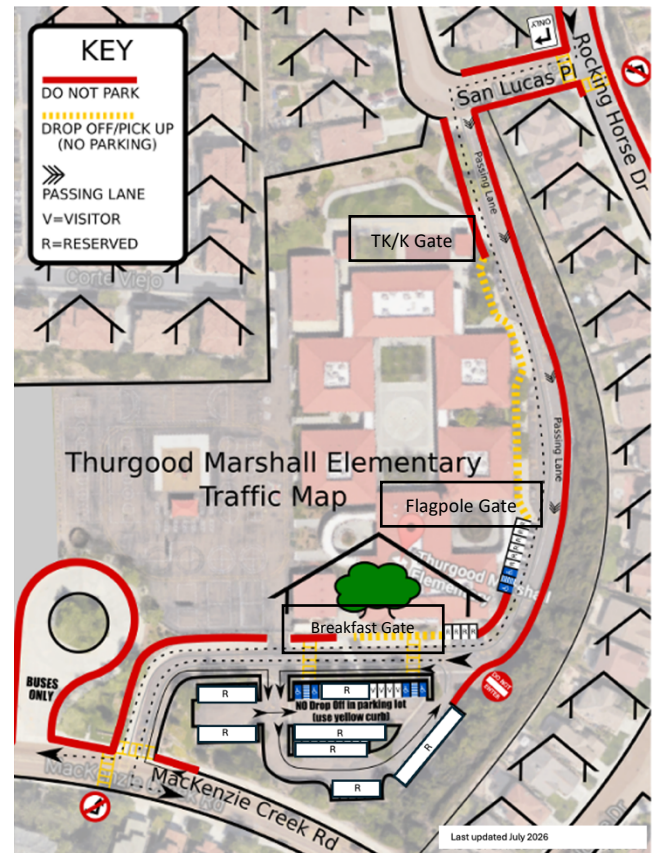
Unauthorized recording of students or staff is prohibited.

Possession of unauthorized dangerous instruments, weapons, or devices is prohibited on school property and at all school-sponsored activities.

LATE ARRIVALS/TARDIES

Students arriving after **8:45 a.m.** (**8:30 a.m. for TK**) are considered tardy and must report to the Attendance/Health Office for a tardy slip before proceeding to class.

Families and students may not enter through campus gates after **8:45 a.m.** All late arrivals must enter through the front office. Students demonstrating a pattern of tardiness may be referred to the **School Attendance Review Team (SART)** to develop an attendance improvement plan.



Students attending on transfers are expected to maintain satisfactory attendance. Excessive tardies or attendance concerns may affect transfer status in accordance with **BP/AR 5117**.

DISMISSAL

Families are expected to review the TMES Bell Schedule and arrive on time for student pick-up.

At dismissal, students will exit their classroom promptly, report to their designated pick-up gate, or board their assigned bus, if applicable.

Parents/guardians should wait outside the designated gate. Visitors are not permitted to wait outside classrooms or enter campus during dismissal.

Student Pick-Up Expectations

Students should be picked up within **10 minutes** of dismissal, walk directly home or be enrolled in an approved after-school program such as **YMCA** or **LEAD**.

TMES does not provide after-school supervision beyond the school day. Students may not remain on campus or playground areas unsupervised after dismissal.

Students who remain after school must be officially signed into an approved after-school program.

Late Pick-Up Procedures

Chronic late pick-ups may result in communication from the principal.

If a student has not been picked up by the close of office hours (**4:00 p.m.**) and emergency contacts cannot be reached, the **Chula Vista Police Department** may be contacted to assist with supervision of the student.

PARKING, TRAFFIC FLOW, AND SAFETY

The bus loop is reserved exclusively for school buses and may **not** be used for student drop-off or pick-up at any time. For student safety, families may not stop off or pick up students in the bus loop, park on red curbs, double park, stop in passing lanes, or use staff parking areas for student loading or unloading. Violations may result in enforcement by the Chula Vista Police Department.

Arrival and Departure Traffic Guidelines

- Use the designated yellow-curb loading zone in front of the school.
- Pull forward as far as possible, ideally to the Breakfast Gate, before unloading students.
- Use the curbside lane for loading and unloading only.
- Keep middle and outer lanes moving.
- Do not leave vehicles unattended in loading zones.
- Park only in visitor parking or designated community parking spaces if exiting your vehicle.
- Do not block disabled parking spaces or designated loading areas.
- Approach all crosswalks with caution.
- Communicate a consistent family pick-up location with your child.
- If your child is not immediately visible, continue circulating rather than waiting in the loading zone.

Supporting Students with Disabilities

Some students require additional assistance during arrival and dismissal. We ask all families to be patient and respectful when extra time is needed. Vehicles displaying disabled placards may require additional unloading or loading time.

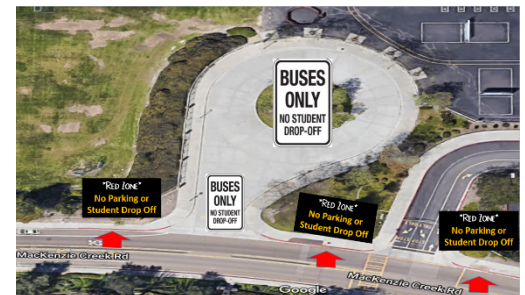
Important TK and Kindergarten Reminder

After picking up a TK or Kindergarten student, families may not re-enter campus through the Kinder Gate. Families attending meetings, volunteering, or conducting school business must check in through the front office using the Raptor visitor system.

SAFETY PATROL

TMES Safety Patrol members assist students in safely crossing streets and navigating arrival and dismissal procedures. Safety Patrol members are student volunteers who are trained and supervised in accordance with District policy and California Education Code (**BP 5141.2; EC 49300-49307**).

During morning drop-off and afternoon pick-up, Safety Patrol members help direct pedestrian traffic and support safe crossings in designated areas. TMES collaborates with the Chula Vista Police Department to provide annual training and support for Safety Patrol programs (**BP 5142.2**).



Families and drivers are expected to:

- Follow all Safety Patrol directions and traffic signals.
- Use designated crosswalks.
- Drive cautiously during arrival and dismissal.
- Treat Safety Patrol members with courtesy and respect.

Questions or concerns regarding Safety Patrol should be directed to the school office or Safety Patrol advisor, not to student patrol members.

Any person who disregards the directions of a school Safety Patrol member may be subject to penalties under California law (**EC 49307**).

If you are interested in volunteering to support Safety Patrol, please contact the school office.

Thank you for helping us maintain a safe, orderly, and efficient arrival and dismissal process for all students.

BEFORE AND AFTER SCHOOL PROGRAMS

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

LEAD Hub

The mission of LEAD Hub. is to provide elementary school children with a variety of challenging, structured, recreational activities, in a safe after-school setting. Activities are designed to foster teamwork, athletic skills, positive attitudes, and self-esteem. This program is operated by the South Bay YMCA and CVESD. LEAD Hub operates for two hours per day on regular school days and three hours on minimum days.

YMCA Childcare

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

Expanded Learning Opportunity Program - LEAD CLUBS

For the 2026/2027 school year, CVESD has a before and afterschool program called LEAD Clubs. Students must be assigned to a specific after school or before school program to stay after with parent permission. For more information on how to apply for LEAD Clubs, please see Class Dojo or contact the front office.

EARLY DISMISSAL/LEAVING SCHOOL GROUNDS

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

SAFE CAMPUS

In an effort to ensure a safe campus, TMES is a closed campus. Board Policy BP 3515.1, Campus Access and Safety, requires parents/guardians to check in through Raptor to accompany their child to the designated morning drop-off area.

Raptor VisitorSafe

The Raptor Visitor Management System (Raptor) helps keep our school safe by screening all visitors upon check-in. It scans IDs, checks security databases, and prints visitor badges to ensure only approved guests enter our buildings.

Parents/guardians must proceed directly to and from these designated areas and exit campus by the first bell. While on campus, all visitors are expected to follow all safety procedures and comply with staff directions.

To ensure a smooth check-in process, parents/guardians are encouraged to download the Raptor app. The app will pre-register your credentials and generate a QR code you can scan upon arrival.

Download the Raptor app today on the [Apple App Store - Raptor Safe](#) or [Google Play - Raptor Safe](#).

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

Visiting Children on Campus During Assigned Lunch

If you would like to visit your child on campus during their assigned lunch, please ensure you follow the steps below. First, contact the office and ask to speak with the secretary. Inquire if families are allowed to visit.

- Request that the secretary obtains approval (from the administrator) for you to visit your child at lunch during their assigned time. Requests must be made prior to the start of school. Only the parent or guardian can visit their child at lunch.
- Five minutes before the assigned lunch time, check-in at the front office with a valid I.D. Then head to the assigned lunch time and lunch table (separate table than those normally used by students)
- Visitor badge must be worn at all times.
- Bring foods aligned to CVESD Wellness policy. We ask that visitors refrain from bringing review the CVESD wellness policy prior to coming.
- Refrain from giving non-custodial children food items.
- Refrain from interacting (talking and touching) other children.
- Remain in the provided parent/student lunch area.
- Taking photos/videos of any students is prohibited.
- Report any concerns about actions/behaviors to the staff – do not handle the situation or address individual conducting the behavior.
- Refrain from going on the playground/blacktop during lunch.
- If there is an emergency, follow the instructions of the staff – DO NOT take the child off campus until a confirmation is given to do so by administration or law enforcement, and then follow proper check-out procedures.
- Ensure that you are not interfering with the staff supervising students.
- At the end of the assigned lunch, return to the office, sign-out and return the visitor badge.

RAINY DAYS/INCLEMENT WEATHER

On rainy or inclement weather days, all students in grades K-6 report directly to the auditorium once the gates open at 8:15 am. TK students will report to their assigned room. All students in grades K-6 will be dismissed to their classrooms at 8:45 am. Due to building capacity, parents will be asked to participate from the outside. For safety reasons, we have to ensure that the auditorium does not reach capacity. Students will eat lunch in the auditorium and engage in alternatives to outside activities as approved by the campus administrator during weather impacted days. TMES monitors the following extreme weather conditions: 1) when the temperature is below 45 degrees and 2) when above 95 degrees at 11:15 a.m.

GENERAL SAFETY

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

EMERGENCY PREPAREDNESS AND STUDENT SAFETY

Emergency Contact Information

Accurate emergency information is critical to student safety. Parents/guardians are required to complete the Emergency and Health Information form each year and promptly notify the school of any changes to addresses, phone numbers, email addresses, emergency contacts, or custody information.

In an emergency, students will only be released to individuals listed on the student's emergency contact card. Staff members are unable to make changes to emergency contacts during an emergency situation.

Emergency Drills and School Safety

To ensure the safety of students and staff, TMES conducts regular emergency drills throughout the school year, including fire, earthquake, lockdown, and secure campus procedures. These drills are conducted in accordance with Education Code 32282 and District emergency preparedness procedures.

All students, staff, and visitors on campus are required to participate in emergency drills. If you arrive on campus during a drill, please remain off campus until the drill has concluded and staff are able to assist visitors.

In the event of an actual emergency, school administrators and emergency responders will determine the safest course of action. Families will receive updates through District communication systems, including Finalsite Messages.

Emergency Response Information

During an emergency:

- Do not come to the school unless directed by school or emergency personnel.
- Keep phone lines available for emergency responders. Text messaging is often the most reliable form of communication during emergencies.
- Follow all directions provided by school staff, law enforcement, and emergency responders.
- Students will not be released until emergency officials determine it is safe to do so.

The safety and well-being of students will always be the school's first priority. School staff will address immediate safety needs before communicating details to families.

Student Reunification Procedures

In the event that students must be released through an emergency reunification process, parents/guardians should carefully follow all instructions provided through District communications.

Students will only be released to:

1. A parent or legal guardian.
2. An individual listed on the student's emergency card.
3. An authorized law enforcement officer acting in accordance with the law.
4. An authorized individual directed by school administration during a medical emergency.

A valid photo ID will be required before a student is released.

The reunification process may include:

- Completing a Student Release Form.
- Presenting identification.
- Following staff directions to the designated pick-up location.
- Waiting while staff verify authorization and escort students to the reunification area.

We appreciate your patience during emergencies, as these procedures are designed to ensure the safe release of every student.

Family Emergency Preparedness

Families are encouraged to develop emergency plans at home and discuss safety procedures with their children. FEMA recommends that families:

- **Get a Kit**
- **Have a Plan**
- **Stay Informed**

Additional emergency preparedness resources are available through FEMA, Ready Kids, the National Association of School Psychologists (NASP), and the San Diego County Office of Education (SDCOE).

TALKING TO CHILDREN ABOUT VIOLENT EVENTS

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

HEALTH SERVICES

Student health information is confidential and protected by federal and state privacy laws, including FERPA and HIPAA. School staff may only share student health information with authorized individuals as permitted by law. Parents/guardians are encouraged to inform the school of any significant health concerns, infectious diseases, allergies, or medical conditions that may affect their child during the school day.

To help maintain a healthy learning environment, please keep your child's emergency information current and notify the school of any changes to phone numbers, addresses, emergency contacts, or medical information throughout the school year.

If you have questions regarding your child's health needs or whether your child should attend school, please contact the school office and request to speak with the school nurse.

When to Keep Your Child Home

TMES follows CVESD health guidelines and the San Diego County Decision Tree. Please do not send your child to school if they have any of the following conditions or symptoms:

- **Chicken Pox:** Keep your child home until all blisters have scabbed over and there are no signs of illness.
- **Cold Sores:** Students may attend unless accompanied by mouth ulcers, blisters, or uncontrollable drooling.
- **Cough and Difficulty Breathing:** Children may attend school with mild cold symptoms. However, do not send your child to school if they have labored breathing, rapid breathing at rest, blue-colored skin, wheezing for the first time, or other significant respiratory symptoms. Students diagnosed with pertussis (whooping cough) must complete five full days of antibiotic treatment before returning to school. Students diagnosed with tuberculosis may not return until cleared by a physician.
- **Diarrhea:** Three or more episodes of uncontrolled diarrhea.
- **Fever:** A temperature of 100.5°F orally (101°F by ear, rectal, or temporal scan). Students must remain home until fever-free for 24 hours without fever-reducing medication.
- **Impetigo:** Students may return after beginning antibiotic treatment as directed by their healthcare provider.
- **Undiagnosed Rash:** Especially when accompanied by fever or behavioral changes.
- **Ringworm:** Students may return once treatment has begun. Scalp ringworm requires oral medication.
- **Seizures:** Students who receive emergency seizure medication within nine hours of the school day should remain home.
- **Vomiting:** More than one episode in a day or vomiting accompanied by fever or other concerning symptoms.
- **Contagious Illnesses Requiring Antibiotics:** Students should remain home for at least 24 hours after beginning antibiotics unless otherwise directed by a healthcare provider.

If you are unsure whether your child's illness is contagious or if they are well enough to attend school, please consult your healthcare provider or the school nurse.

Chronic Health Conditions

If your child has a chronic medical condition, including asthma, diabetes, severe allergies, seizure disorders, or other health concerns, please notify the school office and work with the school nurse to develop an appropriate health plan.

Asthma

Students with asthma should have a current Asthma Action Plan on file. Parents/guardians are encouraged to work with their healthcare provider and the school nurse to develop a plan that identifies triggers, medications, and emergency procedures.

Allergies and Anaphylaxis

If your child has severe allergies or requires an allergy/anaphylaxis plan, please contact the school nurse. Appropriate medical documentation and emergency medication forms must be completed and maintained on file.

Head Lice

Students found with active head lice may remain in school until the end of the school day. Parents/guardians will be notified and provided information regarding treatment. Upon returning to school, students will be screened by the school nurse or designee. Additional information and treatment guidelines are available through the school nurse and the CVESD Parent Guide to Head Lice.

Concussions and Head Injuries

Parents/guardians will be notified whenever a student sustains a head injury at school requiring monitoring. Students participating in District athletic programs must comply with concussion and head injury requirements pursuant to Education Code 49475.

Medication at School

Whenever possible, medication should be administered at home. If medication must be given during school hours, parents/guardians must provide:

- A written authorization from the parent/guardian.
- A written authorization from the licensed healthcare provider.
- Medication in the original pharmacy-labeled container.

Medication may not be administered at school without the required documentation. (Education Code 49423)

Students who require self-carry privileges for asthma medication, diabetes supplies, or emergency allergy medication must have completed District authorization forms and receive approval through the school nurse and administration.

Continuing Medication Regimens

Parents/guardians of students on a continuing medication regimen for a non-episodic condition must inform the school nurse of the medication, dosage, and supervising physician in accordance with Education Code 49480.

Physical Examinations

Parents/guardians may annually submit a written request declining school health screenings. However, students may be excluded from school if they are believed to have a contagious or infectious disease. (Education Code 49451)

Immunizations

California law requires students to meet all immunization requirements for school attendance. Parents/guardians are responsible for ensuring immunizations remain current and for providing necessary documentation to the school.

For additional information, visit the California Department of Public Health or contact the school nurse.

RESIDENCY VERIFICATION

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

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

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

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

Unfortunately, if it is established that you do not reside within school or district boundaries, or do not have a currently approved zone transfer, your child will be returned to his or her designated home school. Please come by the school office or contact us by phone at (619) 656-6252.

Annual Returning Student Registration process will continue online. Through this process you will be able to update the following:

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

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

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

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

STUDENT RECORDS

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

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

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

MENU OF SERVICES

TMES is committed to supporting the academic, social-emotional, behavioral, and physical well-being of every student. A variety of programs and services are available to meet individual student needs and promote success in school.

Assessment and Student Support Services

Students may participate in the following assessments and support programs:

- Physical Fitness Testing
- Hearing and Vision Screening
- English Language Proficiency Assessments for California (ELPAC)
- CAASPP, CAST, and California Alternate Assessments (CAA)
- Gifted and Talented Education (GATE)
- Individualized Education Programs (IEPs)
- Section 504 Plans
- Psychoeducational Assessments

Intervention and Wellness Supports

Support services may include:

- School Counselor Services
- Student Study Team (SST)
- School Attendance Review Team (SART)
- School Attendance Review Board (SARB)
- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Interventions and Supports (PBIS)
- Academic Intervention Services
- External Counseling Referrals
- CVESD Resource Center
- Parent Intervention Program (PIP)
- Military Family Support Referrals

Leadership and Enrichment Opportunities

Students may participate in:

- Student Council
- Mustang Club
- Service Clubs
- District Speech Contest
- Spelling Bee

- Other school-sponsored leadership and enrichment activities

Before and After-School Programs

TMES offers a variety of enrichment and childcare opportunities, including:

- YMCA Childcare
- LEAD Hub
- LEAD Clubs

AWARDS AND RECOGNITION

TMES believes in recognizing student achievement, growth, citizenship, leadership, attendance, effort, and positive behavior. Students may be recognized individually, by classroom, or by grade level throughout the school year.

Recognition may include:

- Certificates, ribbons, medals, pins, and trophies
- WOW Coupons and Golden Tickets
- Verbal recognition and positive phone calls home
- Classroom and grade-level incentives
- Healthy treats and special activities
- Letters, gift certificates, and other school-sponsored recognition opportunities
- Additional awards or incentives as determined by school staff and administration

All awards and recognition programs are provided equitably and are designed to encourage positive academic achievement, citizenship, and school involvement.

TIME-ON-TASK

The TMES staff is committed to maximizing the time-on-task we provide to our students. For this reason, the office staff will strictly limit the number of times we call into the classrooms. You can help work toward this goal too by leaving messages or items you need your child to receive in the school office. We also have an automated phone system that will allow you to leave messages for individual staff members using their voice mailbox number. If items are dropped at the front office, the office staff will email the classroom teacher for pick up. You are also welcome to send the teacher a Dojo message to notify them of the item.

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

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

OBSERVATIONS AND CLASSROOM VISITATION

Parents are welcome to visit TMES classrooms. Parents have the right to observe, within a reasonable period after making the request, the classroom(s) in which their child is enrolled. Upon written request by the parent or guardian, school officials shall arrange for the parental observation of the requested class or classes or activities by that parent or guardian in a reasonable time frame. Thurgood Marshall requests that parents contact the administration and the teacher to schedule an observation for at least 24 hours in advance. Observations may not be longer than 30 minutes, one day a week. Observations will be escorted, unless communicated otherwise. California State Law requires all visitors, including parents, to report at the office and sign in via the Raptor system. Individuals that are not clear to visit the campus, cannot observe or visit. Individuals that have restraining orders which prohibit access to students or staff, will not be able to enter until a formal communication from the courts. Although this requirement may be an inconvenience, it is designed to maintain the security and safety of all children while school is in session. Please be prepared to present a valid driver's license or identification card, upon request, to scan into our computer system so that a visitor sticker may be printed out. E.C. Section 49091.10

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

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

TEACHER MEETINGS

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

STUDY/FIELD TRIP POLICY

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

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

SIXTH GRADE CAMP

Our sixth-grade students have the opportunity to participate in a four to a five-day outdoor education program that will be conducted at [YMCA Camp Marston](#). For most students, attendance at camp is one of the highlights of their years in elementary school. The camp donation is approximately \$365.00 (amount subject to change depending on YMCA) and includes the week at camp plus transportation. Parents/guardians are notified annually regarding the donation amount. Some parents choose to donate the entire fee for their child. Other parents insist that their child earn some of the funds for camp by saving allowance money or by doing chores around the house. 6th grade camp is a privilege and not a requirement. If students are not following school-wide expectations their camp participation can be negatively impacted. The classroom teacher or administrator will notify the student and family that their child will not be able to attend. If you have any questions about camp, please speak with your child's sixth-grade teacher.

BREAKFAST/LUNCH PROGRAM

Breakfast and lunch are provided to all students at no cost. No application or card is required.

TMES offers breakfast from 8:15 am to 8:40 am. It is particularly important that students participating in the breakfast program arrive on time, preferably by 8:25 am, so they have sufficient time to eat breakfast before going to class. Students must report to their classroom line on the blacktop by 8:40 am.

School Menu: <https://www.cvesd.org/departments/business-services/child-nutrition-services/school-menus>

Teaching your child about nutrition visit, ChooseMyPlate.gov, and http://www.cvesd.org/parents/nutritional_services/nutrition_resources/

SNACKS

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

Acceptable ideas would be:

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

NOT Encouraged:

Flaming Hot Cheetos/Takis, Cookies, Soda/soft drinks (carbonated drinks), Sports Drinks, or Beverages containing caffeine

Snack Guidelines (Recess)

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

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

FOOD ALLERGY ALERT: IMPORTANT MESSAGE

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

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

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

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

CHULA VISTA ELEMENTARY SCHOOL DISTRICT: WELLNESS POLICY

The Chula Vista Elementary School District (CVESD) recognizes the connection between student health and academic success and is committed to promoting student wellness through nutrition education, healthy food choices, and regular physical activity. The District Wellness Policy (BP 5030) supports a school environment that encourages healthy habits and positive lifestyle choices for all students. [The complete CVESD Wellness Policy \(BP 5030\) can be found here.](#)

Celebrations and Food on Campus

To support student health and safety, all food items brought to school for classroom celebrations must be:

- Store-bought, pre-packaged, and pre-wrapped.
- Labeled with ingredients to help protect students with food allergies.
- In compliance with the CVESD Wellness Policy.

Home-prepared foods may not be served to students due to food safety and allergy concerns.

Classroom celebrations involving food are limited to **two per school year per classroom** and should be scheduled during the last portion of the school day whenever possible.

Birthday Celebrations

In accordance with the CVESD Wellness Policy, celebratory food items such as cakes, cupcakes, cookies, donuts, and similar treats are not permitted on campus during the school day for student birthdays.

Families are encouraged to celebrate birthdays using non-food activities or classroom donations. Parents/guardians who bring food items for birthday celebrations will be asked to take those items home, and they will not be distributed to students.

Supporting Student Wellness

- CVESD promotes student wellness by:
- Providing health and nutrition education.
- Offering daily opportunities for physical activity and movement.
- Serving nutritious meals that meet or exceed federal standards.
- Encouraging healthy fundraising and celebration practices.
- Promoting non-food rewards and incentives.
- Partnering with families to support lifelong healthy habits.
- Creating consistent wellness messages between home and school.

Important Reminder

Food items that do not comply with the CVESD Wellness Policy may not be brought onto campus for student distribution. Parents/guardians will be asked to return non-compliant items home.

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

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

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

VISITORS AND VOLUNTEERS

TMES values the support of parents, guardians, community members, and volunteers. Volunteers play an important role in supporting student learning and school programs. All volunteers work under the supervision of certificated staff and may assist with instructional and non-instructional activities as permitted by law.

Volunteer Requirements

All volunteers who work directly with students must have a current Tuberculosis (TB) clearance on file with the school office. Volunteers who work with students on a regular basis (**more than one day per week**) are also required to complete Live Scan fingerprinting in accordance with District policy and California Education Code requirements.

Volunteers shall fulfill the tuberculosis testing and loyalty oath requirements pursuant to **Education Code §§ 45347 and 45349**.

California Education Code also requires volunteers to affirm that they are not required to register as sex offenders pursuant to **Penal Code § 290**.

Arrangements for classroom visits or volunteer activities must be made with the teacher in advance. TB test results and volunteer documentation are maintained by the school site.

Visitor and Volunteer Check-In Procedures

For the safety and security of our students and staff, all visitors and volunteers must sign in through the **CVESD Raptor Visitor Management System** in the school office and obtain a visitor or volunteer badge before entering campus. Badges must be worn in a visible location at all times while on campus. Upon leaving campus, visitors and volunteers must sign out through the Raptor system. Staff may direct any individual not displaying a visitor or volunteer badge to return to the office for check-in. Signing in and out allows school administration to account for all individuals on campus during emergencies, drills, or disaster situations.

Under no circumstances shall a visitor or volunteer interrupt classroom instruction. Visitors and volunteers may not be left alone with students without the supervision of a staff member.

Conduct on School Grounds

The Board recognizes that under California law, any person whose conduct materially disrupts classwork, extracurricular activities, or causes a disturbance on school grounds may be guilty of a misdemeanor and subject to a fine, imprisonment, or both (Education Code § 44811; Penal Code § 415.5).

Any minor over sixteen years of age or adult who willfully interferes with the discipline, good order, lawful conduct, or administration of any school class or activity, with the intent to disrupt, obstruct, or inflict damage upon property or individuals, may be guilty of a misdemeanor pursuant to Education Code § 44810.

Duties of Volunteers (AR 1240)

Volunteers may assist certificated personnel in the performance of their duties, supervision of students, and instructional tasks that, in the judgment of the supervising staff member, may be performed by a person who is not credentialed as a classroom teacher. Volunteers may not assign grades to students or perform duties that require a teaching credential. (Education Code §§ 45343, 45344, 45349)

Volunteers may supervise students during breakfast, lunch, and school activities, or serve as non-teaching aides under the immediate supervision and direction of certificated personnel. (Education Code §§ 35021, 44814, 44815)

Campus Expectations for Visitors and Volunteers

While on campus, visitors and volunteers are expected to:

- Wear their visitor or volunteer badge at all times.
- Silence cell phones during classroom visits and school activities.
- Follow all directions from school staff.
- Follow school procedures during lockdowns, earthquakes, evacuations, and other emergency drills.
- Dress appropriately for an elementary school environment.
- Use respectful language and behavior at all times.
- Obtain approval before distributing flyers, promoting events, or selling items on campus.
- Notify the school office if assistance is needed or equipment malfunctions.

Please note:

- Balloons are not permitted on campus as they may trigger alarm systems and may affect students with allergies.
- Smoking, vaping, and the use of tobacco products are prohibited on school grounds. (Education Code § 48901)
- Visitors and volunteers may not give students gifts, toys, candy, food, or money unless specifically authorized by school staff.
- Younger siblings may not accompany volunteers while volunteering on campus due to liability and supervision requirements.
- Older siblings performing approved community service must comply with all volunteer requirements.
- Individuals causing a disturbance or using inappropriate language may be asked to leave campus.
-

Professionalism and Confidentiality

Volunteers are expected to maintain the highest standards of professionalism and confidentiality.

Volunteers should:

- Be dependable, punctual, and prepared.
- Follow directions provided by school staff.
- Maintain a positive and supportive attitude.
- Communicate concerns directly with the supervising teacher or administrator.
- Serve as positive role models for students.
- Respect the professional judgment and instructional methods of school staff.

Student records, classroom observations, academic performance, behavior, and personal information are confidential. Volunteers may not discuss student information, staff members, or school-related matters with other parents, community members, or on social media. Concerns regarding students should be directed only to the supervising teacher or administrator. Volunteers are expected to comply with all applicable student privacy laws, including FERPA.

Volunteer Code of Ethics

Volunteers are expected to:

- Maintain confidentiality at all times.
- Treat all students with patience, kindness, and respect.
- Support students through encouragement and positive interactions.
- Build caring and supportive relationships with students and staff.
- Promote a positive school environment.
- Respect the teacher's responsibility for the health, welfare, and education of each student.
- Work cooperatively with administrators, teachers, staff, and families.
- Address concerns constructively with the appropriate staff member.

Volunteers should not:

- Discuss student behavior, grades, or personal matters with others.
- Criticize students, staff members, or school programs in front of students.
- Compare students or instructional methods.
- Use inappropriate language, jokes, or humor.
- Use physical discipline or inappropriate physical contact with students.
- Violate confidentiality by sharing information obtained through volunteer service.

Parent Volunteers Make a Difference

Parents, guardians, grandparents, and community volunteers make a significant contribution to student success. Research consistently shows that volunteer involvement positively impacts student achievement, school connectedness, and the overall learning environment.

Successful volunteers are:

- **Honest** in their approach and attitude.
- **Patient** when working with students.
- **Flexible** in responding to student needs.
- **Friendly** and welcoming.
- **Respectful** toward all members of the school community.
- **Confidential** with information learned through volunteering.

Mustang Volunteers Are:

Dependable • Dedicated • Responsible • Supportive

PARENT INVOLVEMENT

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

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

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

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

PTC: This committee partners together to enhance the TMES community and the student and teacher experience.

ATTENDANCE

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

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

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

Excused Absences (BP & AR 5113)

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

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

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

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

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

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

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

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

Truancy Notification Procedure

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

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

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

Chronic Absence has been defined in California *Education Code* (EC) Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." Any student missing more than 10% of school with both excused and unexcused absences at any point in the school year.

Zone Transfers are reviewed annually based on space availability and whether or not there are attendance and/or behavior issues per Administrative Regulation 5117. Intradistrict/Zone Transfers (new or renewal) may be denied or revoked based on any or all of the following circumstances: Attendance issues, such as truancy, excessive absences and/or tardies. Transfer students may be returned to their district of residence during the current school year based on a recommendation by the school administrator, and/or the School Attendance Review Team (SART), and/or the School Attendance Review Board (SARB) for the reasons stated above.

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

Perfect Attendance

Thurgood Marshall acknowledges students who keep perfect attendance with awards. The guidelines are as follows for students in grade 1-6:

Perfect attendance is a student who is:

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

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

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

Entertainment Permits

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

Independent Study (IS) Contracts for Extended Absences

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

Please follow these guidelines:

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

Home and Hospital EC 48206.3.

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

It is the primary responsibility of the parent or guardian of a student with a temporary disability to notify the school district in which the student is deemed to reside of the student's presence in a qualifying hospital. Within five working days following notification from the parent or guardian, the school district shall determine whether the student will be able to receive individualized instruction, and, if the determination is positive, when the individualized instruction may begin. Individualized instruction shall start no later than five working

days after the positive determination has been made. (EC 48208) For more information, contact attendance and our school nurse with documentation from the medical doctor.

INSTRUCTIONAL SUPPLIES

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

SURVEYS

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

DISTRICT ADOPTED CORE CURRICULUM

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

TESTING AND ASSESSMENTS

TMES uses a variety of classroom, district, and state assessments to monitor student progress, inform instruction, and measure achievement toward grade-level standards.

District Assessments

Throughout the school year, students participate in district assessments aligned to California State Standards. Assessments may be administered at the beginning, middle, and end of the school year to measure growth and academic progress in reading and mathematics.

Additional measures of student learning may include:

- Classroom assessments
- Benchmark assessments
- Performance tasks and projects
- Student observations
- Class assignments and discussions

For more information about District assessments, visit the CVESD Assessment webpage.

State Assessments

Students may participate in the following state-required assessments:

- **CAASPP (California Assessment of Student Performance and Progress):** Administered annually to students in grades 3–6 to measure proficiency in English Language Arts and Mathematics.
- **ELPAC (English Language Proficiency Assessments for California):** Administered annually to students identified as English Learners to assess Listening, Speaking, Reading, and Writing skills. ELPAC results are one factor used in determining English learner reclassification.
- **CAST (California Science Test):** Administered to eligible students in Grade 5 to measure progress toward California's Next Generation Science Standards (NGSS).
- **Physical Fitness Test (PFT):** Administered to students in Grade 5 to assess health-related physical fitness.

Parent Resources and Assessment Information

The California Department of Education provides resources, practice tests, parent guides, and information about state assessments on the CAASPP website.

Parent Right to Excuse a Student from CAASPP

Parents/guardians have the right to excuse their child from any part of the CAASPP assessment program. Requests must be submitted in writing to the school principal in accordance with **Education Code 60615**. Families are encouraged to notify the school as early as possible so appropriate arrangements can be made during the testing window.

STUDENT PLANNERS

Two of the most important things we can teach our children are the skills of organization and time management. They are valuable tools, not only in the classroom, but also in the job market. Students who can organize their assignments and belongings and make efficient use of their time meet with greater school success, and consequently are most likely to develop positive self-esteem. To accomplish this goal, we will be using Student Planners (grades three through six). All students in those grades will be issued a planner

and although parental contributions are not mandatory, we would like to ask for your support of this worthwhile project by donating \$5.00 if your child is in grade 3-6. Checks can be made out to Thurgood Marshall PTC.

THURGOOD MARSHALL HOMEWORK GUIDELINES

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

Purpose of Homework

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

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

- Read to your children every day.
- Talk to your children at length. Some examples may include: What did you learn today? How do you know that you learned it? Can you show me what you learned today?
- Be a model of a good reader (Books, eBooks, magazines, newspaper, online) and talk about what you are reading with your children.
- Have a designated time and place to complete homework, free of distractions and reasonably quiet.
- Discuss homework and current academic progress with your children.
- Set a reasonable goal for learning.

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

Given these purposes for homework and a solid support system at home, we have come up with the above guidelines for the average amount of time homework should take in your household depending on the grade level. These guidelines are meant as an average amount of time, so some nights you may have slightly more or less depending on the specific tasks assigned. If you are consistently spending more time than is noted here, you should have a conversation with your child's teacher to resolve the situation.

If a student is absent for more than three days and is able to work at home, the teacher should be contacted. For absences that are not related to an illness, Individual Study Contracts may be requested. The office must be notified a week in advance.

PROGRESS REPORTS

The goal of this document is to help our Thurgood Marshall Elementary School (TMES) Families understand the Chula Vista Elementary School District (CVESD) report card. Classroom instruction in CVESD is based on the [California Common Core State Standards](#) (CCSS): English Language Arts, History/Social Science, Mathematics, and Science. Our district's report card reflects the **CCSS**. These standards represent the **end of year expectations**. Therefore, the scores you see reflect your child's **progress** towards the **end of the year expectations**. Students in Chula Vista Elementary School District receive Progress Reports in Quarter 2, Quarter 3, and Quarter 4. Reporting student progress is an essential part of the communication and partnership between home and school.

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

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

LOST and FOUND/ITEMS

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

PETS

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

PROBLEMS/CONCERNS

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

CELL PHONES/WATCH PHONES

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

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

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

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

OFFICE TELEPHONES

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

ELECTRONIC LISTENING OR RECORDING DEVICE

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

LIBRARY BOOKS

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

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

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

SPORTS

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

PERSONAL HOME ITEMS

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

Students may bring other items such as specified "sharing" item only if they have the teacher's permission. Items which encourage gambling should not be brought to school. Students should not bring money to school unless it is for lunch or other school-related activities. Items should not be brought to school in glass containers. Students and parents are advised not to bring electronic devices or expensive items to school as the school is not liable for loss or damage. Nothing should be brought to school, other than school

supplies, without notifying the teacher and requesting permission in advance to bring it. Any items deemed disruptive to the learning environment will be confiscated by school personnel. When in doubt, leave it home. Students that bring prohibited items will be subject to discipline by the administration. CVESD is not liable for lost or stolen or damaged items.

DRESS CODE:

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

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

PANTS SHOULD:

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

SHORTS SHOULD:

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

SKIRTS, SKORTS, DRESSES SHOULD:

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

TOPS SHOULD:

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

- Clothes shall be sufficient to conceal undergarments at all times

HATS/CAPS/HOODS: Males and Females

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

SHOES SHOULD:

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

NOT ALLOWED ON CLOTHING OR ACCESSORIES:

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

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

SCHOOL-WIDE BEHAVIOR EXPECTATIONS

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

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

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

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

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

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

Creating Safe and Inclusive Learning Environments

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

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

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

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

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

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

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

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

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

Classroom Behavior

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

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

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

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

Possible Consequences/ Alternatives to Suspension/Other Means of Correction

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

- "STOP" Slip and or Referral Form
- After school detention
- After school program that address specific behavioral issues or expose pupils to positive activities and
- Behaviors, including, but not limited to, those operated in collaboration with local parent and community groups EC 48900.6
- Behavior Intervention Plan/Agreement Form
- Assign student to assist lower-level students
- Behavior Reflection Sheets
- Break from recess and lunch recess
- Community service at the school site or off school site (with parent permission)
- Conference between school personnel, the pupil's parent or guardian, and the pupil
- Individualized student plans directed to address behavior
- Loss of privilege (e.g. field trip, assembly, or other extra-curricular activity)
- Mediation
- Offer a mentor
- Parent phone call, meeting, or letter
- Positive Behavior Support to address behavior (Social/Emotional Skills Resources)
- Prosocial behavior or anger management
- Referral to external counseling
- Referral to Gang Diversion
- Referral to School Principal
- Referral to School Psychologist
- Referral to CVPD School Resource Officer (SRO)
- Referral to School Social Worker, Military Liaison, or School Resources Center
- Removal from Leadership Positions (Safety Patrol, Mustang Clubs, or Student Council)
- Referral to Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents
- Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- Removal from School Bus
- Restorative Justice Program
- Re-teach of expected behavior
- Revoke Zone/School Transfer
- Trauma Informed Practices
- Volunteer in TK and Kinder during recess and lunch recess to model/support positive behavior
- Warning from school personnel
- Every effort will be made to address student conduct in a restorative manner consistent with education code 48900.5. EC 48911

STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION

TMES is committed to maintaining a safe, supportive, and inclusive learning environment. Student discipline is guided by restorative practices, positive behavior supports, CVESD Board Policies, and California Education Code.

The school prioritizes teaching, reteaching, and reinforcing positive behavior. Whenever appropriate, school staff will use intervention and support strategies before considering suspension. Consistent with **Education Code § 48900.5**, suspension is generally used only when other means of correction have not been successful or when a student's behavior poses a danger to themselves or others.

Alternative Means of Correction

Prior to suspension, the school may implement one or more of the following interventions:

- Conferences with students and parents/guardians
- Counseling or support services
- Behavior contracts and goal-setting
- Restorative practices and restorative conversations
- Positive Behavior Interventions and Supports (PBIS)

- Social-emotional learning and behavioral support programs
- Student Success Team (SST) meetings
- Referrals to school psychologists, counselors, social workers, or other support personnel
- Participation in after-school or intervention programs

Suspension and Expulsion

Students may be suspended or recommended for expulsion for violations described in **California Education Code §§ 48900–48927**.

These violations include, but are not limited to:

- Causing, attempting to cause, or threatening physical injury
- Possession of weapons, dangerous objects, explosives, or imitation firearms
- Possession, use, sale, or distribution of drugs, alcohol, or intoxicants
- Theft, vandalism, robbery, or extortion
- Bullying, cyberbullying, harassment, threats, or intimidation
- Sexual harassment
- Hate violence
- Terroristic threats
- Sexual assault or sexual battery
- Acts that substantially disrupt the educational environment or threaten the safety of students and staff

Students may be disciplined for conduct occurring:

- On school grounds
- While traveling to or from school
- During lunch, whether on or off campus
- At school-sponsored activities
- While traveling to or from school-sponsored activities

(See **Education Code § 48900(s)**.)

Mandatory Recommendation for Expulsion

In accordance with **Education Code § 48915**, the principal or superintendent may be required to recommend expulsion for serious offenses, including but not limited to:

- Possession, sale, or furnishing of a firearm
- Brandishing a knife
- Unlawful sale of a controlled substance
- Possession of an explosive
- Sexual assault or sexual battery

Additional offenses may also result in a recommendation for expulsion as provided by law.

Bullying, Harassment, and Intimidation

TMES does not tolerate bullying, cyberbullying, harassment, intimidation, hate-motivated behavior, or threats directed toward students or staff.

Students may be subject to disciplinary action for conduct described in:

- **Education Code § 48900(r)** (Bullying and Cyberbullying)
- **Education Code § 48900.2** (Sexual Harassment)
- **Education Code § 48900.3** (Hate Violence)
- **Education Code § 48900.4** (Harassment, Threats, and Intimidation)
- **Education Code § 48900.7** (Terroristic Threats)

Students affected by bullying or harassment may be referred to counseling, restorative practices, and additional support services in accordance with **Education Code § 48900.9**.

Contact with Law Enforcement

School administrators may contact law enforcement when required by law or when student behavior involves criminal acts, threats to safety, weapons, controlled substances, or other serious violations, in accordance with **Education Code § 48902**.

Positive Behavior Supports

TMES recognizes and celebrates positive student behavior through schoolwide recognition programs, including **WOW Coupons** and other incentives that reinforce the Mustang Expectations. Students who demonstrate responsibility, kindness, respect, safety, and citizenship may be recognized by teachers, staff, and administrators.

SEXUAL HARASSMENT (BP 5145.7)

The Chula Vista Elementary School District is committed to maintaining a learning environment free from sexual harassment. Sexual harassment of students by students, employees, or other individuals is prohibited and will not be tolerated.

Students who believe they have experienced or witnessed sexual harassment should immediately notify a teacher, administrator, counselor, or other trusted school employee. All reports will be investigated promptly, thoroughly, and as confidentially as possible. Sexual harassment may result in disciplinary action and other corrective measures consistent with District policy and California Education Code.

For additional information, see **Board Policy 5145.7** and **Education Code §§ 212.5 and 48900.2**.

SEARCH AND SEIZURE (BP 5145.12)

To maintain a safe school environment, school officials may search a student, the student's property, or District property assigned to the student when there is **reasonable suspicion** that the search will uncover evidence of a violation of law, District policy, or school rules. Searches may include, but are not limited to:

- Backpacks
- Desks
- Lockers
- Purses or bags
- Electronic devices
- Other property assigned to or under the control of the student

All searches shall be reasonable in scope and conducted in a manner that respects student privacy while maintaining campus safety.

The District does not permit strip searches or body cavity searches of students. (**Education Code § 49050**)

Parents/guardians will be notified as soon as reasonably possible following a student search.

For complete procedures, please refer to **CVESD Board Policy 5145.12**.

SCHOOL BUS TRANSPORTATION AND SAFETY

The Chula Vista Elementary School District provides transportation services for eligible students. All students riding a school bus are expected to follow school rules, bus safety procedures, and directions given by the bus driver. School rules apply while students are riding the bus, waiting at the bus stop, and traveling to and from school.

Per **California Code of Regulations, Title 5, Section 14103**, students transported in a school bus are under the authority of the bus driver and shall be responsible for maintaining safe and appropriate behavior at all times.

School buses may be equipped with video recording systems to promote safety and assist with investigating incidents.

Authorized Bus Riders

Only students assigned to transportation services may ride a school bus. Students are expected to board and exit at their assigned bus stop.

Requests for alternate bus stop arrangements must be approved in advance by the school and Transportation Department. Students who are not authorized bus riders may not ride the bus.

Bus Conduct and Safety Expectations

Students are expected to:

- Follow all directions given by the bus driver.
- Remain seated and face forward while the bus is in motion.
- Speak quietly and use appropriate language.
- Keep hands, feet, and belongings to themselves.
- Keep aisles clear at all times.
- Respect other passengers, the bus driver, and school property.
- Follow all school behavior expectations.

The following are not permitted on school buses:

- Weapons or dangerous objects
- Alcohol, drugs, tobacco, nicotine products, or related paraphernalia
- Large objects that obstruct aisles or create safety hazards
- Balloons, glass containers, and other items that may interfere with safe operation of the bus
- Animals, except service animals as permitted by law

Eating, drinking, and chewing gum are prohibited on the bus unless specifically authorized.

Transportation Discipline

Students who fail to follow bus safety rules may be subject to school discipline and/or suspension of bus riding privileges.

Consequences may include:

- Student conference and warning
- Parent notification
- Temporary suspension of transportation privileges
- Extended suspension of transportation privileges

Serious safety violations may result in immediate suspension from bus transportation services.

Kindergarten Students

Kindergarten students must be met at their designated bus stop by a parent, guardian, or authorized designee. Students who are not met at the bus stop may be returned to school or transported to the CVESD Education Service and Support Center according to District transportation procedures.

Transportation Eligibility

Transportation is available for eligible students in accordance with District guidelines. Current eligibility requirements and transportation applications are available through the CVESD Transportation Department.

Families must apply for transportation services annually.

Transportation information and applications can be found at:

https://www.cvesd.org/parents/my_childs_school/transportation_information

Parent/Guardian Responsibilities

Parents and guardians are responsible for:

- Ensuring students arrive at the bus stop on time.
- Reviewing bus safety expectations with their child.
- Providing supervision at bus stops when appropriate.
- Maintaining current emergency contact information with the school.
- Being available to receive students who require adult supervision at their designated stop.

Additional Information

Complete transportation procedures, bus stop expectations, safety regulations, eligibility requirements, and parent/student responsibilities are outlined in the **CVESD Parent Guide to Riding the School Bus** and District Transportation Handbook. For questions regarding transportation services, please contact the school office or the CVESD Transportation Department.

TECHNOLOGY USE AND PERSONALLY OWNED DEVICES

TMES provides students with access to technology resources to support learning, research, communication, and academic achievement. The use of District technology resources and personally owned devices on school grounds, at school-sponsored activities, or while accessing District networks is a privilege, not a right.

Students are expected to use all technology in a safe, responsible, ethical, and educational manner consistent with District policies, school rules, and applicable laws.

Student Responsibilities

Students are expected to:

- Use technology resources for educational purposes.
- Use only their assigned accounts and passwords.
- Respect the privacy and work of others.
- Follow copyright laws and properly cite sources.
- Treat all equipment, devices, and technology resources with care.
- Immediately report damaged equipment, security concerns, or inappropriate content to a staff member.
- Use respectful and appropriate language in all electronic communications.

Internet Safety and Digital Citizenship

Students may not:

- Access, create, store, or distribute inappropriate, obscene, threatening, discriminatory, or illegal content.
- Engage in cyberbullying, harassment, intimidation, or hate speech.
- Share personal information with unknown individuals online.
- Access, modify, delete, or attempt to access another person's files or accounts.
- Disrupt or interfere with District technology systems or network operations.
- Use technology for commercial, personal profit, or non-educational purposes without authorization.

Students are expected to follow all school rules and District expectations while using technology on or off campus.

Misuse of Technology

Misuse of technology may result in:

- Loss of technology privileges
- School disciplinary action
- Parent notification
- Restitution for damaged equipment
- Referral to law enforcement when appropriate

Examples of serious violations include, but are not limited to:

- Vandalism or damage to technology equipment
- Cyberbullying or harassment
- Unauthorized access to accounts or networks
- Distribution of inappropriate content
- Violations of copyright laws
- Illegal online activities

The District may revoke technology privileges and impose disciplinary consequences consistent with District policies and applicable laws.

Technology Agreement

Students and parents/guardians are expected to review and comply with all CVESD technology use agreements and policies. Use of District technology resources constitutes agreement to follow all applicable school and District expectations.

WALKING OR RIDING A BIKE TO SCHOOL-VC 21212

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

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

Requirements/Agreements:

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