



Village School Handbook 2014-2015 School Year

Welcome To Village School

Handbook Overview and 2014-2015 Goals

Dear Parents:

Welcome to the 2014-15 school year. Because we are committed to developing a strong partnership between the home and school, this handbook has been prepared with information, policies, procedures, rights and responsibilities for all students and parents at Village School.

At Village we are committed to providing the highest quality education possible. You have chosen to entrust the education of your child to us, a mission we take very seriously. While your child attends Village School, (s)he will receive the best instruction possible in an environment, which recognizes each child's potential.

During the 2014-2015 school year we are looking forward to:

- Purposeful and deliberate implementation of California Common Core Standards in all grades.
- Ensuring that homework assignments and expectations reflect current research and fully align with CUSD board policy.
- Maintaining and growing our Positive School Climate through the continued implementation of Positive Discipline, No Bully Solution Teams, Project Cornerstone, Mix-It-Up Mondays, Positive Behavior Support and Intervention (PBIS) and other initiatives.
- Continuing to ensure that all students have a safe, consistent and predictable environment in which to thrive.

Education is a partnership between the school and the parent. We encourage you to work with us. Throughout the year we will provide you with suggestions, which will help your child. Please take advantage of these suggestions and stay in touch with us. Our staff is always open to your insights and observations that will help us provide the best possible education for your child. As a team we will maintain the high standards set at Village School.

We ask your support in helping us to maintain a positive school environment. This handbook has been distributed to all families. Please review this handbook with your child.

Should you have any questions or comments, please do not hesitate to contact me.

Sincerely,

David Wilce
Principal, Village School
dwilce@campbellusd.org

Village School Mission Statement

***Village School, a family-centered nurturing community,
inspires children to discover their fullest potential
on the road to life-long learning.***

Our Beliefs

"We all belong. We are all significant.

As we work, learn and play, we come together with compassion and respect."

- ❖ *We need to maintain our individuality while functioning as part of a group.*
- ❖ *Everyone needs to learn how to be self-directed.*
- ❖ *Everyone needs a mentor.*
- ❖ *Internal motivation is the critical influence in the development of character.*
- ❖ *Education cannot be prescribed as a one-size-fits-all formula.*
- ❖ *We should raise life-long learners.*
- ❖ *Everyone wants to achieve.*
- ❖ *All students should have good feelings about school.*
- ❖ *All children can learn.*
- ❖ *Higher expectations yield greater results.*
- ❖ *Diversity enriches society and the person.*
- ❖ *Consistency and structure allow children to understand.*
- ❖ *Development of the whole person is essential for a balanced life.*

Village School Definition

- ❖ *Children learn better by hands-on experiences in the classroom and in the community (field trips).*
- ❖ *Families are committed to their child's education and children do better in school when they understand their parents are interested in their learning.*
- ❖ *Developmental education means we start where the child is developmentally and grow continuously throughout the year.*
- ❖ *Curriculum is integrated and skills are taught in tandem.*
- ❖ *Learning how to make choices is a valuable tool for children. Making choices empowers children and helps them to become self-reliant.*
- ❖ *Discussing what has been learned helps children to solidify their knowledge, therefore our environment encourages movement and talking.*
- ❖ *Children need time to explore on their own through play. Children will have opportunities during the day to choose from a variety of activities.*
- ❖ *Children's social development is as important as their academic development. Learning to solve problems using the principles of Positive Discipline is a school-wide philosophy (i.e. daily class meetings).*

Village School

Bell Schedule
2013-2014

8:03 **Welcoming Bell for 4th/5th**
8:05 **Classroom Instruction Begins for 4th/5th**
8:22 **Welcoming Bell for K-3**
8:25 **Classroom Instruction Begins for K-3**

10:40-11:00 **Snack/Recess**
12:40-12:55 **Lunch in Courtyard**
12:55-1:20 **Lunch Recess**
2:30 **Dismissal**

*Wednesdays are shortened days, and school ends at 1:30

Arrival and Dismissal / Closed Campus

Daily Schedule

School begins 8:05 a.m. Grades 4-5
 8:25 a.m. Grades K-3
School dismissal 2:30 p.m. Grades K-5 (except Wed. 1:30 p.m.- early dismissal days)

Arrival:

Students may not arrive prior to 7:55 a.m. No supervision is provided prior to the start of school. Parents are welcomed to stay and supervise their child/ren in playground or courtyard area. Please time your child's departure from home so (s)he arrives between 7:55-8:05 a.m. Students should remain in the courtyard area, until school begins.

Dismissal:

Students are expected to leave school at dismissal time. Afterschool supervision is the responsibility of the parents. Students are not to be left to play on the playground unsupervised. Parents are to meet students in the courtyard, or for drive up pick up, in front of the school.

Appointments:

In order to avoid missing valuable class time, we ask that you make medical, dental, and other appointments after school hours, on staff development days, or on Wednesday shortened days when possible.

School Office

The school office is open from 7:30 a.m. to 3:00 p.m. on school days. Our office telephone number is (408) 341-7042. If you are reporting your child absent, you may call our 24-hour absence recorder at (408) 341-7042.

Closed Campus

Village School has a closed campus policy.

- ◆ Students may not leave campus without permission from the office from the time of their arrival on campus through the dismissal bell.
- ◆ Students who come to school after the start of school must report to the office before going to any class.
- ◆ All school gates will be locked during school hours and all visitors must enter through the school office
- ◆ All visitors, including parents and volunteers, must check in with the office and obtain a visitor's badge before entering the campus. All visitors must check out and leave campus through the front office.
- ◆ Parents must come to the office to sign their student out if they are taking him/her off campus for any reason.

- ◆ Items (such as lunches, money, special projects, etc.) that need to be delivered to students by a parent during school hours must be done through the office. Parents may not go directly to the classroom or onto the playground.
- ◆ Students may be issued a temporary or permanent lunch pass for home lunches if parents make such a request in writing to the attendance office. No student will be granted permission to purchase lunch off the school grounds unless accompanied by a parent or guardian.
- ◆ Students may not bring visitors (such as friends or relatives) to school or visit them on campus.

General School Rules

All students are expected to abide by the following expectations for student behavior:

- Model Respect
- Make Good Choices
- Solve Problems

VILLAGE VALUES

LOCATION	MODEL RESPECT	MAKE GOOD CHOICES	SOLVE PROBLEMS
COURTYARD	- Clean up - Voice level	- Walk in the courtyard	- Follow expectations
RECESS/LUNCH RELEASE	- Low volume - Walk quietly and calmly - Be aware of others around you - Keep hands, feet and objects to self	- Remain respectful in courtyard until bell rings - Walk to playground	- Clean up
GAMEROOM/LIBRARY	- Clean up - Respect materials	- Include everyone - Use problem-solving skills - Share and use equipment properly	- Follow adult directions - Play by school game rules
BALLROOM	- Wait your turn	- Know what you want - Return equipment	- Share and use equipment properly
BATHROOMS	- Wash hands - Keep floor clean and dry	- Respect privacy - Use quiet voices - Wait your turn	- Flush toilet after use - Return to classroom right away
FIELD/BASKETBALL COURTS	- Follow game rules	- Show good sportsmanship - Pick fair teams	- Listen to both sides
GARDEN	- Take care of plants and rocks	- Tread lightly – leave no trace of you being there	- Replace rocks when you are done
LUNCHROOM	- Use good manners		

Playground Expectations

1. Walk
2. Hands/bodies to yourself at all times.
3. Toys/cards stay at home.
4. All climbing is done on the play structure only.

5. All playground equipment stays on the school side of the fence. Equipment that goes over the fence will be retrieved by an adult.
6. K-1 tricycles will be used on the track in one direction (court yard in front of office) during lunch recess.
7. Sand box for kinders only at teachers' discretion with adult supervision.
8. The area behind rooms 1-3, the staff room and room 10 are off limits for play during morning and lunch recess.
9. Students must be accompanied by an adult to go play basketball at Capri (Please remember we are guests there)
10. Be safe and respectful in and around the restrooms.
11. All play stops when the bell rings. Students will walk to their classrooms to line up and wait for the teacher.
12. Yard duty supervisors remain on the playground until all children have left the area.
13. Tag games allowed as an adult supervised activity on the field only.
14. Please use all playground equipment properly. (Example: jump ropes = jump roping)

SLIDE:

1. One person at a time, sitting, feet first.
2. Move down the slide only.

BARS:

1. Students will travel in only one direction, one bar at a time.

TRICYCLES:

1. Tricycles are used by kinders and 1st graders.
2. One direction only.
3. Tricycles are to be ridden sitting down.
4. After three times around, if there are others waiting, give another student their turn.
5. Tricycles are walked back to ballroom by students.

BALLS:

1. Red balls are used for wall ball.
2. Yellow balls are for kickball on the field.
3. Soccer balls are used for soccer games
4. Squishy balls are for nation ball and dodge ball only.

DODGEBALL RULES

Players are allowed to choose teams. One team is on the inside of the circle and the other team is on the outside of the circle. The team on the outside is trying to eliminate the team on the inside. Squishy balls (small, soft balls) are thrown from the shoulders down. Any ball that hits the head does not count as an out. If a player is hit by the ball, he /she is eliminated until the end of the game or until a player from inside the circle catches the ball and chooses a player to re-enter. Only one eliminated player may enter from each ball caught. Once the entire team is eliminated the teams switch places.

- Play in the black top circle only.
- Use small soft dodge balls only, two per game.
- Adults should supervise closely.

NATION BALL

Nation ball is played out on the basketball courts using two squishy balls (small, soft balls). The adult supervising this zone chooses teams (1,2,1,2,1,ect.). Upon the start signal, "Nation Ball", students can begin throwing balls at each other. There are four ways to get "out":

A player is hit below the waist.

A player tries to catch the ball and drops it.

A player throws the ball and someone on the other team catches it before it bounces.

A player goes out of bounds while trying to avoid being hit.

When a player is hit with the ball, they must go anywhere out of bounds on the other teams side. Players outside of the boundaries must get the ball anytime it goes out of bounds on that side. They are still trying to get the opposite teams players out. At any time, players can pass to their teammates whether those teammates are in or out. The game ends when all players from one team are outside the boundaries.

KICKBALL RULES

Players are allowed to choose teams. One team is up and the other is outfield, set up like baseball. Use the red “kickball” only, and bases stored in the ball room. Play begins when the pitcher rolls the ball toward home plate for the player who is Up to kick. Once kicked, if the ball is caught in the air the kicker is out. Everyone on the team gets a turn to kick before 2nd turns. A player is also out if the ball is thrown at them and they are hit or if they are tagged with the ball, before touching a base. Stealing bases is not allowed. Once a team gets 3 outs, the other team is up. Keep track of the kicking rotation so everyone on the team gets a turn to kick before 2nd turns. No score is kept. Kick ball is to be a friendly, non-competitive game.

WALL BALL

The goal of the game is to strike (hit or sock) the ball in a downward motion so it bounces on the ground then hits the wall. The game starts by the first person in line serving the ball to the second person in line by first bouncing it on the blacktop and then hitting the wall. In turn, each player takes a turn hitting the ball on the blacktop and against the wall after it has bounced once on the blacktop AFTER coming off the wall (one hit, one bounce). Two players only can be on the court. The first person in line is the judge if there is a question about a call. No outs on a serve.

A player is out when:

*The ball doesn't bounce before hitting the wall.

*The ball doesn't bounce before the player hits the ball.

*The ball hits the very corner of the wall and ground.

*The ball doesn't bounce inside the lines after it hits the wall.

*The ball is stopped or caught.

*The ball misses the wall by going over it or to the side. Person who hit is must get it.

TETHERBALL

To serve the ball player tosses the ball into the air and hits in the chosen direction. The opposing player may not hit the ball on the first swing around the pole. Server may not hit the ball before the opposing player touches it. No roping, swinging, stepping on the line, climbing pole or sitting on the ball. Holding the ball then hitting it is an out. End of game happens when the ball is wound tightly around the pole above the head of the tallest player. The waiting players act as referees throughout the game.

BASKETBALL

Basketball is played during morning and lunch recess when available. An adult must be on the basketball court to supervise

FLAG FOOTBALL

Flag football is played during lunch recess only with adult supervision.

GARDEN AREAS

Garden is for eyes only. Garden is used during a center activity or when accompanied by an adult.

Village School children will be on the playground together at morning recess and lunchtime everyday, so it is important to be aware of the expectations. Parents working during the lunch period are especially encouraged to be aware of appropriate behavior on the playground.

In General

- Stay positive and have fun with the children!
- Use staff to help you when needed.
- Use the steps of conflict resolution. Refer to the wheel of choice.
- Sign in and wear your nametag.
- Seek a staff member when an emergency arises.
- Ask Principal Stephanie or staff about kids you're worried about.
- Please cover your assigned zone promptly when recess begins.
- Please stay off cell phones during your assignment.
- Phones should be on vibrate while on campus.

Coming to School and Returning Home

Parent Drop-off and Pick-up

- Allow yourself time to find parking and walk. You may park in the Village School parking lot, along the street, or in the neighboring parking lot at Nordahl Hall. Please be thoughtful of our neighbors and do not park on grass, in or in front of driveways, obey the parking signs, and be courteous of pedestrian and automobile traffic.
- You may drop-off or pick-up your child using the "loading" lane on the right side of the parking lot. When using this lane, please make sure your child enters and exists to the right next to the curb, not into the parking lot. This will keep your child safe. If your child is not out front when you arrive for pick-up, please use the passing lane to circle the parking lot until you see your child. Then you may enter the "loading" lane. Please do not block the passing lane, as it stops traffic for the whole community.

Walking

Students walking to and from school are encouraged to walk with family members or friends, not alone. Students are expected to follow the school's behavioral standards and all safety laws, including crossing at the crosswalk. Parents can set a good example by following the safety laws at all times. Make sure your child is familiar with the safety laws and how to handle an emergency situation.

Riding the Bus

Riding a school bus is a privilege extended to students by the Campbell Union School District (CUSD). There is a yearly transportation fee for those students living in designated areas. Applications for transportation are distributed to students at the beginning of the school year and must be returned promptly. Fees may be paid yearly, monthly, or on a semester basis. Free and/or reduced bus fees are available to those families who qualify. Contact the Transportation Department at 341-7208 with questions not addressed in this handbook.

Upon approval of the transportation application, your student will receive a bus pass and a copy of the bus regulations. Students are expected to follow these regulations when entering or exiting the bus, while on the bus, and at all bus stops. Failure to comply may result in a behavioral citation, including suspension of bus riding privilege.

Riding Bicycles

Third- through fifth-grade students are eligible to ride their bicycles to school. Students must lock licensed bicycles (one per lock) to the racks provided in front of the school near the flagpole. The district is not responsible for bicycles, which are lost, stolen, or damaged.

The law requires children to wear helmets when riding. When riding off campus, students must obey all traffic rules. Violations may result in a student losing his or her bicycle riding privilege.

Personal Information Card

For the safety of your child, it is imperative to complete the Personal Information Form, which was mailed to you in August, and return it to the school office immediately. This is the only way office staff can contact you in the event of an emergency. It is also the only means the staff has of verifying your authorization of designated friends or family members picking up your child. Without such verification, staff cannot release a child under any circumstances.

Be sure to call the office if your home address, work location, or telephone number changes. If you have moved outside CUSD attendance boundaries, you **must** obtain an interdistrict attendance agreement from your resident district (This does not apply to Village School families). The transfer must be approved by both districts for your child to continue his/her attendance in the Campbell Union School District.

For information regarding interdistrict transfers, please contact your school office or the Campbell Union School District Enrollment Department at 341-7000 extension 6209.

Student Check-out Procedure

Once a student arrives on campus, he or she cannot leave during school hours except when the office has a written note from the parent and/or authorized person signs the child out in the office. If any staff member observes a child being escorted from school without such documentation, the staff member may stop and question the person or persons involved. If a student leaves without proper permission, that student will be considered truant and the police may be called.

Attendance, Truancy, and Health Information

The importance of regular attendance cannot be overemphasized. In addition to the obvious learning benefits to students, law requires regular attendance. As a result, office staff must verify all absences and classify them as excused or unexcused. California Education Code 46010 defines only the following reasons as **excused absences** from school:

- ◆ Illness
- ◆ Funeral service (immediate family)
- ◆ Medical, dental or chiropractic appointment
- ◆ Quarantine
- ◆ Religious Observance
- ◆ Court appearance

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence (AR 5113)

Illness

For health and safety purposes, students who exhibit any of the following symptoms should not be sent to school:

- ◆ A fever or more than 100 degrees
- ◆ A productive cough with yellow or green nasal discharge
- ◆ Eyes that are red, swollen, crusty, draining, or oozing
- ◆ A severe sore throat
- ◆ Diarrhea, nausea, or vomiting
- ◆ Head lice (*notify school immediately*)

- ◆ Contraction of a childhood communicable disease such as chicken pox, measles, or mumps (*notify school immediately*)
- ◆ An untreated infectious illness such as upper-respiratory infection, pink eye, strep throat, or bronchitis (*notify school immediately*)
- ◆ Rash of unknown origin (not diagnosed by health care provider)
- ◆ Acute, severe earache or purulent drainage from ear
- ◆ Severe toothache
- ◆ Pain that does not subside after resting

If a student exhibits any of the above symptoms, the office staff notifies the parents and requests that the child be taken home.

A child diagnosed with a bacterial infection should return to school only after receiving at least 24 hours of antibiotic therapy **and** has been 24 hours without a fever (excluding fevers controlled by fever reducing medication, i.e. Tylenol).

If your child is diagnosed with a bacterial infection, only send your child back to school if he or she has received *at least three doses* of antibiotic and had a normal temperature reading for at least 24 hours. With viruses, make sure there are no symptoms, including fever (even low grade) for 24 hours. For childhood communicable diseases, consult your child's physician.

In physician-confirmed cases of childhood communicable diseases, some bacterial infections, and/or head lice, the office staff sends home an exposure notice. Be sure to read the notice carefully as it contains detailed information on symptoms and the incubation period.

Unexcused or unverified absences are absences for reasons not approved under State guidelines. All absences are recorded on a daily basis. California law (Ed. Code 48260) states that a child is considered truant if he/she has three or more unexcused absences in one year. Students with excessive absences will be referred to the School Service's office, which may result in a home visit and/or referral to the School Attendance Review Board (SARB)

Questionable/Excessive Absenteeism: When a student's total number of absences are in excess of 10% of his/her days of enrollment of the current school year due to illness and verified by approved methods, any further absences for illness must be verified by a physician, school nurse, or other school personnel. Failure to provide verification by the physician will result in these absences being recorded as unexcused.

Tardies

Unless approved in advance, the failure of a student to be in the assigned classroom within the first 30 minutes of class will receive unexcused tardy. When a student is tardy in excess of 30 minutes on three or more days in a school year, the student is considered, a legal truant (Ed. Code 48260)

Absence and Tardy Reporting

A student's absence from school must be verified by parent/guardian with a written note on the date they return to school or phone call to the school within 24 hours of the absence.

Whenever a child has missed more than 10 days in a school year for a verifiable excused reason, the parent must provide supporting documentation for any further absences to be considered excused. Verification may include notes from doctors, dentists, or other medical professional (on letterhead), a school nurse or health clerk verification, funeral notices, or other supportive documentation.

A verification of the reason for absence shall not be accepted after 20 school days after the occurrence or 14 calendar days after the last school day of the school year (Ed. Code 46015)

Absence 24 hour Reporting Line: (408) 341-7042

Information needed: Child's name, grade, name of parent/guardian reporting, dates absence(s), and reason for absence.

School Attendance Review Board (SARB)

Students who fall under the truancy law (Ed. Code. 48260-48263) shall be reviewed according to law and the rules and regulations established by local board policy. This review process may include a referral to the district SARB, a panel of district and community representatives.

Truant Defined: The student was absent from school without a valid excuse for three days or was tardy or absent for more than a 30-minute period during one school day without a valid excuse on each of the three days, or any combination thereof. This is the first truancy. After the first three unexcused absences, each unexcused absence or tardy over 30 minutes that follow count as one more unexcused absence. These are the second, third, fourth, etc. truantries.

Habitual Truant Defined: Any student is deemed a habitual truant who has been reported absent without valid excuse for three days or was tardy for more than 30 minutes, or any combination thereof, had a letter sent to the parent or guardian, and has had three more unexcused absences or tardies over 30 minutes, or combination thereof. A district employee has made a conscientious effort to hold a least one (1) conference with the student and his/her parent or guardian, after filing reports required by Education Codes 48260-48261.

Purpose of SARB

1. To identify and provide coordinated district and community services to assist parent(s) and student when the student is truant or has school behavior problems.
2. To ensure that appropriate District and community resources have been used prior to referral to the judicial system.
3. To consider the following options if District and community resources are unable to correct school attendance or behavior problems:
 - Propose the use of alternatives to the juvenile court system
 - Refer the student and parents to the Santa Clara county District Attorney's Office

School Health Office

Students sent to the health office are attended to by the office staff. The District Health Services Department works in collaboration with all school health offices and trains district personnel in first aid, safety, and emergency procedures. A district nurse is on call for emergencies and oversees all specialized health services. The district nurse also administers the state-required vision and hearing screenings for specific grade levels and reports any concerns directly to parents.

Immunizations

(CUSD AR 5141.31; CUSD BP 5141.31; California Immunization Handbook) Students entering a district school or childcare and development program, or transferring between school campuses, shall present an Immunization Record, which shows *at least* the month and year of each immunization in accordance with law. Students shall be excluded from school or exempted from immunization regulations only as allowed by law.

*A transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school.

TDAP According to State law, students entering grades 7 through 12 must show evidence of TDAP booster prior to beginning school. Failure to do so will result in the student's exclusion from school.

Tuberculosis (TB) School Mandate The TB School mandate includes all students entering Transitional Kindergarten, Kindergarten and students transferring into grades TK through 12 from outside Santa Clara County. Refer to the CUSD Parent Notices-Communicable Disease Control; Immunization section for more information.

Oral Health Assessment (Ed. Code 49452.8) State Law requires that each child have an oral health assessment (dental check up) by a licensed dentist or registered dental health professional or a signed waiver on file by May 31 in either kindergarten or first grade, whichever is the child's first year in public school. An Assessment completed within 12 months before a child enters school also meets this requirement.

First Grade Physicals (Ed. Code 49450) (Health and Safety code 321.50 and 323.5) State Law requires that each child enrolling in the first grade must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months, unless provisions for exemption have been made.

According to State law, students entering grades 7 through 12 must show evidence of Tdap booster prior to beginning school. Failure to do so will result in the student's exclusion from school.

Medication

Any student required to take medication during school hours may do so provided his or her parents and physician complete a *Medication Administration At School* form. The medication must be in its original container with clear directions on the label, including the student's name, medication name, and dosage instructions. All medication must be stored in the health office, although special circumstances may exist to allow a student to carry an emergency medication and self-administer the medication with parent/guardian and physician approval (i.e. asthma inhalers, EpiPens). A district nurse must approve any special circumstance.

Meals and Snacks

Campbell Union School District participates in the National School Lunch Program. Students may also bring cold lunches from home and/or a nutritious snack to eat during the morning break. Cold milk and juice are available for a nominal fee to students with cold lunches. Information regarding school lunch procedures, use of student identification cards and payment information is sent home the first day of school and in school bulletins throughout the school year.

Free or reduced-price meals are available to students who qualify under federal guidelines. Application forms go home the first day of school and are available in the office any time.

Morning Snack: You will be asked to bring snack for your child's class 1-2 times per month depending on the number of children in the class. The objective of eating a mid-morning snack is to provide the children with a quick, healthy, pick-me-up. Use your imagination! Keep it simple! The kids are easy to please and are quite willing to experiment with different foods. It is nice to offer 2 things, but it is not necessary. Here are some examples:

- Apples and Crackers
- Oranges and Pretzels
- Raisins and Mini Bagels
- Baby Carrots and Bread

Buy healthy and inexpensive. Sugar filled snacks will not be served to children. Please do all cutting of fruits and vegetables and other preparations at home. Remember, ease in preparation and cleanup is key.

Food allergies are present on our campus. Your class coordinator will make you aware of any special dietary restrictions that exist in your child's classroom. If your child has a particularly restrictive diet, please pack his or her own snack each day.

Communication

The most important way to ensure a child's success and positive school experience is through good communication. Without it, we all miss out on enriching opportunities. Be sure to do your part by reading all information in your parent folders, in the Village Voice School newsletter, Village Announce yahoo group, Village website, Parent Information Bulletin Board, attending Parent meetings, and asking questions. Village School staff and PTA board members are happy to answer any questions you might have.

Weekly Envelopes

Every student receives an envelope full of pertinent information the first day of school. After that, the information is filed in your parent folders, located in two filing cabinets outside the door to the VS Office. Each family has a folder with their family name. These folders are used as a means of communication for everything from monthly lunch menus to one-one personal notes. Check your parent folder at least weekly, especially at the beginning of the year. Regular enclosures include class notes, *Village Voice Newsletters* (if not receiving them electronically), classroom newsletters, lunch menus, important PTA or district information, letters or correspondence, plus occasional community activity brochures.

Concerns and/or questions

Please contact your child's teacher if you have any concerns and/or questions. If you feel your attempts to resolve an issue has failed, please contact the school office for assistance.

School Safety and Student Discipline

Emergency Procedures

All schools in the Campbell Union School District follow established procedures during emergencies. Emergency preparedness includes monthly school-wide drills. These drills help both staff and students to be better prepared should an emergency situation arise.

In the case of an area-wide emergency situation, the superintendents of all school districts act as emergency officers for their respective districts. If the school superintendent declares a state of emergency during school hours, all students will be required to remain at school or an alternate safe site supervised by district personnel. The students will be released at regular dismissal time only if it is deemed safe. At that time, students will be released to authorized adults only (the parent, legal guardian, or adult listed on the Personal Information Form). Refer to the Personal Information Form section on page 5. If bused students are on their way to school during an emergency, the bus will continue to school. Students walking to school during an emergency should proceed to school. Likewise, if they are on their way home, they should continue home.

Campus Safety

Campbell Union School District makes every effort to maintain a safe, positive school environment that promotes student welfare and academic achievement. The District expects students to make good use of learning opportunities by demonstrating regular attendance, appropriate conduct, and respect for others. Students who jeopardize the safety or welfare of others on campus shall be referred to an administrator for disciplinary action, including involvement of local law enforcement agencies when necessary.

The Governing Board recognizes that incidents may occur which jeopardize the health, safety and welfare of students and staff and which necessitate the search and seizure of students, their property, or their lockers by school officials. School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or the school. The parent/guardian of a student subject to an individualized search shall be notified by the district as soon after the search as possible.

Law enforcement officers have the right to interview and question students on school premises. Police officers, officers of the juvenile court, and other authorized law enforcement officials have an absolute right to enter a school to take a student into custody or to make an arrest of a student.

Campbell Union School District works closely with local law enforcement agencies in the preparation, review, and annual adoption of school safety plans. In emergency situations, which may pose a threat to campus safety, local police will work closely with school staff and will direct all safety and security operations. In order to ensure student safety, all school personnel, students, and parents must comply with the law enforcement directives in such emergency situations. Non-school personnel, including parents, will not be permitted on school grounds or access to students until the police have determined a threat to safety no longer exists.

(Governing Board Policies and Administration Regulations 5131.4, 5145.11, and 5145.12)

Expected Behavior

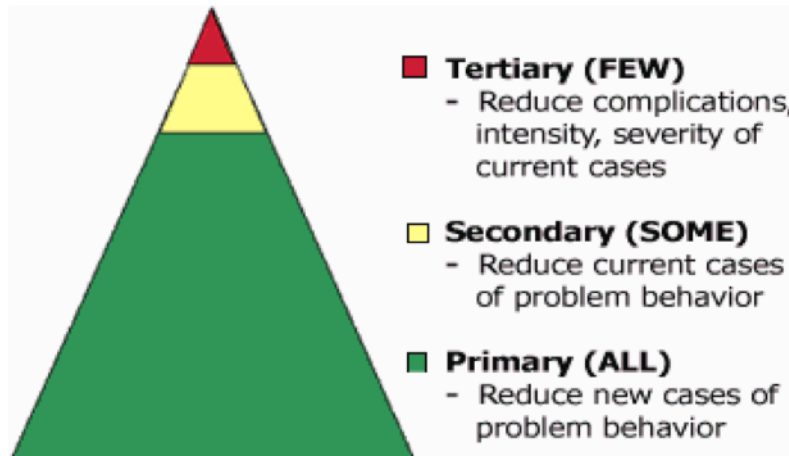
In order to provide an effective learning environment for all students, Village staff works in collaboration with students and parents to provide a predictable, positive, safe, and consistent school environment. Using the Positive Discipline program means more than teaching students about life skills. It also means creating a whole new school environment, where students know they count, where discipline is positive, where teachers understand the motivation behind behavior instead of looking for causes, where students are included in problem solving with parents and teachers, where teachers help each other brainstorm options for dealing with difficulties, and where encouragement is the foundation.

Students who engage in inappropriate or disruptive behavior, fail to follow classroom or school rules, or refuse to abide by the directions of school officials while at school will be subject to disciplinary actions by their teachers and/or school administration.

Students who harass, bully, or otherwise intimidate other students shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion.

Positive Behavior Intervention System (PBIS)

At Village we have developed a systems approach to establishing the positive social culture and behavioral supports needed to support an effective learning environment for all students. We have a three-tiered approach:



ALL Students-Primary

Consistent expectations
Consistent school wide lesson plans-common areas
Common understanding-Major/Minor behaviors
Consistent Referral Process
Positive Environment-Regular Recognition/Acknowledgment
Alternative lunch recess areas – Room 10/Library
Solution Team
Wheel of Choice for problem solving
Parent supervised outdoor games and activities (crafts in the courtyard, yarn club, etc.)

Secondary and Tertiary

Check-in-Check-out
Solution Team
Individualized Behavior Plans (tiered approach)
Intervention Team
Possible Student Study Team

Primary Preventions & Interventions:

Our expectations are that students, staff, parents, and community: **Model Respect, Make Good Choices, and Solve Problems** (Village Values = **MMS**)

Creating an atmosphere based on a mutual respect is the foundation on which our students will learn academically and socially. Students will continually be taught how to be safe, respectful and responsible at school and in the community. Student compliments and encouragement may occur as part of a class meeting, with notes, such as “Fuzzy Grams” or just randomly out in the courtyard or playground. As part of Project Cornerstone and the 41 developmental asset

building, it is important that students experience positive relationships, opportunities, values, and skills that they need to grow up as caring and responsible individuals.

A basic tenet of Positive Discipline is teaching children to solve their own problems. In the beginning, children need help in solving problems. Problem solving is continually taught and reinforced in the classrooms and out on the playground. When needed we encourage children to find an adult for help to facilitate problem solving.

Procedures for Problem Solving when there is an issue

- Identify the problem behavior
- Think of the options to solve the problem (Wheel of Choice)
- Weigh the options
- Elect on option
- Respond

Parent Problem-Solving

At Village School, we try to solve issues as they occur. For this reason, we do not necessarily call home to tell you about every single issue that arises. However, if your child is injured, or scratched or bitten, you will receive a call. If inappropriate actions continue with your child, you will begin to receive phone calls from your student and/or the principal or her designee.

Village: A *No Bully* School

The *No Bully System* is a step-by-step process and set of non-punitive interventions to resolve and prevent bullying. It leverages the empathy of students to end the bullying of one of their peers. In interrupting a bullying situation both bully and target are helped. Kids need adults to help them shift the power imbalance.

Level 1: Prevent and Interrupt

All teachers, staff and parents on campus are educated in preventing and interrupting student bullying.

Stop the behavior:

- Make your presence felt. Respectfully ask, "Is everything okay?" Check for nonverbal cues.
- Even if they say everything is okay, name the behavior, "I am not comfortable with this, because..."
- Where meanness is highly apparent – "We just don't treat each other that way" or "I see you rolling your eyes and that is not okay."

Speak to the intention behind the words:

- "I'm not sure that what you mean by that, but it sounds hurtful."

Explain the values which the behavior challenges:

- "Everyone at our school belongs."
- "Everyone deserves respect and that was not respectful."
- "At Village School our values are: **Model Respect**, **Make Good Choices** and **Solve Problems**."

Take more time/privacy when needed:

- Encourage and empower bystanders. Ask them what they felt about what was going on.
- Subtly remove a targeted student without bringing too much attention to him/her. Ask more questions. "What was going on? Has this happened before?" or "Your body is telling me by the way you are sitting that you feel sad/angry, Am I right?"
- Give empathy to the target for what she/he is going through. "it can be hard to tell an adult how your peers are treating you."
- Reassure them that the school has a system (Solution Team) that works to stop the hurting.

Level 2: Referral to Solution Coach

If a teacher or staff member perceives a pattern of bullying or harassment, he or she checks in with the suspected target about the situation, and then refers to a school Solution Coach for Level 3. Parents report any suspected bullying situation, using Village's report form in the office.

Level 3: Solution Team Meetings and Support with Solution Coaching

A Solution Coach checks the Solution Team Box in the office. The Coach meets with the target to find out more about what is going on. (Any immediate safety threats are addressed.) The Coach asks if the target would like to run a Solution Team. The coach informs the target's parents.

Who is on the Solution Team?

The bully, bully-followers, target, positive leaders from the target's peer group and the Solution Coach.

What do Solution Team meeting look like?

- There are three Solution team meetings overall of 10-15 minutes each.
- The target does not attend the first or second meetings, but is invited to attend the third (final) meeting.
- The Solution Coach lets the team members know that they are not in trouble and tells them how certain kinds of behavior are negatively impacting one of their peers.
- During the first meeting, the Solution Coach asks team members to contribute solutions that will help resolve the problem and to try them out before the next meeting a week later.
- In between Solution Team meetings, the Solution Coach maintains contact with the target student to see how things are going.
- During the second meeting, the Solution Coach check in with the team to see how well their solutions worked and if any fine-tuning or adjustments needs to be made.
- During the third meeting, the Solution Coach has the target share how they are feeling since Solution Team members have reached out to them with solutions and also checks in with the rest of the Solution Team. The Coach also checks back with the parents of the target student.
- Solution Team is a sophisticated intervention that can handle the complexity of the bully and target both being part of the problem. The Coach may refer either party to other professionals.

Level 4: Implement an Empathy Building Action Plan

If a pattern of harassment or prejudice is apparent across the entire class or grade, the Solution Coach implements a plan to teach respect for differences to create a more supportive peer culture.

General Procedures for Dealing with Problem Behaviors

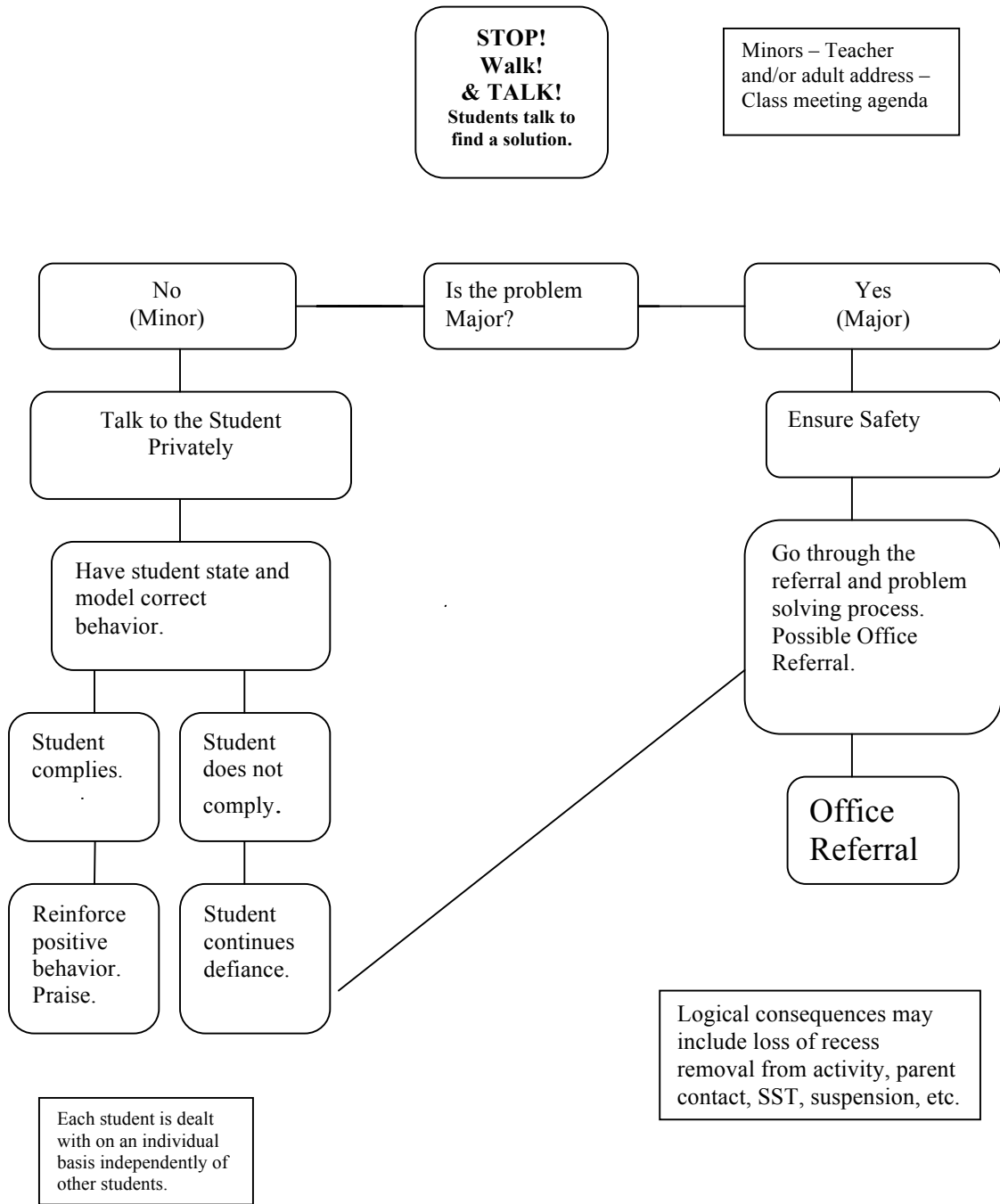
- Observe problem behavior
- Problem solved by student "Stop-Walk-Talk"
- Problem identified as minor or major (see below)
Minor: Classroom teacher and/or yard duty handles
Major: Classroom teacher and/or yard duty go through the referral process through the office
- See flow chart for referral process (see page 17)

Common Definitions

In order to provide clear and consistent consequences for violations in behavior at Village School, we have developed common definitions for identifying behaviors.

Minor Behavior Problem	Major Problem Behavior
Inappropriate Language: Student engages in inappropriate language not directed at an individual or group.	Abusive Language: Student directs inappropriate or abusive language at an individual or group.
Physical Contact: Student engages in non-serious, but inappropriate physical contact such as bumping in line, pushing, shoving, etc.)	Fighting/Aggression: Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, etc.)
Defiance: Student engages in brief or low-intensity failure to respond to multiple adult requests.	Overt Defiance: Refusal to comply after 3 requests (refuses to comply with stated consequences – see flow chart).
Disruption: Student engages in low-intensity, but inappropriate disruption.	
	Harassment / Bullying: Student delivers disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; and may or may not be sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Property Misuse: Student engages in low-intensity misuse of property.	Property Abuse: Student participates in an activity that results in destruction or disfigurement of property.
Technology Violation: Student engages in non-serious but inappropriate use of cell phone, pager, music/video players, camera, computer, etc.	Technology Violation: Student engages in inappropriate, intentional use of cell phone, pager, music/video players, camera, computer, etc.

Problem Behavior Flow Chart



Problem Solving Strategy

Student says “Stop” and signals with hand extended (STOP)

If the other student doesn’t comply, student walks away to get an adult to facilitate (WALK)

Students work out a solution to the problem (TALK).

Violations and Consequences

Depending on the behavior, one or more of the following actions may be taken by school officials. The frequency and severity of student behaviors will determine the level of intervention or discipline administered:

1. **Suspension:** Suspension is the temporary removal of a student from ongoing instruction. Students may be suspended (or recommended for expulsion) for any of the acts summarized below (Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7)
 - a.1. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - a.2. Willfully used force or violence upon the person of another, except in self-defense.
 - b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
 - * Possessing an explosive as defined in 18 USC 921.
 - c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or any intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole or attempted to steal school property or private property.
 - h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - l. Knowingly received stolen property or private property.
 - m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 - p. Unlawfully offered, arranged to sell negotiated to sell, or sold the prescription drug Soma.
 - q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
 - r. Engaged in an act of bullying, including cyber bullying, directed toward a pupil or school personnel. For the purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or groups of pupils as described in subdivision (k) or in

Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in a benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, or image
 - (ii) A post on a social network Internet Web site, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonates a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, threat the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile using a likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his other age, or for a person of his or her age with his or her exceptional needs.

- s A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occurs at any time, including, but not limited to, any of the following:

While on school grounds

While going to or coming from school

During the lunch period whether on or off the campus

During, or while going to or coming from, a school sponsored activity

Education Code [48900.5 \(a\)](#) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons. To correct the behavior of any student who is subject to discipline, the Superintendent, or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified.

When other means of correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record (Education Code [48900.5](#))

Other means of correction may include, but are not limited to the following:

1. A conference between school personnel, the pupil's parent or guardian, and the pupil.
2. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
3. Student Study teams or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
4. Referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
5. Enrollment in a program for teaching pro-social behavior or anger management
6. Participating in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. (Education Code [48900.5](#))
9. Detention after school hours
10. Community Service during non-instructional periods

48900.2 Committed sexual harassment (Grades 4-8 only)

48900.3 Caused, attempted to cause, or threatened to cause, or participated in an act of hate violence (Grades 4-8 only)

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that materially disrupts class work, creates substantial disorder, or creates an intimidating or hostile educational environment (applicable to grades 4 and above only)

48900.7 Made terrorist threats against school officials and/or school property

2. **Expulsion:** Expulsion is the removal of a student from ongoing instruction in the district for a specific length of time. Pursuant to State law and District policies, the principal of a school may recommend or be required to recommend expulsion of a student, but only the Governing Board may actually expel a student.

◆ **Mandatory recommendation for Expulsion/Mandatory Expulsion**

- Sale, possession or furnishing a firearm
- Brandishing a knife at another student
- Selling a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery
- Possession of an explosive

◆ **Mandatory recommendation for Expulsion/Discretionary Expulsion**

- Causing serious injury to another person, except in self-defense
- Possession of a knife or other dangerous object of no reasonable use to the pupil
- Unlawful possession of any controlled substance except for the first offense for the possession of not more than one (avoirdupois) ounce of marijuana, other than concentrated cannabis
- Robbery or Extortion
- Assault or battery of any school employee

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

Zero tolerance requires a mandatory suspension and recommendation for expulsion of students who possess, sell or furnish a firearm, brandish a knife, sell a controlled substance, commit or attempt to commit a sexual assault or sexual battery, or possess an explosive. (Education Code [48915](#))

In addition, the Campbell Union School District has adopted countywide Zero-Tolerance Policy in conjunction with our local law enforcement agencies. This policy states that weapons are not tolerated on any school district campus. We will report any student who breaches this policy to the appropriate law enforcement agency. The student is then subject to disciplinary action up to and including expulsion from the district.

State law expressly prohibits firecrackers, knives, firearms or imitation firearm, weapons or other dangerous objects, tobacco, alcohol and other controlled substances from school grounds. Possession of any of these items will lead to disciplinary action, including suspension and/or expulsion.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Personal Items: Toys and Games; Prohibited Items

Items that are disruptive and/or can cause a safety hazard do not belong at school. Our main responsibility is to provide an environment that is safe and conducive to learning. Specifically, Campbell Union School District prohibits the following items on school campuses:

Items Prohibited at School

- ◆ All weapons or devices that may be used to harm others. This includes chains that may be attached to wallets, toy guns, tools, etc.
- ◆ Matches, lighters, firecrackers, BB shot, knives or fireworks.
- ◆ All controlled substances such as nicotine, drugs, or alcohol.
- ◆ Mopeds, skateboards, scooters, rollerblades or rollerblade athletic shoes, or any motorized vehicle.
- ◆ Tape or CD players, radios, Walkman-type tape or CB players, headsets, and cameras.
- ◆ Toys, (such as balloons, silly string, cards, dice, pogs, etc.) including electronic computer games.
- ◆ Permanent markers, whiteout, aerosol spray cans, hairspray, perfume, cologne, aftershave lotion, etc.
- ◆ Large amounts of money, card collections, etc
- ◆ Laser pointers
- ◆ Radios, cassette players, CD players, DVD's, IPOD's, cameras and other expensive equipment
- ◆ Unauthorized athletic equipment
- ◆ Live animals can not be brought to school unless a previous arrangement has been made with the teacher and site administrator
- ◆ Gum, sunflower seeds, or other food items that are not common to a child's lunch

Students shall not possess, smoke or use tobacco or any product containing tobacco or nicotine while on school property or during school hours, at school-sponsored events, or while under the supervision of district employees.

Students' prohibitions or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited.

School personnel may also confiscate permitted items that are used inappropriately. Students may be subject to disciplinary procedures, which may result in suspension from school.

Cellular Phones and Pagers

Campbell Union School District permits students to carry cellular phones and pagers. However, students may not use either the cellular phones and/or pagers during the school day. As stated in District policy, cellular phones and pagers must be turned off during the school day. Students who violate this policy may be subject to disciplinary action.

The District assumes no liability for the loss or theft of cellular phones and/or pagers.

Recess Restriction

Teachers and site administrators may restrict a student's recess time under the following conditions when s/he believes that this actions is the most effective way to bring about improved behavior, subject to the following conditions:

- ◆ The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
- ◆ The student shall remain under a certificated employee's supervision during the period of detention.
- ◆ Teachers shall inform the principal of any recess restriction they impose.

(Governing Board Administration Regulation 5144)

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parent/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

(Governing Board Administration Regulation 5144)

School Property

Students are responsible for all textbooks, library books, desks, computers and all other types of property issued to them during the school year. The school will solicit replacement costs in the event of loss or damage. Grades and/or transcripts may be withheld until payment has been made.

Appropriate Attire

The home is the most encouraging environment for setting appropriate appearance standards. While we recognize the importance of individual expression, there clearly are certain styles that are not conducive to an educational environment. Students are expected to comply with the following:

- ◆ A student's hairstyle, clothing, jewelry, and makeup should not distract others from learning.
- ◆ Clothing with printed vulgarities and/or drug and alcohol-related themes are not acceptable.
- ◆ Gang-related apparel as defined below-is not to be worn.
- ◆ Skin-tight apparel, excessively baggy apparel, short shorts, bare midriiffs, mini skirts, and loose-fitting tank tops are not appropriate.
- ◆ Students must wear shoes at all times. Students' sandals must have closed toes and back straps.
- ◆ Although hats may be worn outdoors, students may not wear hats or sunglasses in any classroom.

(Governing Board Administration Regulation 5132)

Gang Related Apparel

Village School prohibits students from wearing gang-related apparel. Gang-related apparel is defined as clothing worn for the purpose of intimidation and/or exhibiting affiliation with gangs:

- Clothing or shoes with insignias, symbols, and/or numeric references to gangs
- Clothing or shoes with violence or violence related themes
- Clothing or shoes with printed logos depicting gang-related behavior
- Clothing with weapons or weapon-related themes
- Clothing such as jumpsuits, overcoats, shoes or other seasonal items worn for the purpose of intimidation and/or exhibiting affiliation with gangs
- Clothing all in one color worn for the purpose of intimidation and/or exhibiting affiliation with gangs
- Other gang regalia known by school officials and/or local law enforcement to be associated with gangs.

Parent Participation

Parent involvement is required at Village School. Parents provide a wealth of additional resources, to enhance the child-centered, developmental, hands-on educational experience. The increase adult to student ratio facilitates the successful use of teamwork among small groups of students for both problem solving and integration of the school into the community. Listed below are some of the existing programs in which parents participate:

Classroom

Parents will be assigned a day to work in the classroom on a weekly basis and supervise recess and/or lunch recess.

Parent Education

All parents, working in the classrooms and centers will be trained during the first weeks of school, prior to volunteering. You will learn the skills needed to talk so that students will listen, set rules and expectations so that far less enforcement is necessary, and to effectively handle discipline problems without damaging the student's self esteem. Parents will also be trained on Project Cornerstone, a developmental assets building course, and on Positive Discipline at Home, learning how to teach your child to "own" their problems and to solve them.

Enrichment Centers

Weekly enrichment center time is one of the times when all of the children will come together with the parents to participate in some of the many hands-on activities, which are parent-led.

Field Trips

Parents are expected to drive on at least three field trips a year. In order for our many excursions to be safe, meaningful and enjoyable, we must all work together and have certain agreements and commitments. Please refer to your membership agreements and forms for further information.

Parent Job

One parent in each family is required to hold a school job. This may be as a member of a committee, the School Site Council, the Executive Board (PTA) or as an individual contributor. The Executive Board is comprised of elected positions, teachers, and a class coordinator representative. The election for board membership is held in the spring and the new Board will begin working together in May.

Maintenance Day

Each family is required to participate in a 4-hour work party maintenance day. There are four scheduled days throughout the year that you can sign up to participate in. This is an adult-only workday at Village School. The work assignments vary depending on school and classroom needs.

School Site Council

The School Site Council is a decision-making body made up of parents, community representatives, and school staff members. The School Site Council's primary responsibility is to oversee the funds the school receives under the Single Plan for Student Achievement (SPSA). The funds are designed to improve student performance as measured by standardized tests, the District's assessment program, and classroom performance. The Council assists in developing and approving the SPSA.

School Events

Monthly events are highlighted to remind families and encourage parent involvement. The school bulletin board outside the office, parent folders, yahoogroups – *VillageAnnounce*, and Village School website, contains a more detailed monthly calendar highlighting school wide events, and posters to remind parents of school or district events.

Parent Substitute Procedures

When a parent scheduled to aid in the classroom or in a center is absent, it creates an inconvenience for the teachers and students. It is very important that your scheduled work time is covered. You must notify your class coordinator and also find a substitute from the substitute list. A monthly calendar of substitutes is posted in the hallway outside the

office or may also be found by posting a note to *VillageCommunity* yahoo group. You may trade with another parent or utilize a parent from the list willing to trade days or work for payment of \$20.00.

School Event Sign

Monthly events are highlighted to remind families and encourage parent involvement. The school bulletin board outside the office contains a more detailed monthly calendar highlighting school wide events, and posters to remind parents of school or district events.

Special Services and Programs

Special Education Assistance/Section 504 Plans

CUSD provides specialized educational programs for students with identified learning disabilities. Some of these programs function in a special class setting and others are incorporated into the regular instructional setting. These programs require referral, assessment, and parental permission. Questions regarding special education or Section 504 procedures should be directed to the school principal.

Student Study Team (SST)

This group meets on a regularly scheduled basis to take a closer look at students who are experiencing academic and and/or behavioral difficulty. Membership on the Student Study Team may include the school psychologist, the resource specialist, the principal, the child's teacher, and the child's parent. Remedial actions may include classroom accommodations, special education assessment, and/or medical or behavioral evaluations.

Classroom Computers/Internet Access

Computers, printers, and internet access are available in every classroom at Village School. Internet access allows for expanded and global educational opportunities for students. A signed Internet Use Agreement must be on file before a child may explore the internet.

Village School is proud to host a web page through the District's home page: <http://www.campbellusd.org>.

Library

Village School library contains many books and reference materials, including a special section of donated materials on parenting. Each classroom has a regular schedule for visiting the library. The library staff and volunteers instruct students on using the library, caring for books, using reference materials, and using the computer retrieval system. Under adult supervision, students may spend time learning to use a computer.

Other Important Information

Homework/Makeup Work

K-2 10-20 minutes (plus nightly reading)
3-6 60 minutes (including nightly reading)
7-8 60-120 minutes (including nightly reading)

(Administrative Regulation AR6154)

Homework assignments are designed to extend and practice what has been learned in the classroom, and students should be able to complete the homework assignments independently. Parents, or persons assisting with the homework may notify their children's teachers if the children struggle with completing the homework assignments independently, as this may highlight for the classroom teacher areas needing additional focus.

School Materials and Supplies

The Governing Board furnishes assigned books, materials and instructional equipment as needed for the educational program.

At the middle school level, students should provide paper, binders, pens, pencils, and other incidental school supplies. In addition, students will need to purchase a PE uniform. Uniforms may be purchased at the school site. If financial assistance is needed, please feel free to contact the school principal.

School-Based Assistance

The Village School staff recognizes that not all children learn in the same way. In order to assist students who may be experiencing difficulty, Village School teachers adjust either assignments or the classroom environment to meet students' unique needs. They work with parents to design reinforcement systems and develop learning and/or contracts. Teachers also refer students to administrators, resource teachers, and other support personnel when necessary.

Student Council

Under the direction of teachers and parents the student council coordinates spirit days, has fundraising activities, and offers students opportunities to give service to the school and develop leadership skills.

Lost and Found

The Lost and Found is located between the parent file cabinets, outside the school office. Students and/or parents may claim articles before or after school or during recess or lunch. Small items like rings, wallets, key chains, hair scrunchies, and calculators are kept in the office. After a reasonable time period, Village School donates unclaimed items to charity. However, you will receive ample warning in *the Village Voice* newsletter or a *Village Announce* email.

Smoke Free Campus

Every school in CUSD is a smoke-free school. Smoking is not permitted at any time in any campus location.

Personal Belongings

Parents should be sure to write their child's name or initials in permanent marker on all personal belongings such as backpacks, lunch boxes or sacks, sweaters, coats, hats, and bicycle helmets. Unmarked items left outside the classroom will end up in the Lost and Found.

Annual Parental Notifications

At the beginning of every school year, Campbell Union School District distributes the Parents Rights and District Code of Conduct. Please review these documents carefully. Questions may be directed to either the school principal or to the Director of School Services at 341-7285 extension 6250.

DO YOU HAVE A QUESTION OR CONCERN?

Parents play an active part in our district. We encourage your involvement and welcome your questions. We ask that parents address questions or concerns to the teacher and then the school principal. If, after contacting the school principal, you would like more information, please feel free to contact the following:

- Student issues: School Services Dept. 364-4200 extension 6250
- Personnel issues: Human Resources Dept. 364-4200 extension 7235
- Instructional issues: Educational Services Dept. 364-4200 extension 6245
- Special Education issues: Special Education Dept. 364-4200 extension 6253
- Enrollment issues: Enrollment 364-4200 extension 6209

