

GENERAL INFORMATION

A MESSAGE FROM THE PRINCIPAL

Welcome to Quail Summit 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 ensure a rewarding educational experience for each child.

We set high expectations for each student 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.

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).

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,
Nicole Hernandez, Principal

SCHOOL HOURS

Daily Schedule

<u>GRADE</u>	<u>SCHOOL DAY</u>
TK/K. –M, T, W, F	8:20 AM – 1:30 PM
1-3 – M, T, W, F	8:20 AM – 2:45 PM
4-5 – M, T, W, F	8:20 AM – 2:50 PM

Early Out Thursdays

Grade TK/ K	8:20 AM – 11:38AM
Grades 1-5	8:20 AM – 12:50PM

Minimum Day Schedule

TK/K	8:20 AM – 11:38 AM
Grades 1-5	8:20 AM – 11:50 AM

Office Hours

The school office is open daily during the school year from 7:30 AM – 3:30 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 before 9:00 a.m. on the day when your child is absent. Use the **absence phone line: (909) 861-3004 #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 not necessary.
- **If your child is 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 tardiness 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.

When requesting homework for your sick child who is missing school, allow two 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.

Tardiness

Being on time to school every day is very important for several reasons. First, punctuality for your child ensures 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 every day. Plan your family's morning routine to allow your child to **arrive on campus between 8:00 and 8:20 a.m.**

A student is considered tardy if he/she is not ready to enter the classroom with his/her classmates when the 8:20 a.m. bell rings. The gates at the front of the school will be closed at 8:20 am. **Every late student must report to the office to get an admittance slip from the office staff before entering the classroom.** Excessive tardiness will be reported to the Principal for the appropriate follow-up. Tardiness is 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 8:20 a.m. and 2:45 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.

Independent Study

The Walnut Valley Unified School District believes that regular attendance plays an important role in student achievement. The District recognizes its responsibility under the law to ensure that students attend school regularly.

According to the Education Code 48205, there are eight reasons for an excused absence and family travel is not included in the list as an excused absence. Therefore, neither the California Department of Education nor the Walnut Valley Unified School District acknowledges family travel absences as excused and are not obligated to provide students with class work.

Independent Study is only assigned for extraordinary circumstances which prevent the student from attending school. Family vacations are not excused absences and do not warrant an independent study contract. (Ed. Code 48205)

The District acknowledges that there may be extraordinary circumstances when a family must travel during the school year and procedures are in place for a student to request a Short Term Independent Study Contract. Please be aware that excessive student absences may impact learning and final grades.

Please adhere to the guidelines below to initiate independent study due to extraordinary circumstances which prevent your child from attending school.

- Must request work in reasonable advance
- Necessary instruction to be provided by parent
- Submit complete work upon return for credit. No credit is given for late or incomplete work.

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.

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 a violation of the Diamond Bar City Municipal Code (Sec. 10.28.040) and may result in a citation from the Sheriff's Department. Parents are urged to monitor the after-school and weekend activities for their children to ensure 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 Quail Summit. 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 Quail Summit Elementary 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. Recognition 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. They must also not be home made due to student allergies.

- 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.
- 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

In order 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 Quails Care Program, which is implemented school-wide, is a positive behavior intervention support program that teaches the students the values of "Be Respectful, Be Responsible, and Be Safe."**

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, such as "Caught Making Good Choices Cards" 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, alternatives to recess, parent/teacher/principal conferences, in-house suspension, or suspension to home are interventions used to help the student learn responsibility.

School-wide Discipline Plan

At Quail Summit, a School-wide 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 the Board of Education Policy and the Education Code. Our school has created three very basic and encompassing rules that will stick to each and every day. We call them the Quail Cares Rules.

Quail Cares Rules

- 1. Be Responsible**
- 2. Be Respectful**
- 3. Be Safe**

Desired Behaviors

- 1. Be Responsible**
 - a. Making good choices
 - b. Stop, Look, and Listen
 - c. Follow directions the first time they are given
- 2. Be Respectful**
 - a. Use polite words and actions
 - b. Remove hats/hoodies when entering the building
 - c. Treat others as you'd like to be treated
- 3. Be safe**
 - a. Keep hands and feet to yourself
 - b. Pass things hand to hand
 - c. Remain on school grounds until permission to leave is given

HALLWAY RULES

1. Keep hands to the self
2. Use walking feet.
3. Use a soft voice. Voice level 0-1.
4. Walk in line on the right side of the hallway.
5. Stay with your group watching your teacher.
6. Walk outside of yellow doorway circles.

PLAYGROUND RULES

1. Include everyone.
2. Take turns, share.
3. Follow all playground and equipment rules.
4. Line up when the signal is given.
5. Stay in designated play areas.
6. Walk on the blacktop.

LUNCH AREA RULES

1. Be polite to others.
2. Eat your food properly.
3. Use a soft voice.
4. Listen to adults.
5. Clean up your area after eating, leave no trace.
6. Sit in the assigned area.
7. **Due to allergies, no sharing food.**

Positive Consequences for Students Who Follow School Rules

Quails Care Caught Making Good Choices Cards

Quails Care Caught Making Good Choices Cards are given to students who choose to follow the school rules and are thereby demonstrating acts of respect, responsibility, and safety. These cards 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 cards add them to their classroom jars to earn an opportunity to have their card drawn for a reward or make a purchase from the PBIS store.

Spirit Day Assemblies

Students participate in Spirit Day assemblies and activities which recognize good behavior, positive character traits, and school spirit. The Student of the Month award is presented at the Spirit Day Assembly.

Other Rewards as Part of the Classroom Teacher's Plan

Teachers daily reinforce positive behavior by highlighting their strengths and recognizing their achievements through a variety of rewards and special privileges. Examples include blue slips, extra recesses, homework passes, etc.

Progressive Discipline For Students Who Choose Not to Follow School Rules

As indicated above, each student is responsible for his/her actions. Parents and teachers both have an important part in helping a student develop responsibility. Discipline is necessary for 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.

Progressive 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 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 for further action.

Other Possible Interventions

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

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

Referral to the Principal'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 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, except in the event of a severe infraction, he/she will be counseled by the Principal 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 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 the 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 8:00 a.m. **Supervision begins at 8:00 a.m.**

2. Students must either walk home promptly or be picked up promptly at their dismissal times. **There is no after-school supervision.**
 3. All playing stops when the bell rings at the end of recess. Students are to stop playing and get down on one knee, then line up promptly when the whistle is blown. **Drinks and visits to the restroom are to be done before the bell rings.**
 4. Balls should be hit, not kicked against the ball walls.
 5. No kicking balls on the blacktop. No bouncing of balls against the buildings or in the hallways. No running on the blacktop.
 6. No students are to be in the hallways or around buildings during recesses or lunch except to place lunch bags and to get balls. No running or sliding in the hallways.
 7. 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.
 8. All games remain open until they exceed the maximum number for safe play as determined by the playground supervisors.
 9. No drinks or use of the restroom after the bell rings without teacher or supervisor permission.
 10. No games which involve tackling, wiping out, shoving, keep-away, riding on another's back or chasing are allowed.
 11. No climbing on backstops, fences, on the hills or in trees. Students must remain where they can be seen by supervisors at all times.
 12. Only school play equipment is allowed on the playground. **Students are not to bring toys or other personal belongings to school. We are not responsible for these items.**
- Exceptions: 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.)
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. No look-alike items like knife combs or guns (water or play) are allowed on campus. Also included are Poppers or any explosive items.
 15. Follow all playground rules as posted. There are no made up rules allowed.
 16. 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 must wear shoes that fit securely and have non-skid soles. **Backless shoes, sandals of any kind, shoes with a high heel, open toed shoes, and shoes with wheels are not permitted. Students are not allowed to wear CROCS or wheeled shoes of any kind.**

- Half shirts, crop tops, spaghetti straps, tube tops, see-through shirts, or short-shorts are not permitted.
- Caps, bandanas, or any other kind of head attire is not permitted unless required for medical reasons.
- Hats may be worn outdoors to shield the sun.
- 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, lunch boxes, 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 to help themselves and others to become responsible citizens. Good sportsmanship, manners, and proper respect for fellow students and those in authority will be expected 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 the 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 is free this year. Students who bring lunch from home may purchase milk or juice at school. New menus are available online at the beginning of each month and are also posted in the office and classrooms. Menus are posted on the website <https://walnutnutrition.org/> or www.quailsummitschool.org.

All students eat at the tables in the covered lunch area. During rainy weather, students eat in the classrooms. During extreme heat, students remain indoors for the majority of their lunch time. The noon aides will direct children regarding lunch procedures and will reinforce expected good behavior during lunch time.

Lunch Box Point of Sale

Walnut Valley Unified School District Nutrition Services Department has a 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 6 digit student ID number using a PIN pad. Students will be given their student ID number in their classrooms. We ask that parents help their students learn this PIN number. This student ID number remains the same during the student's entire K-12 attendance at Walnut Valley USD. Deposits to your student's account can be made in the school office deposit box by filling out the appropriate deposit form and attaching the money. This must be done by 9:00 am for that day's lunch. Deposits can also be made over the internet at <https://walnutnutrition.org/>

Brunch on Minimum Days

On minimum school days when students are dismissed early, brunch will be provided at the morning recess time. Student brunch on minimum days is free which also includes 8 oz. of 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 or on this website <http://www.schoolnutritionandfitness.com/index.php?page=lunchapps&sid=2208072141584182> must be completed to determine if a family qualifies for free or reduced-price meals. This year all student qualify for Free lunch.

Late Lunch Deliveries

Parents are expected to provide their children with a lunch before the student comes to school; however, if an emergency occurs, please follow the procedures described below:

Lunches furnished by parents/guardians **must be delivered to the school site office before 9:30**

a.m.

- Parents who deliver late lunches are to label them with the student's name and room number, then place them on the Forgot Table. Office staff does not call students to come and pick up lunches as this is extremely disruptive to the instructional program. Please instruct your child to check the Forgot Table area for delivery of late lunches.

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.

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 on our www.wvusd.k12.ca.us)

NUT ALLERGIES

Student safety is our top priority. We have several students with peanut and tree nut allergies. Nut allergies must be taken seriously as they can be life threatening. A child with a serious peanut or nut allergy can suffer a reaction merely by touching a peanut or nut containing food. Additionally, foods that have been cross-contaminated by utensils in contact with peanuts or nuts, such as knives used to spread peanut butter, can be dangerous. These students must watch every bite they eat. Please adhere to the following guidelines: Try not to send the following foods to school: peanuts, peanut butter, tree nuts (e.g. walnuts, cashews, almonds, pecans, pistachios, chestnuts, macadamia nuts, pine nuts, hazelnuts, etc.) or food containing peanuts or tree nuts.

Quail Summit will adhere to the same policy. **Food items containing peanuts or nuts will NOT be served at the class parties. There will be no classroom projects involving peanut butter, peanut shells, or nuts.**

We understand that some students REALLY like peanut butter for lunch. In this case, students who choose to bring lunches containing peanut butter or any nuts will sit at our designated SAFETY Zone lunch table for grades 1-5. For kindergarten students who choose to bring lunches containing nuts will sit at the end of every row of their lunch table. Their classmates without nut allergies may sit with them.

Please notified nutrition services and our school nurse regarding any student allergies.

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 in Aeries. For this reason, please keep the contact information 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 are maintained in the primary exit hallway at all times. If your child has misplaced an article of clothing or a lunch box, he/she is encouraged to check the playground, 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

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 medical related 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 cough drops.

Restrooms on Campus

Education Code 35292.6

Walnut Valley Unified School District is required to adhere to Education Code 35292.6 (Assembly Bill 367). As required by the Ed Code, free and accessible menstrual products must be provided in girls' and all-gender restrooms and at least one boy's restroom at schools serving grades 3-12. Notice of this service must be posted in a prominent location in every restroom where menstrual products, available and accessible, free of cost, must be stocked. The posted notice will contain information for maintaining this supply at this school site.

教育法規 35292.6

核桃谷聯合學區必須遵守《教育法規》第35292.6條(第367號議會法案)。根據《教育法規》的要求,在提供3-12年級教育的學校中,必須在女性和全性別洗手間以及至少一間男生洗手間提供免費和方便的生理期用品。此項服務的通知必須張貼在每個洗手間的顯眼位置,這些洗手間必須免費提供並儲備生理期用品。張貼的通知必須包含在該學校地點維護這些供應品的資訊。

PERSONAL BELONGINGS

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.

PERSONAL ELECTRONIC DEVICES (Cell Phones, Smartwatches, Earbuds, etc.)

Beginning in the 2026–2027 school year, Walnut Valley Unified School District will implement **Board Policy 5131.8 – Mobile Communication Devices** in alignment with new California law that requires schools to regulate student smartphone use during the school day. The purpose of this policy is to protect instructional time, support student well-being, and encourage positive social interaction among students.

Device Use During the School Day

To help students stay focused on learning and build positive relationships with classmates, **personal electronic devices may not be used during the school day at elementary schools. This includes cell phones, smartwatches, earbuds, smart glasses, and similar devices.**

If students bring a device to school, it must be **turned off or silenced and kept out of sight in a backpack or other designated location from the first bell until dismissal.**

Devices may only be used **before or after school** unless a staff member gives permission for a specific educational purpose.

Areas Where Devices Are Not Allowed

Personal electronic devices **may not be used in restrooms or other private areas at any time.**

Students may not take photos, record video or audio, or share images of other individuals without permission.

Exceptions

Students will not be prohibited from possessing or using a device under the following circumstances:

- During an emergency or perceived threat of danger
- When a teacher or administrator authorizes use for educational purposes
- When a licensed physician determines the device is necessary for the student’s health
- When required by a student’s Individualized Education Program (IEP) or Section 504 Plan

TEXTS AND PHONE CALLS BY STUDENTS

Quail Summit students may not text or call using their electronic watches during school hours. Students not adhering to this will have cell phones or electronic watches confiscated. Parents will be called to pick up the phone or watch from the school office. All calls should come from our front office for safety reasons.

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 safety related problems, please use the following guidelines when transporting your child to and from school:

1. **Do not plan to park your car!** Use the two parking lots to drop off your child(ren) in the morning. The two parking lots are for staff parking only. Remain in your car and move forward as the line moves. Please move forward as far as possible to allow more cars to unload.
2. For pick up during dismissal time, students will be loaded from the grassy area in front of the school. 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. Please instruct your students to be paying attention and looking for your vehicle. Bus riders and students who go to daycare will be picked up from the upper parking lot.
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. This is so dangerous and can have lasting consequences.**
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 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 UPPER**

PARKING LOT for pick-up. This is reserved for buses and approved child care vehicles only.

8. At the end of the day, we ask that parents take their children home and not congregate on the lawn after school.
8. Child care vehicles wishing to use the upper parking lot must have a side placard showing proof of their affiliation.

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 yellow or green loading zone or parallel to other cars in the loading zone.
- Please cross only at the crosswalks.
- Please drop off and pick up your child(ren) quickly.
- Please pull all the way forward in the loading zone to allow the maximum number of students to load at a time.
- **Please do not make U-turns or jaywalk across Quail Summit Drive.** Both of these are illegal. LA County sheriffs do patrol our school and do give tickets for the safety of our children.
- 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 available on registration day and in our office.

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.

Quail Summit has a guidance counselor to support the social and emotional needs of our students.

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.

Official class parties at Quail Summit are designated for December Holiday, Valentine's 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.** Use of our Verkanda system is needed to check for clearance from Megan's Law site. This is to ensure the safety of all children. 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 at the front of the school or in your car at the loading zone.** 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. Office staff will not relay messages to the child's classroom as it is a disruption to the instructional program

Parent volunteers are warmly welcomed at Quail Summit. 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 and our front office.** All first-time volunteers must submit a volunteer form to the school office. This includes information such as name, contact information, and driver's license number.

PARENTS AND VISITORS ON CAMPUS

After the second day 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, 8:00-2:45. 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.

INSTRUCTIONAL PROGRAM INFORMATION

English Language (Multi-Language) Learners

All students at Quail Summit School receive instruction in English. Instructional support is provided for our English Language (Multi-Language) Learners through highly qualified teachers and specialized materials. Parents with questions are encouraged to contact Mrs. Jenny Hata, District ELD Specialist 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 Quail Summit are committed to the following:

- alignment of our school's instructional program to Common Core Standards;
- on-going staff development which focuses on the content of the Common Core 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;
- accommodation and/or modification of the instructional program to meet the needs of **all** students, including students who are considered

at-promise 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 each trimester (3 times a year) 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 on attitudes/citizenship and/or academic progress, an early warning progress report will be sent to parents in the middle of the trimester. The report card is sent home with students at the end of each trimester (November, March, and May).

Parent ~ Teacher Conferences

Parent-teacher conferences are held before the end of the first reporting period. 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.

Lower Test Anxiety

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 as 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 3-5 are administered the Smarter Balance Assessment 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 Common Core Standards. This test provides a snapshot perspective of student achievement in the areas of reading, written language, and mathematics. Fifth-grade students also take a standardized science test. Parents receive a report of their child's scores and are encouraged to confer with the teacher about the report, as desired.

Social Promotion/Retention

In 1996, the State 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 submitted electronically, the child will not be allowed to go on the trip.**

Occasionally, parents are asked to act as chaperones 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 volunteer paperwork through our front office.** Please note that preschool aged and all siblings are not allowed to attend field trips.

COMMUNITY CLUB FUNDRAISERS

Fall QSED (Quail Summit Education Drive)
 Goal is \$25,000
 Winter Winter Wonderland Carnival
 Spring Jog-a-Thon
 On-going Boo Grams and Valentine Grams,
 Book Fairs, Quail Wear, and Scrip
 Contributions to these fundraisers are vital in order to

fund **enrichment and supplemental educational activities.** It is important to understand that these fundraisers are direct contributions that will benefit individual students: Examples of how funds are spent:

- 1) Busses for field trips
- 2) Field trip admission fees
- 3) 5th-grade promotion
- 4) Assemblies
- 5) Materials and supplies that enrich classroom instruction
- 6) Technology: computers, iPads, Chromebooks, website licenses
- 7) Playground equipment, material, supplies
- 8) Copier and Duplo machine maintenance
- 9) Each year Quail Summit Community Club identifies a large purchase for the benefit of the whole school such as 3 carts of 35 iPads for K-2 classrooms; carts of 35 Chromebooks for 3-5 grade classrooms; LCD projectors for every classroom

HOMEWORK

Because of individual differences and needs of students, purposeful homework will vary from day to day and 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 to 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

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.

THE CAROLYN HAUGEN LEARNING CENTER

On April 29, 1999, we opened The Carolyn Haugen Learning Center. It is a student-centered 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 Quail Summit. All students visit the learning center on a weekly basis to check out books for independent reading and for use with class projects. The learning center is also used as a reference/research center under the direction of our librarian and/or the teacher during class time. Students assume responsibility for books when checking them out. Please help your child take proper care of the 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, it is recommended that students 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 Friday**. 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 ensure clear communication with the PE teacher. It is important to note that the school office cannot excuse students from participation in the PE program.

**LOCAL CONTROL AND ACCOUNTABILITY
PLAN (LCAP)**

**Formerly: School Based Coordinated Program
(SBCP)**

The Local Control and Accountability Plan is a state-adopted measure which requires districts to identify annual goals, specific actions geared toward implementing those goals, and measure progress for student subgroups. The LCAP is then aligned to funds under the Local Control Funding Formula (LCFF) to support the instructional program for all K-5 students at Quail Summit. These funds have been allocated by WVUSD to pay for instructional materials, intervention support for our students, technology integration, library support and funding of our office assistant to support registration, attendance, and student services.

The core curricular areas of language arts, mathematics, and English Language Development have been targeted as the areas of emphasis for school-wide improvement this year. Other areas will also be addressed in the ongoing development of Quail Summit’s Single Plan for Student Achievement; these areas include English Language Learners, highly qualified teachers, safe and conducive learning environment, college and career readiness, and parent and community participation.

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. 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 Single Plan for Student Achievement, 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 LCFF 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 be emailed in early August and will also be posted on our school website. A parent can nominate him/herself or another Quail Summit parent. Meetings are held quarterly during the school year. All official meetings are open to the public. An agenda is posted in our front office 72 hours in advance of the meeting.

TECHNOLOGY

At Quail Summit, there continues to be an emphasis placed upon technology use for all students. We understand that for our students to be well prepared for the future and 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.

Each class has access to chromebooks for all students. Teachers attend technology-related conferences and return to the school site prepared to train and coach their colleagues. An itinerant Elementary Technology Coach provides support and implementation training for all teachers and 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. Fundraisers, district support, and Community Club support have enabled us to attain our goals thus far. We anticipate that future funding 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 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 credentialed music 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 fee-based after-school programs for students. These have included in the past:

- Chess
- Fine Arts
- Science
- Tennis
- Basketball

Check our school website periodically for updated fee-based after school programs.

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 6:00 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) 444-3460 or check the district website for more information.**

COMMUNITY CLUB

The Community Club at Quail Summit 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 Quail Summit.

Among the activities and programs the Community Club has helped to sponsor recently are: purchase of needed technology equipment, room parent program and classroom parties, classroom supplies, family nights, two annual book fairs, enrichment assemblies and programs for students, field trips, equipping classes with emergency supplies for disaster preparedness, and various fundraising activities.

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 Quail Summit parents are invited and encouraged to attend the monthly meetings.

Membership in the Quail Summit 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 Quail Summit School.

For parents who are interested in active involvement in Community Club, a variety of volunteer opportunities are available. We need room parents, 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. The contact information is on our school website.

DISASTER PREPAREDNESS

Quail Summit 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, disaster drills, and lock-down drills.

A committee consisting of teachers exists to analyze and improve the plan on a regular basis. Each year, significant progress is made on 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 KINDERGARTEN GATE FROM THE LOWER PARKING LOT TO RETRIEVE YOUR CHILD. PLEASE BRING VALID ID WITH YOU.

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 Quail Summit are coordinated through the efforts of the district nurse. Vision and hearing screening tests are administered annually to students in kindergarten, 2nd, and 5th. **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.

PARENT VOLUNTEERS

Parents are encouraged to volunteer in classrooms at Quail Summit School. Teachers appreciate parental support in a variety of areas, such as preparing instructional materials, 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 complete a district volunteer form and submit it to the office before volunteering. For the safety of our students, it is imperative that all persons on campus are authorized to be there.

Please remember that it is important that you check in at the office before proceeding to the classrooms.

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 account for all persons on campus in case of an emergency. Please sign-in on this log each time you come to the school to volunteer.

SPECIAL EDUCATION SERVICES

A variety of special education programs is 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 Quail Summit 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 3 full day Moderate/Severe SH classes and a part day program through our Education Specialist. We also have 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 Student Study Team (SST).

The SST 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 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 SST 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, and the Education 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.

GENERAL INFORMATION

The following information is provided at the beginning of each school year to assist parent/guardians with information pertaining to parent/student rights, which the law requires the school district to provide per Education Code 48980.

STUDENT RECORDS AND NOTIFICATION OF RIGHTS

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil’s development and educational progress. The District will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student’s educational records maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent.

Parents’ request to access their student’s educational records must be submitted in a written form to the site Principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records.

Any challenge to school records must be submitted in writing to the Principal. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer’s area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student.

Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

EMERGENCY FORMS AND EMERGENCIES

Emergency contact forms are included in the re-registration process in the AERIES Parent Portal. It is absolutely essential that the information on the form be kept current. Any parent/guardian who does not have access to AERIES Parent Portal can seek out help in the school office. In case of an emergency or a disaster (earthquakes, etc.), students will be released only to those listed on the card. In case of an emergency, we will always call your home or place of employment. If parent or emergency contact cannot be reached, the site will use their best judgment in getting medical attention for an injured or ill child.

Students are trained to respond and evacuate appropriately to emergencies through fire drills conducted on a regular basis. Teachers are trained in emergency procedures and emergency supplies are located in each classroom.

SCHOOL ACCOUNTABILITY REPORT CARD

A copy of the School Accountability Report Card will be provided by your child’s school, upon request. (EC 35256) A hard copy of the School Accountability Report Card is available in the school front office and the District Office. Such report cards shall be designed to inform parents or guardians and the community about the conditions, needs and progress at each school to provide data by which parents or guardians can make meaningful comparisons between schools. The collaborative process of developing the report cards gives school staff opportunities to review achievements, identify areas for improvement, enlist local support and establish a vision for the future. School Accountability Report Cards may also be downloaded from the District’s web site at www.wvusd.org

PARENT INVOLVEMENT - BOARD POLICY 6020

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be

involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (cf. 0420 - School Plans/Site Councils) (cf. 1230 - School-Connected Organizations) (cf. 1240 - Volunteer Assistance) (cf. 1250 - Visitors/Outsiders) Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. (cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced price meals, and students with disabilities. (Education Code 42238.02, 52060) (cf. 0460 - Local Control and Accountability Plan) The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation. (cf. 0500 - Accountability)

Targeted assistance Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318) Instruction BP 6020(b)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall

reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631) (cf. 3100 - Budget) Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Targeted Assistance Title 1 Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does

not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

the qualifications of the teacher, if a paraprofessional (teacher’s aide) provides your child services, you may also request information about his or her qualifications. Many paraprofessionals have two years of college and others have passed a test that verifies their qualifications.

PARENTS’ RIGHT TO REQUEST TEACHER QUALIFICATIONS

(TARGETED ASSISTANCE TITLE I SCHOOLS)

If your child is attending a school receiving Title 1 federal funds, Federal Law requires that parents be notified of their right to know the professional qualifications of their child’s teacher including the following:

1. Information regarding if your child’s teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Information regarding if your child’s teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. Information regarding if your child’s teacher is teaching in the field of discipline of the certification of the teacher.
4. Information regarding if your child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to request this information, please contact Walnut Valley Unified School District, Human Resources Office at (909)595-1261

1. The type of state credential or license that the teacher holds. Some teachers will have credentials in a particular subject area, such as English or mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects, such as in elementary schools.
2. The education level and subject area of the teacher’s college degree(s). All teachers have a bachelor’s degree, and many teachers have graduate degrees beyond the bachelor’s, such as a master's or doctoral degree. In addition to