

GENERAL INFORMATION

A MESSAGE FROM
THE PRINCIPAL

Welcome to Vejar Elementary School! This Parent & Student Handbook was designed to provide helpful information about the school for both parents and students. It is hoped that by providing this information, parents and school personnel can work closely to insure a rewarding educational experience for each child.

We set high expectations for each student in order to effectively foster an attitude of life-long learning within each student and to maintain a high degree of excellence in education. These high expectations, set both at school and at home, are most important for a child's success. Also, we recognize that each child is an individual with individual abilities and needs. It is the intention of our faculty and staff to help each student appreciate his/her contributions and uniqueness while attaining high educational goals.

It is my hope that this Handbook will foster positive and effective communication among parents, teachers, and students. Please read this Handbook very carefully, then review it with your child(ren). Please sign the Signature Page at the beginning of this Handbook, and return it to your child's teacher within the first week of the school year.

If you have any questions or comments, please feel free to talk with your child's teacher or call me directly at the school office.

Thank you,

Kaye L. Ekstrand, M. Ed
Principal

SCHOOL HOURS

Daily Schedule

We are pleased to offer an extended day kindergarten program for all kindergarten students.

<u>GRADE</u>	<u>SCHOOL DAY</u>
Kdgn. - Extended	8:30 AM - 1:45 PM
Kdgn. - Fridays	8:30 AM - 11:50 AM
Grades 1-5	8:30 AM - 2:40 PM

Modified Day Schedule

Kindergarten	8:30 AM - 11:50 AM
Grades 1-5	8:30 AM - 12:15 PM

Office Hours

The school office is open daily during the school year from 7:30 AM - 4:00 PM. Please watch for posted signs in the door window regarding periodic times the office will be closed for office staff meetings. Also, a sign regarding summer office hours will be posted in June.

ATTENDANCE

Reporting Absences

The importance of regular school attendance cannot be stressed too much. It affects both individual student progress at school and the status of our school funding, which is based on daily attendance figures. When a student is absent from school, the absence is either classified as excused (necessary because of illness or injury, vision, dental and medical appointments, quarantine and bereavement) or unexcused (reasons that may include vacations, babysitting problems, etc.). If your child must be absent from school, please:

- Call the school office prior to 9:00 a.m. on the day when your child is absent. Use the absence phone line: 594-1434 #2
- A reason for the absence is a legal requirement by the State for its verification report. If the absence is verified by phone, a note is appreciated but not necessary.
- If your child will be out of school for an extended time, please notify the school so arrangements can be made in advance for possible independent study or home instruction.

Excessive absences and tardies will be referred to the School Attendance and Review Team (SART) for further action. If correction is not made, a referral will be made to the School Attendance and Review Board (SARB). This step may involve the District Attorney's Office.

Tardiness

Being on time to school everyday is very important for several reasons. First, punctuality for your child insures that he/she is not missing any part of the instructional day. Second, when all students are on time in the morning, classroom interruptions are minimized thereby maximizing the best possible use of each instructional minute.

Please help your child to be on time for school everyday. Plan your family's morning routine to allow your child to arrive on campus between 8:15 and 8:30 a.m.

A student is considered tardy if he/she is not ready to enter the classroom with his/her classmates when the 8:30 a.m. bell rings. The gates at the front of the school will be closed at 8:30a. Every late student must report to the office to get an admittance slip from the office staff before entering the classroom. Excessive tardies will be reported to the Principal for the appropriate follow-up. Tardies are reported on students' report cards.

Truancy

It is unlawful for any minor, who has not graduated from high school, to loiter in public between the hours of 8:30 a.m. and 2:40 p.m. on days when school is in session. Any student found in violation of this truancy law will be issued a citation and the student's parents will be expected to pay a fine and/or appear in court.

BICYCLES, SCOOTERS, SKATEBOARDS, SKATES, AND ROLLER BLADES

Only students in grades 3, 4, and 5 are allowed to ride bicycles to school. Bike riders must obey all safety rules and the California Vehicle Code. Students must walk their bicycles at all times while on school grounds. This includes the parking lot, playgrounds, fields, and to/from the bike rack. Students who ride a bicycle to school must park and lock their vehicle in the bike rack at school. The school does not provide locks for students.

It is suggested that only students who live south of Puente Road and west of Pierre Road ride bicycles to school. Parents may give permission and notify the school if they want their children crossing these busy streets. Permission to ride a bicycle to school is

given by parents by marking the appropriate box on the emergency card or by writing a note to the office.

For the safety of all bicycle riders, students must wear protective bike helmets, as per California law.

Repeated or serious infractions of school and safety rules may lead to the suspension of the student's privilege of riding the bicycle or scooter to school.

No students or members of the public are allowed to ride bicycles, scooters, skateboards, skates, or roller blades on school property at any time! Violation of this school rule is also violation of the Walnut City Municipal Code and may result in a citation from the Sheriff's Department. Parents are urged to monitor the after-school and weekend activities of their children to insure that this municipal code is not being violated. Your assistance in this regard is greatly appreciated.

BIRTHDAY POLICY

Our students and their special occasions in life are very important to us at Vejar. We would like to celebrate with every child and be a part of special milestones in their lives. This helps us to better know and teach each child. However, this is not always possible due to time constraints. Please be advised of the birthday policy at Vejar School:

- The classroom teacher may or may not opt to recognize students' birthdays during the school year. If a teacher chooses to recognize students' birthdays, it will be done so with minimal disruption to the instructional program. Recognitions may include a birthday song, special writing activities (cards, letters, etc.) presented to the birthday child, sticker awards, etc.
- Any food items brought to school must have prior approval of the teacher and fit the district Wellness Guidelines.
- Please do not bring balloons, balloon bouquets, or flowers on birthdays (or awards assemblies) as this is disruptive and can be very difficult for less fortunate students.
- Please do not distribute or allow your child to distribute party invitations to other students at school as this is hurtful to students who are not

invited.

- Many teachers appreciate the donation of a book to the class library in honor of the birthday child.

If you have questions regarding this policy, please feel free to talk with your child's teacher.

CLIMATE & DISCIPLINE

Students may be sent to the Principal's Office for disciplinary reasons when sent as a consequence of the classroom teacher's established discipline plan or in the event of a severe infraction (e.g., intentionally harming another student, using racial related slurs/insults, foul language, stealing, destroying property, defiance, etc.). The Principal or ELS will contact the parent by phone or in writing when a student has been counseled by the Principal more than once or in the case of a severe infraction.

In an effort to build a sense of community and a school climate in which all members feel a sense of belonging, ownership, pride and contribution to the goals of the group, various programs are implemented by teachers and support staff. For example, the Character Champions Program, which is implemented schoolwide, is a wellness program that teaches the students the virtues of kindness, responsibility, courage, and seeking knowledge.

Within this model, then, each student is responsible for his/her own actions. Parents and teachers both have an important part in helping a student develop responsibility. Discipline is necessary in any group if the goals of the group are to be realized. Orderly conduct is both a necessary condition and an important goal of learning.

Since all individuals are unique, no one procedure or method for a given situation is appropriate in every case. In an effort to ensure safety for the school community and to help all students to develop individual responsibility, classroom discipline plans and a schoolwide discipline plan are utilized.

Classroom Discipline

Classroom teachers develop individual classroom discipline plans that are age appropriate and effective in assisting students to develop individual responsibility. Rewards for good behavior and

consequences for inappropriate behavior are included as part of each plan. We firmly believe that education is a partnership; therefore, teachers take a proactive approach in contacting and communicating with parents regarding discipline issues.

Teacher/student conferences, time-outs, phone calls, requiring the parent to stay at school with the child, after-school detentions, parent/teacher/principal conferences, in-house suspension, or suspension to home are interventions used to help the student learn responsibility.

Please be advised that a student may be detained after school for 15 minutes without parental notification and up to one hour when parents have been notified.

Schoolwide Discipline Plan

At Vejar, a Schoolwide Discipline Plan has been developed to further ensure student safety and compliance with school rules. This plan, which is detailed on the following pages, is supported by Board of Education Policy and the Education Code. (Please refer to the District Summer Letter to Parents for details regarding districtwide discipline practices.)

DESIRED BEHAVIORS

GENERAL SCHOOL RULES

1. Follow directions the first time they are given.
2. Keep hands, feet and objects to yourself.
3. Use appropriate language at all times.
4. Do not fight.
5. Respect school property.
6. Pick up litter and throw it away.
7. Do not bring dangerous objects, gum, candy, or toys to school.
8. Never leave the school grounds without permission.

HALLWAY RULES

1. Follow directions of all school staff.
2. Always walk. Do not run.
3. Use a soft voice. Do not yell.
4. Use restrooms and drinking fountains properly.
5. Stay out of red safety zones.
6. Be sure an adult can see you at all times.

PLAYGROUND RULES

1. Follow directions of all school staff.
2. Use equipment properly.
3. No rough or dangerous play.
4. Play in assigned areas only. No playing in the amphitheater.
5. No bad language, teasing or fighting.
6. Walk on the blacktop.
7. Use only your room's equipment.
8. Stop playing when the bell rings. Line up quickly and quietly.

LUNCH AREA RULES

1. Follow directions of all school staff.
2. Listen respectfully to noon aides.
3. Use a soft voice. Do not yell.
4. Use good manners.
5. Do not throw food.
6. Walk. Do not run.
7. Clean up your area after eating.
8. Remain seated until dismissed.

**POSITIVE CONSEQUENCES
FOR STUDENTS WHO FOLLOW SCHOOL
RULES**

VEJAR C.A.R.E.S. Tickets

"Vejar C.A.R.E.S." tickets are given to students who choose to follow the school rules and are thereby demonstrating acts of respect, acceptance, empathy, self control, and conscience. The tickets serve as a means for rewarding students who behave appropriately both inside and outside of the classroom. They are not used to reward academic achievement. Students receiving these tickets are rewarded in various ways as determined by the classroom teacher.

SPIRIT DAY ASSEMBLIES

Students participate in Spirit Day assemblies and activities which recognize good behavior, positive achievement, and school spirit. The VIP award is presented at the Spirit Day Assembly on a monthly basis with a "pat on the back.". Numerous other awards are presented in the monthly Spirit Day Assemblies.

OTHER REWARDS AS PART OF THE CLASSROOM TEACHER'S PLAN

Teachers daily "catch students being good" by highlighting their strengths and recognizing their achievements through a variety of rewards and special privileges. Examples include free recesses, homework passes, popcorn parties, etc.

**CONSEQUENCES FOR STUDENTS WHO
CHOOSE NOT TO FOLLOW SCHOOL RULES**

As indicated above, each student is responsible for his/her own actions. Parents and teachers both have an important part in helping a student develop responsibility. Discipline is necessary in any group if the goals of the group are to be realized. Orderly conduct is both a necessary condition and an important goal of learning. Since all individuals are unique, no one procedure or method for a given situation is appropriate in every case. In light of this, listed below are steps that are typically taken as interventions to assist students in behaving more responsibly at school.

INTERVENTION

When a student chooses to break a school rule, and a staff member has observed or has concrete proof of a student breaking a rule, a conference will be held between the student(s) and the staff member who observed the infraction. This may or may not be the child's classroom teacher and it may be a noon aide, custodian, office staff member, instructional aide, principal, or any other staff member. Parents who are visiting or volunteering on campus are not to intervene in disciplinary matters.

The staff member will then decide to: 1) consider the matter as handled, 2) refer the matter to the student's teacher, or 3) refer the matter to the Principal or Elementary Learning Specialist (ELS).

POSITIVE DISCIPLINE

Following an intervention as described above, one or more of the following positive discipline steps may be taken:

- The teacher may decide to conduct a class meeting for the purposes of airing problems and brainstorming problem solutions.
- The teacher may decide to assign an appropriate

consequence or school service to be performed.

- The teacher may decide to make a referral to the Principal or ELS for further action.

OTHER POSSIBLE INTERVENTIONS

Recognizing that the aforementioned strategies may not be an effective deterrent to misbehavior for all students, the following options may be used as needed:

- After-school Detention
- Provide a service to the teacher or to the school
- Behavior Contract
- Time-out in the office or an alternate classroom
- In-house Suspension
- Opportunity Classroom Suspension
- Suspension to Home
- Expulsion

REFERRAL TO THE PRINCIPAL'S OR ELS'S OFFICE

Students may be sent to the Principal's Office for disciplinary reasons when sent as a consequence of the classroom teacher's established discipline plan or in the event of a severe infraction (e.g., intentionally harming another student, foul language, stealing, destroying property, defiance, etc.). The Principal or ELS will contact the parent by phone or in writing when a student has been counseled by the Principal more than once or in the case of a severe infraction.

The first time a student is referred to the Principal or ELS, except in the event of a severe infraction, he/she will be counseled by the Principal or ELS and will receive a warning. If a student must visit the Principal again within a short period of time, parents will be contacted and the student will face the appropriate consequence(s) of his/her actions. If a student must visit the Principal or ELS a third time within a short period of time, other more effective interventions will be considered.

In the case of suspension, the parent will be notified in writing, indicating the offense and length of suspension. A telephone conference with the parent will be conducted and a personal conference may also be requested.

DETAILED PLAYGROUND RULES

AND OTHER RELATED SCHOOL-WIDE RULES

1. Students are not to arrive at school or be on the playground before 8:15 a.m. Supervision begins at 8:15 a.m. Students must either walk home promptly or be picked up promptly at their dismissal times. There is no after-school supervision.
2. All playing stops when the bell rings at the end of recess. Students are to stop playing and line up promptly. Drinks and visits to the restroom are to be done before the bell rings.
3. Balls should be hit, not kicked against the ball walls.
4. No kicking balls on the blacktop. No bouncing of balls against the buildings or in the hallways. No running on the blacktop.
5. No students are to be in the hallways or around buildings during recesses or lunch except to place lunch pails and to get balls. No running or sliding in the hallways.
6. No loitering in restrooms or other areas of the school grounds at any time. During recesses, all students are expected to be safely and productively involved in an activity or game.
7. All games remain open until they exceed the maximum number for safe play as determined by the yard supervisors.
8. No drinks or use of the restroom after the bell rings without teacher or supervisor permission.
9. No games which involve tackling, wiping out, shoving, keep-away, riding on another's back or chasing are allowed.
10. No climbing on backstops, fences or in trees. Students must remain where they can be seen by supervisors at all times.
11. Only school play equipment is allowed on the playground. Students are not to bring toys or other personal belongings to school.

Exceptions: Students in grades 4-5 may bring mitts for organized games with a teacher; teachers may give special permission for

- students to bring personal belongings as they relate to a unit of study and/or will be used under the supervision of the teacher. (Any other items needed for playground games will be decided upon on a case by case basis.)
12. Playground equipment in the primary areas is for primary grade use only. Students are always to play in their assigned areas.
 13. Throwing of rocks, sticks, or projectiles other than playground balls is not allowed.
 14. No scissors, knives, sharp objects, nor glass containers are to be brought to school.
 15. Students must obey regulations as described in the State Education Code and School Board Policy regarding the use of tobacco, drugs, and alcohol on campus. **NO USE IS THE RULE.**

DRESS CODE

All students are expected to dress sensibly for school. Students' attitudes, conduct, and safety during school hours can be affected by the clothing they wear. In accordance with the California Administrative Code, Title 5, Section 302, students shall be neat, clean, and properly attired for school. It is the parents' responsibility to see that their children are dressed for school in a safe, appropriate manner for learning. Please use the following information as you plan your child(ren)'s wardrobe.

Standards of Dress for Students

- Students shall be neat, clean, and properly attired for school.
- Students must wear shoes that fit securely and have non-skid soles. Tennis shoes are ideal. Backless shoes, sandals of any kind, and shoes with a high heel and shoes with wheels are not permitted.
- Half shirts, crop tops, spaghetti straps, tube tops, see-through shirts, or short-shorts are not permitted.
- Hats, caps, bandannas, or any other kind of head attire is not permitted unless required for medical reasons.

- Shirts or blouses that advertise items that are illegal for minors (such as alcohol or tobacco), contain profanity or suggestive double meanings are not permitted.
- Attire or grooming worn or displayed in such a way as to identify students with gangs/hate groups is not permitted (e.g., T-shirts with gang symbols, wallet chains, baggy pants, etc.).

The district takes a strong stance against gang-affiliated clothing and/or styles of dress or grooming affiliated with gangs/hate groups, due to safety concerns for students while at school or going to and coming from school. Because of changing trends in such attire, specific clothing, jewelry, accessories, and/or grooming style restrictions may change during the school year. Notice will be given to students and parents/guardians as soon as it is reasonably possible after these trends have been identified through the assistance of the local law enforcement authorities.

It is hoped that this information will not offend, but rather assist you in determining those clothes that will positively influence your child's school experience. Teachers may also use their discretion in determining if a student's dress is appropriate. Any time a member of the staff believes that a student is disrupting the educational process by his/her appearance, or believes that the student's safety is in jeopardy, the teacher may send the student to the office. Students whose attire is inappropriate will be removed from class until the attire is corrected.

Related Issues

- Brushes, combs, cosmetics, and/or mirrors may not be brought to school as they can pose a safety issue, cause students to be distracted from classroom activities, and/or cause problems on the playground at recess times.
- Please label all jackets, sweaters, backpacks, etc. with the student's name for easy identification.

EXPECTATIONS

People tend to work best when they understand what is expected of them. This is especially true in a school setting. The development of self-discipline is essential to the building of a good self-image and successful school experiences. At the elementary school level, students are expected to understand the

importance of following school and classroom rules and procedures in order to help themselves and others to become responsible citizens. Good sportsmanship, manners, and proper respect for fellow students and those in authority will be insisted upon at all times.

All students are expected to follow the school rules. At the beginning of each school year, teachers review and discuss the rules with all students. The rules will also be reviewed periodically as needed. New students to the school will immediately be informed of the rules through use of this Parent & Student Handbook and through interaction with the teacher and classmates.

FOOD SERVICES AND OTHER RELATED INFORMATION

The District Lunch Program

The National Lunch Program provides our students with a hot, nutritious lunch daily. It is served with 8 oz. of milk. Lunch costs \$2.50 per day. Students who bring a lunch from home may purchase milk or juice at school for \$.35. New menus are sent home with students at the beginning of each month and are also posted in the office and classrooms. Menus are also posted on the website www.walnutvalley.k12.ca.us.

All students eat at the tables in the covered lunch area. During rainy weather, the students eat in the classrooms. The noon aides will direct children regarding lunch procedures and will reinforce expected good behavior during lunch time.

Advanced Lunch Sales

Lunches may be purchased in advance at the school site or online through the Food Service Website at www.walnutvalley.k12.ca.us, go to Business Services then to Food Services.

Point of Sale

Walnut Valley Unified School District Nutrition Services Department has implemented a new computerized system for the school lunch program, LunchBox Systems. The LunchBox system will enable the district to better focus on child nutrition and providing healthy lunch choices for the students.

All students will have a personal account that they will access when buying lunch or breakfast by entering a 5 digit code number using a PIN pad.

Students will be given their school lunch PIN number in their classrooms. We ask that parents help their students learn this PIN number. Deposits to your students account can be made over the internet www.walnutvalley.k12.ca.us.

Breakfast on Modified Days

On modified school days when students are dismissed early, breakfast will be provided at the morning recess time. Student breakfasts on modified days are \$1.50 which also includes an 8 oz milk.

Free and Reduced Price Meals

Provisions are made for free and reduced price meals for qualifying students. An application, available from the school office, must be completed to determine if a family qualifies for free or reduced price meals.

Late Lunch Deliveries

Parents are expected to provide their children with a lunch or lunch money before the student comes to school; however, if an emergency occurs and the lunch/lunch money is forgotten, please follow the procedures described here.

Lunches furnished by parents/guardians must be delivered to the school site office prior to 9:30 a.m. (BP 5030)

- With teacher permission, students will be allowed to call home for forgotten lunches and/or lunch money by morning recess.
- Parents who deliver late lunches are to label them with the student's name and room number, then place them on the office counter.
- Place lunch money in an envelope marked with the student's name and room number, then leave it in the office. Office staff does not call students to come and pick up lunches as this is extremely disruptive to the instructional program.

However, it is the parent's responsibility to be sure that the student has lunch. The office does not assume responsibility for forgotten lunches, lunch money, or late lunch deliveries.

The Child With No Lunch

A child may borrow money for lunches up to two times. If they do not repay on the third time they will

receive crackers, cheese and milk. When a child carries a balance of \$5.00 they must repay it to receive another lunch and then they get the alternate meal. An IOU slip will be issued when they borrow. Please inform the School Office if your child has an allergy to any food product. It is strongly suggested that emergency lunch money be left with the classroom teacher.

Mid-Morning Nutrition

Students may bring a snack to school to be eaten at the morning recess. They must finish their snacks and dispose of wrappers before going onto the playground. Parents are expected to provide only healthy snacks (and lunches) for their children to bring to school as this will be more conducive to a productive learning experience for the remainder of the instructional day. Snacks and lunches with a high content of sugar, chocolate, and caffeine are discouraged (See Student Wellness section)

LEAVING THE CAMPUS DURING SCHOOL HOURS

It is necessary for the student's protection that he/she be accounted for and on school grounds at all times during school hours. For this reason, the following rules are enforced:

1. Students are not dismissed during regular school hours without a release from the office staff. This applies to mid-day releases to go to a doctor's appointment, or home for lunch, or out with a parent for lunch, etc.
2. If a parent needs to take a child out of school during regular hours, the parent must sign the child out at the office and be able to show identification if asked. The child will be called to the office to meet the parent after the parent has arrived on campus. Please do not go to the classroom.
3. In the event of illness or emergency, a child can only be released to the parents or those individuals listed on the WHITE emergency card. For this reason, please keep the card current!
4. A child returning to school during the day must first check in at the office for an admittance slip before returning to class.

LOST AND FOUND

A Lost and Found rack is maintained in the multi-purpose room at all times. If your child has misplaced an article of clothing or a lunch box, he/she is encouraged to check the office, classroom, and Lost and Found rack carefully. In an effort to avoid loss of personal belongings at school, please write your child's name on all belongings. The school cannot assume responsibility for any personal property! Items not claimed from the Lost and Found are donated to charity periodically.

MEDICAL ATTENTION

A WHITE emergency card must be filed in the office each September for every child. Please call the school if any information on your child's card changes during the year. These cards serve as the only authorization the school has to care for your child in the case of an emergency. Consequently, if the information is incorrect or incomplete, your child's health and well-being may be at risk. We request that local names and addresses (neighbors, friends, or family) be provided on the card in case the parents are unavailable. Please be sure that phone numbers of those listed on the card are current. You may update the card as the need arises.

In the event of injury or illness, the procedure is as follows:

1. Basic first aid is given for minor injuries. The child is allowed to rest in the office if complaining of a slight illness (stomach-ache, headache, etc.). The child's temperature will be taken.
2. If there is any question as to the seriousness of the injury or illness, the parent will be called and asked to come for the child.
3. If the parent cannot be reached or is otherwise unavailable, a person designated on the WHITE emergency card will be contacted. Please remember that the school will not release your child to anyone not listed on the WHITE emergency card.
4. In the event of an extremely serious or life threatening accident, the Emergency Medical

System (911) will be called and the parent will be contacted immediately. If the child needs to be transported to the hospital by an emergency vehicle, neither the school nor the School District will be financially responsible for this action or any related medical fees.

Medication at School

The Education Code, Section 49423, allows school personnel to administer medication only if the following steps are taken:

- The WVUSD Authorization for Medication Form is completed, signed by the child's physician, parent and/or legal guardian and is on file in the office. No medication will be dispensed unless this completed form is on file. The form is available at the school office.
- Medication must be kept in the original container and must be checked in at the office by the parent/legal guardian. It will be dispensed only through the office.
- Under no circumstances are students to bring other medications to school, even simple remedies such as aspirin.

PERSONAL BELONGINGS

Only school play equipment is allowed on the playground. Students are not to bring toys or other personal belongings to school. This includes yo-yo's, beanie babies, electronic games, collectible cards, jacks, and personal radios. Exceptions: Students in grades 4-5 may bring mitts for organized games with a teacher; teachers may give special permission for students to bring personal belongings as they relate to a unit of study and/or will be used under the supervision of the teacher. (Any other items needed for playground games will be decided upon on a case by case basis.)

Items that may be needed in the classroom, such as notebook binders in the upper grades, may be brought to school. However, the school is not responsible for lost or missing items. Additionally, students should bring no more money to school than is necessary to buy lunch.

PHONE CALLS BY STUDENTS

Students are discouraged from using the phone at school, but are allowed to call home under certain circumstances with permission from the teacher or office. Frequent calls home for homework, lunches, and after-school arrangements are not allowed. Parents are expected to pick students up promptly after school or make other arrangements in advance to avoid excessive after-school telephone use in the school office.

SAFETY TO AND FROM SCHOOL

At the beginning of each school year and at periodic intervals throughout the year, safety instruction is given to all students. Parents are urged to help their children learn the proper and safe way to travel to and from school. A route should be planned by the parents and reviewed with their children with full regard to sidewalks, street crossings, bike lanes, parking lot safety, and the property of others.

Student safety before and after school is an on-going concern. In order to reduce congestion and related safety problems, please use the following guidelines when delivering and retrieving your child from school:

1. Do not plan to park your car! Use the white loading zone moving eastbound along Vejar Road. Remain in your car and move forward as the line moves.
2. Students will be loaded from the grassy area under the big shade tree in front of the school into the first five cars only. Please do not honk. Please do not direct your child to come to your car until it is positioned in the front part of the line.
3. If you park across the street from the school, please do not cross or ask your child to cross in the middle of the block. Instead, teach your child to properly use the crosswalk and/or cross the street with your child at the crosswalk only.
4. Help to decrease congestion in the parking lot by walking or joining a carpool. Families are encouraged to form "walking pools" so children do not walk alone.
5. Remember that older children (grades 3-5) are

allowed to ride bicycles and scooters to school.

6. Absolutely DO NOT PARK IN THE STAFF PARKING LOT and expect your child to come to you. The parking lot is not safe during these hours.
7. Absolutely DO NOT USE THE BUS LANES IN THE CIRCULAR DRIVE IN FRONT OF THE SCHOOL. These lanes are reserved for buses and approved child care vehicles only.
8. Child care vehicles wishing to use the bus lane must have a side placard showing proof of their affiliation. Child care vehicles may pass through this lane only after the buses have come and gone.

Traffic Etiquette

Due to ongoing concern about student safety during the before and after school periods of high traffic flow, please be reminded of the following safety rules:

- Please do not park your car in any green or white loading zone or parallel to other cars in the loading zone.
- Please do drop off and pick up your child(ren) quickly.
- If you are asked to move your car, return to your car, or park your car elsewhere, please do not be offended. We are simply trying to ensure the safety of our students.

Your efforts to protect the safety of our students are appreciated.

SMOG ALERT INFORMATION

In the event of a Health Advisory Episode or Smog Alert, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, should avoid all outdoor activity. If this event should occur during the school day, all students, staff, and other adults on campus will be alerted and warned of the condition. We are informed of smog alerts by district staff.

STUDENT ACCIDENT INSURANCE

The Walnut Valley Unified School District does not have accident or medical insurance coverage. Parents may purchase optional accident insurance for their children. Forms for independent coverage are sent home with students on the first day of school.

STUDENT WELLNESS

The Governing Board of WVUSD recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. There is a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

Nutritional quality will be considered when selecting snacks which may be donated for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one food or beverage per party. Class parties or celebrations shall be held after the lunch period when possible. (BP 5030)

If teachers allow snacks to be brought in and served during the school day, the snack MUST be nutritional

Halloween and Valentines day and other special events held during the school day, candy will not be passed out at school. This includes candy from students to other students.

Official class parties at Vejar are Winter Break, Valentines Day and End of the Year. Limit one non-nutritional snack at these parties.

VISITATION, VOLUNTEERISM AND COMMUNICATION

Parents are welcome at school. However, to protect the safety of all of our students, it is imperative for parents and all visitors to the campus to check in at the office first. If you have a need to visit your child during the school day or wish to check your child out

from school early, please come to the office; your child will be called to come to the office.

If you would like to meet with your child's teacher, please call or visit the office to make an appointment. Near the end of the school day, please wait for your child under the shade tree in front of the school or in your car in the white loading zone, rather than outside your child's classroom. Teachers walk their students out to the front of the school to meet their parents.

It is imperative for parents to make after-school arrangements with the child before the start of the school day. It is difficult to relay the numerous telephone messages the office staff receives from parents to students.

Parent volunteers are warmly welcomed at Vejar. We firmly believe that this is one way to build a strong home and school connection. If you would like to volunteer in your child's classroom or go on a field trip, arrangements/paperwork must be completed in advance with the teacher.

PARENTS AND VISITORS ON CAMPUS

After the second week of school, parents will be expected to drop students off at the gates in front of the school. For safety reasons, non-school personnel will not be allowed to be in front of the classrooms or on the playground during the school day, 8:00-2:40. Visitors and volunteers are welcome but it is imperative for parents and all visitors to the campus to check in at the office first and wear a visible pass.

If you would like to meet with your child's teacher, please call or visit the office to make an appointment. Near the end of the school day, please wait for your child under the shade tree in front of the school or in your car in the white loading zone, rather than outside your child's classroom. Teachers walk their students out to the front of the school to meet their parents.

It is imperative for parents to make after-school arrangements with the child before the start of the school day. It is difficult to relay the numerous telephone messages the office staff receives from parents to students.

INSTRUCTIONAL PROGRAM INFORMATION

BILINGUAL EDUCATION

All students at Vejar School receive instruction in English. Instructional support is provided for our English Language Learners through highly qualified teachers and specialized materials. Parents with questions are encouraged to contact Dr. Linda Hansen, Coordinator of Special Projects at (909) 595-1261.

CORE CURRICULUM

The Walnut Valley Unified School District is committed to providing a high quality education for all students. In an effort to implement educational programs that are of the highest quality for all students, we at Vejar are committed to the following:

- alignment of our school's instructional program to State Standards;
- on-going staff development which focuses on the content of the State Standards, and their related Curriculum Frameworks and proven, effective instructional strategies;
- effective use of State-approved textbooks and other State-approved instructional resources in all of the required curricular areas: language arts, mathematics, science, history/social science, health education, physical education, and visual and performing arts;
- use and integration of technology to support the core curriculum and to familiarize students with real-world tools;
- articulation of essential learning and expected student outcomes from one grade level to the next, including the transition from elementary school to middle school;
- modification of the instructional program to meet the needs of all students, including students who are considered at-risk due to learning disabilities, limited English proficiency, and/or social/emotional challenges; and

- a high degree of parental involvement through the provision of parent education about the core curriculum and effective ways to help their children at home, volunteerism in the classroom, and through assuming leadership roles such as those that are encouraged through the Community Club.

EVALUATION OF STUDENT PROGRESS

Teachers evaluate the progress of their students in a variety of ways. The following list includes some of the many strategies and/or tools teachers use to assess student progress: observation, checklists, teacher-made tests, publisher's tests, skills-based tests and quizzes, conceptual tests, running records of students' oral reading progress, standardized tests, portfolios of student work samples, etc.

Report Cards

Report cards are issued trimesterly to all students in kindergarten through grade five. The purpose of the report card is to report student progress to parents and to identify students' strengths and areas of needed improvement. The report card should function as a tool to: 1) assist parents in better understanding their child's academic progress and 2) pinpoint areas for parents to support their child's progress at school. If a student is achieving at an unsatisfactory level with respect to attitudes/citizenship and/or academic progress, a progress report will be mailed to parents in the middle of the trimester. The report card is sent home with students at the end of each trimester (December, March, and June).

Parent ~ Teacher Conferences

Parent-teacher conferences are usually held in late October. The conference focuses on discussing student progress, identifying areas of strength and weakness, and planning new goals. Additional conferences may be requested by either the teacher or the parent, to be scheduled at any time during the school year.

Testwiseness

During the school year, students are engaged in a variety of testing situations. Generally, the purpose of testing is to assess student progress in order to

most effectively plan strategies and instruction which will motivate, challenge, and prepare students for the learning of new concepts and information. At school, we also teach the students how to effectively take tests by presenting them with many strategies that will help them now in elementary school as well later as they progress through their academic experience. You can help your child to do his/her best on tests by being aware of when tests are scheduled and by ensuring that he/she gets plenty of rest, eats a healthy breakfast, and gets to school on time on the day of a test.

Standardized Testing

Each spring, students in grades 2-5 are administered the STAR test, a state-mandated, standardized test which is normed to age appropriate achievement levels of students throughout the nation and which is aligned to the California State Standards. This test provides a snapshot perspective of student achievement in the areas of reading, written language, and mathematics. Parents receive a report of their child's scores and are encouraged to confer with the teacher about the report, as desired.

Portfolios and Rubrics

In addition to standardized and objective/ factual tests, students at Vejar participate with their teachers in the development of student portfolios. The portfolio is a collection of work over a period of time which marks progress in a very vivid and visual manner. Each year, teachers at Vejar utilize portfolios as a way to involve both students and parents in the evaluation process. Writing is the area of emphasis for portfolio use. A writing rubric is used as an evaluative tool; teachers and students use rubrics to score writing pieces.

Social Promotion/Retention

In 1996, the Legislature passed legislation requiring schools to identify students at-risk of being retained in the same grade level. This identification is based upon State Standards and criteria stipulated in WVUSD Board Policy. Students who are at-risk of retention are identified by the end of the first reporting period or trimester and are offered interventions to assist them in achieving higher levels of success. The classroom teacher will communicate a student's response to intervention to the parent at the first reporting period and will solicit the parent's help in supporting the student's academic progress. If

retention is still seriously being considered by the end of the second reporting period, a meeting will be held with the parents, teacher, principal, and SST representative to determine the appropriate next steps.

FIELD TRIPS

Field trips reinforce classroom lessons and enhance a child's educational experience. Every effort is made to arrange field trips so that they occur during regular school hours. Information regarding these trips is sent home prior to the day of the trip. Some field trips may require special arrangements regarding lunches and/or clothing. Please read all information and return necessary forms so that your child will be properly prepared. Please note that if the school does not have a signed field trip authorization form on file, the child will not be allowed to go on the trip!

Occasionally, parents are asked to act as chaperons on their child's field trips. You are encouraged to be involved in your child's educational experiences in this very special way. Field trips are usually very good learning experiences and enjoyable for parents, too! If you would like to attend a field trip with your child's class, you must make arrangements with the teacher in advance and complete the necessary paperwork. Please note that preschool aged and younger siblings are not allowed to attend field trips.

FUNDRAISERS

- (Fall) Fundraiser- Booster Drive Goal=\$30,000
- (Winter) I.T. Instructional Technology Campaign
Jump for Heart
- (Spring) Tile Wall
- Fall-Spring- (Humanitarian outreach projects)

Contributions to these fundraisers are vital in order to pay for enrichment and supplemental educational activities. It is important that to understand that these fundraisers are direct contributions that will benefit individual students: Examples of how funds are spent:

- 1) busses for fieldtrips
- 2) fieldtrip admission fees
- 3) enrichment magazines
- 4) 5th grade party
- 5) assemblies
- 6) Materials and supplies that enrich classroom instruction

- 7) I.T. monies are combined with other monies to help with ever changing technology demands (Point out our LCD projectors)
- 8) Playground equipment, material, supplies
- 9) Each year Vejar Community Club identifies a large purchase for the benefit of the whole school such as: new MPR chairs, the Marquee, trees planted around campus.

GIFTED AND TALENTED EDUCATION (GATE)

For students in grades 4-5, the Gifted and Talented Education Program is integrated into the regular school day by highly qualified teachers. In the fall, STAR scores are reviewed and recommendations for GATE are made for 4th and 5th grade students.

Identified students are provided an appropriate education which is challenging and motivational. Enrichment activities, which involve higher level thinking skills, reading more complex and higher level literature, and the use of problem solving strategies, are utilized in the regular classroom. For possible inclusion in the program and any questions regarding the GATE Program, please contact your child's teacher, the Principal, or the Elementary Learning Specialist.

HOMEWORK

Because of individual differences and needs of students, purposeful homework will vary from day to day and from student to student. The teacher will assign homework that will help students develop good study habits and practice learned concepts and skills. Assigned homework may be an extension of the school day or may involve special reports and/or projects.

Parents can help their children with homework by providing a quiet place to study, setting aside a specific time each day for homework, assisting with assignments, and listening to oral reading. Although one goal of homework is to help the child develop a sense of responsibility, your child may initially need help in making sure the work is completed and returned on time.

Use the following time increments as a general guide in establishing and maintaining an appropriate time frame for daily homework assignments. If you find that your child is spending significantly more time

than this on a consistent basis, please contact your child's teacher for clarification.

Grades K-1:	15 - 30 minutes
Grades 2-3:	30 - 45 minutes
Grades 4-5:	45 - 60 minutes

When requesting homework for your sick child who is missing school, allow 2 days of absence before requesting homework. If your child is truly ill, he/she will benefit from rest and light reading. Missed homework from an excused absence of 1-2 days may be made up over a reasonable period of time. Students/parents are encouraged to work with the teacher regarding the details. When requesting homework after 2 days of absence, call by 9:00 AM of the third day; homework will be ready for pick-up by 3:00 PM.

On days when your child is not assigned homework by the teacher but you would like your child to do some home study, the following assignments are suggested:

- READ, READ, READ!
- Write in a personal journal or dialogue in writing with a parent.
- Practice math facts, letters, words, etc. with flash cards.
- Study newly learned words from books.
- Practice handwriting (printing or cursive).
- Write a story or report of interest.
- Write a letter to someone.
- Practice measurement by measuring objects at home.
- Memorize a poem or story to recite to the class.

LIBRARY

On September 28, 2001, we opened the Wonder of Reading Library! It is a state-of-the-art facility and is designed to be the hub of the school in an effort to promote literacy and support the instructional program for students at Vejar. All students visit the school library on a weekly basis to check out books for independent reading and for use with class projects. The school library is also used as a reference/research center under the direction of the teacher during class time. Students assume responsibility for books when checking them out. Please help your child take proper care of books as

we will expect reimbursement for lost or badly damaged books and materials at the end of the school year before issuing report cards.

Textbooks

Since textbooks are expected to last for several years, students must cover them as soon as they are received. If necessary, it is requested that parents help with this task. Protecting textbooks in this way helps ensure that they will be usable for many years. Lost or damaged textbooks are the financial responsibility of the student and parents.

PHYSICAL EDUCATION

Physical education is required by state law and is included as an integral part of the instructional program for all students. With the assistance of the District's itinerant PE team, our teachers plan and implement a physical education program for their students that is developmental, age appropriate, frequently integrated with other aspects of the curriculum, and is in alignment with the Physical Education Framework for the State of California.

The physical education program for students in grades 1-5 is significantly augmented by the District's itinerant PE team. All students are expected to participate in the program which also is aligned with the Physical Education Framework for the State of California. The focus is on sportsmanship, flexibility, agility, aerobic endurance, the skills needed to play various games and competitive sports, learning the rules associated with those games/sports, and practicing the games/sports.

PE with the District's itinerant PE team is scheduled for every Thursday. It is important for students to remember this schedule as they must remember to dress appropriately on PE days. (If students abide by the Dress Code as described in this Handbook, they will be dressed appropriately for PE.)

Excused from PE

If a student is unable to participate in PE for one or two days, a written excuse must be sent by the parent or guardian. If a student is unable to participate for more than three days, a written statement from a physician is required. The student should tell his/her regular teacher of the note, then present the note from the parent or the written statement from the physician

directly to the PE teacher to insure clear communication with the PE teacher. It is important to note that the school office cannot excuse students from participation in the PE program.

SCHOOL BASED COORDINATED PROGRAM (SBCP)

Formerly: School Improvement Program (SIP)

The School Based Coordinated Program is a state-funded program which provides funds to support the instructional program for all K-5 students at Vejar. Currently, the funds have been allocated to pay for one regular education instructional aide, the health aide, computer equipment and software, instructional materials, professional books for teachers, and staff development opportunities for teachers.

The core curricular areas of language arts and mathematics have been targeted as the areas of emphasis for school-wide improvement this year through the use of SBCP funds. Other curricular areas will also be addressed in the ongoing development of Vejar's School Based Coordinated Plan; these areas include science, history/social science, health education, physical education, and visual and performing arts.

This program is reviewed every year by our faculty and School Site Council. Revisions are made as needed to improve the educational program for all students. Additionally, the program is reviewed every four years through a State mandated process called Coordinated Compliance Review; this occurred most recently during the 2002-2003 school year. Parents are encouraged to participate in this improvement program through participation at quarterly School Site Council meetings.

School Site Council (SSC)

The purpose of this Council is: 1) to recommend to the Board of Education a plan for a School Based Coordinated Program which is consistent with and supportive of the goals of the District, 2) to establish a budget based on the plan, 3) to review the implementation of the plan on an ongoing basis with the principal, teachers, and other school personnel, 4) to assess periodically the effectiveness of the plan, and 5) to annually review the plan and recommend to the Board any modifications to the plan and the proposed budget for the expenditure of State SBCP funds.

The membership of the School Site Council consists of an equal number of school staff and parents who are elected by their peers to serve in this capacity. The school principal serves as an ongoing member of the Council. If you have an interest in being elected to the School Site Council, please watch for the nomination form to come home with your child during the first few weeks of school. (A parent can nominate him/herself or another Vejar parent.) Meetings are held quarterly during the school year. All official meetings are open to the public and are announced on the Vejar Views calendar. An agenda is posted in the office window one week in advance of the meeting.

SUCCESS THROUGH AWARENESS AND RESISTANCE (S.T.A.R.)

Success Through Awareness And Resistance (S.T.A.R.) is implemented by the Walnut/ Diamond Bar Sheriff's Station and supported by the District. The program is targeted primarily to the fourth and fifth grade wherein the main objective is to present a clear, no-use message and to teach students how to resist peer pressure. Students learn that real friends will not pressure them into trying alcohol and drugs. They learn and practice specific strategies for responding to peers who offer them illegal substances. Alcohol, tobacco, and other drugs are illegal for minors.

The nine classroom lessons are usually conducted throughout the school year by a uniformed sheriff's deputy. The deputy also takes time to interact in a positive manner with the students at their lunch recess time. This provides a strong, positive role model for our students.

In addition to the fourth and fifth grade program, the STAR officer schedules visitations in kindergarten through grade three classrooms. These visitations are usually 15-30 minutes in length and focus on age appropriate safety and substance abuse prevention instruction.

TECHNOLOGY

At Vejar School, there continues to be an emphasis placed upon technology use for all students. We understand that in order for our students to be well prepared for the future and in order for them to achieve academic excellence now as well as in the

future, they must be technologically literate. Therefore, we are committed to the ongoing acquisition of state-of-the-art hardware and software for student and staff use, related staff development, and the ongoing revision and implementation of our multi-year technology use plan which is tailored specifically to the needs of our staff and students.

A fully equipped technology lab serves all students through regular classroom visits. All classrooms are equipped with i-mac, e-mac, and/or IBM-compatible computers, all with CD-ROM and Internet connectivity. Teacher leaders attend technology related conferences and return to the school site prepared to train and coach their colleagues. A technology committee consisting of highly qualified teachers and the principal drives and supports the technology program at Vejar. Every teacher develops an Individual Technology Plan each school year; the plan is designed to enhance technology use for their students.

Parent support and involvement have been critical to the ongoing success of our technology efforts. The Community Club has been very generous in recent years and is responsible for most of the hardware acquisitions in the classroom.

In our ongoing effort to heighten teacher awareness and to provide teacher training on the effective use of technology in the classroom, staff development will continue to be a focus. Funds and the allocation of time will be needed to continue offering quality professional growth opportunities for teachers. Fund raisers, district support, and Community Club support have enabled us to attain our goals thus far. We anticipate that future fund raising efforts, in collaboration with the Community Club, and ongoing support from the district will further ensure the attainment of our technology goals.

VOCAL AND INSTRUMENTAL MUSIC

Students in grades K-3 are taught a standards-based music, movement, and performing arts program by the regular classroom teacher. Students in grades 4-5 participate in the District's standards-based music program during the regular school day. Fifth grade students participate in weekly vocal or instrumental music classes with a trained teacher. Fourth grade students learn a variety of music concepts and skills including playing the recorder.

When a fifth grade student decides to take instrumental music, he/she is also assuming the responsibility of being prepared for that class. This includes the commitment to practice and to remember to bring the instrument and music. Students are not allowed to call home for forgotten instruments. They will, however, attend the music class and listen to the instruction. If the student regularly forgets the instrument, the music teacher will contact the parents about the problem.

If a parent notices that his/her child forgot the instrument and the parent chooses to bring the instrument to school, the parent will be asked to leave the instrument in the office for the student to retrieve. It is important to note that the office staff will not interrupt classes to inform students that instruments are in the office; however, students are encouraged to check the office on their way to music class.

All instruments and cases are to be clearly labeled with the student's name.

SUPPORT PROGRAM INFORMATION

AFTER-SCHOOL PROGRAMS

Currently, there are several after-school programs for students. These include:

- The Homework Club for students in grades 3-5 who need extra support to successfully complete their homework; involvement in this program is by teacher recommendation only.
- The Vejar Extended School Literacy Lab (VESLL) which is designed to support students who are not meeting grade level standards in reading and/or writing.
- Mentoring Opportunities for Reading Enrichment (MORE) for students in grades 2-3 who can benefit from reading support from a Walnut High School reading buddy.
- Vejar English Language Program (VELP) for students whose first language is not English.

Additional extra-curricular programs periodically offered include:

- Spanish Class

- Chess Club
- Drama
- Music
- Ceramics
- Drawing
- Science Explorers

Other opportunities include Girl Scouts, Boy Scouts, other programs offered through the City of Walnut Parks and Recreation Program, Soccer, and Little League.

CHILD CARE PROGRAM

The Child Care Program is coordinated at the district level and is housed at various elementary schools. The program provides quality before- and after-school care and serves as an extension of the school day. Day Care is available before and after school from 7:00 a.m. until 6:30 p.m. for students in grades K-5. If you are interested in this program for your child(ren), please contact the Child Care office at (909) 595-1261, ext. 56202 for more information.

COMMUNITY CLUB

The Community Club at Vejar very actively supports the educational process for all students. They are committed to promoting the welfare of children and youth in home, school, and community. They are committed to fostering strong home-school partnerships. They are committed to supporting the educational progress and well-being of every student at Vejar.

Among the activities and programs the Community Club has helped to sponsor recently are: purchase of needed technology equipment, room representative program and classroom parties, the school yearbook, two annual book fairs, enrichment assemblies and programs for students, field trips, equipping classes with emergency supplies for disaster preparedness, and various fundraising activities. Also, the Community Club supports a well-developed Multicultural Celebration which is held annually..

Administrative and procedural decisions concerning the Community Club are handled by an elected board. Budget approval and major policy decisions are made by a vote of those in attendance at monthly Community Club meetings. All Vejar parents are invited and encouraged to attend the monthly

meetings.

Membership in the Vejar Community Club is open to any adult in the school community who is concerned about the educational well-being of the students. Joining the Community Club does not obligate you to attend meetings, work in classrooms, serve on committees, or hold an office. It does enable you to support the objectives and programs of the Community Club, to become more involved in your child's school, and to meet other parents who are also interested in supporting the educational process for all students at Vejar School.

For parents who are interested in active involvement in Community Club, a variety of volunteer opportunities are available. We need room representatives, parents to help with sales for various fund-raising activities, and other various chairmanships.

If you have ideas or time to contribute, please contact the Community Club President by calling the school office and asking for her telephone number.

DISASTER PREPAREDNESS

Vejar School has an emergency preparedness plan which we will use in the event of a disaster that might occur during school hours. Periodic safety drills are held to comply with state law and district policies. These drills include fire drills, duck and cover drills, evacuation drills, and lock-down drills.

A committee consisting of staff and parents exists to analyze and improve the plan on a regular basis. Each year, significant progress is made with respect to plan improvements, training of staff for their specific roles, and restocking of materials. Although we hope that the plan will never have to be utilized, it is designed to ensure the welfare and safety of the students and staff during school hours.

As part of the plan, each classroom is equipped with an emergency backpack which includes a small first aid kit for minor injuries, class lists, and activities for the students to help them remain as calm and comfortable as possible while detained at the school. In addition to classroom supplies, the school maintains a central bin that is stocked with water and food, blankets, first aid supplies, and other needed materials in the event of a disaster.

It is important to note that your child may be required

to remain in the care of the school in the event of a major disaster until it is considered safe for the child to be released. Your child can only be released to you or someone you designate on the disaster emergency card. Please be sure to notify those designated people that they are listed on the card.

Our Community Club contributes to disaster preparedness through its gifts of time, supplies, and resources. The staff is greatly appreciative of their efforts and volunteerism. If you would like to donate your services or resources with respect to disaster preparedness, please call the school office.

ALERT! IN THE EVENT OF AN EMERGENCY DURING SCHOOL HOURS, PLEASE REPORT TO THE FAR WEST GATE FACING THE PARKING LOT ON VEJAR ROAD TO RETRIEVE YOUR CHILD.

To ensure safety for all students, a student release procedure is in place and has been practiced by school staff. You will be required to show identification and sign your child out through school staff who will be posted at this gate.

HEALTH SERVICES

Health Services for students at Vejar are coordinated through the efforts of the district nurse. Vision, hearing, and pediculosis screening tests are administered annually to students in kindergarten, special day classes, and grades 1, 2, and 5. All of the above screenings will be conducted annually at the grade levels as designated unless the parent requests in writing that his/her child be excluded from screening.

Vision and hearing tests are administered to students in other grades upon teacher referral or to meet special program requirements. Scoliosis screening is provided for students in grade 5 and the upper grade special day class students.

PARENT VOLUNTEERS

Parents are encouraged to volunteer in classrooms at Vejar School. Teachers appreciate parental support in a variety of areas, such as listening to a child or small group read, writing young children's dictated stories, artistic pursuits such as helping with bulletin boards and special projects, etc. Your help, periodically or

on a regular basis, is greatly appreciated and enriches the educational experiences of the students.

Please make prior arrangements with the teacher so he/she will be ready for your assistance by having plans and/or materials ready for you.

Please remember that it is important that you check in at the office before proceeding to the classrooms. For the safety of our students, it is imperative that all people on campus are authorized to be there.

In addition to checking in at the office, please be sure to sign in on the volunteer sign-in log in the office. This enables us to keep a running total of volunteer hours in the school. Please sign-in on this log each time you come to the school to volunteer.

SPECIAL EDUCATION SERVICES

A variety of special education programs are provided for students with identified special needs. These programs are made available through the coordinated efforts of the support staff at the district office and the Vejar team of professionals. We firmly believe that all students can learn; therefore, we strive to provide the appropriate learning environment for all students.

Currently, we provide a Resource Specialist Program (RSP), two Special Day Classes (SDC), and one full-time Speech and Language Program for students who qualify for these programs. Other special education programs are available to our students who qualify for them and are located at other school sites in the district and other local school districts.

Generally, it is the classroom teacher who recognizes special needs of students related to learning and/or speech difficulties. Learning disabilities can stem from a variety of sources, such as a delay in visual and/or auditory processing. After recognizing such a delay or other social, academic, or behavioral difficulty, the teacher will contact the parent(s) and seek advice from the RtI (Response to Intervention) Team.

The Response to Intervention Team (RtI) is composed of regular education teachers who have been specially trained to guide and assist teachers in supporting students with special needs. The team will meet together to discuss the student's strengths and

weaknesses and to give advice regarding appropriate teaching strategies and interventions to use with the student. Usually, the team will meet again within three to six months to evaluate the effect of these interventions on the child's school success. The RtI Team may or may not make a referral to the school Guidance Team for a more in-depth look at the student's needs.

The Guidance Team consists of the Principal, the School Psychologist, a Speech/Language Specialist, the Resource Specialist, and the Elementary Learning Specialist. The Guidance Team will consider many possibilities for supporting the student's success at school. Formal assessment may be recommended. Parental written consent is required for this formal assessment. Upon completion of the testing, an Individual Educational Plan (IEP) meeting will be held. In attendance will be the members of the Guidance Team, the student's teacher, the parents, and sometimes a district representative. Test results and available placements or programs will be reviewed and acted upon with the written consent of the parents.

in supporting the education of their children.

If you have questions regarding the Title I Program at Vejar School, please call the office and request to speak to the Elementary Learning Specialist.

TITLE I PROGRAM

Title I is a federally funded program designed to support students who are performing below standard in reading and/or mathematics. The school receives additional funds to plan a support program that is Standards-based, research-based, and implemented by high qualified teachers and paraprofessionals.

At Vejar, we support our Title I students in the following ways:

- ✓ The Elementary Learning Specialist is a Title I teacher and helps to plan, facilitate, and oversee Title I programs.
- ✓ A reading intervention teacher is hired and trained to work 1:1 or in small groups with students in grades K-2.
- ✓ An after-school program called VESLL (Vejar Extended School Literacy Lab) supports students in grades 3-5.
- ✓ Highly trained Title I teachers support the learning program in grades 3-5 classes by working with individual students and small groups.
- ✓ Specialized instructional materials and technology are purchased to support the students.
- ✓ Parent education is provided to assist parents