



# EL SEGUNDO MIDDLE

# SCHOOL

*AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL*  
*Empowering Lifelong Learners to Create a Better World*

We strive to develop students who demonstrate the 10 attributes below. Students explore these attributes through their studies and reflect on their development over time:

Inquirers  
Open-Minded

Thinkers  
Caring

Communicators  
Risk-Takers

Principled  
Balanced

Knowledgeable  
Reflective

## My Class Schedule

	Teacher	Subject	Room #
PERIOD 0	_	_	
PERIOD 1	_	_	
PERIOD 2	_	_	
PERIOD 3	_	_	
		PERIOD 4	_
PERIOD 5	_	_	
PERIOD 6	_	_	
PERIOD		7	_____
<hr/>			
PERIOD		8	_____
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Upon receipt of this student planner, each student is held responsible for familiarizing him/herself with the contents, and for complying with its stated policies and procedures.

NAME\_

Signature:\_

## ESMS Bell Schedule

MONDAY & TUESDAY			WEDNESDAY		
Period	Time Frame	Minutes	Period	Time Frame	Minutes
1	8:15-8:55	40	1	8:15-8:55	40
2	9:00-9:40	40	2	9:00-9:40	40
3	9:45-10:25	40	3	9:45-10:25	40
Break	10:30-10:45	15	Change	10:30-10:45	15
4	10:50-11:30	40	4	10:50-11:30	40
5	11:35-12:15	40	5	11:35-12:15	40
6	12:20-12:55	35	Lunch	12:15-12:45	30
7	1:00-1:40	40	6	12:45-1:15	30
8	1:45-2:25	40	7	1:45-2:25	40

WEDNESDAY (Cont.)		
Period	Time Frame	Minutes
8	2:30-3:10	40
9	3:15-3:55	40
Break	3:55-4:10	15
10	4:15-4:55	40
11	5:00-5:40	40
Lunch	12:15-12:45	30
6	12:45-1:15	30
7	1:45-2:25	40

THURSDAY		
Period	Time Frame	Minutes
1	8:15-8:55	40
2	9:00-9:40	40
Break	10:30-10:45	15
3	10:50-11:30	40
4	11:35-12:15	40
Lunch	12:15-12:45	30
6	12:45-1:15	30
7	1:45-2:25	40

FRIDAY		
Period	Time Frame	Minutes
1	8:15-8:55	40
2	9:00-9:40	40
Change	10:30-10:45	15
4	10:50-11:30	40
5	11:35-12:15	40
Lunch	12:15-12:45	30
6	12:45-1:15	30
7	1:45-2:25	40

## Work Habits Rubric

Consistently (3)	Inconsistently (2)	Rarely (1)
Comes to class on time	Comes to class on time	Comes to class on time
Makes adequate use of class time	Makes adequate use of class time	Makes adequate use of class time
Demonstrates determination in accomplishing tasks - Shows effort and quality in assignments	Demonstrates determination in accomplishing tasks	Demonstrates determination in accomplishing tasks
Completes homework/class assignments/projects (including make-up work)	Completes homework/class assignments/projects (including make-up work)	Completes homework/class assignments/projects (rarely completes make-up work)
Comes fully prepared with all materials to class	Comes prepared with all materials to class	Comes prepared with all materials to class
Organizes learning materials	Organizes learning materials	Organizes learning materials
Works independently or collaboratively and utilizes available resources	Works independently or collaboratively and utilizes available resources	Works independently or collaboratively and utilizes available resources

## Citizenship Rubric

Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Exhibits appropriate behavior; little disciplinary action needed	Exhibits inappropriate behavior	Exhibits unacceptable behavior
Consistently follows school and classroom rules and understands school expectations	Inconsistently follows school and classroom rules	Frequent disciplinary action needed; referred to the office and/or counselor
Knows how and when to appropriately engaged and participates in class	Participation in class is infrequent and engagement is low	Does not participate in class; low or no engagement
Maintains academic honesty & integrity	Usually maintains academic honesty & integrity	Does not maintain academic honesty; has committed plagiarism
Is able to resolve conflicts and gets along with others	Inconsistently resolves conflicts and has difficulty getting along with others	Unable to resolve conflicts and does not get along with others
Maintains courteous relations with the teacher and other students and consistently works without disturbing others	Demonstrates inconsistent courteous relations with the teacher and other students and may disturb others	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others
Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals	Demonstrates little ability to work with others in a variety of situations to set and achieve goals	Needs assistance and reminders to work with others in a variety of situations to set and achieve goals

## **CODE OF CONDUCT**

### **Learner Profile**

ESMS promotes student development by emphasizing the attributes on the Learner Profile. The ten attributes provide qualities for students to strive to achieve. ESMS recognizes students who demonstrate integrity academically, personally, and socially.

### **Citizenship**

ESMS expects students to maintain satisfactory —S || grades in citizenship by demonstrating positive learning behaviors. Students who do not meet satisfactory criteria earn an —N, || or Needs Improvement. For regular and/or serious violations of citizenship standards, students earn a —U, || or Unsatisfactory. Students with 3 or more —N || s or any —U || on Citizenship at the time of, or just prior to a field trip or other school privilege will be given an alternate activity which may include a reflection and action plan to improve, and will be prohibited from participating. Please see the Citizenship rubric on the previous page.

### **Work Habits**

El Segundo Middle School expects students to develop the learning habits outlined in the Middle Years Programme —Approaches to Learning. || Students who demonstrate these skills have the opportunity to earn a —3 || in their Work Habits grade. Students with more than one —1 || in Work Habits are not eligible for field trips or school privileges. Students receiving more than one —1 || in Work Habits will be ineligible for special school privileges / field trips and will be given an alternate activity which may include a reflection and action plan. Please see the Work Habits rubric on the previous page.

### **Harassment & Bullying Are Prohibited**

El Segundo Middle School promotes healthy and positive interactions between students and sets clear guidelines for students when expectations are not met. Both harassment and bullying are strictly prohibited. Bullying can be defined as —any unwanted aggressive behavior(s) by another student or group of students . . . that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated || (CDC, 2014). Harassment involves creation of a negative environment for an individual, often through repeated unwanted interaction, pressure or intimidation (Office of Civil Rights). Allegations of harassment or bullying must be reported to school staff who will confidentially investigate all matters. Consequences for these behaviors may include detention, community service, Saturday School, suspension, and in the most serious cases, expulsion.

### **Dress Code for School Days and After School Activities/Dances**

To create an environment where learning is the top priority, students are expected to maintain proper attire. The following dress code was developed in an effort to promote a safe and non-disruptive environment. Students found in violation will be asked to wear clothes issued by the school and/or parents will be called to bring appropriate clothing/attire. The student's clothes will be returned once the ESMS Loaner Clothes have been returned after being laundered. Students will receive a detention for dress code violations, and repeated violations may result in the assignment of Saturday School or other consequences.

1. No T-shirts or other clothing will be permitted that display offensive language, refer directly or symbolically to sex, violence, drugs or alcohol, are insensitive to the origins or ethnicity of others, or are otherwise disruptive to the school environment.
2. Overly revealing clothing is not permitted. Shirts and tops must be worn so midriffs cannot be seen as a person normally stands or sits. Spaghetti straps are not allowed.
3. Any clothing that may be considered undergarments (i.e. pajamas, camisoles, men's tank tops, or boxers) are not to be worn as outer wear at school. Undergarments must be concealed and not visible. We ask that students do not wear sweats to school as such clothing is overly casual in a learning environment.
4. Hats and hoods are not to be worn inside the buildings. Hats are to be worn forward and appropriately on the forehead. Thong sandals, flip flops, and open-toed shoes are not permitted. Any clothing items that could present a safety risk are prohibited. They will be collected and remain in the office until a parent can arrive to pick them up.

### **Dress Code for Semi-Formal Events (Winter Ball, Promotion, etc)**

Due to the nature of certain events, spaghetti-straps and more formal attire including open-toed sandals will be allowed at Promotion, the Winter Ball and other functions designated as SEMI-FORMAL. Plunging necklines, overly revealing clothing (i.e. see-through, dresses with high slits, high skirts, etc.) will not be acceptable and students will be asked to return with more

appropriate attire. Collared or button-down shirts and slacks or nice jeans are also acceptable. T-shirts and shorts will not be admitted. Strapless dresses are not allowed without a jacket or shawl to be worn at ALL times. Students may check with administration on any questions about their attire prior to the event.

### **School Supplies**

Students are expected to arrive to class prepared each day and to provide their own materials such as pencils, pens, notebooks, erasers, and lined notebook paper. Grade level lists of supplies are available online and from teachers during the first week of school. Students will keep a record of assignments in the Student Planner. If you need assistance securing school supplies, please contact your school counselor.

### **Electronic Devices**

Students must abide by the terms of the Acceptable Use agreement for school issued iPads. In order to maintain a distraction-free environment, personal electronic devices are not permitted during school hours without the express permission of a teacher. This includes cell phones, Ipods, laptops, headphones/earbuds, cameras, electronic book readers, laser pointers and other devices. Students who bring these items to school do so at their own risk and the items must not be visible or used during the school day. If students need to communicate with parents during the school day, they may ask to use a phone in the office.

Violations for these rules are as follows:

1. First time offense: the electronic device is taken away and must be picked up by the student after school.
2. Second offense: parent must pick up the item from an administrator after school.
3. Third offense and beyond: parent must pick up the item from an administrator after school and detention assigned

### **Hallways / Eating Areas**

Students are free to choose where to eat during Nutrition and Lunch in designated areas, including the quad and areas behind Bulldog Hall. With the exception of water, food and drink are not permitted in the hallways, fields, classrooms or library. Students are expected to demonstrate responsibility in disposing of trash, recycling, and in keeping the campus free of litter.

### **STUDENT SAFETY AND WELL-BEING**

The safety of our students is our highest priority. Students will not be released from school or allowed to sign out unless a parent/guardian who is registered with the school picks them up and signs them out. Students who leave a classroom, PE area, and/or otherwise miss a class without permission are considered truant and subject to appropriate consequences (i.e., Student Study Team [SST], School Attendance Review Board [SARB], daytime curfew police citation, etc.)

### **Visitors to Campus**

We welcome the presence of parents on campus during our lunch period. **Per California State Law, all visitors, including parents, must check in at the office before visiting the campus.** All visitors, including parents, must sign in at the office to obtain a pass. The office is not responsible for items brought for students to pick up—please check to make sure that students have all required items before leaving for school. To maintain a disruption free learning environment, students will NOT be called out of class to pick up food or any other items. Items may be left on a table in the office.

### **Wellness Policy**

We firmly believe in the connection between healthy minds and healthy bodies. We encourage students to pack nutritious items for snack and lunch. Per our district Wellness Policy, students may NOT bring food to distribute or share with others (pizzas, cupcakes, etc). Please no fountain drinks. Items brought for others will be held in the office until the end of the day.

### **Traffic Safety**

For the safety of our students, we ask that parents observe the following rules. Student drop-off and pick-up in the parking lot is strictly prohibited. Parents may use the white loading zone in front of ESMS on Center Street. Please also remember to pull forward to allow space for other vehicles behind you. All students are expected to use crosswalks and to exercise appropriate caution with respect to traffic when entering and departing from campus. For safety reasons, students are not permitted to enter or exit the school campus from Nevada Street. Please do not drop off students in this area. We also ask that you are respectful of our neighbors and avoid clogging traffic in Mariposa plaza.

Bike racks are provided on campus for students who ride a bike to school. Students are required to wear helmets in compliance with California law. If a student arrives to school without a helmet for his or her skateboard, scooter or bike, he or she will not be permitted to take the skateboard/scooter/bike home without a helmet. Students should not park bikes in any other place except the school bike rack and bikes should always be locked. All bikes, skateboards, scooters are brought to school at the student's own risk. Bicycles, skateboards, scooters are never to be ridden on campus or in front of the school.

### **Positive Behavior Support**

ESMS recognizes that students experience lapses in judgment, however, consequences follow according to the offense. Infractions of the Code of Conduct and the Education Code, Section 48900 may be classified into one of three levels of offenses based on their severity. *The following list is not all-inclusive:*

The below district-wide 6-12 Positive Behavior Support Matrix will be utilized in addressing all student behavioral matters.

## EL SEGUNDO UNIFIED SCHOOL DISTRICT POSITIVE BEHAVIOR SUPPORT MATRIX, GRADES 6-12

<b>Levels of Response - Consequences and Interventions</b>	
<b>Level 1</b>	<p><b>Examples of Classroom Managed Responses</b></p> <p>These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible consequences and interventions that may be used.</p> <p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> <li>• Contact parent</li> <li>• Verbal corrective feedback</li> <li>• In-class time out</li> <li>• Parent/guardian conference</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Loss of classroom privileges</li> <li>• Student written reflection</li> <li>• Teacher and student conference/Pose logical consequences</li> </ul> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Establish positive relationship with student</li> <li>• Seat change</li> <li>• Pre-correction and redirection</li> <li>• Role play replacement behavior</li> <li>• Establish buddy teacher system</li> <li>• Parent/guardian accompany student in class</li> <li>• Daily progress report for behavior</li> <li>• Increase positive recognition</li> <li>• Goal setting with student</li> </ul>
<b>Level 2</b>	<p><b>Examples of Administrative Responses</b></p> <p>These consequences and interventions, used in response to an office referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior.</p> <p>Below are possible consequences and interventions that may be used. Level 1 interventions may still apply.</p> <p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/guardian notification required</li> <li>• Detention</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Change of class</li> <li>• Conference with student</li> <li>• Loss of privilege(s)</li> <li>• Restricted activity</li> <li>• Restitution and/or community service</li> <li>• Time out</li> <li>• Relationship development action</li> <li>• Saturday School</li> <li>• Restorative conferencing</li> </ul> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Refer to SST/Individual Education Plan (IEP)/504 team</li> <li>• Increase positive recognition</li> <li>• Collaborative problem solving</li> <li>• Establish positive relationship with student</li> <li>• Refer for substance abuse intervention</li> <li>• Mentoring</li> <li>• Develop/revise Behavior Support Plan (SBP)/agreement</li> <li>• Check In/Check Out</li> <li>• Social/Academic Skills Group</li> <li>• Refer for educational/psychological evaluation</li> <li>• Refer to school/community based mental health</li> <li>• Saturday School Attendance Recovery</li> <li>• Student Attendance Review Team (SART)</li> <li>• Student Attendance Review Board (SARB) Referral</li> </ul>
<b>Level 3</b>	<p><b>Examples of Administrative Removal Responses</b></p> <p>Level 3 consequences and interventions involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.</p> <p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Loss of course credit or dropped from course</li> <li>• Law enforcement notification</li> <li>• Suspension from school (one to five days) <u>or</u> In-School Suspension (one to five days)</li> <li>• <u>or</u> Alternative to Suspension class (one to five days) (Middle School)</li> </ul> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Revise 504/IEP (for students with disabilities) and Behavior Support Plan (BSP)</li> <li>• Develop Functional Behavioral Assessment and Behavior Intervention Plan</li> <li>• Restorative Justice re-entry conferencing</li> </ul>

• Drug and Alcohol Intervention Program (i.e., Impact)

	<p><b>Examples of Administrative Removal Responses</b></p> <p>Level 4 involves the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 consequences and interventions have failed to bring about proper conduct. These consequences focus on protecting the safety of the school community and ending self-destructive and dangerous behavior. Level 1, 2 and 3 interventions may still be applied, if applicable.</p> <p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Suspension from school (5 days)</li> <li>• May refer for expulsion (total removal from school) if other means of correction have not brought about proper conduct <b>or</b> are not feasible <b>or</b> there is a continuing danger to the physical safety of the student or others</li> <li>• Loss of school privileges</li> </ul> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Manifestation determination (IEP only)/504 compliance review</li> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Revise IEP (for students with disabilities) and Behavior Support (BSP)</li> <li>• Develop Functional Behavioral Assessment and Behavior Intervention Plan</li> <li>• Alternative educational placement</li> </ul>
	<p><b>Mandatory Recommendation for School Expulsion</b></p> <p>Mandatory removal from school and referral for expulsion for acts as specified in Education Code.</p> <p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Suspension from school (5 days)</li> <li>• Mandatory referral for expulsion</li> </ul> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Manifestation determination (IEP only)/504 compliance review</li> <li>• Alternative educational placement</li> </ul>

<b>BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE</b>						
<p>Note: If the behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*). For those behaviors in which a law enforcement notification is required, such will be noted. Please note that, for each behavior not requiring law enforcement notification, it is at the administrator's discretion to notify law enforcement.</p>						
Behavior	Le v e l 1	Le v e l 2	Le v e l 3	Le v e l 4	Le v e l 5	Law Enforcem ent Notificatio n
<b>Absence from Class or School</b>						
• Tardiness	●	●				
• Cutting class	●	●				
• Excessive absences/truancy	●	●				
<b>Bullying</b>						
• Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law	●	●	●	●		



<i>(EC 48900 (r))</i>						
• Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law <i>(EC 48900 (r))</i>		●	●	●		
• Engaged in, or attempted to engage in, hazing as defined in law <i>(EC 48900 (q))</i>		●	●	●		
<b>Contraband – Tobacco</b>						
• Possession of tobacco or any products containing tobacco or nicotine <i>(EC 48900 (h))</i>	●	●	●			
• Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) <i>(EC 48900 (h))</i>	●	●	●			
• Use of tobacco or any products containing tobacco or nicotine <i>(EC 48900 (h))</i>		●	●			
<b>Contraband - Alcohol and Intoxicants</b>						
• Possessed or under the influence of an alcohol beverage or an intoxicant of any kind <i>(EC 48900 (c)) *</i>			●	●		REQUI RED
• Used, sold, or furnished an alcohol beverage or an intoxicant of any kind <i>(EC 48900 (c))</i>			●	●		REQUI RED
<b>Contraband - Controlled Substances</b>						
• Possessed, offered, arranged, or negotiated to sell any drug paraphernalia <i>(EC 48900 (j))</i>		●	●	●		
• Possessed, or came to school under the influence of, a controlled substance <i>(EC 48900 (c)) *</i>			●	●		REQUI RED
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma <i>(EC 48900 (p))</i>			●	●		REQUI RED
• Used or offered a controlled substance <i>(EC 48900 (c))</i>			●	●		REQUI RED
• Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage or other intoxicant <i>(EC 48900 (d))</i>			●	●		REQUI RED
• Sold a controlled substance <i>(EC 48915 (c)(3))</i>					●	REQUI RED

## BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*). For those behaviors in which a law enforcement notification is required, such will be noted. Please note that, for each behavior not requiring law enforcement notification, it is at the administrator's discretion to notify law enforcement

Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Law Enforcement Notification
<b>Contraband – Weapons</b>						
• Possessed an imitation firearm ( <i>EC 48900 (m)</i> )		●	●	●	●	REQUIRED
• Possessed a knife or other dangerous object ( <i>EC 48900 (b)</i> ) *			●	●	●	REQUIRED
• Sold or otherwise furnished any knife or other dangerous object ( <i>EC 48900 (b)</i> )			●	●	●	REQUIRED
• Brandished a knife at another person ( <i>EC 48915 (c)(2)</i> )					●	REQUIRED
• Possessed an explosive as defined in federal law ( <i>EC 48915 (c)(5)</i> )					●	REQUIRED
• Possessed, sold, or otherwise furnished a firearm ( <i>EC 48915 (c)(1)</i> )					●	REQUIRED
<b>Contraband - Other items</b>						
• Possession of unauthorized items not otherwise included in this code	●	●				
• Unauthorized sale or distribution of goods not otherwise included in this code	●	●				
• Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code ( <i>EC 48900 (a)(1), EC 48900 (b), EC 48900 (c)</i> ) *			●	●		REQUIRED
<b>Disruption</b>						
• Engaged in behavior causing an interruption during class or other school activity	●	●	●	●		
<b>Dress Code Violation</b>						
• Wearing clothing that does not fit within dress code guidelines established by the District or school.	●	●				
• Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment ( <i>EC 48900 (k)</i> )	●	●	●			

### BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*). For those behaviors in which a law enforcement notification is required, such will be noted. Please note that, for each behavior not requiring law enforcement notification, it is at the administrator's discretion to notify law enforcement.

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Law Enforcement Notification
<b>Harassment</b>						
• Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting <i>(EC 48900.4)</i>		●	●	●		
• Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding <i>(EC 48900 (o))</i>		●	●	●		
<b>Immodest/Offensive Behavior</b>						
• Inappropriate display of affection	●	●				
• Viewing or displaying obscene or sexually explicit content <i>(EC 48900 (i))</i>		●	●	●		
• Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person <i>(EC 48900 (i))</i>		●	●	●		
• Sexual harassment; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law <i>(EC 48900.2)</i>			●	●		
• Committed a sexual battery <i>(EC 48915 (c)(4)), (EC 48900 (n))</i>					●	REQUIRED
• Committed or attempted to commit a sexual assault <i>(EC 48915 (c)(4)), EC 48900 (n))</i>					●	REQUIRED
<b>Lying/Cheating</b>						
• Cheating or plagiarism	●	●				

### BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*). For those behaviors in which a law enforcement notification is required, such will be noted. Please note that, for each behavior not requiring law enforcement notification, it is at the administrator's discretion to notify law enforcement.

Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Law Enforcement Notification

<b>Physical Aggression</b>						
• Minor physical aggression without injury	●	●				
• Mutual fight (with little or no injury)	●	●	●			
• Mutual fight (with moderate physical injury) (EC 48900 (a)(1))			●	●		
• Attack on student, attempting to cause physical injury (EC 48900 (a)(1)) *			●	●		
• Aides or abets in the infliction or attempted infliction of physical injury (EC 48900 (t))		●	●	●		
• Caused or attempted to cause or participated in an act of hate violence (EC 48900.3)		●	●	●		
• Attack on student, causing physical injury (EC 48900 (a)(1))			●	●		
• Willfully used force or violence upon the person of another, except in self defense (EC 48900 (a)(2))				●		
• Caused serious injury to another person, except in self- defense (EC 48915 (a)(1)(A))				●		
• Unintentional, incidental physical contact with school personnel	●	●				
• Unintentional striking of a staff member who is intervening in a fight or other disruptive activity (EC 48900 (a)(1)) *		●	●			
• Intentional assault or battery upon any school employee (EC 48915 (a)(1)(E))				●		REQUIRED
<b>Property Misuse/Damage</b>						
• Attempted to cause damage to property (EC 48900 (f))	●	●	●			
• Caused damage to property (EC 48900 (f))		●	●	●		
• Set fire to property (EC 48900 (f))		●	●	●		
• Breaking and entering		●	●	●		
<b>Stealing/Possessing Stolen Property</b>						
• Stole school or private property (EC 48900 (g))	●	●	●			
• Knowingly possessed stolen property (EC 48900 (l))	●	●	●			
• Attempted to commit robbery or extortion (EC 48900 (e), EC 48915 (a)(1)(D)) *			●	●		
• Committed robbery or extortion (EC 48900 (e), EC 48915 (a)(1)(D))			●	●		

## BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*). For those behaviors in which a law enforcement notification is required, such will be noted. Please note that, for each behavior not requiring law enforcement notification, it is at the administrator's discretion to notify law enforcement.

Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Law Enforcement Notification
<b>Technology Violation</b>						
• Violation of school rules regarding use of personal technology not resulting in harm	●	●				
• Violation of District's Acceptable Use Policy (AUP) for using District technology not resulting in harm	●	●				
• Using District technology without permission	●	●				
• Repeated violations of school rules, District Acceptable Use Policy (AUP), or using District technology without permission <i>(EC 48900 (k))</i>		●	●	●		
• Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person as defined in law <i>(EC 48900 (r))</i>		●	●	●		
<b>Verbal and Written Aggression</b>						
• Use of profanity or vulgarity not directed at others <i>(EC 48900 (k))</i>	●	●	●			
• Use of profanity and vulgarity directed to others	●	●	●			
• Habitual use of profanity or vulgarity <i>(EC 48900 (i))</i>		●	●			
• Threatened to cause an act of hate violence <i>(Susp. Gr. 4-12 only EC 48900.3)</i>		●	●	●		
• Threatened to cause physical injury <i>(EC 48900 (a)(1)) *</i>			●	●		
• Made terroristic threats against school officials or school property or both <i>(EC 48900.7)</i>		●	●	●		REQUIRED

## **ATTENDANCE POLICY**

School attendance is mandatory in California until the age of 18 or graduation from High School. Our school receives funding based on attendance, so it is critical that students are conscientious about being at school. Parents are legally responsible for making sure that their child is attending school. All students must be seated and prepared for work prior to the second bell or they will be marked as an unexcused tardy.

### **Absences**

According to California State Law, excused absences must fall into one of the following categories:

1. Illness or injury
2. Quarantine under the direction of a county or city health office
3. Having medical, dental, optometric, or chiropractic service rendered
4. Attending the funeral services of a member of the immediate family, limited to one day if in California, three days if out of state
5. For a justifiable personal reason, including but not limited to an appearance in court, or the observance of a holiday

or ceremony of his or her religion

### **Returning from an Absence**

Students returning to school after a full day or partial day absence must report to the **school office before school**. Students must be in possession of a note from home or have had a parent or guardian call the school office explaining the absence prior to returning to school. Students must be in possession of an absence slip from the office prior to returning to class unless parent has already notified the office of the absence. Notes must state the following:

1. Reason for the absence
2. Date(s) of absence
3. Date the note was written
4. Parent/guardian signature
5. Phone numbers for verification

The student is responsible for contacting teachers to discuss the work missed during the absence(s). Students have as many days as they were absent, plus one, to turn in missing work for credit. For example: A student absent Monday and Tuesday would have until Friday to turn in the work he missed due to the excused absence. However, if a student misses an A/B class (Arts/Spanish), he must turn in missing work at the subsequent class. For example: A student misses Spanish on Monday, but is present Tuesday for Art must turn in Spanish assignment on Wednesday. Students absent due to suspension or unexcused absences will receive credit at the discretion of the instructor. Students must arrange for a time to take make-up exams when absent.

### **Independent Study**

If a student knows in advance about an absence five days or longer, the student/parent must arrange IN ADVANCE for an independent study contract at least one week prior to the departure date. Teachers will prepare work, which, if completed, will account for any in-class work that was completed and credit the student for attending school. Additional make-up work, including tests, will still need to be arranged. Please see the Senior Office Assistant, Ms. Flores, to set up the contract.

### **Truancy**

A student is truant when absent from school or class without parental or school permission. Students who are habitually truant will be referred to the SARB. A student with a truancy (a student with an unexcused absence or tardy) may be assigned to Saturday School. Thirty minutes (30 min.) and/or every three (3) tardies less than 30 minutes is considered —truant || by California law. Any tardy of 30 minutes or more is also considered truant.

### **Tardy Policy**

A student is tardy if not prepared to start class work BEFORE the tardy bell rings. If a student has 3 unexcused tardies in any given class, he/she will be served a detention. Each subsequent tardy after the third will result in another detention. The only excuse for tardies is illness, family emergencies, or doctors' appointments with a note from doctor. All students must sign in at the office before going to class.

## **GENERAL ACADEMIC INFORMATION**

### **PowerSchool and Haiku**

PowerSchool and Haiku are online informational tools to communicate student grades to parents. Both parents and students are given user names and passwords for PowerSchool at registration. ESMS expects that both parents and students regularly check grades. To access Powerschool, go to <http://www.elsegundomiddleschool.org> and click on the POWERSCHOOL link. Please see your teacher's website to know where homework and grades are posted.

### **Report Cards**

Each cumulative grading period is approximately 18 weeks long and there are two cumulative grading periods each year. Progress reports (9 weeks into the semester) will be sent home if a student is receiving a C- or lower. These students will receive a printout to be signed and returned. Grades, attendance and teacher comments are available via Powerschool on a daily basis by signing up for automatic notification. Citizenship and Work Habits grades are reported at the semester.

### **Classwork and Homework**

All students are expected to use the Modern Language Association (MLA) format for all written work, including homework. Homework offers students opportunity for continued or extended practice of class learning. If a student misses three assignments in a semester, he or she will be assigned an after-school Academic Recovery Session. Each subsequent three assignments missed results in further sessions. Failure to complete homework adversely affects students Work Habits grades and may jeopardize school privileges.

### **Assessments**

ESMS teachers aim to create authentic assessments that require creativity, collaboration, critical thinking and communication skills. Summative assessments may take the form of a project, lab, test, investigation, real-world problem, essay or other piece of writing, portfolio or performance. The assessments evaluate and communicate a student's progress against Middle Years Programme standards and objectives as well as Common Core and subject-area standards.

## **Academic Honesty**

### ***An academically honest student at ESMS:***

- Completes his/her own work when given independent tasks
- Contributes equally to group tasks
- Acknowledges the source of direct quotations and cites paraphrased/summarized content
- Acknowledges help from parents, other students and friends
- Acknowledges information taken from print, CD-ROMs and the Internet
- Acknowledges reference materials in a bibliography as outlined by the Modern Language Association (MLA).
- Follows all exam rules
- Knows what constitutes cheating and abides by the rules
- Brings the effort of others who cheat to the attention of school administration

### ***Consequences for Violating Academic Honesty***

While ESMS holds students to high academic honesty standards, the school recognizes that students must have clear consequences if the rules are not followed. Any instances of cheating, plagiarizing or enabling others to cheat or plagiarize will result in a zero on the test/quiz/assignment. The student will receive a —U || in citizenship and be assigned a detention with parent contact. Multiple offenses will result in administrative consequences such as Saturday School and/or suspension depending on the offense and the student's history of misconduct. In addition, students will be given a copy of the academic honesty policy and asked to re-sign and reflect on the policy. Re-teaching of academic honesty skills may be required.

## **Academic Watch**

Students are placed on academic watch for receiving a failing grade on any of the semester grading periods. The school may recommend a variety of interventions including tutoring, intervention classes or programs, behavioral recommendations, or referral to other programs. Once on probation, if the student receives another failing grade on any subsequent semester report card, he or she will receive academic sanctions.

## **Academic Sanctions**

Eighth grade academic sanctions include removal of such privileges as participation in Promotion Ceremony activities. Students who receive a failing grade in consecutive semesters, or who receive two or more failing grades at the end of second semester will not be eligible to participate in Promotion. Not participating in the promotion exercises does NOT necessarily mean he or she will be unable to attend El Segundo High School as a freshman. Should any student receive a repeated failing grade in any class or fail to attend and pass summer school, he or she will be considered for retention for the next school year by the Middle School administration. Parents may submit appeals of sanctions to a standing Discipline and Character committee consisting of the Assistant Principal, teachers and parent representatives.

## **STUDENT ACTIVITIES AND RECOGNITION**

ESMS takes pride in the work of its students. Students are honored at bi-monthly morning assemblies recognizing students who demonstrate Learner Profile Attributes. We display student work and invite the community to view work at our annual Open House. In addition, we recognize students who earn exceptional grades at our Honor Roll assemblies.

### **Promotion Ceremony**

At ESMS students must meet academic and behavioral expectations to participate in the 8<sup>th</sup> grade promotion ceremony.

### **Honor Roll**

Honor Roll students are recognized at the close of each semester at which time they receive a Certificate of Accomplishment:

**Honor Roll** recognizes students who earn a 3.5-3.79 grade point average.

**Principal's Honor Roll** recognizes students who earn a 3.8-3.99 grade point average.

**Superintendent's Honor Roll** is reserved for those who earn a 4.0 grade point average (straight A's).

Students will be recognized at an honor roll assembly. Students who achieve honor roll at the first semester or whose GPA meets honor roll criteria two weeks prior to the Honor Roll Trip will be eligible to attend.

### **Pursuit of Biliteracy Award**

ESMS recognizes the importance of language learning to facilitate communication, thinking and intercultural understanding. Students take Language and Literature as well as Spanish in each year of the Middle Years Programme. The school also honors students with home languages other than English and actively encourages mother tongue maintenance and development. Students who successfully demonstrate language achievement in both English and another language are eligible for Pursuit of Bilingual recognition at the Promotion Ceremony. Listen for announcements on how 8<sup>th</sup> graders can begin the application process or see your Spanish teacher.

### **The Community Project**

All eighth graders at ESMS will complete the Middle Years Programme Community Project to demonstrate their commitment to creating a better world. Students will be expected to identify a need in the community, to propose and/or take action to address the need and reflect on the project. Teachers will facilitate the project's completion during the school's Advisory period. The school will showcase student work during the final week of school and recognize outstanding projects at Promotion. Successful completion of the Community project is required to be eligible for 8<sup>th</sup> grade end-of-year privileges.

### **Field Trips**

Any student who has 3 —N's or a U for citizenship grades on any semester report card or at the time of a field trip will not be permitted to attend school field trips. Any student with more than one —1 U in Work Habits will be similarly ineligible.

## **STUDENT SERVICES**

### **Health Office**

Only school staff is allowed to administer first aid. If a student is ill or injured, he or she needs to get a pass to report to the health office. In the event of a serious emergency, the paramedics will be called and parents will be notified.

### **Medication**

No student is to have in his or her possession any kind of medication, except Epi-pens and/or asthma inhalers. If a student requires medication during school hours, a note of explanation from the child's parent and the medication must be brought to the school office with a written statement from his or her physician detailing the method, amounts and time by which the medication is to be taken. All medications must be taken in the school health office under the supervision of designated staff. Forms may be faxed from the doctor's office directly to ESMS at 310-640-9634.

### **School Lunch Program**

The cafeteria offers a choice of snack and lunches each day. Lunch accounts are available and strongly encouraged to eliminate the need for students to bring cash to school. Applications for free or reduced lunches are available in the ESMS office. Order forms for snack/lunch accounts may also be found in the school office. Account information can be found using your username and password at [www.mylunchmoney.com](http://www.mylunchmoney.com).

### **Counseling Services**

ESMS employs a full time school counselor to address academic, social and emotional development of students. Students may see the counselor by appointment or drop in outside of class time. The counselor arranges a variety of groups and programs as well as monitoring student academic progress. We want students to feel comfortable seeking out the school counselor for any concerns. In addition, the school employs a full time school psychologist and contracts with outside agencies to provide further counseling as needed.

### **Library**

Students are expected to carry a library card to check out books from the school library. Students must pay for lost books and late fees to the Public Library prior to registration for next school year. Computers with Internet access and a printer are available for student use. All —acceptable use || policies apply at the library, as well as in the classrooms. All students and their parents must sign an —Acceptable Use Policy || as part of registration.

### **SPARK (Study, Play, Afterschool Recreation for Kids)**

Supervised recreation activities and study time in the library are available after school until 5pm M-Th and 4:30 pm on Friday. Students may sign out prior to 5pm when parents pick them up. A fee is strongly encouraged to help sustain the program!

Parents must register children before students will be allowed to participate in SPARK. This is not a school-sponsored program.