

# Torrey Pines Elementary School

## Family Handbook

A National Blue Ribbon School

A California Distinguished School

**2022-2023**



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## Table of Contents

Welcome Families, Mission Statement, Beliefs, Chant	3
Attendance/Absence, Contract Independent Study, Before School, Dress Code	4
Wellness Policy, Healthy Celebrations, Homework	5
Guidelines for Sending My Child to School	6
Volunteers, Cell Phone	7
Pick Up Policy and Early Release from School, After School Guidelines	8
Traffic and Safety, General School and Behavior Expectations	9
School-wide and Classroom Positive Strategies, Discipline Notice	10
Discipline Policy	11
San Diego Unified School Discipline Policy, Key Definitions	12
Bullying and Harassment Policies, Nondiscrimination and Sexual Harassment Policies	13
To File a Discrimination or Sexual Harassment Complaint	14
Parent and Family Engagement Policy	15-16
Home School Compact	17-18

Dear Families:

At Torrey Pines, we strive to ensure students receive the academic, social and emotional support needed to foster their development as lifelong learners. Our students develop respect for self and others, learn to communicate successfully and practice problem-solving skills so they may act as meaningful contributors to our global society.

Please review our policy and procedures as a family. Having these discussions together promotes students' success at school and home. We believe that establishing boundaries and requiring respect, responsibility and kindness from all members of our school community will provide the best environment for students. We are certain you agree that all students deserve a quality educational experience.

Respectfully,

Principal Keith Keiper and TPES Staff

**Torrey Pines Mission Statement:**

We provide an environment conducive to student learning in which each child feels successful, achieves academically, and thinks critically and in which teachers, students, administrators, parents, and community member's work together to create and maintain a comprehensive curriculum based on student needs and state standards.

**BELIEFS:**

- All students have a right to a safe, orderly and caring environment, which is necessary for learning and student success.
- Students will be respectful, responsible, and kind contributing members in our community.
- Students will be given opportunities to make decisions and live with the consequences (positive or negative).
- Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.

**TORREY PINES 3 CHANT**

**We are the Red-tailed Hawks.**

**We are responsible.**

**We are respectful.**

**We are kind.**

### ATTENDANCE / ABSENCE

It is very important for your child to be at school every day and on time. There is no substitute for time spent with the teacher in class, and a great deal of material is covered every day. We encourage you to plan ahead for medical and dental appointments and vacations and to take advantage of the minimum day every Wednesday and non-school days to schedule appointments.

When your child will be absent from school, please call the office at 858-453-2323 ext. 102 prior to or the morning of the absence. Please clearly indicate student name, teacher, room and absence reason.

**Excused Absence:** illness, family medical emergency, medical/dental appointment, religious holiday, court appearance

**Unexcused Absence:** any other reason (family trip, car trouble, traffic, overslept, etc.)

**Truant:** more than 3 unexcused absences

**Tardy:** student is not in class by second bell at 8:30 AM. Students should be in their class line when the first bell rings at 8:25 AM.

If the number of tardies and/or absences poses a concern to staff members, you will receive a phone call from the office expressing concern and offering support for your child to be at school and on time. If the absences and tardiness continue, you will receive a letter explaining the seriousness of school attendance. After the letter, we will hold a School Attendance Review Board (SARB) meeting. Our goal is to support students attending school and being on time.

### CONTRACT FOR INDEPENDENT STUDY (CIS)

If your child is to be absent from school for five or more consecutive days for a reason other than illness, the parent is encouraged to arrange for a Contract for Independent Study. We ask that parents request such contracts at least one week in advance. The contract includes schoolwork to be completed while the student is absent. Completed contracts must be returned to the teacher upon return to school.

### BEFORE SCHOOL

Students are allowed on campus after 8:10 AM. There is no supervision before 8:10 AM. If students are participating in running club, they may be dropped off at 8:05 AM.

Only kindergarten students are allowed to play on equipment before school.

Please remind students that playing on the first and fifth-grade playground equipment is not allowed prior to school.

### DRESS CODE

Please help us maintain an optimal learning environment by dressing your child for comfort and active play. At Torrey Pines Elementary, we wear:

- shorts, skirts or dresses mid-thigh length or longer.

- shirts that are modest and protect shoulders/midribs from exposure and sunburn.
- pants that fit well around our waists and cover our underclothing.
- closed-toe shoes that fit well and protect our feet during play.

Please help your child choose appropriate attire for school and for the weather.

### **Wellness Policy**

Torrey Pines Elementary School encourages wellness and promotes healthy eating. Students are not allowed to share food during snack or lunchtime. Please be mindful when sending snacks and/or lunch to school with your students. Sugary and nutrient-deficient foods may detract from student learning, and teachers are dissuaded from using candy as a classroom incentive. Students may only provide alternative items to food if they would like to celebrate birthdays, holidays, etc. Teachers limit classroom celebrations involving food to three times per year. Parents are notified in advance of any food-related activities. Expectations and details related to food consumption at these events are clearly communicated to students and their families.

Please remember that many children have severe food allergies and will sit at our peanut-free tables during snack and lunchtime. Some classrooms on campus may be “nut-free.” Information for families of food-allergic children at TPES is available in the front office.

Links: [District Wellness Policy](#) | [Framework for Wellness](#) | [Guidelines for Foods Sold and Brought to School Campuses](#)

### **Healthy Celebrations**

Below are some suggestions of ways to celebrate your child’s birthday or the holidays without food.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Pencils</li> <li>• Erasers</li> <li>• Bookmarks</li> <li>• Stickers</li> <li>• Colored pencils or crayons</li> <li>• Coloring books</li> <li>• Balls or beach balls</li> <li>• Puzzles</li> <li>• Toothbrushes</li> </ul> | <ul style="list-style-type: none"> <li>• Shoelaces</li> <li>• Play-dough</li> <li>• Create a birthday hat that your child wears throughout the day</li> <li>• Send your child’s favorite book to class to be read</li> <li>• Send your child’s age-appropriate song to be sung</li> <li>• Donate a book to the library</li> <li>• Birthday card</li> <li>• Art project or craft</li> </ul> |
|--|--|

### **Homework**

Homework is an extension of the classroom. Please provide a quiet time and place for your child to work on assignments. Teachers will explain the classroom homework policy to their students the first week of school. They will also address the subject of homework during Curriculum Night in the fall. Homework will consist of reading, writing and math in grades TK-5. Additionally, students in grades 3-5 may have projects to complete at home during the school year.

These are the approximate amounts of time that should be spent on homework at each grade level per night:

TK/K—10 min.	3rd—30 min.
1st—20 min.	4th—40 min.
2nd—30 min.	5th—50 min.

### **Guidelines for Sending My Child to School**

*The guidelines below are recommendations from the Centers for Disease Control (CDC) and the American Academy of Pediatrics, Public Health Association for children 5 to 18 years of age.*

<b>Symptoms and Illnesses</b>	<b>Should My Child Go To School?</b>
<b>Parent is Sick, Stressed, Hospitalized</b>	<b>YES</b> – If you are sick, your child still needs to attend school. Your illness does not excuse your child from attending. We are all sick at times, so plan ahead for these days. Get a neighbor, relative or spouse to take your child to school and to pick him/her up.
<b>Chronic Diseases (Asthma, Diabetes, Sickle Cell, Epilepsy, etc.)</b> Chronic disease is a long-lasting condition that can be controlled but not cured.	<b>YES</b> – Your child should attend school. School personnel are trained to assist your child with his/her chronic disease and associated needs.
<b>Child Doesn't Want to go to School</b> Frequent crying, fear, anger, not wanting to socialize, behavior change, stomachache, nausea (These can be signs of depression, anxiety, post-traumatic stress or fear.)	<b>YES</b> – You should keep your child in school, but try to determine what is causing the changes. Talk to school personnel and consult a health care provider. Your child may be experiencing bullying or trauma, may be behind in his/her schoolwork and/or not getting along with peers. These and other issues may require your and/or school personnel's attention.
<b>Cold Symptoms</b> Stuffy/running nose, sneezing, mild cough	<b>YES</b> – If your child is able to participate in school activities, send him/her to school.
<b>Conjunctivitis (Pink Eye)</b> The white of the eye is pink and there is a thick yellow/green discharge.	<b>YES</b> – Your child may attend school, but call a health care provider to prescribe medication/treatment.
<b>Head Lice</b> Intense itching of the head; may feel like something is moving	<b>YES</b> – Your child can be in school if he/she has had an initial treatment of shampooing of hair with a product for lice.
<b>Strains, Sprains and Pains</b>	<b>YES</b> – If there is no known injury and your child is able to function (walk, talk, eat) he/she should be in school. If pain is severe or doesn't stop, consult a health care provider.
<b>Menstrual Issues</b>	<b>YES</b> – Most of the time menstrual (periods) issues should not be a problem. If they are severe and interfering with your daughter attending school, consult with a health care provider.
<b>Fever</b> Fever usually means illness, especially if your child has a fever of 101 or higher as well as other symptoms like behavior change, rash, sore throat, vomiting, etc.	<b>NO</b> – If your child has a fever of 101 or higher, keep him/her at home until his/her fever is below 101 for 24 hours without the use of fever reducing medication. If the fever does not go away for 2-3 days or is 102 or higher, consult with a health care provider.
<b>Diarrhea</b> Frequent, loose or watery stool may mean illness but can also be caused by food or medication	<b>NO</b> – If, in addition to diarrhea, your child acts ill, has a fever or is vomiting, keep him/her at home. If stool is bloody and/or if the child has abdominal pain, fever or vomiting, consult with a health care provider.
<b>Vomiting</b> Child has vomited 2 or more times in a 24-hour period	<b>NO</b> – Keep your child at home until the vomiting has stopped for 24 hours. If vomiting continues, contact a health care provider.
<b>Coughing</b> Severe, uncontrolled, rapid coughing, wheezing or difficulty breathing	<b>NO</b> – Keep your child home and contact a health care provider. Asthma – if symptoms are due to asthma, provide treatment according to your child's Asthma Action Plan, and when symptoms are controlled, send your child to school.
<b>Rash With Fever</b>	<b>NO</b> – If a rash spreads quickly, is not healing or has weeping wounds, you should keep your child at home and have him/her seen by a health care provider.

<p><b>Strep Throat</b> Sore throat, fever, stomachache and red, swollen tonsils</p>	<p><b>NO</b> – Keep your child at home for the first 24 hours after an antibiotic has begun.</p>
<p><b>Vaccine Preventable Diseases</b>  <b>Chicken Pox</b> – fever, headache, stomachache or sore throat, then a red itchy rash develops on the stomach first and then limbs and face  <b>Measles &amp; Rubella (German Measles)</b> – swollen glands, rash that starts behind ears, then the face and the rest of the body, sore joints, mild fever and cough, red eyes  <b>Mumps</b> – fever, headache, muscle aches, loss of appetite, swollen, tender salivary glands  <b>Pertussis (Whooping Cough)</b> – many rapid coughs followed by a high-pitched “whoop,” vomiting, very tired</p>	<p><b>NO</b> – Keep your child at home until a health care provider has determined that your child is not contagious.</p>

## Volunteers

**ALL visitors to Torrey Pines must sign in at the office and obtain a visitor's badge.**

The San Diego Unified School District policy regarding campus volunteers states that persons who volunteer in classrooms and schools must complete a volunteer application and provide results of a negative Tuberculosis (TB) test or verification of a negative chest x-ray. The volunteer application must be completed each year; the TB clearance, however, is valid for four years. We will retain the TB clearance until it is expired.

A TB risk assessment may be used in lieu of a TB test. This is a questionnaire that must be completed by a qualified health professional. If used, the Risk Assessment provides clearance for one school year only and must be renewed annually.

Classroom volunteers are welcome and appreciated. The number of volunteers and the amount of time they are needed in the classroom will vary according to individual teacher's needs. Please talk with your student's teacher if you are interested in volunteering in class.

Library, reading and office volunteers are welcome as well. Please speak with the librarian or office staff for information regarding these opportunities.

**Driving for field trips:** In addition to the volunteer paperwork being current in the school office, for each driving opportunity, a parent must also provide:

- copy of Driver's License
- copy of current automobile insurance
- completed "field trip driver" forms

On the day of the field trip please carry with you these forms and the permission forms of the students riding with you. Those items must be returned to the teacher upon return to campus. The documents are retained for one year and shredded thereafter.

All volunteers are greatly appreciated. The TPES Foundation organizes volunteers for these activities.

**ALL visitors to Torrey Pines must sign in at the office and obtain a visitor's badge.**

## Cell Phone

Students may bring cell phones to school for use before and/or after school only.

- If a student brings a cell phone to school, he/she/they is/are able to use it before or after school on campus for important calls only, e.g. call to parent regarding pick up questions. In all other circumstances, the phone is to be used off campus.
- If a student is found using his/her/their cell phone during the school day, it will be confiscated and will only be returned to a parent. If this occurs more than once, the student will lose the privilege of bringing his/her/their cell phone to school.



### PICK UP POLICY AND EARLY RELEASE FROM SCHOOL

Students are required to remain on school grounds during school hours but may be released during school hours to parents, guardians or other authorized persons for excused illness, or for medical or dental appointments. Authorized persons must be identified on the Student Information Card. Early release for an afternoon activity is unexcused.

If you are picking your child up early from school, please allow enough time. We will place a call to the classroom once you are here in the office, but we may need to locate your child elsewhere on site. Please refrain from asking the office staff to have your child waiting, as this takes away from students' learning time.

### AFTER SCHOOL GUIDELINES:

- Students who have a parent or guardian arriving late (after 3:00 PM, or 12:30 PM on Wednesdays) must go to the office where their safety can be secured. If prompt pick up is a consistent problem, after school care is encouraged.
- Permission is granted to students and parents to play on the blacktop only. Students are not to play in the breezeways.
- Students playing after school on the blacktop must be actively supervised by a parent/guardian at all times.
- Remind students to safely walk on the campus. Running is saved for the school field and Running Club. Due to the dual use with the city, the field is not always open after school.
- Encourage students to use the playground equipment in accordance with the playground equipment guidelines listed below. Climbing is great exercise, but we want to teach safe play and respect for property and nature as well (i.e. NO climbing on trees, fences, or on top of the playground equipment).
- Students should enter the monkey bars and swing going forward using both hands at all times. All play should be confined to the inside of the play structure (climbing on top of bars is not allowed), students are only to slide DOWN the slides, and students should walk at all times. The parallel bars are for swinging only, not sitting.

\*\*Structures should not be played on when wet.

- Kinder Structure: This structure is for TK/K only (swings for TK/K students only and not for standing).
- Blue Structure: This structure is for first grade only.
- Red Structure: This structure is for second through fifth grades only.

Please remind your students to respect and follow the instructions and directions of teachers and office staff at all times while on campus.

Remember the YMCA staff members supervise paid Character Builders students only. Feel free to stop by the La Jolla YMCA and inquire about before and after school supervision opportunities for your child if you are unable to pick up your student immediately after school.

**If your child is not following these guidelines, he/she/they will be asked to leave campus as soon as school is over. If the extreme safety violations continue, playing after school may be suspended for all.**

## TRAFFIC AND SAFETY

The safety of our students is a top priority. As a team, we can enhance student safety at drop off, pick up and throughout the day. It is our collaborative duty to support and model safety rules and expectations.

Traffic:

- Follow all traffic laws. Drive slowly. Be careful, and be kind!
- Use the DROP-OFF/PICK-UP lanes correctly and with consideration.
- Parents drive to the FRONT of the lane for drop-off/pick-up.
- There are cones creating these drive-through lanes.
- DO NOT get out of your car in the white zone in front of the school, even for “just a minute.” This is a loading zone only.
- Follow the signals of the Safety Patrol. They model and demonstrate safety rules for the campus.
- Park in the neighborhood if you wish to walk your child into school.
- Use the crosswalk. This models safe crossing to all students, an important safety strategy.
- NO U-Turns! Drive completely around the cul-de-sac. It is important for all traffic to follow uniform patterns.
- Remember to leave home with sufficient time for drop-off and pick-up.
- Gates are unlocked at 8:05 AM.

## GENERAL SCHOOL AND BEHAVIOR EXPECTATIONS

1. Students will leave non-instructional items at home including but not limited to toys, balls, cards, gum, Pokémon cards, personal audio equipment, video games, weapons or any toy that could be identified as a weapon. SDUSD policy prohibits weapons of any kind. Cell phones are for emergency purposes only and are allowed to be used before or after school only. They should remain in the student’s backpack during school.
2. Only school-authorized equipment is to be used on the playground. Skateboards, roller blades, “heelies,” (shoes with removable wheels), skates or scooters and Zucas are not allowed to be ridden at school at any time. Bike riders walk bikes on school grounds to and from the bike racks.
3. Students will talk respectfully to their peers. Students who threaten to do harm or injure another student or adult may be suspended. Name-calling, sexual harassment, racist or demeaning comments and fighting are not permitted.
4. Office telephones are for emergencies only. Parents, please make sure students understand what their after-school arrangements are prior to the school day.

5. School bathrooms will be used in an appropriate manner, showing respect for peers, bathroom supplies and equipment.
6. Students may climb on playground equipment only. Students will maintain personal space when playing at recess.
7. Snacks are eaten at recess in the lunch court or kindergarten eating area only.
8. Please use the student crosswalks when crossing the street and follow all drop-off and pick-up traffic guidelines.

#### **SCHOOL-WIDE AND CLASSROOM POSITIVE STRATEGIES**

Here are some examples of positive strategies we implement school-wide and in classrooms. If you would like more information about strategies used in your child(ren)'s classroom, please attend Back to School/Curriculum Night and/or email your child(ren)'s teacher:

- Monday messages (principal, student council, student leaders)
- Class meetings
- Class Dojo
- Star of the week/student of the week
- Tickets for prize box
- Positive phone calls/emails home
- Town money/classroom reward systems
- Special chair
- Extra recess
- Weekly progress report
- Go Noodle
- Compliment books
- Brain ticklers
- Joke of the day
- Table/community points
- Sway tags
- Self-managers
- Marble jars
- Positive praise/Growth Mindset
- Relationship Building
- Compliment circles
- Powerful classroom morning message
- Other fun and creative engagement

#### **Discipline Notice**

In addition to our school rules, each teacher has established classroom expectations with their students.

- Students may be referred to the office if they do not respect the rules of the classroom or school.

- The principal, counselor or designee will use the time with the child to discuss the choices that were made and to help him/her/them to learn how to avoid a similar situation in the future. The student will complete the reflection part of the Stop & Think form.
- A summary of the discussion and the consequences that were given will appear in the action taken portion of the form.
- The Stop & Think form will be sent home. It should be signed by a parent/guardian and returned to the child’s teacher the next school day.
- Stop & Think forms are not placed in a student’s cumulative folder. These forms are maintained in a file for the duration of the current school year.

<input type="checkbox"/> 1 <sup>st</sup> Notice	<input type="checkbox"/> 2 <sup>nd</sup> Notice/ Detention	<b>STOP &amp; THINK</b>	<b>I STOPPED &amp; I THOUGHT SHEET</b>
NAME: _____	DATE: _____	STUDENT NAME: _____	DATE: _____
TEACHER: _____	ROOM: _____	Explain what happened:	
Torrey Pines Three: Be Respectful   Be Responsible   Be Kind		_____	
<b>Today I chose not to:</b>		_____	
<input type="checkbox"/> Use learning time well.		_____	
<input type="checkbox"/> Be respectful to all.		_____	
<input type="checkbox"/> Be a responsible learner.		_____	
<input type="checkbox"/> Be kind to _____.		What did I do? What part of this was MY responsibility?	
<input type="checkbox"/> Keep our school clean.		_____	
Time: _____	Teacher Comments:	_____	
_____	_____	_____	
_____	_____	What will I do differently next time?	
Back to Class Time: _____	Action Taken:	_____	
_____	_____	_____	
_____	_____	_____	
Teacher Signature: _____	Date: _____	_____	
Parent Signature: _____	Date: _____	Student Signature: _____ ROOM: _____	

**DISCIPLINE POLICY**

Students will be asked to complete a Stop & Think form when they exhibit behaviors that show a lack of respect, responsibility, or kindness and/or if the behavior is extreme in nature.

Some examples are below:

- Aggressive Behavior (hitting, kicking, shoving, biting, etc.)
- Repetitive Behavior
- Continuing to show disrespect after multiple warning
- Extreme Disrespect (yelling at a teacher, cussing, walking away when a teacher is talking, cheating, etc.)

Students are expected to follow the Torrey Pines guidelines of respect, responsibility and kindness at all times on campus.

Strategies that students are encouraged to utilize to change behavior include:

- Think before you act.

- Ask peers to stop.
- Ask an adult for help.
- Ignore the students.
- Extinguish misbehavior with kindness.
- Honor correct actions, attitudes and behavior.

### SAN DIEGO UNIFIED SCHOOL DISTRICT UNIFORM DISCIPLINE PLAN

The Uniform Discipline Plan establishes a framework for developing, refining, and implementing a culture of discipline conducive to learning at every school in the San Diego Unified School District.

This framework is built on school-wide positive behavior support, a culture of positive discipline techniques, and the systematic development of carefully identified rules with the necessary structure for their firm, fair, and consistent implementation. The importance of a school-wide positive behavior support and discipline plan is consistent with the principles of safety, responsibility, respectfulness, appreciation of differences, honesty, and life-long learning.

#### **All Students Have a Right to a High-Quality Education**

The right to a high-quality education ensures that school disciplinary measures will not be used to exclude students from school or otherwise deprive them of such an education, unless it is necessary to preserve the safety of students and staff. One objective of discipline in schools is to assist students in learning and displaying self-discipline or control of their own behavior. Attainment of this objective depends on the good judgment and compassion of teachers, understanding and leadership by administrators, and the support of all parent(s)/guardian(s) within the community. Success with the Uniform Discipline Plan is predicated on the belief that it will be openly communicated and implemented as a cooperative effort between parent(s), guardian(s), students, and staff.

#### **General Principles**

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, as well as support a school climate where students and staff are responsible and respectful. Successful school discipline is guided by the following principles:

- Engaging and effective instruction and classroom management are the foundations.
- Preventing misbehavior before it occurs and using effective interventions after it occurs.
- Strengthening school safety and academic success by encouraging all school staff to build positive relationships with students and be actively engaged in their students' academic lives and learning.
- Promoting high standards of behavior from school teams by teaching, modeling, and monitoring behavior and by fairly and consistently correcting misbehavior as necessary.
- Pairing school discipline with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student re-engaged in learning.
- Maximizing the amount of time students spend learning and minimizing the time students are removed from their classrooms due to misbehavior.

## **Key Definitions**

**Bullying** is unwanted, aggressive behavior that involves a real or perceived power imbalance.

**Harassment** is governed by state laws and is generally defined as a course of conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of their safety. It is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim.

### **BULLYING AND HARASSMENT POLICES**

In accordance with Administrative Regulation 5131.2 and Board Policy 5131.2, bullying (including cyber-bullying), or intimidation in any form is prohibited at school or school-related events (including off-campus events, school-sponsored activities, school buses, any event related to school business) or outside of school hours with the intention to be carried out during any of the above. The district further prohibits the inciting, aiding, coercing or directing of others to commit acts of bullying or cyber-bullying, or intimidation.

Such acts include those that are reasonably considered as being motivated either by an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic.

Any staff member who observes, overhears or otherwise witnesses such actions or to whom such actions have been reported must take prompt and appropriate action to stop the behavior and to prevent its reoccurrence as detailed in the applicable administrative procedures/regulations.

Students who observe, overhear or otherwise witness such actions must report them to a staff member. Parents or guardians and district visitors are also encouraged to report the behaviors to a staff member.

For more information and to read the procedures, visit [www.sandiegounified.org/bullying](http://www.sandiegounified.org/bullying).

### **NONDISCRIMINATION AND SEXUAL HARASSMENT POLICIES**

#### **Notice of Student Nondiscrimination**

San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. The district shall promote programs that ensure that discriminatory practices are eliminated in all district activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs.

Any student who engages in discrimination of another student or anyone from the district may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in discrimination may be subject of disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the principal for resolution at the site. If not resolved, contact the district Title IX Coordinator.

### **Student Sexual Harassment Policy**

San Diego Unified District is committed to making the school free from sexual harassment. This means that the district prohibits harassment made by someone from or in the educational setting. Sexual harassment can be such actions as: unwelcome sexual advances, requests for sexual favors, verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational meeting.

The district prohibits conduct that has the purpose or effect of having negative impact on the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

The district further prohibits sexual harassment to their school principal, vice principal, counselor, or teacher. Students who violate this policy shall be disciplined appropriately. This includes suspension or possible expulsion. Employees who violate this policy shall be disciplined according to personnel procedures. The district believes that it can resolve harassment issues at the school site.

### **TO FILE A DISCRIMINATION OR SEXUAL HARASSMENT COMPLAINT:**

**FILING A COMPLAINT:** Obtain a copy of the Uniform Complaint Form and procedure from the school or the district's legal office. Remedies available outside of the district are listed in this procedure.

**INVESTIGATION:** San Diego Unified School District will immediately undertake an effective, thorough, and objective investigation of the harassment allegations and provide a written report within 60 days of when the complaint is filed.

**ACTION:** If the district determines that its policies prohibiting sexual harassment have been violated, disciplinary action, up to and including expulsion will be taken.

The person filing the complaint may also pursue action in civil court. Complaints will be kept confidential. The district prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned.

If you have a discrimination or sexual harassment complaint, students should contact a teacher or principal for resolution at the school site. If not resolved, contact the district Title IX Coordinator at:

Lynn A. Ryan, Title IX Coordinator  
San Diego Unified School District  
4100 Normal St., Room 2129  
San Diego, CA 92103  
lryan@sandi.net  
619-725-7225  
FAX: 619-725-5529

**Welcome to the 2022-2023 school year.**

**We look forward to a great year.**







San Diego Unified School District  
Financial Planning and Development

**Financial Planning, Monitoring and Accountability Department**

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*Torrey Pines Elementary School*

**PARENT & FAMILY ENGAGEMENT POLICY 2022-2023**

*Torrey Pines Elementary School* has developed a written parent & family engagement policy with input from parents during the School Site Council and School Governance Team meetings.

It has distributed the policy to all parents and guardians as part of the Torrey Pines Handbook.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c). To involve parents the following practices have been established.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. SSC and SGT meetings are held in the morning, before school, so parents can attend before work. Foundation meetings are held in the evenings for parents who want to attend after work. The principal offers to meet parents whenever is best for their schedules.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. The principal has a weekly email message that is sent out to all parents on Sundays at 5:00 PM. This message is posted on our school website. All parents are notified of school events and meetings by flier, phone, email or in-person, and parent attend a Back to School Night each fall during which the parental involvement policy is discussed.

The school provides parents of students with timely information about the school's programs. This is made available via email and weekly principal messages.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This occurs during the Back to School Night, at parent-teacher conferences, at SSC meetings and whenever requested by a parent.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. This is facilitated through participation in the SSC, SGT, Safety Committee and 4U Diversity Squad.

*Torrey Pines Elementary School* distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards and includes the following: (1) The school's responsibility to provide high-quality curriculum and instruction; (2) The ways parents will be responsible for supporting their children's learning; and (3) The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The school provides parents with materials and training to help them work with their children to improve their children's achievement. This occurs during parent-teacher conferences, at math and literacy nights and when requested by parents.

The school educates staff members in the value of parent contributions and in how to work with parents as equal partners. Staff undergoes monthly professional development trainings, which frequently include training on working with parents to better serve student.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parenting seminars, to encourage and support parents in more fully participating in the education of their children.

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand. Translators are available for parent meetings.

The school provides support for parental involvement activities requested by parents. Parents are encouraged to email the teacher and the principal with their needs.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language which parents understand.

This policy was adopted by Torrey Pines Elementary School on June 4, 2019 and will be in effect for the period of the 2022 - 2023 school year.

The school will distribute the policy to all parents of students during the first week of school, August 29-Sept 2, 2022.

Signed: \_\_\_\_\_

Principal, Keith Keiper

Date Approved: \_\_\_\_\_



San Diego Unified School District  
Financial Planning and Development

**Financial Planning, Monitoring and Accountability Department**

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*Torrey Pines Elementary School*

**SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2022 - 2023.

*Torrey Pines Elementary School (TPES)* distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

TPES provides high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

TPES holds parent-teacher conferences twice a year during which this Compact will be discussed as it relates to the individual child's achievement.

TPES provides parents with frequent reports on their child's progress.

TPES provides parents reasonable access to staff.

TPES provides reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class and to observe classroom activities.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. The principal sends out a weekly Sunday message to keep parents and community members abreast of school happenings and opportunities for parent participation. The school website is also up-to-date and contains key information about school events.

The school provides parents and family members with assistance in understanding the state's academic content standards and assessments and how to monitor and improve the achievement of their children. Teachers are available to answer parents' questions and provide explanations for academic work.

The school provides parents and family members with materials and training to help them improve the achievement of their children

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parenting workshops, to encourage and support parents and family members in more fully participating in the education of their children.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand. The principal lets families know that all information distributed in English can be made available to parents in their primary language.

The school provides support for parent and family member involvement activities requested by parents and family members. If an activity is suggested to the principal, the principal meets with the interested parents and brings information about the activity to the SSC and SGT meetings for group input.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language which parents understand.

This Compact was adopted by Torrey Pines Elementary School on June 4, 2019 and will be in effect for the period of the 2022 - 2023 school year.

The school will distribute the Compact to all parents of students during the first week of school, August 29-Sept 2, 2022.

Signed: \_\_\_\_\_

Principal, Keith Keiper

Date Approved: \_\_\_\_\_