

Thomas Kelly Elementary School

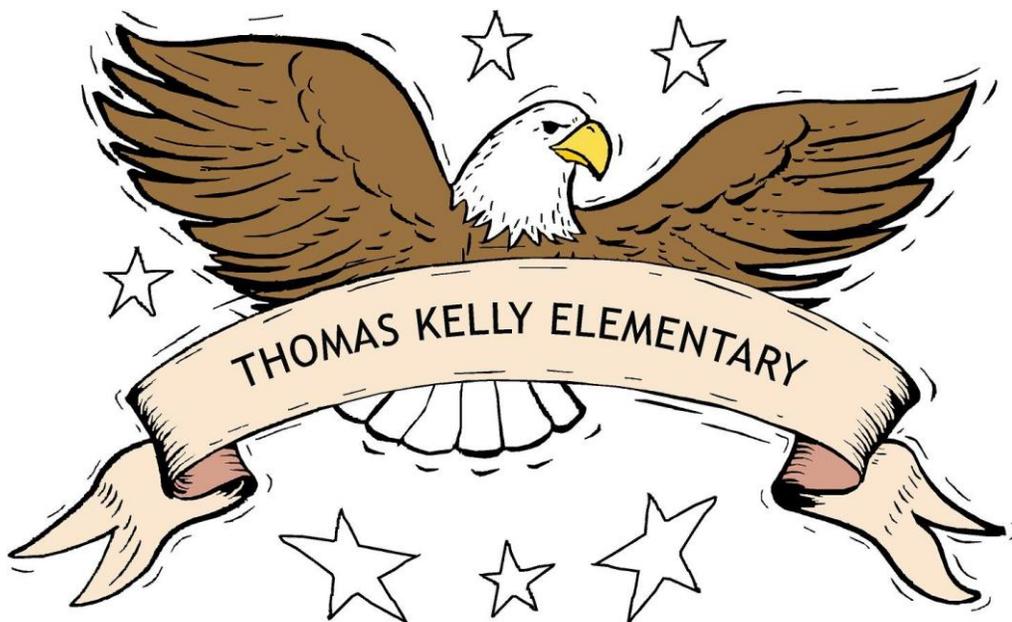
A California Distinguished School

and

An International Baccalaureate (IB) Primary Years Programme (PYP)

Candidate School

Parent / Student Handbook



Thomas Kelly Eagles

Thomas Kelly Elementary School

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Welcome to Thomas Kelly Elementary School

A California Distinguished School

An International Baccalaureate (IB) Primary Years Programme (PYP) Candidate School

Dear Parent/ Guardian:

Welcome to the new school year at Thomas Kelly Elementary! At our school, we strive to conscientiously prepare each child for the challenges of the future. Our staff is committed to the development of a safe and caring community, in addition to educational excellence that will inspire a life-long love of learning. Our skilled, experienced, and dedicated staff believes strongly in the success of each child at the highest levels.

As an IB PYP candidate school working towards full authorization, your child will participate in daily thematic units of study through our Programme of Inquiry (POI) and receive second language instruction in Spanish. What you will see in the classroom is hands-on inquiry based learning focused on a central idea that builds knowledge, concepts, skills, attitudes and actions. Within the Programme of Inquiry there are six transdisciplinary themes: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; Sharing the planet. The goal of the IB PYP is to develop internationally minded students who recognize their common humanity and shared guardianship of the planet and help create a better more peaceful world. Please review our school website or go to www.ibo.org/pyp for more information.

Parent involvement is a critical component of the Thomas Kelly success story. There are many opportunities to become involved at Thomas Kelly. We hope you will take advantage of some of those opportunities. We value your support as a parent and partner in educating your child. We encourage you to be involved with your child's school and education. From making sure that your child is well-rested and nourished, to getting your child to school every day on time, to attending parent/teacher conferences, to volunteering at our school, to being an active member of our PTA, your involvement sets the stage for your child's academic success. Please join us in creating and developing a positive, respectful, engaging, and challenging learning environment.

While transitioning to the Common Core State Standards, San Juan Unified School District uses California State Content Standards at each grade level, as well as ongoing assessments, to communicate academic growth. Our standards-based report card supports the reporting of student achievement for each of the three trimesters during the school year. Under the umbrella of the International Baccalaureate Primary Years Programme philosophy, curriculum, and pedagogy, our school delivers a rigorous instructional program that emphasizes literacy, mathematics, science, and social studies, along with the San Juan Unified School District's Board-approved character traits of respect, responsibility, honesty, caring, cooperation, and courage.

Student safety is of the utmost importance in our school. Thomas Kelly has a comprehensive safety and emergency plan in place and drills are practiced regularly so that students know what to do in the event of an emergency. Thomas Kelly also has student supervision plans in place that detail classroom monitoring, as well as monitoring before, during, and after school.

We have created this handbook for each family to keep throughout the school year. We will continue to send home "TK at a Glance," our school newsletter (once a month) in our Monday folder. Please refer to the newsletter for information about special dates and events. In addition, please visit the Thomas Kelly website (www.sanjuan.edu) or follow us on Twitter at [www.twitter.com @TK_Eagles](https://twitter.com/TK_Eagles).

We are about the "ABC's" – Academic Achievement, Be at School, Citizenship, and a Sense of School Spirit and Community. We take pride in what we do and who we are. Please join us in making this school year the BEST EVER for our students!! Thank you for choosing Thomas Kelly Elementary School, home of the Soaring Eagles!!

Sincerely,
Melissa Bassanelli, Principal

San Juan Unified School District Mission Statement:

“Valuing diversity and excellence, the San Juan Unified School District’s mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring, and collaborative learning community.”

Thomas Kelly Elementary School Mission Statement:

The Thomas Kelly staff is dedicated to providing a safe, warm, and nurturing environment that emphasizes high academic standards and strong character development. The **ABC’s** of Thomas Kelly are what we are all about – **A**cademic Achievement, **B**e at School, **C**itizenship, and a **S**ense of School Spirit and Community.

San Juan Unified School District Character Traits

A Foundation for Good Citizenship

In order to help create productive members of society who have strong personal character, the San Juan Unified School District community strives to instill, model, and teach the following six character traits, which form a foundation for good citizenship:

Respect ★ Responsibility ★ Honesty ★ Caring ★ Cooperation ★ Courage

We believe knowing, caring about, and acting on such character traits will contribute to the development of a humane and democratic society. Therefore, we as schools, parents, and communities pledge to work together to develop and demonstrate these character traits in each of our daily lives.

ATTENDANCE

Students need to be at school on time and ready to learn every day. Regular, timely attendance is expected of all students, as required by California law. Parents have the responsibility for seeing that their child attends school and is on time. Absences are either excused or unexcused. Excused absences include student illness, doctor and dental appointments, funerals or a death in the immediate family (siblings, parents, grandparents), religious holidays, and court appearances; all requiring verification. Unexcused absences include vacations, baby-sitting, transportation issues, private lessons, etc. We strongly encourage parents to plan doctor and dental appointments and family vacations for those times when school is not in session. If, however, it is necessary for your child to be out of school for five days or more, please contact the attendance clerk two weeks prior to the absence to request to participate in short term independent study. Short term independent study allows your child to keep up with the time he/she misses from class and gives your child attendance credit when the work is completed and turned in on time. The San Juan Unified School District Attendance Office closely monitors attendance by all students. More detailed information concerning district attendance policies and procedures may be found in the San Juan Parent Handbook.

Arrival

Students may not be on campus until 8:20 a.m. There is no adult supervision before that time; so we cannot guarantee students’ safety. All students should report to either the cafeteria (for breakfast) or to the overhang adjacent to the MP Room. Students may sit or congregate at the tables until 8:30. At that time, students may go to the upper playground blacktop area to participate in our morning walk activity. Kindergarten students go to the Kindergarten playground. At 8:37, students will line up and proceed to their classrooms by the 8:40 bell. All students arriving to class after the bell at 8:40 need to proceed to the office for a tardy slip.

It is important that parents do not park and leave their vehicles unattended in either the red zones or in the circular drive during school hours. If parents wish to walk their child to class or watch their child walk to class, it is most desirable to park on the street and walk in with your child.

All parents who remain on campus with their children after the start of the school day MUST go to the office, sign in, and wear a Visitor's Badge.

Dismissal

School dismisses at 3:10 p.m. Monday, Tuesday, Wednesday and Friday and at 1:50 p.m. on Thursday. It is imperative that children be picked up on time after school ends. All students must be picked up within 10 minutes of dismissal time, unless they are participating in an authorized school program or activity. Walkers are to exit campus immediately at the end of the day. Students who are still on campus after busses, day care vans, and most students have departed will remain in the breezeway by the front office for a very short time. Parents may pick up students there.

Release During School Hours

Parent authorization is required for any student leaving school at times other than the normal dismissal time. Persons picking up a student during the school day must report to the office and sign out the student; **they may not go directly to the classroom.** **Only persons who are listed on the school emergency card may sign out a student.** Persons who may be unfamiliar to the office staff may be asked to provide identification before signing out the student. **The school must have an up-to-date home address, home phone number, cell phone numbers, and emergency numbers on file.** **Please keep the office informed of all changes during the school year.** If parents desire to have someone else sign out their child, they must send a written note along with the person who is signing out the student, and the adult signing out the student must provide identification to the office staff. Students who return during the school day need to be signed back in by a responsible adult prior to returning to class.

In Case of Absence

Whenever a child is absent from school, the school must receive an explanation from the parent/guardian. Parents may send notes or emails, or they may call the school office. The explanation must include the child's name, the date(s) of the absence, the reason for the absence, and the teacher's name. Notes should be signed and dated by the parent/guardian. For doctor or dentist appointments, please provide a note signed and dated by your physician or dentist. The school attendance clerk will call the home of all students who are absent to alert the parent that the student has not arrived at school, if a phone call, note, or e-mail has not been received.

To assist parents in reporting absences, there are several ways to notify the office of an absence.

- E-mail : to be announced
- Voice Mail: 979-8401 Box #97
- Office Phone (8:00-4:00) 867-2041
- Note

All absences must be cleared by a parent/guardian **within 5 business** days; after that time, the absence becomes a truancy. Attendance letters are computer-generated and automatically sent by the Attendance Office. Letters are sent for the equivalent of 3 days unexcused absences (1st truancy letter), equivalent to 2 additional days (2nd truancy letter), and equivalent to 1 additional day (3rd truancy letter). The 3rd letter results in the student being identified as a "habitual truant."

The district allows 10 days of excused absences (see first paragraph) without verification of illness from a medical professional. A letter will be mailed from the Attendance Office after 5 days of excused absences, as a reminder of the 10-day rule. After 10 absences, a second letter requiring verification of illness (doctor's note) will be mailed. Without verification, absences exceeding 10 days will be considered unexcused.

Tardies

It is very important for students to arrive to school on time. It is very difficult for a child to come into the classroom late. He/She misses important instruction and the late entry draws unwanted attention. A student arriving after the 8:40 bell must go to the office to get a tardy slip. Students will not be admitted to class late without one. If a student is more than 30 minutes late, the district considers that to be an unexcused absence.

Independent Study – Home Instruction

In the event that your child must be gone from school for an extended period of time, an **Independent Study Contract** (absences of 5 or more days) may be requested. (There is also a “short term” Independent Study Form for absences of less than 5 days.) The request must be turned in to the office for the principal’s signature at least five (5) days prior to the absence, so that there is adequate time for the teacher to prepare student materials. **Requests submitted with less than five (5) days notice may not be granted.** Successfully completed Independent Study Contracts will not count against a child’s attendance record. Completed work must be returned on the day the student returns to school.

PARKING AND DRIVEWAY SAFETY

To ensure the safety of our students, parents are welcome to take advantage of the abundant street parking (**but not in a crosswalk**) and walk their students onto the campus. Parents are responsible for assisting their child(ren) to cross the crosswalk safely. **Parents may utilize the driveway during arrival and dismissal for quick drop off and pick ups only- please do not park or leave your car unattended along the curb in the red zone.** The county will ticket drivers who park in the red zone or in crosswalks. There are two handicapped parking spaces. Visitors must display a handicapped placard to park in these spaces. When they are full, visitors must park on the street. Staff will be in the parking lot to move traffic through quickly. Please be respectful of staff in the driveway areas. They are there to keep your children safe.

BUS RIDERS

Bus rules will be sent home with all bus riders. At all times, students are expected to exercise good manners, caution, and consideration of others while riding the bus. Students are expected to follow the directions of the bus driver; his/her primary concern is for the safety of all of the students. **REMEMBER:** Riding on the school bus is a **PRIVILEGE** and not a right. If the student’s conduct is such that the health, safety, comfort, or well being of others is jeopardized, on or off the bus, the privilege of riding the bus may be denied or revoked by a district transportation official.

CLASSROOM INTERRUPTIONS

If your child is at school and you need to leave a message concerning his/her welfare, please contact the office and we will do our best to contact your child’s teacher during recess or lunch with the message. Of course, the message will be relayed in the case of an emergency. Classroom instructional time is sacred, and we will not interrupt instruction with phone calls unless your call has been prearranged with the teacher and we have been asked to put it through. You may, of course, ask to be put through to the teacher’s voicemail. We will also be glad to put your call through to the classroom during recess, lunch, or during a teacher’s planning time. Another excellent way to contact teachers is to use their school e-mail account. All e-mail addresses can be found on Thomas Kelly’s website.

VISITS TO THE CLASSROOM

Please feel free to visit Thomas Kelly at any time, however it’s important for parents to make prior arrangements with the classroom teacher out of consideration for classroom instructional time. When you visit our school, we ask that you come to the office, sign the visitor’s register, obtain a visitor’s badge, and we will direct you to your child’s classroom. If

you wish to discuss your child's progress with the teacher, please arrange a private conference with the teacher as it is not a good time to discuss your child's progress while students are working in the classroom. During the school day, the teacher's primary focus is on the children in his/her classroom and their instruction. **AT NO TIME SHOULD ANYONE BE IN THE CLASSROOM WING OR ON THE PLAYGROUND (AFTER THE START OF THE SCHOOL DAY) WITHOUT CHECKING IN AND OBTAINING A VISITOR'S BADGE.** This is for the safety of all staff and students. All visitors will be directed to the office to check in and obtain a visitor's badge. Visitors who refuse to do so will be asked to leave our campus. We appreciate your cooperation with this.

HEALTH

The school has the responsibility for the health and welfare of all students. School district policy mandates that students with a contagious disease or those suspected of having a contagious disease are excluded from school as outlined in the State's health standards practices. School personnel can request a doctor's verification prior to the re-admittance of a student to school, if there is a suspicion of a communicable disease.

School personnel will attend to minor scrapes and bruises, but parents will be called and students will likely be sent home if:

- They have vomited.
- They've had a head or other serious injury.
- They are running a temperature of 100° or more.
- We cannot determine the cause of a student's sudden physical or emotional distress.

Prescription Medicine

The school can administer prescription medications **ONLY AFTER A MEDICATION AUTHORIZATION FORM HAS BEEN COMPLETED BY THE PARENT AND THE DOCTOR.**

All prescription medications must:

- Be brought to school by the parent.
- Come in the original container with the prescription label attached.

Over the Counter Medications

The school **CANNOT** administer any over the counter medications. If your child needs an over the counter medication, you (parent/guardian) must come to the school to administer it to your child. Children may not bring over the counter medication to school.

Asthma

If your child requires use of an inhaler at school, whether it is used for emergencies or on a daily basis, it must be left in the office. This allows school personnel to monitor and supervise all inhaler treatments and prevents the transporting of medication on the school bus or use in the classroom. All inhalers require a **medical authorization form** to be on file in the office.

Head Lice

Head lice can be a recurring health problem. Parents are advised to contact the school if they find head lice on their child's head. The school must send the student home if they are found to have live head lice. Students will be rechecked before re-admittance to the classroom will be permitted.

Student Emergency Cards

It is extremely important for the school to have current contact information on file. In case of an emergency, the time delay caused by a lack of current information can cause a sick child prolonged discomfort or needless anxiety in other situations. **THE SCHOOL MUST KNOW HOW TO REACH YOU IN CASE OF AN EMERGENCY!**

Custody Disputes

If there is a court order stipulating that one parent may not have access to a student at Thomas Kelly, a parent **MUST** notify the teacher and the office and provide the office with a current court order. Otherwise, both biological parents (with appropriate identification) have equal rights to participate in the education of their child, including the right to come to school to see their child, pick up the child from school, and obtain the child's school records.

Vision / Hearing Testing

Vision testing is done to evaluate visual acuity and color vision in Grades 1, 3, and 6. Hearing testing is done in Grades 1, 2, and 5. All testing is performed by authorized district health personnel. Parents will be notified if their child fails either the vision or hearing screening.

Mandatory Reporting to Child Protective Services

The purpose of the child abuse and neglect reporting law is to protect children whose health and well-being may be affected through the infliction, by other than accidental means, of harm through "physical injury or neglect, mental injury, sexual abuse, sexual exploitation, or maltreatment." School personnel who have "**reasonable cause to suspect**" that a child is being abused or neglected **MUST** report that suspicion to Child Protective Services (CPS). **This is the law.** CPS workers have full legal authority to see and speak with children at school without prior parental notification.

STUDENT MEALS/SCHOOL LUNCH PROGRAM

Hot breakfast and lunch will be served at the district price, which includes milk. It is the parent's responsibility to see that student meals are paid for in a timely manner. If a student's account is out of funds, the cafeteria staff will stamp the student's hand. This serves as a reminder for the student to inform the parent that additional funds need to be added to the student's account. **Food Services policy is to allow students to charge only one lunch. After that time, the child will be served fruit and milk.**

Student may also bring a sack lunch from home. We strongly encourage students to purchase milk or to bring a healthy drink rather than bringing soda for lunch.

Breakfast will be served daily from 8:20-8:35, however students may continue eating until the bell rings at 8:37 at which time children should proceed to their classrooms as instruction begins promptly at 8:40.

School Meal Prices:

Breakfast- Full Paid	\$ 1.75
Breakfast- Reduced Price	\$ 0.30
Lunch- Full Paid	\$ 2.75
Lunch- Reduced Price	\$ 0.40
Milk	\$ 0.40
Milk- Adult	\$ 0.45

Parents may pay for meals online through www.myschoolbucks.com or directly through the cafeteria staff. Breakfast and lunch menus can also be found on the school district website www.sanjuan.edu (Calendars).

Free and Reduced-Price Meals (Ed. Code § 49510; District Policy 355) :

To improve student access to healthy school meals, free or reduced priced meals are available to all students who are eligible.

Confidential applications for free or reduced price meals are available after July 1st at San Juan Central, at the Food Services office, and at the school or district office. The applications are available in English, Spanish, and Russian. These

applications are family applications and it is only necessary to fill out one application for all of your students in the district. Foster children need a separate application for each individual child. You may apply anytime during the school year. Applications are renewed annually and remain effective for the entire school year. Your child will not be overtly identified, and their meal eligibility will remain confidential. More information is available on the San Juan website (www.sanjuan.edu). Click on “Departments,” and scroll down to “Food Services.”

BEFORE AND AFTER SCHOOL PROGRAMS

Discovery Club

The San Juan Unified School District’s Early Childhood Education Discovery Club and School-Age Children’s Center programs were created to provide a safe, caring, and educational place for children. Discovery Club is available on a fee-based scale, serving students before and after school. For more information, call 971-5980, 967-2140, or go to the San Juan Unified School District website – www.sanjuan.edu – and use the “Services” tab.

Bridges After School Program

The San Juan Unified School District’s comprehensive Bridges After-School Program provides academic support and pro-social enrichment in a safe and positive environment. The Bridges After-School Program charges a registration fee and monthly participation fees. Rates are purposefully kept as low as possible to ensure that San Juan Unified School District parents are able to access services at the lowest cost possible. In addition, full and partial scholarships are available based on need. The program currently serves 3,500 students grades 1st-12th at 34 sites. Students realize academic success through the implementation of each of the four components of the program: academic support, enrichment/disguised learning, pro-social skills/recreation, and parent support and empowerment. For additional information, call 575-2386, our school office, or the San Juan Unified School District Website – www.sanjuan.edu – and use the “Services” tab.

SPECIAL PROGRAMS

General Academic Program

While transitioning to the Common Core State Standards, the general education program at Thomas Kelly is based on the California State Content Standards and IB standards. For a complete listing of all state grade level standards, see www.cde.ca.gov. Special emphasis is placed on proficiency in English Language Arts (reading, language, and writing) and Mathematics. Other areas of the general education program are social studies and science.

International Baccalaureate (IB) Primary Years Programme (PYP)

The IB Primary Years Programme, for students aged 3-12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The programme:

- Encourages international-mindedness in IB students
- Encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become lifelong learners
- Reflects real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues
- Emphasizes through the learner profile, the development of the whole student-physically, intellectually, emotionally and ethically

The IB Primary Years Programme frames the learning activities of the school community. Typically, the framework is flexible enough to incorporate national curriculum requirements. It is used in national and international state and privately funded schools.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB PYP Learner Profile

At the heart of the IB is the “learner profile”, a long- term, holistic vision of education that underpins all three programmes (Primary Years Programme, Middle Years Programme and Diploma Programme) and puts the student at the centre of everything we do. The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The ten qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of IB and a definition of what we mean by “international-mindedness”. The learner profile unites us all with a common focus: on the whole person, as a lifelong learner. It applies to us all–student, teacher, parent or administrator–for we are all continually learning.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IB PYP Written Curriculum

The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to “step up” beyond the confines of learning within subject areas.

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The programme puts great emphasis on learning about these transdisciplinary themes. Each theme is addressed each year by all students, with the exception of students aged 3 to 5, who may engage explicitly with four of the themes each year. The themes proved the opportunity to incorporate local and global issues into the curriculum.

The traditional disciplines retain a role in the IB Primary Years Programme. The six specified subjects are language, mathematics, science, social studies, arts and personal, social and physical education. The overall expectations for each subject area are defined for each year of the programme.

P.E., Spanish, and Art

Students receive instruction in P. E., Spanish, and Art each week from specialized teachers. In addition, classroom teachers provide additional P.E. time each week for their classes in order to meet the state requirement for physical education (200 minutes every two weeks).

Art Docent Program

Thomas Kelly is very fortunate to have an Art Docent Program. Parent volunteers go into the classrooms once each month to provide classroom instruction in art appreciation. All materials and training are provided by the district. Please let the office or the principal know if you’d like to be an art docent.

GATE and High Achievers

GATE (Gifted and Talented Education) students are identified by the District GATE Office. Each GATE student has a GATE Learning Plan that is developed by the teacher in consultation with the parent to provide classroom learning opportunities that meet his/her individual needs.

Technology

Thomas Kelly has a fully functional Computer Lab. Each teacher signs up for time to use the Computer Lab to support learning that goes on in the classroom. Our site is also wireless which enables teachers to check out laptops and iPads during the day, for use in the classroom. Several of our classrooms have Promethean Interactive Whiteboards. The teachers in those classrooms have committed to learn how to use this wonderful technology to enhance learning in their classrooms. They have attended training on how to best use this technology to benefit their instruction. They also work with other teachers in the district and each other to develop their skill in using this technology. All teachers and staff have e-mail access. All teachers have laptops and LCD projectors in their classrooms to enhance student learning.

Special Education (Resource, Speech/Language, Special Day Class/ED, Special Day Class/LH)

Thomas Kelly has a half-time Resource Specialist and a part-time Speech/Language Therapist to assist students that have identified special education needs. In addition, we have two Special Day Classes on campus serving students with specific needs.

Student Council

The Thomas Kelly Student Council is composed of representatives from all 4th and 5th grades classes. Student Council Officers are elected by all upper grade students each year. Student Council meetings are conducted regularly with support and assistance provided by a faculty advisor.

Interventions

At Thomas Kelly, we try to make as many academic interventions available to our students as we can to assist our students who are not meeting grade level standards. If you are concerned about your child's progress, please ask your child's teacher about what interventions might be available to assist in meeting your child's needs.

Library

Thomas Kelly's School Library is currently located between the Office and the Computer Lab. The library houses over 12,000 books, including a videotape collection used by the staff for instruction. The library is used for multiple purposes at Thomas Kelly: meetings, tutoring, Bridges After-School program and class library visits. Each class visits the library weekly on a designated library day. (Please check with your child's teacher regarding your child's library day.) Our goal is to assist students to seek and find information independently with the knowledge of various genres, subject areas and the Dewey Decimal Classification. This knowledge enables students to use public libraries and other libraries with confidence.

During class library visits, students have an opportunity to learn

- the genres of literature; (mysteries, science fiction, historical fiction).
- "meet" authors through various stories and books.
- broaden their reading interests.
- develop library and research skills.
- select books appropriate for their reading levels and interests.

Throughout the school year, students of all grade levels learn and review proper library book care, receive guidance of selecting books appropriate for the students' reading level, subject matter and curriculum of respective grades.

Library Policies, Procedures and Behavior Reminders

Students are expected to:

- enter the library quietly and be seated.
- listen and follow directions the first time given.
- use quiet voices at all times.
- raise a quiet hand to speak.

- students must have clean hands before handling books.
- respect others' personal space.
- keep the library tidy at all times.
- take good care of the library books and return them promptly.

Please, **NO food** and **NO drinks** in the library!

Circulation – Book loan period is ONE WEEK. Books are due on Library Day*

Circulation of library books begins after a student has returned his/her completed Library Permission form.

Gr. K - 3 -- Students check-out **one** book weekly, book may be taken home until the next Library Day*.

Gr. 4 – 5 -- Students may check-out **two** books weekly. Books may be taken home until the next Library Day*.

Books MUST be returned before another book can be checked out of the library. Class teachers will collect library books on the morning of class' library day. Library books may also be returned before due date.

Renewals: Renewals may be permitted on non-high-demand books. Book must be present at time of renewal.

*Please check with student's classroom teacher regarding assigned Library Day.

And a few suggestions for parents/guardians:

- Review the school library policies, procedures and rules with your student.
- Read to your student daily (grades K-3+).
- Encourage your student to read 20 minutes or more each day.
- Remind your student to return his/her library book(s) promptly.
- Visit the local public library with your student.
- Help your student to apply for a public library card and use it.

Accelerated Reader and STAR Reading

As part of our reading program, students are required to have one Accelerated Reader (AR) book available in the classroom for use during AR Reading Time (generally 20-30) minutes. Students read books at their individual level, as indicated by the STAR Reading Test. This test is taken on the computer and helps teachers track their students' reading progress throughout the school year, specifically in the area of comprehension.

When students finish reading an AR book, they take a short quiz on that book. Seventy percent or better is passing. Teachers conference with the students as to how they're doing, and the students select a new AR book. This kind of reading practice (at the appropriate level) is critical to helping students improve their reading ability. Reading is a skill that takes practice – just like any other skill!

REPORTING PROGRESS TO PARENTS

Back to School Night

The group meeting with parents at Back to School Night is the first important contact that parent and teachers have. Vital information is dispensed at this meeting. Parents often find that the school year gets off to a very positive start when they attend Back to School Night. This is not an evening for an individual conference, but rather an opportunity for the teacher to inform the parent about what will be happening in the classroom, curriculum, rules, etc. It's also an ideal opportunity for parents to ask questions and for the teacher and the parent to begin to establish the relationship that will lead to student success.

Report Cards

Report cards in the San Juan Unified School District are standards-based. This means they reflect the areas identified in the California Content Standards for each grade level. For more information about California Content Standards, see www.cde.ca.gov. Thomas Kelly uses the Standards-Based Progress Report Guidelines to determine report card grades. Grades are based on multiple assessments and measures. Please ask the individual teacher for more information. Report cards are completed at the end of each trimester; about every 12 weeks. Assessments are administered near the end of each trimester to determine students' progress in the areas of English language arts and mathematics.

Parent / Teacher Conferences

At the end of the first trimester, teachers will conference with all parents. The report card will be discussed, in addition to any other areas that are deemed necessary. It is vitally important for parents to attend this conference. The school and the home working together is the optimum scenario for student success. At the end of the second trimester, teachers generally conference with those parents whose students are not meeting standards (either behaviorally or academically) in some area or if the parent specifically requests a conference. Naturally, a parent may request a conference at any time during the school year. Parents are also encouraged to communicate with teachers through personal notes, e-mails, and/or phone calls

Progress Reports

At the mid-point of each trimester, progress reports are sent out to parents of students who are not yet meeting grade level standards.

Open House

Thomas Kelly's Open House is held in the spring. The purpose of Open House is to provide the parent with an opportunity to view their child's current "work in progress" and to give students an opportunity to show their parents how much they've learned and the progress they've made during the first two-thirds of the school year. Students are so excited to show parents and families what they've been doing. It's a delightful evening that we hope you'll choose to attend.

Student Study Team (SST)

The Student Study Team meets regularly to provide recommendations, support, and program modifications for a student experiencing academic or behavioral difficulties. Parents/Guardians are a vital member of this team and invited to attend the meeting so that the entire team can work together to do what is necessary to help the student be successful. This might include putting specific interventions in place or moving forward with special education testing, if appropriate.

CLASS SIZE, CLASS ASSIGNMENTS, AND PARENT REQUESTS

Class sizes are limited both by state law and district policy. Kindergarten – third grades classes have a cap of 31 students. Fourth – sixth grade classes have a maximum of 34 students. Special education classes have a maximum number of students, depending on the particular program. The goal, of course, is to place students into a classroom setting in which he/she can be successful, while remaining within the scope of law and policy. Many factors must be considered, including, but not limited to special learning needs, pertinent information that parents/guardians provide, social aspects of a child's development, interactions between peers, etc.

Actual class list development (articulation) begins in May. Teachers make an educational evaluation of each student, including special learning or social needs. The principal and classroom teachers make tentative classroom assignments.

Parent requests are accepted through May only. Parent requests must be made in writing and addressed to the principal. Requests should **NOT** be for a specific teacher. There is never a guarantee that the specific teacher requested will be at the school in the fall. Many family changes and events happen during the summer to change individual plans.

However, **parent requests should identify specific students needs** (i.e. structured classroom; combo or non-combo class; a teacher who specializes in intervention or one who specializes in challenging high achieving students). **We cannot guarantee parent requests.** We sometimes receive conflicting requests, and other factors may supersede personal preferences. The teachers and the principal will make the best possible placement, in their professional judgment, for each student at Thomas Kelly, based on their knowledge of how each student learns and what would best contribute to his/her success.

Class assignments are adjusted as new students enroll prior to the end of a school year and before the new school year begins. Also, families move from the area, creating space for placements. For this reason, class assignments will not be available until just prior to the start of the school year. **Class assignments will be mailed to homes the week prior to the first day of school as well as posted in the main hallway two days prior to the start of school. No changes will be made at the beginning of the school year other than administrative changes due to class size and enrollment.** Specific concerns or issues will be addressed with the teacher and/or the principal, as they arise.

TRANSFERS

Transfers In:

Inter-District Transfers

Parents and guardians who do not live within the San Juan Unified School District boundaries may apply for an Inter-District Transfer Agreement from their home school district and request an Inter-District Transfer into San Juan. If accepted, parents and students must adhere to the requirements of the agreement or it may be revoked. Inter-District Transfers must be renewed each year.

Intra-District Transfers

Parents and guardians who reside in the San Juan Unified School District may enroll students in any school, depending on availability (if parents can provide transportation). In some cases, enrollment may be limited to one year. Continued enrollment is dependent on positive student attendance and positive student behavior. If the transfer occurs after the open enrollment period, placement is limited to the end of the school year. Forms for Intra-District Transfers may be obtained at the school office. Forms should then be taken to San Juan Central (adjacent to the district office at 3738 Walnut Avenue, Carmichael).

Transfers Out:

If you plan to move and must withdraw your child from Thomas Kelly, please let the office know in advance. This will allow for a smooth transition into a new school for your child. Advance notice gives our office staff and your child's teacher time to prepare reports that are needed by the new school.

At the time of withdrawal from Thomas Kelly, students must return all library books, return all classroom text books, and it is recommended that he/she check the Lost and Found for any personal items. If books are lost or damaged, the parent may be required to reimburse the school for the item.

ITEMS THAT SHOULD STAY AT HOME

Knives of all sizes, guns (or replicas), bullets, squirt guns, radios, tape recorders, CD players, headsets, cell phones (unless parents have signed a permission form), iPods, MP3 players, stuffed animals, dolls, trading cards, electrical devices, battery powered objects, and other toys should **NOT** be brought to school. Prior permission must be obtained from the child's teacher before any exceptions to the rule can be made (i.e. "show and tell," sharing, etc.). These items tend to distract students from their learning, often become damaged or lost, and are targets for theft. Individuals are cautioned not to bring money (other than lunch money) or other valuables onto school grounds.

Thomas Kelly Elementary School and the San Juan Unified School District are NOT responsible for the damage, theft, or loss of personal property on or off school grounds.

ANIMALS/PETS

Dogs as well as other animals and pets are not permitted on school property while students are on campus (8:20-6:00, Monday through Friday). If you see a visitor with a dog, or other animal, please assist us in approaching the visitor and politely inform them of this policy.

BICYCLES, SCOOTERS, ROLLER SKATES (BLADES), SKATEBOARDS

Students may ride their bicycle or scooter to school and park it in the bike racks. Please note that the bike area is not supervised and that the school will not accept responsibility for loss or damage to the bicycle/scooter. We urge you to reinforce our efforts to promote bicycle/scooter safety.

- Bicycles/scooters must be locked properly in the bike rack at all times.
- Learn about and obey all laws relating to bicycle/scooter use to ensure safety.
- Students may not ride their bicycle/scooter on the school grounds at any time. Student must WALK their bicycle/scooter.
- Students are required to wear helmets as stated by California law when riding a bicycle.

Students should not use roller skates or blades, or skateboards (or rip sticks) on the school grounds at any time. This includes shoes that have wheels built into them. Please leave the wheels at home.

THOMAS KELLY BEHAVIOR EXPECTATIONS

Students, parents, and staff at Thomas Kelly can expect and, in fact, deserve a safe and productive learning environment where individuals (children and adults) will be treated with dignity, fairness, and respect. Because the parents and staff of Thomas Kelly Elementary School want their children to become an integral part of the community, students will know what is expected of them. Any disciplinary actions necessary will be administered in the spirit of helping students to take responsibility for their behavior choices, helping students to learn from their mistakes, and helping them seek acceptable alternative solutions to their problems. Needed disciplinary action will be administered in as fair and as consistent a manner as possible.

THOMAS KELLY DISCIPLINE CODE

At Thomas Kelly, we hold the following beliefs:

- Everyone has the right to be safe.
- Everyone is capable of appropriate behavior.
- Everyone has the right to be treated with dignity and respect.
- Everyone is responsible and accountable for his/her own actions.
- Each student has the right to learn and each staff member has the right to facilitate that learning without undue interference.

General School Rules for Students

- Respect the rights, property, and feelings of others.
- Use only acceptable language.
- Refrain from the use of bullying, name calling and/or sexual and/or ethnic slurs.
- Keep hands, feet, and objects to yourself.
- Stay in designated areas.

- Play in designated areas – not in restrooms, hallways, or instructional areas.
- Be in the classroom ONLY with adult supervision.
- Use passes to be out of the classroom or off the playground.
- Walk quietly in the hallway (in a line), between the buildings, and in the classroom.
- Food is to be eaten in designated areas only.
- No chewing gum at school, unless approved by the teacher in his/her individual classroom.
- Help maintain a clean and safe school environment.

General Classroom Rules

- Be respectful (Respect yourself, others, and their property).
- Be safe.
- Be responsible.
- Stay on task.
- Follow directions.

In addition, each teacher may have additional classroom rules. Please talk with your child's teacher to get a copy of the classroom rules and expectations.

Positive Reinforcement

The emphasis at Thomas Kelly is on positive recognition for safe, positive behavior choices and excellence in a variety of areas, especially behavior that exhibits good citizenship and sportsmanship. Special recognition is given to students who follow the rules in the classroom, on the playground, and in the cafeteria. In addition, students are recognized for their progress in learning, making responsible choices, working cooperatively, making positive decisions, and attendance. They are recognized in many ways. Some of these include, but are not limited to Eagle Tickets, Soaring with Eagle Awards, Citizen of the Month, Honor Roll, Attendance Awards, and End of Trimester Awards. In addition, each teacher positively reinforces appropriate behavior in his/her own classroom.

Negative Consequences

Within each classroom, teachers set up the guidelines for classroom behavior. Teachers contact parents either by phone or email when students are not adhering to the expectations in the classroom. It is important that teachers and parents work together to address the behavior and help children learn from the experience. More serious violations are reported to the school principal. Consequences may vary, depending on the severity of the situation and/or whether it's a first offense or a continuing problem. Generally, consequences include, but are not limited to:

- **A verbal warning** – Students who make mistakes in judgment – will be made aware of their mistake and asked to correct it.
- **Time away from peers/buddy class** - This is a time to think about his/her behavior, appropriate choices, and how the problem can be solved constructively. A follow-up conference between the teacher and the student or the principal and the student is often held.
- **Loss of recess** – If the student's poor behavior choice continues, additional time may be taken away.
- **School service** – Often, the natural consequence for student misbehavior is community service. For example, students who deface school property will spend recess time or after school time performing school cleaning tasks.
- **In-School Suspension** (P. A. S. S. – Positive Alternative to School Suspension) -- This is an alternative for sending students home for the day. The student is sent to another classroom (usually another grade level) for the day. Classroom work is sent also. The student does not get recess, nor does the student eat lunch with his/her classmates.
- **Exclusion from Field Trips** – Students who have not exhibited appropriate behavior during the time period prior to a field trip may be excluded from that trip. Students must demonstrate that they can be trusted to follow directions and behave in a safe and appropriate manner while on the field trip.

- **Off – Site Suspension** – Off Site Suspension means the removal of a student from ongoing instruction with the intention that such removal will change the misbehavior. The student is not allowed to attend or participate in school activities (or BRIDGES) for the duration of the suspension. Parents may be required to pick up their child during the school day if the child is suspended. Parent support and at-home reinforcement is vital to the success of an Off Site Suspension.
- **Expulsion** – Expulsion is the removal of a student from the supervision and control or the general supervision of school personnel. A student who is expelled shall not attend any school or alternative instructional program within the San Juan Unified School District.

IMMEDIATE SUSPENSION MAY OCCUR FOR CERTAIN OFFENSES. Fighting, serious defiance or assault of a staff member, and possession of a weapon are examples.

For additional information regarding the suspension expulsion process, please see the SJUSD parent handbook.

OPPORTUNITIES FOR PARENT INVOLVEMENT

Parents are encouraged to be an integral part of our school program and community. We want parents to be involved with us in the learning that takes place with their children. One of the best ways to increase student achievement is by parental involvement. Parents can be involved by volunteering in the classroom, accompanying the class on a field trip, and attending PTA meetings or School Site Council meetings (your in-put is SO VALUABLE!). You can be an Art Docent, participate in parent education events, help maintain the garden landscaping or the Garden Lab, or attend one or more of the various evening activities during the year. All teachers love having parent volunteers either in or out of the classroom. If you are interested in volunteering your time, skills or talents, please see your classroom teacher for details and a copy of our Thomas Kelly Volunteer Code of Ethics to sign. We hope that you'll choose one or more of the many ways in which parents can be involved at Thomas Kelly.

Classroom Volunteers

Teachers always need an extra pair of eyes and hands in the classroom. Volunteer for an hour or two a week (or whatever fits into your schedule) helping teachers with tasks such as reading with or to individual students, working with a child or a group on basic math facts or high frequency words, etc. If being here in person doesn't fit your schedule, you can help out by volunteering to do cutting, collating, filling book orders, running copies, etc.

Field Trips

Parents can volunteer to accompany the class on a field trip. Teachers especially need assistance when monitoring students away from the confines of the classroom.

Parents who attend or participate in field trips, who volunteer on a regular basis, and who work with students one-on-one are required to be fingerprinted. In addition to fingerprint clearance, parents who transport students in a private vehicle will need to provide proof of current insurance coverage. Please see the office staff for the appropriate forms. If a parent volunteers to accompany the class on a field trip, we ask that they adhere to the following guidelines and responsibilities:

FIELD TRIP GUIDELINES AND RESPONSIBILITIES FOR PARENT DRIVERS AND ADULT CHAPERONES

Thank you for your willingness to drive and/or chaperone on a field trip! Here are some helpful hints and **requirements*** that will make each trip a pleasurable and safe learning experience.

1. ***Complete the required Volunteer Vehicle Usage Form, listing a minimum of liability and damage insurance at least one week before the field trip. All information must be current and your driver's license must be valid. Be sure to drive the car you've identified on the insurance form.**

2. ***All adults attending a field trip must be fingerprinted. This includes drivers. This often takes as least ten days to complete and clear through the Department of Justice.**
3. Please make arrangements for other siblings, especially pre-school age children. They are not allowed to accompany parent volunteers on field trips. They provide a distraction from the task of supervising the students on the field trip.
4. Arrive at school on time and ready to go!
5. Each driver should have a copy of the permission slip/emergency numbers for each student in his/her vehicle. These should be returned to the teacher at the end of the trip. Please exchange cell phone numbers with the teacher and/or other drivers in case of an emergency. First aid kits are recommended, but not required.
6. Keep your assigned students with you at all times.
7. You are encouraged to control the behavior of each student in your group. Notify the teacher if there is a problem or an uncooperative student.
8. We expect the students to be good listeners during the trip. Tours guides and docents need to be heard. Please curtail any talking during the presentation.
9. All riders must be in a separate seatbelt and have their seatbelt fastened at all times.
10. Follow the designated route and do NOT make any unplanned stops along the way to or from the field trip destination.
11. We often have to wait for a presentation to start. Please keep the children from running and climbing on things during this time.
12. Talk to the students about what they are seeing and hearing. Help them to learn about the topic.
13. Please follow the teacher's rules and guidelines exactly (for example, "no shopping at the gift shop or snack bar" if that's the teacher's rule).
14. When returning to school, walk your group to the classroom and wait there for the teacher. Please do not leave students unsupervised.

*If you are unable to take on these responsibilities, please do not volunteer to drive or chaperone. However, we would welcome you to volunteer in other ways.

We sincerely appreciate the time and effort it takes to drive on a field trip and chaperone our students. We want you to know that we appreciate your support in making these events positive and valuable learning opportunities.

PTA

Thomas Kelly has a very active PTA. The PTA Executive Board plans a year-long calendar of family activities and student fundraisers, benefiting our students at Thomas Kelly. PTA funds enable the continuation of such valuable, but not district-funded, activities such as Author Day, Artist Day, Kelly Karnival, Red Ribbon Week, TK Winterfest, Family Skate Night, the Jog-a-thon, Family Fun Night, Family BUNCO, Family Game Night, Family Science Night, class field trips, classroom support for supplies, and many other things. We hope that you'll be an active part of the PTA, either in a leadership role or a "worker bee" role. We couldn't be as successful as we are without our PTA. To contact this year's PTA President, use the PTA link on the Thomas Kelly website.

School Site Council

The School Site Council is a very important part of the governance structure at Thomas Kelly. The SSC is charged with participating in the development of the Single Plan for Student Achievement (including the site budget), approving the plan and recommending it for approval by the Board of Education. It is also responsible for monitoring the implementation of the plan, including the expenditure of funds and the monitoring of achievement. Six parents and six staff members serve on the School Site Council each year. If you are interested in being placed on the ballot, please contact the school principal.

Site Safety Team

The Site Safety Team is responsible for making Thomas Kelly a safe and secure learning environment for children. The team consists of one parent, one teacher, the principal, and the head custodian. The team attends Safe Schools Task

Force Meetings and plans for how best to prepare for and handle emergency situations, as well as day-to-day procedures. If you are interested in being a part of the team, please contact the school principal.

Art Docents

Volunteers provide monthly classroom instruction and activities in the area of art appreciation. If you are interested in finding out more about the program or becoming an Art Docent, please contact the Lead Art Docent or make your interest known to your child's teacher.

Room Parents

Certain school events, such as Kelly Karnival, and classroom celebrations cannot happen without active room parents. Please consider being a room parent for your child's class. If you are interested, please let your child's teacher know.

Fundraising

Almost all fundraisers at Thomas Kelly are sponsored by the PTA, and the proceeds benefit all of our students and the school as a whole. As school budgets have been deeply slashed, we hope you'll support their efforts in any way you can.

CELEBRATIONS, CLASS PARTIES, FOOD GUIDELINES

Birthdays and other holiday celebrations are an important part of our culture. However, we'd like to encourage families to do most of the celebrating at home. A **small** celebration of healthy snacks or other treat may be brought to celebrate a student's birthday, but a full-blown party is not appropriate. Too much instructional time would be lost. Snacks must meet SJUSD food guidelines (BP/AR 3554) and should be packaged so that they can be sent home with students. Other national holidays may be celebrated on a small scale too, keeping the diversity of our families' cultures in mind and the need to limit the impact on the instructional day.

LOST AND FOUND

To avoid the loss of clothing, it is recommended that items which are likely to be removed at school (jackets, sweaters, coats, etc.) be labeled with the student's name. Other frequently misplaced items which should also be labeled are binders, notebooks, backpacks, and lunch boxes. Lost and Found items are placed on a rack in the front corner of the Multi-Purpose Room. Small items (jewelry, cell phones, etc.) are brought to the office. Please check these areas for missing items. On Parent/Teacher Conference Days and the last week of school, items in the Lost and Found are displayed on a table in front of the school. Please feel free to look for items that your student may have lost.

PHONE USAGE AND CELL PHONES

The school office receives hundreds of phone calls per week. It is a very busy office. Please help us – limit phone calls to the office to urgent situations that cannot be dealt with before or after school. School phones (office and classroom) are used for business and emergency purposes only.

Please make an effort to discuss after-school babysitting arrangements, lunch arrangements, after-school transportation, special schedules (such as minimum days) field trips, and other special circumstances with your child before the start of the school day. Interrupting the classroom to relay messages to your child disrupts the entire class. Naturally, we will do our best to help you with special situations. If you need information, you may send a note with your child, send an e-mail, or leave a message on our voice mail. We will be happy to call you or send a prompt reply. Please help us make the office environment one in which we can give you and your child our undivided attention.

We do allow students to bring a cell phone to school when parents feel that it is a safety issue. **A Cell Phone Permission Form (see page 42) must be on file in order to exercise this option.** Failure to have a form on file or violation of the

policy will result in cell phones being taken away or cell phone privileges being revoked. Cell phones may not be used on campus for any reason, except when it is under teacher direction related to classroom instruction. **At no time is sending or receiving text messages allowed.**

COMMUNICATION WITH PARENTS

Monday Folders

Each Monday, folders are sent home with students containing student work, reports from teachers, and other school information, including the school newsletter and flyers from PTA. Please take a careful look at these folders. There is a lot of important information there.

Classroom Newsletters

Teachers are encouraged to publish classroom newsletters, informing parents of what's going on in the classroom on a regular basis. Many teachers choose to do this. Ask your child's teacher if he/she publishes a newsletter. It is usually sent home in your child's Monday Folder.

TK at a Glance

"TK at a Glance" is the Thomas Kelly school newsletter. It is sent home with your child monthly in your child's Monday Folder. This is a vital communication link between school and home. Please take time to read it. It has important calendar information and updates on school activities. Extra copies of the newsletter are available in the school office. A copy is also posted on the Parent Bulletin Board in the main hallway and on the Thomas Kelly website.

Thomas Kelly Website

The San Juan Unified School District website (www.sanjuan.edu) has a wealth of information in one place. In addition to general district information, each school has its own website. To access Thomas Kelly's website, go to the district website, use the "Schools" tab, followed by the "Elementary School" link on the drop-down menu. Scroll through all the elementary schools until you reach Thomas Kelly. In addition to school information, many teachers have also created their own websites. Please feel free to check out the website for your child's class.

Voice Mail

We encourage you to use voice mail for matters that do not need immediate attention. The phone number is 979-8401 followed by the box number. All box numbers will be posted on the Thomas Kelly website or are available through your child's teacher.

E-Mail

Staff members use e-mail. You are encouraged to use this method to communicate with all Thomas Kelly staff members. E-mail addresses can be found on the Thomas Kelly website.

Connect-ED

The San Juan Unified School District has an automated phone system that we may use when we need to contact large numbers of parents at one time. We use Connect-ED for important messages and reminders to parents, as well as emergency notification (for example, a lockdown called by the sheriff's department). **Please be sure that we have your correct phone numbers on file, so that you receive these messages.**

SCHOOL-PARENT COMPACT

Thomas Kelly Elementary School, and the parents of the students participating in activities, services, and programs funded by the San Juan Unified School District, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the current school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Thomas Kelly Elementary School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- *Treat students and parents with dignity and respect at all times.*
- *Provide a safe, positive, and challenging environment in which to learn.*
- *Provide high quality instruction and do whatever it takes for students to learn.*
- *Provide academic support and academic intervention for students who fall behind and need additional help.*
- *Provide academic challenges for students who have achieved proficiency in standards and need additional challenges.*
- *Assign productive, worthwhile homework that reinforces and supports skills and concepts learned in class.*
- *Work with the student and/or parent to set and support individual learning goals, when appropriate.*

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parent/Teacher Conferences will be held at the end of first trimester (minimum days) and at the end of second trimester (minimum days).

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Student Progress Reports will be send home to those students who are working below standard. They will go out after the sixth week of each trimester. In addition, teachers will notify parents at the earliest possible date of possible retention. Regular reports will go home to report behavior and homework completion to parents in the Monday Folders.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Teachers may be reached via e-mail, phone, or through scheduled appointment during their planning period, before school, or after school. Teachers will communicate regularly with parents regarding student progress toward meeting standards.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

Parents should indicate their interest in volunteering or observing to the classroom teacher. The classroom teacher will make these opportunities available to parents at a time that works best so to minimize any instructional interruption.



Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitor attendance and limit absences, tardies, and early checkouts as much as possible.*
- *Make sure that homework is completed.*
- *Make sure that my child gets an adequate amount of sleep each night and eats breakfast either at home or at school each day.*
- *Monitor the amount of television my child watches.*
- *Volunteer in my child's classroom, if possible.*
- *Participate, as appropriate, in decisions relating to my children's education.*
- *Promote positive use of my child's extracurricular time.*
- *Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail/telephone and responding, as appropriate.*
- *Support the school in its efforts to enforce high standards for behavior, citizenship, and academics.*
- *Keep emergency contact information up-to-date.*
- *Treat my child's teacher and all other staff members with dignity and respect at all times.*
- *Serve, to the extent possible, on policy advisory groups (i.e. School Site Council, PTA, Site Safety Team, etc.)*



Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- *Treat myself, my teachers, my classmates, and school property with respect at all times.*
- *Give my best effort every day and do whatever I can to be successful.*
- *Do my homework every day and ask for help when I need to do so.*
- *Read at least 20 minutes (10 min. for kindergarten) 5 out of 7 days per week outside of school time.*
- *Come to school focused, prepared, and ready to learn.*
- *Be attentive during classroom instruction.*
- *Display appropriate behavior so as not to waste instructional time.*
- *Tell the truth, if I make a mistake, and take responsibility for my actions.*
- *Model good citizenship and be helpful to my teammates, my school, and my community.*
- *Approach learning with a positive and enthusiastic attitude and strive for excellence in all areas.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Follow all school rules in order to protect the safety and well-being of everyone, understanding that there may be consequences for breaking those rules.*



Additional Required School Responsibilities

Thomas Kelly Elementary School will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
4. Provide to parents of participating children information in a timely manner about school programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
5. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
6. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Teacher	Parent(s)	Student
Date	Date	Date

***This compact will be discussed and signed at the first Parent/Teacher Conference. This copy is for your examination prior to the conference.

STUDENT DRESS CODE

The following dress code will be in place for all students at Thomas Kelly Elementary during instructional days (Spirit Days and special occasions excepted). It is intended to support the safety and well-being of all students and to eliminate distractions and disruptions to the learning process.

- Clothing should be clean and in good condition. Pants and shorts should be hemmed (no cut-offs). **Torn knees should be patched or repaired.**
- Shirts must completely cover the entire torso from the shoulder to the hip. Prohibited garments include, but are not limited to sports bras, tube tops, tops with spaghetti straps, half shirts, halter tops, “muscle shirts,” see-through shirts, and shirts with oversized armholes. Tank tops are permitted as long as there is a two-inch shoulder strap.
- Pants and shorts must cover undergarments and stay up without being held. Shorts, skirts, and dresses should be of such length that the fingertips do not extend past the bottom of the garment when the arms are fully extended.
- Hats and hoods may be worn outdoors only.
- Make-up should not be worn at any time.
- Gang attire of any kind is prohibited (including, but not limited to, bandanas, hats worn with bill to the back, chains, sagging pants, gang symbols, etc.)
- Clothing should not display inappropriate messages (drugs, tobacco, language, alcohol, sexual, violence, etc.).
- Footwear must be worn at all times for student safety (as mandated by state law). Shoes (except sandals) must have closed and covered toes and strapped or closed heels. Athletic shoes are strongly encouraged. Sandals must have a back strap (NO flip flops). Shoes must have flat soles, no heels or platforms. Shoes with wheels are not permitted.
- Dangling jewelry that could be a safety hazard during play or on playground equipment is prohibited.

Clothes Closet

Often, our families will donate clean clothes that are in good condition to our clothes closet. If a student is in need of a change of clothes (for whatever reason), we will try to see if any of these clothes can be used before we have the student call the parent. We welcome donations to the Clothes Closet at any time.

Dress Code Violations

Violations of the Student Dress Code may result in a phone call to parents to request alternative clothing or a discipline referral (if violations continue).

✂Cut Here and Return to Teacher ✂

I have received and reviewed the Thomas Kelly Dress Code Policy with my child and agree to abide by its terms.

Parent Signature

Student Signature

INTERNET ACCESS AND COMPUTER USE POLICY

Dear Parents,

We have recently upgraded our computer lab and all of the classrooms have computers with Internet access. The purpose of the Internet is to promote and enhance the educational grade level standards of our students. This technology will improve learning by allowing the students to read, write, and compute in exciting new ways. They will be able to have access to up-to-date information on a variety of subject areas and utilize that information to create multi-media presentations. As this technology continues to grow, so does the need for responsible use of technology. Thomas Kelly is committed to teaching responsible use of both the equipment and the Internet to your child and needs your continued support at home. It is our intention that all Internet use at Thomas Kelly will be provided with strict guidelines and supervision. The San Juan Unified School District will monitor Internet and e-mail usage and will use content filtering software programs. Nevertheless, students may still find Internet sites that contain inappropriate materials. Parents and students should be aware of this possibility.

Below is a list of responsibilities and expectations for all of our students. Please review these with your child. As a student and parent, we would like you to understand and support responsible use of technology and the Internet.

Responsibilities and Expectations

1. The students will use all technology equipment properly.
2. The students will keep all passwords private and confidential.
3. The students will uphold copyright rules and laws.
4. The students will learn and uphold proper "netiquette."
5. The students will be responsible for the content of all text, audio, or images that they access over the Internet. This includes, but is not limited to, material containing profanity, obscenity, child or other forms of pornography, or material that advocates illegal acts, or that advocates violence or discrimination.
6. The students will immediately tell their teacher if they mistakenly access inappropriate information.
7. The students will refrain from buying or selling anything on the Internet.
8. The students will understand that use of the Internet is a privilege, not a right, extended by the SJUSD to staff members and students.

Any student who has not followed the responsibilities and expectations, as stated above, will have their Internet privileges suspended or revoked, and may require further disciplinary actions be taken.

Please initial the appropriate box, sign and return the form below to the teacher so that we know that both you and your child have read and understand the responsibilities and expectations for using technology at Thomas Kelly Elementary School.

✂Cut Here and Return to Teacher✂

- I have read and understand the Acceptable Use Policy and agree to all of the provisions. I understand that any violations of the above guidelines will result in immediate suspension of my Internet privileges, and that as a result of such violations further disciplinary measures may be taken.
- I have read and understand the Acceptable Use Policy and do not wish for my child to have Internet use.

Teacher Name: _____

Date: _____

Student Name: _____

Grade: _____

Student Signature: _____

Parent Signature: _____

CELL PHONES ON CAMPUS
PERMISSION FORM

Student's Name: _____ Grade: _____

Teacher's Name: _____ Date: _____

Current state law allows students to bring cell phones to schools, with parental permission, for use during an emergency. District policy permits the use of cell phones **for emergencies only** and their presence on school grounds will be allowed **ONLY** as long as students follow these guidelines:

1. Cell phones are to be turned off while on school grounds except for extreme emergencies. Extreme emergencies refer to life threatening situations where the school does not have other communication options available.
2. Cell phones are to be kept out of sight at all times while on the school campus. This includes before and after school. **If a student fails to abide by these rules, he/she will lose the right to carry a cell phone with him/her during school hours. If the parent states that a cell phone is required for after school reasons, the phone will be left in the office during school hours.**
3. Cell phones are not to be used to call parents, friends, or relatives while on campus or in place of **school phones** except in extreme emergencies.
4. The school is not responsible for cell phones brought to school and will not be liable for damaged, destroyed, lost, or stolen cell phones.

✂Cut here and Return to Teacher. ✂

I give my child permission to have a cell phone at school. My child and I have reviewed the guidelines listed above and agree to abide by these rules.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Damaged/Lost Textbooks

Dear Parent/Guardian

When property of the District is lent to students, the Governing Board expects that it shall be returned in a timely manner, with no more than usual wear and tear. Students must be responsible for the proper use and care of textbooks. Any misuse of the textbooks due to carelessness or neglect may be considered a cause to charge the student a fine for the textbook.

If the property has been willfully cut, defaced or otherwise damaged, or if the student refuses to return it at the request of a District employee, the District shall afford the student his/her due process rights and subsequently may withhold the student's grades, diploma and transcripts until the student or parent/guardian has paid all damages. If the student or parent/guardian is unable to pay for the damages or return the property, the District shall provide a program of voluntary work for the student to do instead. When the work is done or the fine is paid, the student's grades, transcripts and diploma shall be released. As provided by law, the parent/guardian of a minor shall be liable for all damages caused by the minor's misconduct

In the case of stolen books, a stolen property report must be filled out and the issue discussed with the administration.

- Any textbooks which have been damaged or defaced beyond usable condition are to be considered destroyed and full price for the textbook will be assessed.
- If charges for the damaged textbook exceed 50% of the cost of the book, the book is to be considered destroyed and the full price of the textbook will be assessed.
- Removal of bar-code labels is **PROHIBITED**. The Bar-coding System provides a direct link from textbook to student. A student cannot return a book that has been issued to another student. All books returned are accredited to the student to which they were issued.

Markings in book	\$.50 per page
Excessive markings	Full price
Torn pages	\$1.00 per page
Water damage (edges of book)	\$10.00
Severe water damage or mildew	Full price
Excessive pages torn out of book (considered total loss)	Full price
Lost book	Full price
Broken or bent book cover/binding (book in usable condition)	\$10.00
Bar-code missing or damaged (book <u>not</u> reported lost by other students)	\$10.00
➤ FULL PRICE will be assessed if book has been reported "lost"	

Refunds may be issued for cases in which lost or misplaced textbooks are *found* if the textbook is returned in usable condition and provided it is still currently in use. Textbooks that have been paid for in full by a student become the property of the student and shall not be part of the campus inventory.

PARENT HANDBOOK ACKNOWLEDGMENT FORM

(Please sign and return to teacher.)

Dear Thomas Kelly Parent, Guardians, and Students:

Welcome to Thomas Kelly Elementary School. Our school handbook is provided to acquaint you and your child with the programs, policies, and procedures of Thomas Kelly. Our school emphasizes literacy and mathematics, IB PYP curriculum and methodology, and the San Juan Unified School District’s Board-approved character traits of respect, responsibility, honesty, caring, cooperation and courage. Staff members and parents work to provide a safe, positive, and cooperative learning environment for your child.

Staff members and the School Site Council meet periodically review our school-wide discipline procedures. We feel that these procedures offer both positive reinforcement and consequences that are appropriate to all elementary students. The system provides ways in which students can earn recognition, as well as direct communication to parents and guardians. We combine our plan of instruction with reinforcement of conflict management strategies and character education.

Each classroom teacher teaches the school rules during the first weeks of school and throughout the year. Teachers use a variety of strategies to help students monitor their behavior throughout the day. We have monthly recognition assemblies for recognition of good citizenship. Other elements of our program are explained in this handbook.

We ask you to participate by reading and discussing our new school handbook with your child. Please return the bottom portion of this page to your child’s teacher as soon as possible. By working together, we can maintain a high level of safety, citizenship, and learning for all of our children.

Sincerely,

Melissa Bassanelli
Principal

✂Cut Here and Return to Teacher✂

I read and discussed the Thomas Kelly School Handbook with my child. He/She and I are committed to appropriate behavior at school and between home and school.

Student’s Name _____ Grade _____

Student’s Teacher _____ Room # _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

Comments _____
