

EDISON LANGUAGE ACADEMY



FAMILY HANDBOOK 2025-2026

SCHOOL FACILITIES.....	5
INSTRUCTIONAL PROGRAM.....	5
Dual Immersion at Edison.....	5
Standards Based Instruction.....	5
Homework Policies.....	5
SCHOOL SCHEDULES.....	6
Bell Schedule.....	6
Wednesday - Banked Time.....	6
Minimum and Pupil Free Days.....	7
Staggered Arrivals and Departures.....	7
Morning Line Up Areas.....	8
Child Care.....	8
Afternoon Dismissal.....	8
Office Hours.....	8
SCHOOL SAFETY PLAN.....	9
Arrivals and Departures.....	9
Traffic and Parking.....	9
Visitors.....	10
Bicycle Safety.....	10
Weapons.....	11
Clothing.....	11
Earthquake Preparedness.....	11
Emergency Contact Information.....	11
Emergency Drills.....	11
Emergency Procedures.....	12
ATTENDANCE POLICIES.....	12
Absences (full or part day).....	12
Homework for Absent Students.....	13
Independent Study.....	13
Intra-district permits.....	13
Inter-district permits.....	13
Early Release from School.....	14
Tardies and Late Arrivals.....	14
Unexcused Absences/Tuancy.....	14
CAFETERIA AND FOOD POLICY.....	15
Breakfast.....	15
Lunch.....	15
Snacks.....	16

Wellness Policy.....	16
BEHAVIOR EXPECTATIONS, DISCIPLINE PLAN AND STUDENT SUPPORTS.....	16
Values.....	16
Clear Rules and Expectations.....	17
Discipline and Behavior Supports.....	18
Universal Supports (for all students).....	18
Schoolwide Teaching of Social Emotional Skills and Problem Solving Strategies.....	18
Effective Classroom Management Using Responsive Classroom.....	19
Active Supervision and Monitoring in Common Areas.....	19
Logical Consequences.....	19
When Additional Intervention or Supports are Needed.....	19
Intensive, Individualized Intervention.....	20
Conflict vs. Bullying.....	20
Suspension and Expulsion.....	21
HEALTH POLICIES.....	22
Illness.....	22
Injuries.....	23
Tests and Checkups.....	23
OTHER SCHOOL POLICIES.....	24
Class Assignments.....	24
Lost and Found.....	24
Messages and Deliveries.....	24
Phones, Toys, and Electronics from Home.....	24
Cell Phone Use.....	25
SPECIAL PROGRAMS AT EDISON.....	25
Counseling Services.....	25
Child Care.....	25
Library.....	25
Special Education Programs.....	26
Technology.....	26
Testing and Assessment.....	26
Music Programs.....	26
Arts Programs.....	26
Title I.....	27
PARENT AND FAMILY INVOLVEMENT POLICY.....	27
Family School Communication.....	27
Fundraising and Donations.....	28
SCHOOLWIDE MEETINGS AND EVENTS.....	29
Back to School Night(s).....	29

Open House.....	29
REGULAR MEETINGS OF GROUPS OR ORGANIZATIONS.....	29
Wednesday Morning Meetings.....	29
Room Representatives.....	30
School Site Council.....	30
MONITORING INDIVIDUAL STUDENT PROGRESS.....	30
Fall Family Conferences.....	30
Progress Reports.....	31
Report Cards.....	31
Observations in Classrooms.....	31
Student Success Team (SST).....	31
COMMUNICATION.....	32
School Newsletter: El Semanario.....	32
PTA E-Blast.....	32
Websites.....	32
Monthly emails from Classroom Teachers.....	32
Parent Square.....	32
HOME-SCHOOL COMPACT.....	32
VOLUNTEERING.....	34

SCHOOL FACILITIES

Edison Language Academy is located east of Cloverfield Boulevard between Kansas and Virginia Avenues in the Pico Neighborhood of Santa Monica. Originally a neighborhood school, Edison has been a modified magnet and a dual immersion school for the last 38 years. The campus was completely rebuilt between 2014-2016, modernizing the campus and reducing its carbon footprint. Two two-story buildings house 25 classroom spaces built around a central courtyard and amphitheater. Eighteen are used as K-5 classrooms and the others as reading intervention, theater/arts space, child care, and music classrooms. Separate buildings house the school's Seaside Preschool and Bridges Transitional Kindergarten programs, administrative offices, library, support services, and cafeteria/kitchen. Outdoor teaching spaces include an organic garden, several patios on both upper and lower floors of the classroom buildings, a labyrinth, and PE teaching space. The school's main field and playground are open for community use on weekends.

INSTRUCTIONAL PROGRAM

Dual Immersion at Edison

The dual immersion program in the Santa Monica-Malibu School District begins at Edison Language Academy in Preschool through 5th grade and continues through John Adams Middle School and Santa Monica High School. All students on the Edison campus are engaged in learning two languages and the staff and school community work together to help students develop: 1) high levels of proficiency in English and Spanish; 2) high achievement in all academic areas; and 3) socio-cultural competence.

Edison uses a 90:10 dual immersion model. This means that 90% of instructional time in Preschool, Transitional Kindergarten, Kindergarten and First Grade is offered in Spanish and all Edison students learn to read first in Spanish. Students initially receive 10% of their instruction in English and every year more English is added to the program. Formal reading in English begins in 2nd grade. By 5th grade, the instruction is evenly divided between the two languages.

Edison is a diverse multicultural community where Spanish and English speakers work and learn together. Students are models of native-speaker use of languages, learn about each other's heritage and traditions, and form friendships that cross racial, ethnic, language and socioeconomic differences.

Standards Based Instruction

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. Students at Edison follow the same curriculum frameworks and use district adopted texts, are held to the same high academic expectations, and participate in the same state assessments as do all students in SMMUSD schools. But at Edison, children learn through both English and Spanish and developing biliteracy and sociocultural competence are also explicit program goals. The curriculum is guided by California's state content standards. You can view these by grade level and learn about the State's Smarter Balanced Assessment System at <https://www.cde.ca.gov/re/cc/>. State standards for Spanish Language Development can be viewed at <https://www.cde.ca.gov/sp/el/er/sldstandards.asp>

Homework Policies

Homework is a part of your child's instructional program in Grades K-5 and is designed primarily to provide the practice that young children need when learning to read and write, develop number sense and memorize math facts, and learn a second language. Becoming a proficient reader (in two languages!) requires lots of student practice, so your student should be reading books at his or her independent reading level every day. In the early years, homework requires parental

participation; however, parents are not expected to re-teach a lesson or to do the homework themselves. Homework is meant to provide some amount of independent practice of skills taught in the classroom. Edison follows district homework guidelines (with some adjustments made for a dual language program). Homework is assigned Monday through Thursday with independent reading time supplementing homework assignments. There may be some nights when teachers do not assign homework, but independent reading should happen every night. Assignments should take no longer than:

HOMEWORK EXPECTATIONS	
GRADE	MINUTES PER DAY
TK-K	15
1	15-20
2	20-30
3	30-40
4	40-50
5	50-60

If your child takes an excessive amount of time to complete assignments or appears not to understand the concept, or if you are having trouble supporting a task at home, please communicate with the teacher. Our goal is for homework to be productive and positive.

SCHOOL SCHEDULES

Bell Schedule

There are three types of days in SMMUSD elementary schools: regular days, minimum days, and banked time days. Most days follow the “regular day” schedule. Here is the bell schedule for all three types of days:

Bell Schedule			
Grade	Regular Day	Minimum Day	Wednesdays
PreK	8:30 - 2:30	8:30 - 12:30	8:15 - 1:15
TK/K	8:15 - 1:15	8:15 - 12:30	8:15 - 1:15
1-2	8:15 - 2:45	8:15 - 1:35	8:15 - 1:35
3-4-5	8:30 - 3:00	8:30 - 1:50	8:30 - 1:50

Wednesday - Banked Time

All SMMUSD schools designate one day each week so teachers can participate in on-going professional development. Extra minutes are added to the other four days to off-set the early dismissal on Wednesdays (Edison’s Banked Time Day). Having time to meet together as a professional learning community, to plan and reflect on instruction, and learn new skills helps teachers provide a rigorous and high-quality program for students. The different Wednesday schedule affects our Pre-K – 5th Grade students. **Please adjust your schedule and/or notify your after school child care provider for the earlier pick up on Wednesdays.**

Minimum and Pupil Free Days

The following are our minimum days for the 25-26 school year.

Date	Event
Aug 21	First Day of School
Aug 22	Second Day of School
Aug 26	Back to School Night (TK-2)
Sept 2	Back to School Night (3-5)
Nov 5, 6, 7	Parent Conferences
Dec 19*	Winter Recess
May 21	Open House (TK-5)
June 11	Last Day of School

*District allowed discretionary day

Staggered Arrivals and Departures

To make sure that all children are safely supervised between the time that their parents drop them off and the time that classes begin, school staff monitor each gate. These staff supervise and admit students at the times in the table below. Parents who wish to walk to campus with their children are welcome to wait in line with their students until their appointed entry time. Parents also have the option of using one of the drop off zones and staff will guide students to the appropriate line up area and watch them until the gates open. **Please do not drop children off prior to the time that the gates are supervised.** Gates open for admission in the windows indicated below:

Grade	Arrival Time	Arrival Gate	Where students go once on campus
Preschool	8:30 am	Preschool Gate	Parents accompany students to the classroom
TK	8:00-8:15 am	Preschool Gate	Students wait with parents outside the TK classroom
K/1st	8:00-8:15 am	Virginia Gate	Cafeteria
2nd	8:00-8:15 am	Kansas Gate	Cafeteria
3rd/4th	8:15-8:30 am	Virginia Gate	Cafeteria
5th	8:15-8:30 am	Kansas Gate	Cafeteria

If you are dropping off more than one child and they are assigned to gates on different sides of the school, please use the gate assigned to your younger child for both students. If one of your children has an 8:15 am start time and the other has an 8:30 am start time, your older child can wait outside the gate with school staff until it is time for their grade level to enter. In

those cases, an 8:10 arrival allows your younger child to still make it to class on time and minimizes the wait time for your older child.

Preschool students may not be dropped off; they must be signed in to their classroom by parents or guardians. There will be a preschool staff member at the preschool gate from 8:30-8:45 am so you can sign your child in and then continue on to work. Look for neighborhood parking or use one of the visitor spots in the small parking lot on Virginia Avenue in front of the preschool building, and walk to the line-up area near the sidewalk gate. If you arrive after 8:30 am you will need to go directly to the front office to have your child admitted to school. Repeat the same procedures at the end of the day. Please note that aside from the designated visitor spots, the other parking spaces are reserved for school staff.

Morning Line Up Areas

To provide appropriate supervision and a calm start to the school day, all students will await their teachers at an assigned table in the cafeteria. After entering school, your student will proceed to their table. They can get a brown bag breakfast/snack from the kitchen if they want. They may chat with friends or read for the few minutes that they are waiting for everyone to assemble. Students are supervised by a Campus Monitor.

Students who arrive after their teachers have walked students to the classroom are considered tardy and should sign in at the office and pick up an admit class before heading to class.

Child Care

If your child attends campus-based child care with a before-school option, they may arrive between 7:00 – 8:00 am. A parent or guardian must sign the child into the program, so you will need to park in the drop off zone for a few minutes, enter through the Virginia Avenue main gate to walk your child to the child care classroom. The gate will be locked at that time, but the child care program will give you a code you can use to open the gate.

Afternoon Dismissal

At dismissal, students in TK-5th grades will be walked by teachers back to the grade level's entry gate. Parents should wait outside that gate for students. Please pick your child up at the same gate where you dropped them off in the morning. You may walk to the gates and wait for the students or use the pick up zone in front of each gate to pick up your child. However, parking or waiting in the pick-up zone is not allowed, so come a few minutes after the expected dismissal time or be prepared to move on and circle back if your child is not waiting for you. There are staff at each gate for 10 minutes after the last dismissal to watch children whose parents have not yet arrived to pick them up. Past that time, the gates are locked and any remaining children are escorted to the office where they can be supervised while they call their parents and wait for your arrival. Parents of preschoolers must go to the classroom to sign students out at the end of the day.

Families must pick students up promptly at the end of their school day. All children need to be in a supervised setting to be on campus past the time their classes are dismissed. Only children enrolled in School Age Child Care, Right at School, CREST programs and classes, Boys and Girls Club sports programs, or students attending academic support classes may be on campus after dismissal. Students remaining for these programs will walk to their on-campus programs (TK and K students are picked up at their classrooms by afterschool staff and escorted to child care).

Office Hours

The school office is open and ready to assist you from 8:00 a.m.-4:00 p.m., Monday-Friday. If staff have stepped away from their desks to assist others, please leave a voice mail message at either extension 61-349 or 61-348 and we will return your call as soon as possible. As part of our school safety plan, the office entrance to Virginia Avenue is locked at all times.

Please ring the bell and step near to the video camera. Let the staff person who answers know your name and purpose of your visit and we will buzz you into the office.

SCHOOL SAFETY PLAN

To maintain secure campuses, all SMMUSD schools have secure fencing around schools, monitored ingress and egress during school hours, controlled access through front entry gates, and a visitor management system, Raptor, to check campus visitors. We maintain a locked campus during times when students are present. Each school has a Comprehensive School Safety Plan, an emergency bin on campus, and holds regular school drills. The campuses have video cameras, intrusion alarm systems and bell/clock/public address systems, and local authorities provide input on local school safety plans. We use threat assessment protocols at all sites and have mental health programming on campuses.

Each year the Edison Safety Committee and School Site Council create and update a Comprehensive School Safety Plan (CCSP) designed to keep students safe on our campus (and coming to and going from campus) every day and in a variety of different emergencies. In monthly safety drills, we practice responses to different kinds of emergency situations described in the plan. We stock emergency supplies in each classroom and in a large bin on campus for emergencies that might require extra food, water, shelter, temporary restroom supplies, first aid supplies, etc. The Safety Committee meets regularly to review conditions on campus, training needs, and the implementation of the safety plan. The specific policies that follow are designed to keep children safe while they are on campus every day and in emergency situations.

Arrivals and Departures

Helping children get to and from campus safely is an important part of the safety plan. Edison is located in a dense residential neighborhood, with very narrow streets and a number of blind alleys. When cars are parked on both sides of the street, there is little room for cars driving in opposite directions to pass each other. And because Edison is not a neighborhood school, many students commute to campus in cars. It is very easy for traffic to gridlock, causing frustrated drivers and late arrivals. To create safer ingress and egress, Edison does the following:

- Has staggered arrival and departure times;
- Assigns students to different gates by grade level;
- Operates drop off zones on Kansas and Virginia to reduce the number of people who are seeking to parallel park;
- Strongly suggests that parents approach school by driving west on Kansas Ave. and east on Virginia Ave. or park at Virginia Park and and walk to the school gate

Gates are monitored by staff during arrival times and are all locked at 8:30 am. After that time, the only way in or out of campus is via the main office. At the end of the day, gates are also monitored by staff, who supervise children waiting for their parents and take them to the main office at the end of the departure window. All gates are locked after departure to maintain a closed campus for children remaining on campus for child care and afterschool programs.

Traffic and Parking

Because the streets around campus are so narrow, we strongly parents to park at Virginia Avenue Park and walk over to campus. If you must drive up to campus, follow the suggested flow of traffic [here](#).. Please be respectful of our neighbors by not blocking driveways or double parking and be ready to have your children disembark quickly if you are using one of the drop off zones.

There are crossing guards at Virginia and Cloverfield and at Kansas and 26th Street/Stewart Avenue to assist students. They are trained to stop traffic and to cross with children at busy intersections. It is unsafe for your child to cross the street at any

point outside a designated crosswalk; please do not direct them to jaywalk. Please respect speed limits, do not attempt to make u-turns or three-point turns on Kansas or Virginia Avenues, and be on the lookout for cyclists and young children.

If you have someone else pick up your child, please make sure they are also aware of safety and drop off and pick up procedures. While traffic can be stressful, please model courtesy and respect in the presence of the children and be thoughtful of our neighbors when coming to school or going home. Students should also be aware that California Ed Code considers school rules to be in force from the moment they leave home to come to school until the time they return home. So, students walking to and from school should follow the same rules about safety, kindness and respectful behavior required at school.

Since there is no on-campus visitor parking, many parents park elsewhere in the neighborhood and walk with their children to school. This is a great way to spend a few extra minutes with your child, get some morning exercise, and reduce congestion around the school – which contributes to safety for everyone. There is short-term street parking on Kansas and Virginia Avenues (watch the signs for street cleaning parking restrictions) in the Edison neighborhood further east on Kansas, at the meters on Pico Blvd., on Virginia Avenue west of Cloverfield. Plan to arrive a little early so you can find parking and get your child to school safely and on time. Please be especially watchful as there are many small children arriving at school at the same time.

When using the drop-off and pick-up zones:

- Please stay off your cell phone when you are in the drop off/ pick up zones;
- Have your child's backpack, lunchbox etc. ready to go before you enter the drop off/pick up zone;
- Drop or pick up your child off only in designated drop-off/pick up zones;
- Never double park or leave your car blocking another car;
- Always stay in your car when in the drop-off zone;
- Pull forward and follow the directions of staff and parent volunteers helping with drop off or pick up. Unlock your door and let a staff member or volunteer open the door and help your child from the car.

Visitors

For the protection of our students, Edison maintains a closed campus during the school day. After morning arrival time, gates are locked and all visitors must enter through the Edison office and be cleared to come on to campus. All visitors and volunteers must sign in at the main desk as soon as they enter school premises and sign out upon exit. Give your name and photo ID to one of our office staff and they will use our visitor screening system to process your request and create an individual visitor badge for you. Sign the visitor log and you're your visitor badge in a manner easily visible throughout your visit. Adult visitors to campus are expected to use the adult restrooms in the library and are not allowed to enter the children's restrooms. Please sign out when you leave campus.

Bicycle Safety

Helmets are mandatory for children who ride bicycles, scooters, or skateboards to school. Bicycles, scooters, or skateboards may not be ridden on campus; students must dismount when they arrive at school and secure them bikes to campus racks with locks provided by students. Shoes with retractable wheels or motorized items are not allowed on school grounds at any time. Please do not allow your children to bring these items to school or to evening events.

Weapons

Weapons of any kind are prohibited on campus. This includes students, staff, parents and visitors. Action taken for possession or use of weapons includes police notification and suspension or expulsion.

Clothing

Providing your child with appropriate clothing is an important way to keep them safe at school, during playground activities, and in their physical education class. Clothing that is appropriate for school allows children to move, climb, run and stretch, and sit cross legged on the floor safely and comfortably. In the course of an average day, clothing may get dirty as children play on the grass, run the track, do art projects, or dig in the garden, so “dress up” or fancy clothes are best saved for special occasions (picture day, performances, etc.). Shoes must have rubber soles, laces, straps or buckles and protect toes and heels. Sandals, open-toe shoes, heels, or shoes with wheels are unsafe for most of the activities of elementary school-aged children and should not be worn to school. Hats or caps and sunglasses are recommended for outdoor play and daily use of sunscreen is highly recommended. A sweater or jacket (marked with your child's name inside the collar) is highly recommended as it can become chilly in the afternoon. A variety of Edison spirit wear is available for purchase during Cafecito or on the PTA website. Children are encouraged to wear Edison spirit wear (or blue shirts) on Fridays and on field trips.

Earthquake Preparedness

State and local disaster officials tell us that in the event of a major disaster we should all be prepared to be on our own for up to 72 hours. This could mean that many of our students would need to be at school for one to three days. Staff has been trained in first aid and search and rescue. There are emergency supplies in each classroom as well as in an emergency supply bin in the event that students need to remain in the classroom or at school for an extended period of time. Earthquake kits are a part of our disaster plan. The PTA provides granola bars and water for all students in case of an emergency. If your child is allergic or a picky eater, you can provide your own Earthquake kit in with snack bars in a zip lock bag and give it to your child's teacher.

If your child is on a daily medication, you must provide the school Health Office with at least a 72-hour supply in case of emergency and a signed medical release form (available in the health office). If your child needs emergency devices such as asthma inhalers or epi-pens, we also need to have a medical release form and the devices in the nurse's office.

Emergency Contact Information

We need emergency contact information for every child before school starts. This information is critical in order to get in touch with you in case of emergency or illness. Include home, work, and cell phone numbers. You will fill this information out through the [Aeries Parent Portal](#). Please make sure the contact information is accurate and keep it current throughout the year. It is your responsibility to advise the office immediately if your addresses or phone numbers change. Let us know of any custody agreements or orders that affect who may pick up your child. Without an emergency card on file, we cannot release your child to anyone but you in the event of an emergency or if you need to have someone else pick him or her up early. Also, without complete emergency cards on file, we cannot responsibly allow your child to leave campus on field trips and may not know how to appropriately care for your child in the event of a medical emergency.

Emergency Drills

So that students and staff are prepared to deal effectively with emergencies, we have regular safety drills (fire, earthquake, lock down/shelter in place, etc.). This is standard practice in schools and if you are on campus during an emergency drill, you are expected to evacuate along with the students as we must account for all persons on campus. This is one of the reasons that we require you to sign in and out when you visit campus during the day. If you come to campus while a drill is in

progress, you will find a sign on the office door letting you know that a drill is in process and you will have to wait a few minutes.

Emergency Procedures

If a natural disaster occurs when children are at school, parents are advised to remain calm and to follow these emergency disaster procedures:

1. Tune to emergency radio stations: KFWB (AM 980) or KNX (AM 1070).
2. Stay off the telephone. Communicating with the school via telephone after the disaster will prove difficult and could delay emergency communications.
3. If buildings are unsafe (such as after an earthquake), students will be escorted to an emergency assembly area, located on the playground. We have emergency shelters, toilets, food and water, etc.
4. When arriving at school, parents or other designated adults should report to the Request Gate. This gate is located in the parking lot on Kansas Avenue. All other gates will be locked.
5. No child will be dismissed from the emergency assembly area without the authorization of a parent, Principal or designee.
6. Parents or guardians are to wait at the Reunion Gate (entrance from the parking lot to the school) until child(ren) are escorted to the parent by adult runners. **Photo I.D. will be required.** Parents or guardians must sign-out each child and give a destination.
7. If Parent/guardian/designee is unable to pick up child(ren) immediately following the emergency disaster, students will REMAIN AT SCHOOL under the supervision of school staff until their arrival.
8. Parents will receive updates on the condition of the school site/classrooms by the principal and/or member of the communication team as soon as possible.

If the emergency situation is not a disaster, but a local emergency that requires a lockdown or shelter in place, teachers will lock students in classrooms and school staff will secure all entrances to the school. Classrooms are also stocked with emergency toilets, food and water. If your child has food allergies, please provide something appropriate for him/her to snack on in case of a lockdown. Give the food, labeled with your child's name in a plastic bag to the classroom teacher. In a lockdown, children may not be released until the lockdown is lifted by local law enforcement authorities. In such cases, parents should wait until the lockdown is lifted to come to school as the area outside the school may be unsafe. Schools will notify parents through Parent Square when the emergency is over and children may be picked up.

ATTENDANCE POLICIES

Absences (full or part day)

Attendance practices at Edison are governed by SMMUSD's attendance policies and California's compulsory attendance laws. Each time your child is absent, he or she is missing an important day of school. Absences also impact school budgets as schools do not receive state funding for students who are not physically present in school. So, please make sure your child attends school each day that he or she is healthy. Avoid scheduling family trips or doctor's appointments while school is in session. When your child has a medical appointment, try to schedule at the very beginning or end of the day to minimize their time away from class.

Attendance is reported on a central computer-based system and we have limited ability to correct errors after the fact. So, please review the following information carefully so that you understand attendance policies and how to report absences and tardies.

- If your child will be absent from school on any given day, contact Melina Garcia
 - o call: (310) 828-0335 ext. 61-348 or
 - o email: melinagarcia@smmusd.org
- Include the following information: your child's name and teacher, your name, the length of the absence and the reason for the absence.
- If you do not report on the day of the absence, you have two days to contact Ms. Garcia with the specific reason for the absence (i.e. "flu", "isolation due to covid", "fever", etc.).
- Absences that are not explained by a call, email, or a note from a parent or guardian within three days must be marked as unexcused absences and may lead to your child being classified as truant.
- Absences of three or more days due to illness require a doctor's note for re-admission. If your child misses school for a medical or dental appointment (includes arriving late or leaving early), bring a note from your healthcare provider or their absence is unexcused.

Homework for Absent Students

If your child is absent and you wish to pick up school assignments, call the office before 9:30 am to request the assignments. The child's homework (for classes where homework assignments are given on a daily basis) may be picked up in the office after 3:00 pm that same day. Students should have an independent reading book(s) with them each day so that they do not miss independent reading homework. Please, make sure your child has at least two "study buddies" in class that he or she can call regarding missed assignments.

Independent Study

If your child absolutely must be absent for five or more days for reasons other than illness, please use the District Independent Study Program so he or she can keep up with instruction. You must speak to the office and classroom teacher one week in advance of the absence to arrange for this and sign an independent study contract. The school also benefits by still receiving funds when your child completes and turns in the work specified in the Independent Study contract and the absence is reported as excused for your child. If your child will be absent for an extended period for medical reasons, please talk with the office staff about independent or home study options.

Intra-district permits

Because Edison is not a neighborhood school, SMMUSD residents choosing to enroll at Edison are granted an interdistrict attendance permit. Students then follow the dual immersion pathway of John Adams Middle School and Santa Monica High School.

Inter-district permits

Edison is a modified magnet school. Students living outside Santa Monica are admitted to achieve the language balance that dual immersion programs need to be effective. In order to enroll, students must obtain an inter-district permit from their school district of residence, fill out a SMMUSD acceptance of policies, and the permit must be on file with SMMUSD before children can be assigned to a class or admitted to school. If you enter Edison as a Santa Monica resident but subsequently move to another community, you must notify Edison of your new address immediately and it is your responsibility to get an inter-district permit from your new school district and from SMMUSD. Please note that you will be required to show change of address form from the Department of Motor Vehicles (DMV) for your California Driver's License or State Identification Card

If you are applying for an interdistrict attendance permit, please make sure you pay close attention to the requirements and deadlines of your home school district and follow them exactly. Children attending on inter-district attendance permits must renew them annually through SMMUSD. Inter-district permits are also subject to review at any time and may be canceled or denied renewal for any of the following reasons:

1. Excessive tardiness or absence;
2. Students are brought to school excessively early or left excessively late;
3. Failure to uphold appropriate behavior standards;
4. Failure to make appropriate academic effort;
5. The reason for the original issuance of the permit by the school district of residence is no longer valid (e.g., student leaves the immersion program);
6. Student becomes eligible for a program or class other than the one to which he/she was admitted and there is no available space in the new program or class; and/or
7. Other conditions that may occur that would render continuance inadvisable.

Inter-district permits are extended beyond Edison if students continue to be enrolled in the Language Academy at John Adams Middle School and then at Santa Monica High School and meet the above conditions. However, families should be aware that Language Academy permits are distinct from the process used to award inter-district permits at other schools in SMMUSD and are not transferable to other schools in the district.

Early Release from School

Students may be excused from school before the end of the school day in the company of an adult only when the adult has been properly identified by a school authority and is listed on the emergency card. Such releases are permitted only with the full knowledge and consent of the parent or guardian. A student may not be released at his/her own request. When students are released early for medical appointments, parents must bring a note from the dentist or doctor the next day. Children who miss more than 30 minutes at the end of the day for any reason other than illness or doctor's appointments are charged with an unexcused early departure.

Tardies and Late Arrivals

Children in Grades TK-K-1-2 who arrive after 8:15 am and/or students in Grades 3-4-5 who arrive after 8:30 am. are tardy. Teachers will note this on their records. Students who arrive after the tardy bell must come to the office, sign in and get an admit slip to go to class. At Edison, we use every available minute for instruction and late-arriving students miss valuable information and language practice. Please be considerate of the other students and the teacher and help your own child get a good start to the day by arriving on time.

Unexcused Absences/Tuancy

Any student who is absent from school without a valid excuse for more than three days, or who is tardy in excess of 30 minutes on each of more than five days in one school year is considered truant. Three unexcused absences are defined by the State of California's Education Code as a truancy; three truanies classify your child as a habitual truant. If your child has excessive absences or tardies, you will receive a letter from the school advising you of the absences and asking that you take steps to improve your child's attendance records. If you have any questions about your child's attendance record, these policies, or how to improve attendance, please call the Attendance Officer or the Principal. Unexcused absences, excessive absences and excessive tardy arrivals violate the state compulsory attendance laws for school-age children and can result in referral to the Student Attendance Review Board (SARB) or revocation of an interdistrict attendance permit. Most significantly, erratic attendance and habitual tardiness mean that your child is missing instruction and may fall behind You

can avoid being marked for unintentional unexcused absences by making sure you call the office any time your child is out ill and/or sending a note to the office stating the reason for the absence upon his/her return to school.

CAFETERIA AND FOOD POLICY

SMMUSD'S Food and Nutrition Services takes part in the National School Lunch and Breakfast Programs, and free meals are available every day for all students. Monthly school menus are available on the district and school website and are linked to the PTA's weekly e-blast. If you have Internet access, please acquaint yourself with the Food and Nutrition Services website at <https://www.smmusd.org/Page/4083>.

For the 2025-26 school year, SMMUSD will continue to provide all students regardless of family income breakfast and lunch in the cafeteria without cost.

Although it is not necessary to fill out an application for free and reduced price meals to access free meals, it is still necessary for families to fill out this application in order to qualify for financial assistance for other programs and to determine if Edison is eligible for Title I funding. So, if you think your family may qualify, you are strongly encouraged to fill out this application by early September. You can submit an application on-line or print, sign, and mail the form to the district Food and Nutrition Services Office. E-mailed applications are no longer accepted. All applications can be found on the District Food Services webpage (<https://www.smmusd.org/Page/4083>) or we can print a copy for you in the office. Community Liaison Jessica Hernandez can help you if you'd like assistance filling this out. Parents must submit applications every year. To make sure your eligibility does not lapse, submit your application by early-September.

Students will still use their Student ID Number (SID) to check out from the cafeteria when getting breakfast or lunch. All students have a card in the cafeteria for this purpose so they do not need to memorize their SID.

Breakfast

Breakfast is available in the cafeteria between 8:00-8:30 am. It is a brown bag to-go breakfast. Students can eat their morning meal before school or they may choose to save it and eat it as a snack at morning recess.

Lunch

Students may eat lunch in the school cafeteria or bring lunch from home. Milk is provided with school lunch. If your child has a milk allergy, substitutes are available with a written request from your doctor. Call our school nurse for assistance. The cafeteria offers several types of chilled milk: 1% white milk, non-fat milk, and nonfat chocolate milk (at lunch only). If you do not want your children to have the option to choose chocolate milk, send an email to fns@smmusd.org, with your child's full name, grade, ID number, and school stating that you do not wish him or her to take chocolate milk. Then please advise your child to avoid embarrassment because should he or she take the chocolate milk, staff must remove it from the tray and replace it with unflavored milk.

Children who bring lunch from home may also get milk or juice from the cafeteria. If you are sending lunch from home, please send nutritious food. No candy, sodas, chips or glass containers are allowed. Because of food allergies, we strongly discourage nuts and do not allow children to share food. Children with serious nut allergies may choose to eat at a nut-free table in the cafeteria. If you send a lunch box or reusable water bottle with your child, please make sure his/her name is clearly marked inside to facilitate the return of any lost items.

Snacks

Children have a mid-morning recess and most children appreciate a mid-morning snack. Fruit, vegetables, granola, yogurt, trail mix (no peanuts please), or a small sandwich and some water or juice make great snacks. Students can pick up brown bag to-go snack in the cafeteria in the morning. Candy, chips, dessert items, "juice" drinks that are less than 50% juice or soft drinks are not allowed. No glass containers are allowed.

Wellness Policy

The Board of Education recognizes that sound nutrition, optimal physical fitness, emotional well being and the adoption of lifelong healthy habits correlate with learning readiness, academic achievement and decreased discipline problems. Life-long healthy habits include the daily consumption of fruits and vegetables and daily physical fitness activities. Such habits can prevent Type 2 Diabetes, some Cancers, Cardiovascular Disease, Obesity and Osteoporosis. As part of the Wellness Policy and consistent with California State law, the Santa Monica-Malibu Unified School District has established policies regarding the types of foods which can be sold or served to elementary school students. The policy governs what we can and cannot provide to students during the school day and for one-half hour before or one-half hour after school. The Wellness Policy has implications for our school breakfast and lunch programs, for food sales after school, and for birthday celebrations, classroom parties, and/or potlucks that are held during the school day.

Because the Wellness Policy is quite restrictive and also because so many children have food allergies or sensitivities, **we do not allow parents to bring unplanned birthday treats to school.** We do not interrupt class time for treats. If you want to bring something on the day of your child's birthday, consider bringing something for the classroom, art supplies, or a book for the class library. All these make a nice gift in honor of your child's birthday and will be enjoyed by all the students. Please consult your child's teacher at the beginning of the year about additional class policies for birthday celebrations. If you want to bring in any type of food treat, it must comply with the Wellness Policy, and take into account the allergies or food restrictions in the classroom so that all children can participate. Sugary or fatty snacks (cupcakes, cake and ice cream, chips, etc.) are not allowed during the school day and 30 minutes before or after the school day, and only beverages that are at least 50% juice, or milk and water may be served to students. If you want to bring in food, stick to fruits or vegetables, 100% juice popsicles or other foods that meet the nutrition guidelines. A complete copy is available from the school office or on the SMMUSD web site at www.smmusd.org. Do not bring in foodstuffs for the class without teacher approval in advance – you could inadvertently trigger a students' serious allergy.

BEHAVIOR EXPECTATIONS, DISCIPLINE PLAN AND STUDENT SUPPORTS

Values

Edison strives to create a safe, caring, and respectful community where all students can learn and thrive. The school's behavior expectations and rules are based on these core values: 1) Kindness and consideration for others; 2) Respect for cultural and linguistic diversity; 3) Effort, determination and perseverance; 4) Empathy; 5) Fairness and justice; 6) Integrity; 7) Respect for self and others; and 8) Responsibility and self-reliance. Therefore, we ask that students:

- Respect themselves and their neighbors;
- Resolve disputes peacefully;
- Choose words and actions to help, not hurt others;
- Keep our school free of verbal and non-verbal put-downs and sexual harassment of any type, including gender stereotypes and homophobic taunts; and
- Not engage in physical abuse, taunts, threats or intimidation of peers.

As a dual immersion school and an intentionally diverse learning community, respect for diversity is part of Edison's Guiding Principles and is an essential behavior expectation.

We respect all members of our community without regard to:	
How someone learns or the grades they get; How old they are; How they dress; How they look – height, weight, skin color, hair, or features; Their race, ethnicity, culture or immigration status; How athletic they are;	What they believe; Who is in their family; Who their friends are; What language they speak; How much money their family has; and Any physical challenges they may have.

Clear Rules and Expectations

Students are heavily involved in discussions about the kind of learning community they want, and in creating the rules and clear expectations for behavior that allow a community with Edison's values to thrive. These discussions take place each year as each class develops a few rules that will help them be a safe, kind and effective community. Each class presents their rules (or constitutions) to the full school community every fall at an assembly to review schoolwide safety and behavior rules.

1. Be safe
2. Be kind and respectful
3. Be responsible

The big rules and the safety rules by area are posted and reviewed along with disciplinary strategies in annual Rules Assemblies and in classrooms.

EDISON BASIC SAFETY RULES
IN THE CLASSROOM
- Follow the classroom rules. - Focus on learning. - Listen to instructions. - Follow your teacher's directions. - Raise your hand. - Participate to the best of your ability.
IN THE HALLWAYS
Be Safe: - Keep hands, feet and objects to self - Walk at all times Be Kind and Respectful: - Use quiet voices and listen for directions - Respect school and other's property Be Responsible: - Go straight to and from your destination - If you see trash, pick it up
ON THE PLAYGROUND
Be Safe:

- Keep hands, feet, and objects to self.
- Climb up the ladder and go down the slide.
- Play chase games on the grass.
- Play only in areas where adults can see you.
- Tell an adult if you or someone else needs help.

Be Kind and Respectful:

- Follow directions.
- Share and take turns.
- Work out disagreements using words or rock/paper/scissors.
- Keep games open to everyone

Be Responsible

- Return all equipment
- Keep your own equipment at home.
- Line up when the long whistle is blown.
- Ask an adult for help to solve problems.
- Eat snacks at benches and clean up after yourself.

IN THE LUNCH AREA

Be Safe:

- Keep hands, feet, and objects to self
- Eat your own food
- Walk at all times, including from the cafeteria to the yard
- Follow adult directions

Be Kind and Respectful:

- Use kind words
- Use quiet indoor voices
- Be curious and kind about others' cultural foods
- Wait for your turn patiently

Be Responsible:

- Clean up after yourself and throw away all trash when dismissed from your table
- Stay at your class table at all times
- Raise your hand to go to the bathroom or ask a question
- Bring only school approved snacks

IN THE BATHROOMS

Be Safe:

- Keep hands, feet and objects to self
- Tell an adult if you see something unsafe
- Return straight to class

Be Kind and Respectful:

- Respect the privacy of others (eyes stay in your own bubble of space)
- Knock on stall doors before entering
- Use quiet voices

Be Responsible:

- Flush toilet
- Clean up after yourself
- Wash and dry hands without spilling water on the floor
- Inform adults if something is not working

In the Waiting Areas

- Sit in your class area.
- Keep voices low as you talk to others.
- Don't run or play in these areas.

As is the case in all SMMUSD schools, Edison prohibits harassment of any type, including gender stereotypes and homophobic taunts and prohibits bullying. (For more about policies regarding bullying continue reading below).

Discipline and Behavior Supports

The goal of all discipline at school is to keep students safe, help children be their best selves, correct a problem, and teach better behavior. Conflict is a part of life -- sometimes occurring because people want the same thing or because they have different ways of defining what is right, fair, or rude. Sometimes conflicts occur because children are still learning how to regulate their emotions and not behave impulsively. Learning to make thoughtful decisions instead of just reacting, to see things from another person's point of view, and learning to advocate for yourself are essential social emotional skills. These are all essential parts of the learning that happens in elementary school.

As a Responsive Classroom school, Edison teaches social emotional skills, supports the development of the whole child and helps children learn to manage their own behavior (build autonomy). We also seek to support healthy peer relationships and friendships and help children succeed as learners and manage their own learning.

Universal Supports (for all students)

For most students (about 80%) the following universal supports provide what they need to learn to self-regulate, solve problems with peers, and follow school behavior expectations.

Schoolwide Teaching of Social Emotional Skills and Problem Solving Strategies

Social emotional skills can broadly be described as: self awareness, self management, social awareness, relationship skills, and responsible decision making. They form the foundation for both academic and social success. Teachers set time aside for daily social emotional learning and use Responsive Classroom and Second Step to hold Morning Meetings -- to build relationships and community, practice different social emotional skills and create a focus for learning for the day. School behavior expectations and problem-solving skills are discussed frequently with students and reinforced in class meetings and schoolwide assemblies. In addition to Responsive Classroom, Edison also uses the Olweus Anti-Bullying Curriculum to help students learn to identify bullying behaviors and to be up-standers and not bystanders. Mindfulness and mindful breathing (using the Mind Up curriculum) are taught and practiced so that students learn how to pause, take a breath and calm or refocus themselves. Our "Big Buddies/Little Buddies" program is guided by the Caring School Community Curriculum.

Effective Classroom Management Using Responsive Classroom

Teachers define what each expectation means and help students generate clear examples of behaviors in each category. For example, what does behavior that is kind and respectful look like, sound like, and feel like? Teachers use Interactive Modeling to show students what desired behaviors look like and give students opportunities for guided practice in engaging in those behaviors. Staff use Reinforcing Language, Reminding Language, and Redirecting Language throughout the day in order to help students deeply understand behavior expectations. More information on Responsive Classroom and how it is used at Edison is posted on the Edison website.

Active Supervision and Monitoring in Common Areas

Our PE Teacher, Physical Activities Specialist, Instructional Aides and Campus Monitors supervise students in common areas. All staff receive training, are assigned to different areas of the common spaces, wear bright yellow or orange safety vests to be easily visible to children, and carry radios to stay in touch with the office. They also carry first aid supplies, and clipboards with reminders of rules, procedures, and discipline referral forms.

Logical Consequences

Any adult who sees student behavior that is unsafe, disrespectful or unkind, or which disrupts learning intervenes to stop the behavior. Staff use the reflecting prompts to help students identify the problem, remind them of the appropriate rule or behavior, and direct students to do something different. Staff may also assign a “logical consequence” – something closely related to the student behavior in question. These may include: **1) you break it, you fix it; 2) loss of privilege; or 3) take a break.** Most problem behaviors on the yard or in the lunch area are responsive to reflection, reminding and redirecting language, and logical consequences.

When Additional Intervention or Supports are Needed

Sometimes behaviors outside or inside the classroom require more than reflection, redirection and brief logical consequences. When students cannot find a good resolution or if behavior abuses peers, then adults step in to interrupt behaviors, help facilitate conflict resolution, assign logical consequences, and provide more support as needed. For more serious problems or incidents that involve children from more than one classroom, supervision staff may use a PINK SLIP to document the incident and refer the student to an administrator for follow up.

Parents are notified if a child engages in a behavior that deliberately hurts or bullies someone, if students have not responded to universal support, if an administrator needed to intervene to assign a more serious or long-term consequence, or if a child engaged in a behavior that is a suspendable offense. Teachers or administrators may confer via a telephone call or email, or request a meeting in person to discuss how we can coordinate with you at home to support your child and what additional steps might be needed at school to support their growth and safe behavior. Teachers or administrators will also inform parents if we become aware that your child is having difficulties resolving conflicts with others, has been hurt by another child, or if we are investigating an allegation that your child was bullied or harassed by a peer. While respecting the confidentiality of all involved children, we will make you aware of the steps we are taking to keep your child safe and correct a problematic situation, and confer about how to best support your child.

Targeted support may be offered to improve specific skills and student privileges may be restricted or more intensively supervised while a student learns a needed skill. Additional supports for some students may include:

- Convening a meeting of the Student Success Team (SST) to examine possible un-met academic or social-emotional needs that may be causing behavior challenges
- Increased social skills teaching;
- Referral to the school counselor;
- Small group work on self-management;
- Parent training and collaborative approaches;
- Olweus Anti-bullying interventions;
- Restorative Justice Circles;
- Behavior contracts or plans; and/or
- Additional support and supervision on the playground.

Intensive, Individualized Intervention

When targeted supports have not been sufficient to create consistently safe and respectful student behavior, the school consults with parents to provide more intense or long-term interventions. Often an SST is convened to determine what other supports may be needed and/or a formal assessment is recommended to more extensively explore student needs. Depending on assessment results, the school may offer an Individualized Education Plan (IEP) or Section 504 plan with goals related to academics and behavior support. The school counselor and/or school psychologist are often involved in providing services and/or the district behaviorist may be asked to work with a team of parents and teachers to develop a behavior support plan. These types of intervention may also involve loss of some privileges and autonomy on the yard until

student behaviors change, a short-term alternate learning setting, a behavior contract to promote safe and respectful behaviors with peers, alternatives to suspension, and/or suspension for specific offenses (described in the State Education Code).

Conflict vs. Bullying

Bullying is different from conflict; it is peer abuse. Children try on and try out lots of different behaviors as they grow -- and many experiment with social power. Some researchers estimate that up to two-thirds of children will be involved in some part of the bullying cycle during a school year (experimenting with bullying behaviors, empowering bullying behaviors, being bystanders, being bullied). Children who may be bullied in one setting may also use bullying behaviors in another setting. We use the terms "a child who is bullied" and "a child who uses bullying behaviors" to avoid labeling children and to acknowledge that many children try on less than desirable behaviors and move away from them when provided with structure and support.

When someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending themselves. It may be bullying. Bullying typically:

- Involves an aggressive behavior (may be physical, verbal, or relational);
- Typically involves a pattern of behavior repeated over time; and
- Involves an imbalance or power or strength between the individuals.

While bullying is usually carried out repeatedly and over time, a serious hurtful behavior that happens only once can also be bullying. Bullying may be direct (hitting, taunting, name calling) or indirect (rumors, exclusion, cyber-bullying). Bullying behaviors negatively affect everyone -- the child being bullied, the child (children) using bullying behaviors, and bystanders who witness the behaviors.

Edison uses the Olweus Anti-Bullying program, teaching about bullying and how to interrupt the cycle of bullying by learning to be upstanders and not bystanders. We also use the Olweus recommendations for investigating and intervening with all affected children. The Olweus program is taught during class meetings and students role play to practice upstander behaviors. As part of this program, all Edison students are asked to make the following pledge:

- We will not bully others
- We will try to help students who are bullied
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

We encourage students to tell an adult at school and an adult at home if they are experiencing negative peer relationships that may be bullying. If you suspect bullying behavior, please start by talking with your child and then by sharing concerns with the classroom teacher or child care teacher. Please don't assume that staff are already aware of an incident or pattern your child reports to you; children rarely use bullying behaviors in full view of adults and the behavior may be subtle. Also, often children who experience this behavior are often embarrassed to tell or fear that the situation may become worse. Edison staff will investigate and follow up on all reported or witnessed incidents of bullying at school or school-related activities, and any reports of cyberbullying (via electronic devices). Reports of bullying are investigated to understand all parts of the bullying cycle and to determine who is engaging in the behaviors, where, and when, so that we can design an appropriate safety plan for the child experiencing bullying, and an intervention plan for children who are experimenting with bullying behaviors. We also take measures to stop enablers and help bystanders become up-standers. As needed we may offer support for children who have experienced peer aggression through our school counselor. Staff will also

monitor the situation after the intervention to make sure that the behavior has stopped, so they may be checking in with you and/or your child. Here is what we ask of parents:

- Report concerns with as much information as possible to the classroom teacher/child care teacher;
- Do not approach the parents of the child you think may be bullying your child. We all see these things differently and everyone is protective of their children;
- Please do not discuss the child you suspect of using bullying behaviors with other parents and avoid labeling the child as a “bully,” or a “bad kid.” Elementary school children are young and they do lots of growing and changing each year; and
- Follow up with the teacher or administrator if the safety plan needs adjustment and/or if your child is continuing to experience bullying behaviors.

Suspension and Expulsion

Edison’s progressive discipline system is designed to help students resolve problems before they get to the point of meriting suspension. However, there are some behaviors that the State Education Code 48900 deems to be grounds for suspension or expulsion even for elementary school students. Suspension interrupts a child’s education for up to 10 school days (they may not be on school grounds or participate in any school or extracurricular activities). Expulsion means that a child is removed from their school district (and most public schools) for a year. In both cases, students on inter-district permits may have their permits canceled. Suspension (and then expulsion) is reserved for the most serious and dangerous behaviors and for times when other efforts have not succeeded in changing the behavior. Many of the behaviors are rarely found among elementary school students and California law now explicitly forbids the suspension of students in K-8 for willful disruption. However, there are behaviors in this list that occur in elementary schools and families should be aware of them and have an understanding of what these serious consequences mean. Suspendable and expellable offenses are detailed in the California Education Code and listed in the District Rights and Responsibilities Booklet provided to parents each year.

A student may be suspended for one or more of the following behaviors:

- Caused, attempted to cause or threatened to cause physical injury
- Willfully used force or violence upon another person except in self-defense
- Possessed, sold or furnished a firearm, knife, explosive or other dangerous object, even a toy gun or knife
- Possessed, used, sold, negotiated to sell, furnished or been under the influence of any controlled substance, alcoholic beverage or other intoxicant, including items represented as such (students will be suspended if they come to school under the influence, even if they are not in possession.)
- Engaged in an act of bullying including, but not limited to, bullying by electronic means
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school or private property
- Stole or attempted to steal school or private property
- Possessed or used any tobacco product
- Committed an obscene act, or engaged in habitual profanity or vulgarity
- Possessed, sold, offered or arranged to sell drug paraphernalia
- Disrupted school activities or willfully defied the valid authority of school personnel (no longer applies to students K-8).
- Knowingly received stolen school or private property
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault or battery
- Harassed, threatened or intimidated a complaining witness or a witness in a disciplinary matter
- Engaged in, or attempted to engage in, hazing
- Aided or abetted the infliction or attempted infliction of physical injury
- Committed sexual harassment

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence
- Engaged in harassment, threats or intimidation against school personnel or students,
- Causing substantial disorder and invading the rights of others by creating an intimidating or hostile educational environment
- Made terroristic threats against school officials or property

Recommendation for expulsion is mandatory in California for the following behaviors:

1. Possessing, selling or furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive.

HEALTH POLICIES

Health Office

The Health Office provides nursing services, student specific medication administration, and basic first aid. Our school Registered Nurse is Maddy Finklestein mfinkelstein@smmusd.org and our Health Office Specialist is Diane Gonzalez d.gonzalez@smmusd.org. Our school registered nurse is shared between several schools and can be reached best via email. Our health office specialist is on campus to provide basic first aid and administer prescribed medication. To reach the health office call (310)-828-0335, ext. 61-301. If you have non-emergent questions or concerns about health policies or the health of your child, please email the school nurse.

Illness

If your child is feeling sick and cannot come to school, kindly email Attendance melinagarcia@smmusd.org and the health office staff mfinkelstein@smmusd.org and d.gonzalez@smmusd.org **each day your child will be out sick**. Please include your child's name, grade and room number, your name and relationship to the child, and the reason for the absence.

For guidance on when your child should stay home from school, and when they may return after illness, please see [LAC DPH Symptom Guidance Chart- English](#). Contact a health care provider if your child needs medical care.

A doctor's note is generally not required to return to school after mild illness. If your child is hospitalized for a significant illness, or diagnosed with a chronic condition, please notify the school registered nurse.

If your child is diagnosed with a communicable disease or condition (lice, influenza, COVID, RSV, hand foot and mouth disease, pink eye, pinworms, ringworm, strep throat, norovirus, chickenpox, pertussis, measles, etc.) please notify the school registered nurse immediately. The school nurse tracks known cases of communicable conditions and manages outbreaks alongside the Los Angeles Department of Public Health.

Injuries

If your child sustains a major injury (broken bone, concussion, etc.), please provide a doctor's note with details about the injury. **Students that need supportive devices at school (splint, wraps, crutches, cast, wheelchair, etc.) or activity restrictions/accommodations related to an injury, must have a doctor's note that contains these details.** Parents may request a PE excuse for their child for up to 3 days. PE excuses longer than 3 days require a healthcare provider's note. Students that are excused from PE will not be allowed to participate during recess.

If your child is returning to school after a concussion, a Return to Learn form must be filled out by the child's provider and

turned in to the Health Office. [Health Services / Medical Forms](#)

Medication

If your child needs to take medication during the school day (prescription OR over the counter) an SMMUSD Medication at School Authorization form must be completed by the prescribing provider and signed by the parent/guardian. Please bring the form and medication to the Health Office. Medication must be in the original container, clearly labeled with the child's name, date of birth, and correct dosage, and not expired. Medication is stored in the health office and administered by school staff. Medication and other health forms can be found here [Health Services / Medical Forms](#)

Immunizations

California schools are required to check immunization records for all students. Immunization records are assessed throughout the year to monitor immunization compliance. Immunizations can be administered by your child's pediatrician or a local clinic. Parents/guardians must provide the school with their child's immunization record. **Per CA state law, students without up-to-date immunization records will be excluded from school.**

In rare cases, a student may qualify for a temporary or permanent medical exemption. Proof of a California Immunization Registry-Medical Exemption (CAIR-ME) must be submitted upon enrollment. School staff do not provide exemptions or accept exemption notes from providers. Students with an approved CAIR-ME may be excluded from school during outbreaks. Information about the immunization exemption process can be found at [CAIR-ME](#).

For more information please see [Resources for Parents](#) or contact the school registered nurse.

Tests and Checkups

Hearing and vision screenings are performed periodically by the school registered nurse and other professionals. All 5th graders participate in the California Fit Gram and parents are provided with the results of height and weight screening, and the results of the various tests of flexibility, strength, and aerobic ability that students complete. For more information, see <https://www.cde.ca.gov/ta/tg/pf/pftprogram.asp>

OTHER SCHOOL POLICIES

Class Assignments

Planning for class assignments is done in the spring of the previous year by school staff. The school sends a letter and survey link home in the spring so parents can inform us in writing if there is any confidential information that the school may not be aware of that they would like us to consider in making their child's placement. Various reminders are posted in El Semanario. We appreciate parental input and will take it into careful consideration. However, parents do not choose their children's teachers and we have so many families with more than one child at school that it is not automatic that a younger sibling can be placed with the teacher that taught an older sibling.

Teachers make recommendations for student placements based on the needs of each student and the fact that immersion programs work best with language balanced classes. Final assignments are made by the principal.

In making these assignments, we consider:

- The specific needs of individual children;
- Heterogeneous groupings (a mixture of instructional needs, academic abilities and talents);
- Language balance (optimal is 50% Spanish dominant and 50% English dominant); and
- Creating appropriate emotional and behavioral dynamics in each class.

Because classes are very carefully balanced and our classrooms tend to be full with absolute attendance caps, changes in classroom assignment are rarely possible. If you have a serious concern, please explain it in writing and send it to the

principal. Our policy is to allow children some time to make friends in their new class and develop relationships with their new teachers. There are lots of community building activities that go on in classrooms at the beginning of the year that should help your child make a good adjustment. Our grade level teams plan together, follow the same pacing plans and standards, and try to have the same big projects so your child's instruction will be quite similar regardless of the classroom. In our experience, children benefit from having a variety of teachers with different teaching styles and most initial concerns work themselves out after parents and students get to know the teacher and classroom peers. Please try to help your child make a good adjustment to his or her class and teacher.

Lost and Found

Label all of your child's belongings with his or her full name. A labeled lunch box or jacket has a much better chance of finding its rightful owner. Unclaimed items are gathered and placed in the Lost and Found and – after notices in El Semanario -- are donated to charity periodically. Please check the Lost and Found area if you notice that a jacket, umbrella, lunch box, etc. has gone missing. The custodians and office staff are not able to unlock classroom doors if items are left in the classroom; they should be retrieved the next day.

Messages and Deliveries

Every effort is made not to interrupt instructional time. Please only ask the office to transmit messages to your child in the event of an emergency. If you must contact your child during the school day, come to the office; do not ask to go to the classroom. Likewise, deliveries or messages go to the office so that the item can be picked up or delivered to your child at an appropriate time.

Phones, Toys, and Electronics from Home

Leave toys and electronics at home. Toys, iPods or other MP3 players, action figures, electronic games, trading cards, yo-yos, sports balls, dangerous objects, matches, lighters, toy guns, toy knives or any other lookalike weapons are not allowed at school. These items may be confiscated and held until the end of the school year. The after school care programs follow school policy regarding toys from home and electronics.

Cell Phone Use

Students, visitors, or volunteers may not use cell phones or iwatches during school hours on campus. **SMMUSD Board policy prohibits the possession and/or use of any electronic signaling device while on school property by elementary school students.** Cell phones can be a major distraction for students at school, and smartphones give your child access to more than just a telephone – they are connected to the internet, and the temptation to watch videos, play games, and otherwise explore on-line (usually without a filter) is too great for many youngsters. If you believe there is a safety reason why your child needs to have a cell phone at school, please fill out a request for a waiver of this policy. If your request is approved, you and your child will sign a waiver and a copy of the rules on cell phone use. The device must remain turned off and put away during school hours. If your child has a cell phone on campus without an approved request, or if your child turns on the device during the day, the device will be confiscated and may only be retrieved by the parent after meeting with the principal. Students and parents assume full responsibility for any electronic devices brought to school. In no event will the school district or school personnel assume liability for the theft, loss or damage of the device, including for any confiscated devices. Please make sure that your child is fully aware of these rules.

Please do not send valuable items to school with your children. This includes money. If your child needs to bring money for lunch, the book fair, or some other obligation, we suggest that you seal it in an envelope marked with your child's name, room number, the amount and the purpose. Most teachers, especially in the primary grades, will hold the envelopes for children until they are needed.

SPECIAL PROGRAMS AT EDISON

Counseling Services

The City of Santa Monica contracts with Family Services of Santa Monica to provide counseling services on the Edison campus. A counselor and counseling interns are available to help parents and children deal with a wide range of behavioral, emotional, and/or family issues. You can ask your child's teacher to refer your child or you may request assistance directly by calling School Counselor **Jesica Ixtlahuac** at (310)-828-0335.

Child Care

Before- and after-school child care is offered on a sliding-fee basis on the Edison campus. SMMUSD's Child Development Services offers childcare through School Age Program (SAP) in collaboration with Right at School (RAS) for students in TK through 3rd Grade. For information on enrollment or fees for SAP or RAS, contact the Child Development Office at (310)-399-5865. The CREST program, operated by the City of Santa Monica, provides campus-based children care for students in 4th and 5th Grades. CREST child care and enrichment programs are available on a fee-basis (with generous financial aid available) after school. Program options and enrollment information are sent home quarterly. For CREST Child Care information, call (310) 458-8540 or contact our on-site CREST Coordinator at (310) 828-0335, ext. 61-206.

Library

Teaching library and research skills is a part of the Edison program and students have weekly time in the library with their teachers and the Library Coordinator. A large number of books and other materials in Spanish and English are available for student use and are cataloged on a computerized library system. **Parent volunteers in the library are welcome and appreciated.** The library checks out free reading books, research materials, and textbooks to students at no charge. However, families are responsible for paying for lost or damaged books. Many families like to donate books to the school library in honor of children's birthdays. Please see the Library Coordinator for ideas.

Special Education Programs

SMMUSD offers a variety of services to ensure that all students have the opportunity to succeed in school. Our Special Education staff includes a bilingual speech pathologist, bilingual school psychologist, and 1.5 bilingual Specialized Academic Instruction (SAI) teachers. This team can provide assessment for students experiencing problems with learning to determine if a child has a qualifying learning disability and meets eligibility criteria for Special Education. Edison offers a Specialized Academic Instruction (SAI) program that serves students in Pre-K to 5th grade who have identified learning disabilities and a speech program for students with identified speech and language disabilities or articulation disorders. Additional services detailed in an IEP are provided by other specialized staff from SMMUSD as needs are identified.

If you have questions or concerns about learning difficulties, please contact your child's teacher and request that a Student Success Team (SST) meeting be scheduled to explore these concerns. Most referrals for special education assessment come through the SST process, but parents can also make a direct request by contacting administration.

Technology

Each classroom is equipped with computers and a printer, linked together in a school-wide network. Classrooms are also equipped with SmartBoards, document cameras and a voice amplification system for the teacher. Internet content is filtered and access to inappropriate sites is blocked.

SMMUSD has policies for student use of the Internet and of school technology resources. All students and parents must review and sign this policy annually and failure to respect technology use guidelines may result in suspension of a student's privileges to use school technology resources. The Internet and our computers are valuable educational tools and are to be used for instructional purposes only at school, and always in a purposeful, guided and supervised manner. Unsupervised "surfing", checking e-mail, or checking personal pages in on-line communities are not allowed. We teach about these policies and appropriate use of the equipment at school, but ask that you also review these policies carefully with your children.

Testing and Assessment

Students at Edison are assessed periodically in a variety of ways to determine their progress towards grade level standards and their development in both languages. In addition to on-going assessment by teachers, students take periodic district evaluations in reading/language arts and math. Students in grades 3-5 participate in the required state testing program and take the California Assessment of Student Performance and Progress (CAASPP) tests in English language arts and math. 5th graders also take a science test. These computer-based tests are given only in English and are spaced over several days to avoid fatiguing students. Please do your best to avoid absences and late arrivals during testing windows.

Music Programs

Music is part of the curriculum for all students at Edison. With funding from the Prop 28, Edison provides a vocal music program in Spanish for students in Preschool, TK, Kinder, 1st and 2nd Grades. The District provides 3rd graders with general music and offers 4th and 5th graders instrumental music or choir. Music is weekly for students in PreK-3rd grade and 4th and 5th grade music classes meet twice per week during the regular school day. Students receive grades in music as they do in other subject areas and behavior expectations are the same in music classes as in the classrooms. The district also offers an after school Mariachi program on the Edison campus for 5th graders with instruments that can be loaned to students.

Arts Programs

Through a partnership between the Santa Monica Malibu Education Foundation and PS Arts, Edison is able to offer instruction in the arts as part of the core instructional program. All students have one semester of weekly theater arts classes conducted in Spanish by [our PS Arts Artist in Residence Martha Ramírez Oropeza](#). We also contract with Martha, an accomplished artist in her own right, to provide a semester of visual arts classes. In addition to music, theater and visual arts, all students 1st-5th are provided a 10 week session of dance. 1st-3rd grade are taught by the energetic Leelee, and 4th and 5th graders are instructed by dance teachers from SMC. Opportunities are offered for parents to see informances of student work.

Title I

Title I is a federally-funded program to assist schools serving a significant proportion of students from low-income families. Edison receives an annual grant of funds from Title 1 to supplement the regular school program and ensure academic success for all students. Edison is designated as a school-wide Title I school. Use of Title I school funds is determined by the Edison Site Council, within federal and district guidelines. Edison uses its Title 1 funds to support a full time instructional coach, provide additional intervention services for English learners, provide adaptive learning programs in Spanish, English, math and science that support differentiated instruction, provide education and support, and make available other supplemental academic resources.

PARENT AND FAMILY INVOLVEMENT POLICY

As a community dedicated to the informed involvement of all parents, Edison has developed a written parental involvement policy with input from parents. Input is gathered each year from parent groups, town hall meetings, and via an annual

parent survey. The Edison Site Council is charged with reviewing input and revising programs and policies as needed. As a school with a schoolwide Title I program, all our parents are Title I parents and we dedicate some of our Title I resources each year to helping parents be informed, equipped to support students, and able to participate as partners with the school. Because we are a school rich in diversity, Edison has developed a set of Guiding Principles to help all who work with parents, special events, or fundraising construct programs and events that are accessible and respectful to all parents. These Guiding Principles are shared with all PTA and ELAC Board Members and all Site Council Members may also be found on our school web page.

Family School Communication

Fostering strong family school communication is very important to our school. We want to hear from families and be helpful in directing them to information they may need or helping to resolve a problem. Our staff will try to respond as quickly as possible to parent questions or concerns. Please help us do this by leaving a clear message with your name, your child's name, your contact information and when it is best for us to contact you. While any of us will happily refer you to the person who can best respond to your request, the following information is offered to help you determine who might be the best person to contact with different concerns.

Contact your child's teacher for questions related to your child's academic or social progress, a concern about problematic peer relationships, a concern about homework or anything occurring in the classroom. Likewise, if there is something going on in your child's life that may affect his or her classroom performance or emotions, it is often helpful to share this with the teacher so that he or she can keep an eye out and provide support for your child. Most concerns can be best addressed and resolved at this level. Each teacher shares the best ways for parents to contact him/her in welcoming letters and during Back to School Night. Teachers all have voicemail and e-mail and reserve time to answer parent questions and talk with families about concerns.

Contact the Community Liaison if you have questions about ELAC, community or school resources and programs, volunteering at school, programs provided through our parent groups, applying for Preschool, TK or Kindergarten, or if you would like support in a meeting with school staff. If you have an emergency family need, the Community Liaison can also help direct you to school and community support resources. Community Liaison Jessica Hernandez can assist you (ext. 61-306) jessicahernandez@smmusd.org

Contact Senior Office Specialist Melina Garcia if you need to report an absence, inquire about your child's attendance record, schedule a conference related to an attendance/truancy warning notice, complete independent study forms, or request school records. Senior Office Specialist Melina Garcia can help you at ext. 61-348 or melinagarcia@smmusd.org

Contact the Assistant Principal if you have questions about an attendance letter or want to schedule a Student Success Team (SST) or Section 504 Meeting. **Ashley Zartner** can help you (ext. 61-305)

Contact the School Counselor if you have a question or concern that may require the support of a counselor (including a family crisis). Counselor **Jesica Ixtlahuac** can support you and walk you through the referral process jixtlahuac@vistadelmar.org.

Contact the CREST Site Coordinator if you have questions about Crest Club for 4th and 5th graders or CREST Enrichment Classes. Jose Barron, jose.barron@santamonica.gov

Contact the Child Development Services Department (CDS) if your question or concern is about site-based child care for students in TK through Grade 3 or for information about child care programs during school breaks or summer. Monica Simon, Coordinator of School-Age Programs can assist you at (310) 399-5865, ext. 79534. (msimon@smmusd.org)

Contact PTA Christy Reardon if your question or concern is about an event sponsored by the Edison PTA, or a PTA program or policy. You can contact her directly at edison.president.pta@gmail.com.

Contact the Principal If you have a question about school policy and services or if you have not been able to get your questions or concerns addressed by other staff. Principal Elizabeth Ipiña is happy to assist you and Office Manager Alicia Alvarez (310 828-0335, ext. 61-349) aalvarez@smmusd.org can schedule an appointment for you. If you share some information about your question or concern, Ms. Alvarez can make an appointment for an appropriate amount of time to address your concerns, or direct you to another staff person who may be able to best address your question. You can also email Principal Ipiña directly at eipina@smmusd.org If your purpose in meeting with the principal is related to a concern about your child's teacher, please note that it is District policy to ask you to first meet with your child's teacher to try to resolve the problem or issue at that level before meeting with the principal. If your call is about an urgent, time-sensitive, or confidential matter, please make Ms. Alvarez aware of that so we can schedule a meeting as quickly as possible.

Please don't hesitate to contact us if there are concerns that affect your child. School is a busy place, but we are never too busy to attend to parent concerns. If the above information does not answer your question about who to contact, start with Ms. Alvarez at ext. 61-349 and she will route your call appropriately. **Don't hesitate to call or wait until a small problem becomes a large one.**

Fundraising and Donations

Edison has many enrichment programs that have traditionally been funded by monies raised through the Edison PTA. Beginning with the 2014-2015 school year, the Santa Monica Malibu Education Foundation assumed responsibility for some of these programs to ensure that they were provided equitably across SMMUSD without regard to the income level of the families at the school. Our K-5 bilingual instructional assistants, PS Arts Program (K-5) and grades 4-5 dance programs are funded directly by the Ed Foundation. Additionally, Edison receives a stretch grant from the Ed Foundation to fund other site priorities determined by the Edison Site Council. Examples of programs that have been funded with the Stretch Grant include: PreK-2 choral music in Spanish, a PreK-5 Science in the Garden program, additional supervisory personnel, and supplementary visual arts projects. To ensure that these important programs continue each year, Edison families contribute directly to SMMEF (in whatever amount is comfortable for each family).

Additionally, the Edison PTA continues to provide important resources for things that enrich and support Edison students, including: field trips, assemblies, extra instructional supplies, supplies for physical education, arts, and the theater program, and school safety and beautification supplies. To support these programs, the PTA holds a variety of fundraising events during the year and seeks direct donations from families. While there is the suggestion that families give the equivalent of one month of what they paid for preschool or child care, families donate the amount that feels comfortable to them. All donations – to either SMMEF or the Edison PTA -- are entirely voluntary and may be made anonymously. Employers sometimes match employee contributions, so let the PTA Treasurer know if you need documentation of your contribution to secure a matching grant. The PTA plans a range of opportunities to contribute so that each family can find the ways that best suit their budgets and preferences.

SCHOOLWIDE MEETINGS AND EVENTS

Back to School Night(s)

These occur in the first weeks of the school year and are an opportunity to visit school and your child's classroom. At this event, parents can meet their children's teacher and other school staff, learn about important programs, projects, and policies for the school year. Teachers provide information about what students will study, how they communicate with families, their expectations about homework and behavior, and answer questions about classroom practices during classroom meetings.

This evening is for parents: if at all possible, students should not attend. Students who do attend must remain with their families at all times. Dates for Back to School Nights are set by the District and are included in District calendars, posted on the Edison web site, and included in the "Refrigerator Sheet" in the Back to School Packet. There are separate Back to School Nights for PreK-2nd grade and Grades 3-4-5.

Open House

These occur in the spring, Open House provides an opportunity to visit the school and classrooms and see what children have been learning over the course of the school year. Because parking is limited around our campus, Edison usually holds an Open House for Pre-K – Grade 2 and another one for Grades 3-4-5. Sometimes these occur on separate evenings; sometimes they occur the same night at different times. Open House is a special night when your child can show you his/her classroom, their portfolio of student work, and the work the class has been doing. There is no formal presentation by the teacher; it is an informal time to chat with the teacher and look at the classroom and student work. If you require an individual conference, please work with the teacher to find another time for that meeting to take place.

REGULAR MEETINGS OF GROUPS OR ORGANIZATIONS

Wednesday Morning Meetings

In order to provide continuity and help families with scheduling, we host most of our parent meetings Wednesday Mornings in the library from 8:30-10:00 am. These meetings are bilingual and in a hybrid format (Live and Zoom) to increase access for parents. The following meetings happen on Wednesdays:

- **Parent Cafecito:** Meeting the 1st Wednesday of the month, parents gather informally for a cup of coffee and to socialize. These meetings help parents connect with each other, share resources, discuss topics about child rearing, and informally plan how to support the school over a cup of coffee (or tea) provided by the PTA.
- **English Learners Advisory Council (ELAC):** Meeting the 2nd Wednesday of the month, this advisory group is composed of parents of English Learner (EL) students and advises the principal and Site Council on matters affecting the school's program related to the education of students who are learning English as their second language -- English Learners (ELs). ELAC also provides input to the Site Council on the School Plan (SPSA) and Safety Plan (CSSP). Parent education is often featured at the group's meetings. All parents are welcome to attend; the meetings are generally conducted in Spanish with translation to English available.
- **Edison PTA (Parent Teacher Association):** Meeting the 3rd Wednesday of the month, the PTA is a non-partisan organization devoted to improving the educational opportunities for all children. Members of the PTA can serve as officers on the PTA board and vote on Association matters. Board members and appointed committees are responsible for organizing PTA community events, parent education events, enrichment activities like assemblies and field trips, school beautification projects, and fundraising activities. Topics discussed are matters of importance to all parents. The PTA Executive Board also meets monthly, generally on the first Monday of the month in the evening. Observers are welcome. Meetings are conducted bilingually depending on the language needs of the group in attendance, and child care is provided. For more information about PTA Activities, visit www.edisonamigos.org.

- **Coffee with the Principal and Experts:** Meeting the 4th Wednesday of the month, these meetings provide an informal opportunity to talk with the principal about school wide events/initiatives and ask questions or share general concerns or propose ideas. We will also host experts who can speak about different topics of interest to parents.

Room Representatives

PTA also recruits a few parents from each classroom to serve as room representatives (Room Reps) and provide assistance and support for classroom activities. Room Reps periodically phone or send home notes to inform parents of classroom activities, teacher needs, or school events. Room Reps serve as a special link between the teachers and the families. At Edison, each classroom needs a Room Rep who speaks Spanish and a Room Rep who speaks English (or bilingual individuals).

School Site Council

Each school is required to have a School Site Council, composed of the principal, teachers, staff members and parent representatives – each elected by their peers. Members have staggered terms and are elected each spring. The School Site Council meets monthly on Wednesday afternoons during the school year to develop the Site Plan for School Improvement (SPSA), make decisions about how to use discretionary funding to support school goals, monitor the implementation of the plan, solicit and review input from stakeholders, and review achievement and evaluation data. The Site Council also oversees the development and annual revision of the Comprehensive School Safety Plan. Meeting notices, agendas, and minutes are posted on the Edison website and in the school office. Parents are welcome to attend School Site Council meetings and may address the group during public comment period. Interpretation is available.

MONITORING INDIVIDUAL STUDENT PROGRESS

Fall Family Conferences

Information on individual student progress is shared with all parents/families formally during Fall Conferences. Parent/Family Conference Dates are set by the district each year and are reflected in the District Calendar and in the “Refrigerator Sheet” included in the first day packet. The conference calendar typically includes one pupil free day and 3-4 minimum days so that teachers have adequate time to meet with all parents during regular school hours. Check with your child’s teacher to sign up. If you cannot arrange a conference during Fall Conference Week, please contact your child’s teacher to make another arrangement. We want to conference with every family in the fall. If your child is working below grade level at the Fall Conference, the teacher will work with you to develop an Academic Improvement Plan and plan follow up monitoring conferences. Conferences with teachers may also be arranged at any time during the year by leaving a message for the teacher in the school office or leaving a voicemail or email request. Please give the teacher a reasonable amount of time to respond and find a mutually convenient time to meet.

Progress Reports

These are issued at the end of the first semester to provide parents with an update on the progress your student is making toward meeting grade level standards. Please note that not all topics are introduced in the first semester and the rigor and complexity of work will increase as the year goes on. If there’s anything you don’t understand or if you have concerns, please contact your child’s teacher.

Report Cards

These go home at the end of the school year and provide comprehensive feedback on student progress over the school year relative to state standards in key areas.

Observations in Classrooms

Observing your child in action on a typical day in the classroom can often give parents a better understanding of his or her experiences during the day. District policy limits observation visits to 20 minutes and asks that you arrange observations with the school administrator at least 24 hours in advance so as to reduce disruptions. If you have more time and would like to explore being a classroom volunteer, please talk with your child's teacher and contact Edison's Community Liaison for an application and more information.

Student Success Team (SST)

If there is a concern about student progress or needs that could benefit from the input of school specialists and an administrator in addition to the classroom teacher, either parents or teachers can request a meeting of the Student Success Team (SST). Parents can make this request through their child's teacher. This is an opportunity to air concerns, share information and progress and brainstorm ways of meeting those concerns. Typically, the team makes an action plan that may involve actions at home, in the classroom, or by other school specialists – and may schedule a follow-up meeting to monitor progress. When other interventions have been implemented and the student is not responding, sometimes the SST recommends assessment for possible learning disabilities.

COMMUNICATION

School Newsletter: El Semanario

Information about events and school issues is provided via a weekly school newsletter [El Semanario](#), distributed electronically each week. The newsletter is also posted electronically on the school web site at www.edison.smmusd.org, and on the PTA website . Paper copies are available upon request.

PTA E-Blast

Parents can also sign up to receive the PTA's weekly newsletter or school and parent events, information on parent meetings, fundraisers and festivals and how to get involved, and notices of events of interest in the broader community.

Websites

Both Edison and the Edison PTA maintain websites with posted information and announcements. See the school website – www.edison.smmusd.org – for information on school and district policies and events, school meetings, the Parent Handbook, application and enrollment procedures, archived copies of the school newsletter, and staff contact information. The Edison PTA website -- www.edisonamigos.org – contains detailed information about Edison PTA events, PTA meetings, school and PTA Board Contact information, how to join PTA and/or make a direct donation. Members can also sign up to receive the PTA weekly eBlast with school and community news, subscribe to Membership Toolkit to access family directories, and make purchases from the on-line PTA store.

Monthly emails from Classroom Teachers

To help parents keep abreast of instruction in the classroom, each classroom teacher sends a monthly email to families previewing the academic content that will be the focus of the coming month, any relevant classroom special events, and reminders of due dates for projects or major assignments. Teachers will communicate in between these regular emails about important topics as they see fit.

Parent Square

SMMUSD uses Parent Square to send both emergency messages and periodic notices about important meetings and events. This system uses phone numbers from the student information system so if you are not getting messages, check with the office to make sure that your correct phone number is in the system. Make sure that you have provided contact information for all parents who need to receive school notices. Parent Square is available to download as an app on your Smartphone.

HOME-SCHOOL COMPACT

The Edison Language Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high academic standards.

The Edison Language Academy will:

- Provide high-quality curriculum and instruction in a safe, supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide regular social emotional learning instruction to teach the whole child
- Include the Parent Compact and Family Communication Plan in the School Handbook to be shared at the beginning of each school year.

- Hold parent-teacher conferences annually in the fall during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with reports on their children's progress according to the report card dates scheduled by the Santa Monica-Malibu School District.
- Provide parents with reasonable access to staff. Staff will be available for consultation by appointment during school hours.
- Help parents understand how to access and use the adaptive learning programs provided by the school for home use and how to use them to support student growth in reading/math
- Provide parents with regular updates about the content and standards being taught in class.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities according to state law and district policy. Parent volunteers must comply with the district's volunteer policy and should arrange volunteer times with their child's teacher and observations with the school office.
- Follow the school's dual-immersion language policy and provide access in Spanish or English to personnel and materials.
- Implement the school's civility policy to provide a safe and harassment free environment for staff, families, and students.

Parents will support children's learning by:

- Making sure children get to school on time, attend school regularly, and are only absent when ill.
- Making sure children are adequately rested for school
- Making sure children have breakfast before class begins (either at home or in the school cafeteria)
- Establishing and enforcing regular routines for helping children complete school homework on a daily basis
- Reading with children and/or listening to children read school assignments and making sure children regularly read independently
- To the extent possible, facilitate children's use of the school's on-line adaptive programs to support student learning.
- Helping children have access to reading books in English and Spanish by taking him/her to the library
- Limiting amount of television and video games after school
- Volunteering in the school or in the classroom when possible
- Attending periodic school meetings and conferences with child's teacher
- Participating, as appropriate, in decisions relating to their children's education
- Staying informed about their child's education and communicating with the school by reading notices from the school or the school district and responding, as appropriate
- Participating to the extent possible in family education offerings, parent committees, and school-wide events
- Making sure children follow the district's Technology Use Policy and monitoring their on-line activities at home to promote student safety
- Abiding by the school's civility policy to provide a safe and harassment free environment for staff, families, and students.

Students will contribute to their own learning by:

- Coming to school ready to learn and making learning the priority at school
- Completing homework in a timely fashion – including reading independently every day
- Asking questions when they do not understand
- Following Edison's behavior policies to contribute to a school community that is safe, respectful, and focused on learning.
- Adopting a growth mindset and understanding that errors are a chance to learn
- Promptly giving parents or guardians all school notices and communications
- Following the District's Technology Use Policy and properly using school resources and equipment.

VOLUNTEERING

We deeply appreciate parent volunteers and encourage all families to contribute at least 20 hours per year and/or help at one school event. Opportunities include assisting in classrooms, supporting fundraisers and festivals, being a room parent, helping at morning drop-off, working in the library, and more. No matter your schedule, skills, or language, there's a way to help!

To Volunteer:

- **Required:** Complete a volunteer application, attend a training, and undergo a background check.
- **TB Test:** You may also need a TB test—answer the questions on the application and the nurse will follow up.
- **Chaperoning field trips** also requires full clearance.
- **All volunteers** are supervised and never left alone with students.

Logistics:

- Applications are valid for 4 years with an up-to-date TB test.
- Background checks are renewed annually.
- New or returning? Attend a training (in-person or virtual) early in the year and reapply if needed.
- Always **sign in** at the office and **wear your badge** while on campus.