



Parent Handbook 2019-2020



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I. Office/Operational Information

School Address and Phone Numbers:

Valley Charter Elementary School
16514 Nordhoff Street
North Hills, CA 91343

Office: 818-810-6713

Fax: 818-810-9667

School Hours

8:05 a.m. – 2:40 p.m., Mon/Tues/Wed/Fri

8:05 a.m. – 1:00 p.m., Thurs and ALL minimum days

Office Hours

The school offices are open between 7:30 a.m. and 4:00 p.m. on school days only.

Afterschool Yard

The campus will continue to be open for play after school but it will be closed at 3:15 p.m. daily (1:30 p.m. on Thursdays). We respectfully ask you to exit campus at these times as our campus will be closed to any non-school or E3 related activities. (See expectations on page 20.)

VCES Faculty and Staff

Robert Burke, Executive Director
Sheri Werner, Principal
Carolina Merino, Office Manager
Andrea Guereca, Office Assistant
Ylla DeLeon, Special Education Coordinator
Betsy Main, Compliance Coordinator

Classroom Teachers:

Room 1 (K)	Kristin Nicole Rivera
Room 2 (K)	Jessica Bennet
Room 3 (1)	Kris Nakano
Room 4 (1)	Jennifer Melyan
Room 7 (2)	Emily Garner
Room 9 (2)	Anne Aronchick
Room 5 (3)	Mary Allen
Room 6 (3)	Lauren Schauer
Room 5C (4)	Adam Myman
Room 8 (4)	Jessica Beal
Room 3C (5)	Janelle Barker
Room 4C (5)	Stacy Howerton
Resource Program	Ginevra Shaw
PE Teacher	Gina Hairapetian
Music Teacher	Joe Tagnipes

II. Welcome to Valley Charter Elementary School!

Our school opened its doors in the fall of 2010 with 120 children in grades K-2, and we are currently fully enrolled in Kindergarten – Fifth Grade.

Valley Charter Elementary School (VCES) is a parent-initiated, tuition-free and non-sectarian public elementary school. We offer a project- and inquiry-based, experience-centered curriculum to serve our culturally rich and diverse population of students. By law, admission is determined by annual Random Public Drawing (lottery), and is open to all children in California. Currently we lease and share space with Valley Park Church in North Hills.

III. Our Purpose

Our Mission Statement

The mission of Valley Charter Elementary School is to provide a holistic and exceptional education to a diverse student body, cultivating in students' intellectual curiosity, collaboration, respect for others, and a passion for excellence.

We fulfill this mission by:

- Providing a constructivist, inquiry-based learning environment in which teachers guide students through active learning processes that develop conceptual understanding as well as self-knowledge.
- Implementing a project-based curriculum that develops academic, interpersonal, intrapersonal and artistic skills.
- Creating a program that develops students to be creative and critical thinkers, who are unafraid to question, challenge and express themselves; and that prepares students to lead and to serve the greater good as members of a democratic society and as citizens of our growing global community.
- Setting the highest individualized standards for all students, so our students realize their potential and can compete with the best students in the country.
- Creating a school culture that values character and citizenship as well as achievement, and process as well as product.
- Giving faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills, research, create, evaluate and refine project-based curricula, and reflect on the learning of their students.
- Communicating regularly with students' families, seeking family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure a diverse and inclusive learning community.

Our Vision

We believe all children deserve an excellent education that realizes their potential. A core value of Valley Charter Elementary School is respect for diversity -- ethnic, socio-economic, social-emotional and academic. We will embody Horace Mann's vision of "the common school" where children of all backgrounds learn together and from one another. We will strive to be a model of teacher innovation, collaboration, and professionalism. We will strive to develop and communicate best practices, and mentor others as we have been mentored. We believe communities can come together to build great schools, bringing parents back to the public school system and creating a future where academic excellence is available to all children.

Our Educational Philosophy

At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals – derived from academic standards and school-defined behavioral and attitudinal objectives. Valley Charter Elementary School expects all involved with the school to support these convictions and to endorse a constructivist-learning environment that nurtures, challenges, and values every member of the community. VCES also adheres to the belief that students should be given opportunities to direct their own learning. VCES students will be asked to explore their interests through the process of formulating essential questions that drive their project-based learning experiences.

What it Means to be an Educated Person at VCES

VCES's definition of an "educated person in the 21st century" will be reinforced in explicit school guidelines of conduct in the classroom, in the schoolyard, and in the larger community. Faculty will analyze this definition annually in order to ensure that it is translated into measurable student outcomes to be developed and assessed throughout the year. Our definition draws upon concepts of global competence and Howard Gardner's theory of Multiple Intelligences.

The concept of 'global competence' is receiving increased attention at the post-secondary level and is most commonly described as follows:

- The ability to work effectively in different international settings, an awareness of the major currents of global change and the issues arising from such changes, knowledge of global organizations and business activities, the capacity for effective communication across cultural and linguistic boundaries, and a personal adaptability to diverse cultures (Brustein).
- Having an open mind while actively seeking to understand cultural norms and expectations of others [and] leveraging this gained knowledge to interact, communicate and work effectively outside one's environment (Hunter)
- Intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion toward cultural difference). (Dearloff)

We believe an educated person in the 21st century is one who possesses the skills and attitudes encompassed by global competence as described above and also:

- Effectively Communicates: writes clearly, listens actively, questions intently, reads critically, expresses oneself honestly and respectfully in a variety of mediums, seeks to master at least two languages (Interpersonal, Intrapersonal, Musical and Linguistic Intelligences)
- Continually Learns: seeks to develop skills and acquire knowledge in all realms and at all times, obtains multiple perspectives, maintains an open-mind and a willingness to change in response to data, reflects on new experiences and information (Interpersonal, Intrapersonal, Logical-Mathematical, Linguistic, Naturalistic Intelligences)
- Assertively Perseveres: when problems cannot be solved readily or when faced with criticism and disappointment, maintains focus and self-discipline, works through struggles and setbacks, attempts trials, examines errors, tries harder, tries differently, tries again (Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic Intelligences)

Our Pedagogical Practices

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students. When coupled with a project-based curriculum and problem-based lessons, constructivism is even more effective. We, therefore, embrace these three practices fully. In our classrooms, teachers facilitate as students actively explore topics and strive to answer questions and solve problems that they themselves have posed at the outset of a course of study. Sometimes students work collaboratively, sometimes individually, but always with the knowledge that they can receive peer and teacher support. As they reach different project milestones, students wrestle with concepts, take risks, make mistakes, and revise. Teachers continually assess each student's progress through observation, interaction, and testing, and then design lessons in response to student needs. The completion of a project represents the culmination of a course of study and the achievement of specific learning objectives.

Assessment

Teachers use a variety of assessments to measure student progress and guide instruction, including:

- school/teacher created assessments and rubrics;
- published academic assessments;
- teacher observations, student conferences, and anecdotal records.

Teachers share student progress with parents informally in conversations, written comments, and email, and formally twice a year in progress reports and twice a year in parent-teacher or student-parent-teacher conferences.

Standardized Testing

California Assessment of Student Performance and Progress (CAASPP): CAASPP is the State assessment system for grades 3-5.

Homework Policy

We believe that the purpose of homework is to help children deepen their understanding of concepts learned in class and/or to sharpen skills which require repeated practice in order to master. The amount and type of homework given will vary based on a number of factors; age, learning needs, content, and skill. Unless specified, students will be expected to complete homework independently. At times, we will assign homework that requires some help from a parent or guardian (i.e., a family game or discussion topic, or some research). Although parents or guardians may monitor or assist with homework, it is the student who must assume responsibility for attempting and completing each assignment and remembering to return it to school. Parents or guardians are expected to ensure that their children assume responsibility for their homework and may request the support of their child's teacher if needed.

In addition to assigned homework, we also hope that children participate in the following activities:

- Reading and being read to
- Imaginative play
- Meaningful dialogue about literature, experiences, and areas of interest
- Life skills (i.e., tying shoes, getting dressed, preparing snacks, etc.)
- Problem Solving (i.e., getting change at a store or planning to-do lists)
- Social interactions with peers (negotiation, problem-solving)
- Practicing math facts
- Activities that involve exercise and/or appreciation of the outdoors

Field Trips

For each field trip scheduled, the teacher will send home a note requesting the parent/guardian's permission and provide specific information pertaining to the trip. **Field trips are a vital part of the curriculum and are shared experiences for students and their classmates. They bring learning to life and give children engaging experiences outside of the school campus.**

While we can sometimes take a school bus, we often count on parent help to drive and chaperone on field trips. We are grateful for parent support yet we do ask that our field trip expectations and policies, which were created to ensure the most meaningful and safe experiences for your children, are respected.

Note: Usually a limited amount of parents may accompany each class on a field trip. We request that parents not simply appear at the field trip destination unless previously arranged by the teacher. If accompanying the class, parents are asked to help direct children to cooperate with directions and instructions given by the teacher and to arrange care for VCES siblings. To ensure student safety, parents who drive on field trips will be required to provide the school with copies of all car insurance documentation, car registration, and driving record.

Field Trip Driver/Chaperone Policy

When driving, we request the following:

- All field trip drivers must submit applications and be approved by the Principal at least ONE WEEK prior to the field trip.
- Please arrive on time at the designated place (classroom, parking lot, etc.) and stay for the duration of the field trip unless previously arranged with the teacher.
- VCES siblings *may not* accompany parents on field trips. We recognize child care issues yet we cannot have a sibling be a distraction to our students' learning or to the chaperone's responsibilities.
- Drivers must refrain from showing movies in the car, making stops along the way, and purchasing items for children on the trip. Please be sure that your gas tank is full and that you have a snack for yourself.
- We request that drivers refrain from talking on cell phones (unless there is an emergency).
- All students must wear seatbelts (or be in booster seats). California Law (effective 1-1-17) requires children to be in a booster seat in the back seat of a vehicle until they are at least 8 years old AND 4' 9" in height. All students must be buckled into their own seatbelts (NO doubling up). Please let the teacher know IMMEDIATELY if there is an issue with a seatbelt or space in the car.
- Students may not be dropped off at the field trip location. Students will leave with their teacher from school so they can hear all of the learning goals and behavioral expectations for the field trip.

When chaperoning, we request the following:

- Please remember that safety is our priority at all times (parking lots, etc.).
- Please refrain from socializing loudly with others while a docent/teacher is speaking.
- Please act in a way that encourages all children to be engaged with the activities and discussions.
- Please remember that your job is to be there for all students.
- Please stay with the group the entire time. If you need to step away, please let the teacher know.

Lastly, it is important for parents to understand that teachers prepare for field trips in advance. Last minute changes add stress and complications to our best laid plans. We need your support in the following ways:

- Please do not request for your child to be in a particular car.
- Please do not drop students off at field trips.

- Please send disposable items in snacks/lunches when requested.
- Please read all forms/letters about the field trip and make a note of any dates and times.

Parent Field Trip Driver Applications are available in the office or on our website. All applications must be completed and approved by the Principal. The complete application includes driver information, insurance, etc. and does require a *Livescan* and a *TB Test* (required for all volunteers).

After School Program

Enrichment Educational Experiences (E3), our after school program, is offered daily. Extended care is offered from the end of the school day until 6:00 pm. Morning care is available from 7:00 am -8:05 am. You can contact E3 at <http://enrichmentkids.com/e3/>, 818-989-7509, or info@enrichmentkids.com.

IV. Enrollment

By law, admission at VCES is based on a random public drawing and all students wishing to enroll in the school must enter the lottery. Per our charter, admission is open to all students in the State and priority is given to siblings of existing students and a small number of children of school faculty and founding parents (not to exceed 10%). Please see our website for the complete list of [priority enrollment](#).

All families who have upcoming kindergarten (or other grade level) siblings must complete an enrollment application and the student’s name must be in the random public drawing.

V. Healthy Minds and Bodies

At VCES we believe in educating the whole child. One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a child’s physical, emotional, and academic development. “It is important that those concerned about the wellness of our children spread a common message to the community, that a child’s healthy body and mind has a foundation in the food and beverage choices available and made both at school and elsewhere.” Refer to www.ADADCmideast.com for additional information.

We encourage healthy eating by:

- Working closely with our hot lunch provider to ensure that there will be balanced meals, with an emphasis on fresh, locally grown produce, on a daily basis;
- Encouraging parents to send snacks and lunches that are healthy:
 - Fresh fruits and vegetables, protein, complex carbohydrates;
 - Limited refined sugar, trans fats, and artificial sweeteners;
- Asking that students *not bring soda or candy* to school; and
- Notifying parents ahead of time of school celebrations that involve food.

There are times when teachers and students will want to have class celebrations. For these celebrations, we ask that parents:

- Gain consent from their child’s teacher before bringing any food items into the classroom; and
- Inform teachers if their child has any food allergies or dietary restrictions.

Here are some tips to help improve nutrition and encourage smart eating habits at home:

- Have regular family meals;

- Serve a variety of healthy food and snacks;
- Be a role model by eating healthy yourself;
- Avoid battles over food;
- Involve kids in the process of selecting, buying and preparing food;

We appreciate your participation in contributing to a healthy community!

Lunch

Revolution Foods is our food service provider. Lunch costs \$4.50 per meal and is offered Monday through Friday. Menus and ordering are available online at <https://valleycharter.boonli.com>. *Parents are responsible for ordering meals online.* Lunch brought from home should be clearly marked with your child's name. For health reasons, such as allergic conditions, children may never share lunches. *As there are no water fountains in the classrooms, we request that children bring their own water containers each school day and especially on PE days.*

Snacks

Children may bring healthy snacks to school such as fruits and/or vegetables. We discourage foods that contain sugar, MSG, and other additives. **Do not send carbonated beverages or candy.**

Birthday Celebration Policy

As a community, we care about each other. As you plan home parties, think about how you will handle activities outside of school, so that you do not leave some children feeling excluded. A good rule is: invite everyone in your child's class or fewer than five. Please do not distribute party invitations at school. Use US mail or email.

VCES values each child and recognizes the special significance of an individual's birthday. Teachers will honor each child by reading a special book or some other form of celebration with the class. *Please note that we do not allow a birthday to be celebrated with sugary foods such as cakes, cookies, candies, juices, or store-bought muffins.* In lieu of food, please donate a book or a puzzle to the classroom if you would like to bring something to celebrate.

VI. Our Community

VCES was built with the energy of parents, educators and the community – bringing together community groups, long-time residents, and parents with experienced educators to create a school that has both a grassroots spirit and the education establishment's knowledge and experience. The participation of families and the surrounding community is critical in meeting the needs of the whole child.

As a school that values parent support and volunteerism, the VCES suggests that each family volunteers for a minimum of 50 hours each school year. These are suggested hours and are neither a condition of enrollment nor of continued enrollment. Please sign up on Help Counter to join a volunteer parent committee.

Home/School Agreements

We believe that every child is a unique individual and wants to learn. We are committed to providing a program that promotes educational excellence in a humanistic, nurturing and challenging environment. To assist each student in achieving his / her highest potential for intellectual and social growth, we

recognize that the home and school must work together, recognizing and agreeing upon each party's responsibilities in the learning process.

Parents/guardians are responsible for:

- Providing a regular time, a quiet, well-lit place, and supervision for homework.
- Making sure my child gets to school on time and has had enough to eat and adequate sleep.
- Attending two parent/guardian/teacher conferences that are scheduled each year, as well as any other meetings that may be needed.
- Volunteering and participating at school is encouraged, in my child's classroom, or at school events.
- Encouraging and supporting my child and demonstrating my interest in their activities.
- Reading and responding to all home-school communications promptly.
- Monitoring attendance and television viewing, and providing positive use of out-of-school time.
- Communicating the importance of education to my child.
- Helping my child meet his/her responsibilities.
- Notifying the teachers if there is something happening in my child's life that could affect his/her progress in school.
- Demonstrating respect for all students and adults at school

Students are responsible for:

- Demonstrating respect for/cooperating with all adults at school.
- Being in class on time and prepared to do my work.
- Treating classmates and schoolmates with respect in the classroom and on the yard.
- Completing all assignments, both in class and at home, to the best of my ability.
- Following all school rules and behavior codes. This includes no fighting, threatening, or bullying. I will be honest about my actions and accept responsibility for my choices.
- Doing my part to be sure our school is a place where people feel safe and supported in the learning process.
- Displaying courteous and safe behavior while riding in a private car or school bus on a field trip.
- Delivering all home-school communications promptly.
- Treating our school environment with respect.
- Reading at home every night.

Teachers are responsible for:

- Communicating frequently to families about what is happening in the classroom and ways they can help support student learning at home.
- Scheduling parent/guardian/teacher conferences twice a year to discuss student achievement.
- Providing opportunities for parents/guardians to volunteer, observe, and participate in classroom activities, as appropriate.
- Providing a safe, humanistic, nurturing, and challenging environment for my students.
- Explaining and modeling assignments so that my students have a clear understanding of what they are learning and what is expected of them.
- Supplying clear evaluations of student progress to students and parents/guardians.
- Notifying parents/guardians of any concerns or problems in a timely manner.
- Providing for two-way communication between classroom and home so that parents/guardians have reasonable access to discuss matters relating to their child.
- Demonstrating respect for all students and adults at school.

Administrators are responsible for:

- Ensuring that our school provides high-quality curriculum and instruction in a safe, humanistic, nurturing, and challenging environment that enables all students to succeed.
- Providing for two-way communication between classroom and home so that parents/guardians have reasonable access to discuss matters relating to their child.
- Creating a welcoming environment for students, families, and community members.
- Communicating the school's mission, goals and policies to students and families.
- Providing and participating in a process for ongoing planning, reviewing and improving school activities and programs.
- Acting as the instructional leader by supporting teachers in their classrooms.
- Providing appropriate training and workshops for teachers and parents/guardians.
- Demonstrating respect for all students and adults at school.
- Responding in a timely manner to feedback from students, families, and staff.
- Communicating with parents/guardians about school activities and ways they can support their child's learning.

Community Awareness

We must be respectful of our neighbors. We want to preserve a good relationship within the community and model cooperative citizenship for our students. Showing courtesy and respect to our landlord and the neighborhood is important for maintaining ongoing positive relationships. Parental behavior also serves as a model for our students. Please be respectful of the neighbors' driveways and parking regulations when parking on the street.

Classroom Visits

Parents are asked not to volunteer in their child's classroom during the first month of school, allowing the teacher time to build a rapport with students, create a classroom culture, and establish routines and procedures. Teachers will coordinate volunteer opportunities based on classroom needs. Please do not drop in unannounced. The purpose is to assist in the classroom, not to evaluate teacher effectiveness. Teachers need time to teach and to plan. If you need to take time to observe in your child's classroom, this time is limited to twenty minutes and must be prearranged with the principal. When in a classroom, we ask that you silence your cell phone so as not to disrupt the learning. If you must take a call on campus, please do so in the parking lot or away from classrooms.

Parent Participation Philosophy

Parent volunteerism is key to the success of any school, but especially important at VCES, which suggests that each family volunteers for a minimum of 50 hours each school year. These are suggested hours and are neither a condition of enrollment nor of continued enrollment.

Parent volunteers:

- Develop community involvement and interaction, which is essential to the quality of our school program;
- Keep our operational costs down;
- Enable our school to function well in day-to-day routines;
- Enable us to successfully plan events that raise money to support our school and build school and community involvement; and
- Enable us to apply for grants, as parent participation is a key element in most grant applications.

All families are encouraged to contribute the hours described above. If you have difficulty finding ways to contribute, please do not hesitate to call the office or ask the classroom teacher how you can help.

Volunteer hours can be tracked on Helpcounter. The school will contact families in order to help them find opportunities for volunteering.

Important! Please Note:

- *Volunteers who regularly work directly with students or who drive students on field trips must go through the Livescan process (fingerprinting) and have a current (within four years) negative TB/Mantoux test on file in the office.*
- *Parents who are working in the classroom are expected to keep confidential any observations and opinions about students and staff in the class. Parents can only discuss their own child's progress with teachers and administrators. Any parent who is found to be breaching student confidentiality and disregarding this expectation, will no longer have the privilege of working in the classroom. Please follow the classroom teacher's directions when working with students.*

VII. Home/School Communication

VCES maintains a database of current information such as home address, telephone numbers and emergency contacts for each student. It is essential that this information be kept up-to-date so that the school can contact parents when there is a need. Each year, upon re-enrollment, parents receive a student emergency card for each child with the current information listed in the database. It is the parents' responsibility to update this form and to keep the school informed of any changes as they occur. Please contact the office with updates or changes of address, phone number, email, emergency contacts or medical information.

eBlast

Purpose: This is the bi-monthly **must-read** document from the school. It contains:

1. important updates from the school to the parent body
2. information from committee chairs, including requests for volunteers.

Note: If you are not already receiving the eBlast, contact the school office to make sure your email address is correctly listed in our database.

VCES Updates

Purpose: Time-sensitive information from the principal and the staff that cannot wait for the next issue of eBlast or deserves separate attention.

Teacher Newsletters/Websites

Purpose: News from your child's classroom. Each teacher has his or her own communication style and determines which information is shared.

Room Parents

Purpose: Communicate the individual teachers' requests, needs, and updates within the class. When the school needs each class to participate in an event, room parents will communicate this information as well.

Web Site and Facebook

Valleycharterschool.org has basic information about our school and the application process, as well as useful tools such as the school calendar, forms, links, and important news. "Like" us on Facebook at

<http://www.facebook.com/ValleyCharterElementary>. We use Facebook for important updates and school information. They will appear in your newsfeed if you “like” us.

Class Communication

You may reach your child during the school day in emergencies only as we do not want to disrupt classroom lessons unnecessarily. Call the office and we will relay the message. Children will not be permitted to call home on a casual basis. Students may not have on or use cell phones or any other electronic devices during school hours, including after care. If a student is found using one of these items, it will be confiscated and returned only to parents.

Telephone Messages

If you wish to contact your child’s teacher during the school day, please call the office. The office will make every effort to deliver your message in a timely manner. Please note that any changes to carpool arrangements must be in writing and submitted to the classroom teacher at the beginning of the school day.

Meetings and Events

Parents will be informed about meetings and events in a variety of ways, depending on the event. Most information is conveyed through eBlast or VCES Updates (see descriptions above). Some will be posted on the VCES website at www.valleycharterschool.org. Parents who do not have Internet access will be notified by phone, regular mail or flyer.

School Applications and References Policy

If your child is applying to another school, we ask that you respect the following:

1. All forms must be submitted to the teacher and/or administrator with a stamped and addressed envelope to the appropriate institution. No forms will be mailed without them and no forms will be sent back to parent.
2. VCS requires a minimum of 14 days to complete forms with thoughtful responses. Please plan ahead as we will not guarantee that forms will be completed in less than 14 days.
3. VCS will not guarantee that forms will be completed after the end of February. Teacher obligations such as progress reports and conferences are a priority over school application forms.
4. VCS will not submit progress reports to schools prior to our school’s distribution date. It is the parent’s responsibility to inform a school of when the progress report will be available and to submit it, even if after the application due date.

VIII. Stakeholder Groups

Board of Directors:

The BoD is the body responsible for the fiscal security of the school to assure its longevity and quality. The BoD provides the oversight to make sure the mission of the school drives decision-making. The BoD hires and oversees the key school administrators who run the day-to-day operations of the school.

VCES Parent-Faculty Council:

An important step in our school’s evolving governance structure is the development of the VCES Parent-Faculty Council. The council is intended to be an advisory body comprised of the principal, parent volunteer committee chairs, and teacher representatives. The council is led by and collaborates with the principal regarding school governance and operations. Via monthly meetings that are open to the whole school body, the council provides a forum in which a) important VCES issues are discussed, reviewed and tracked, b) best practices are developed, supported and celebrated, and c) stakeholder priorities are voiced. Members of the council serve as ambassadors for VCES and our mission to the larger community, and provide an important liaison with other valley schools.

Parents

Parents support their children and the school's mission through volunteering, learning about educational issues, providing a home environment that contributes to their child's academic success, and voicing concerns or questions in productive ways according to Board-established protocol.

Faculty/Staff

The school faculty/staff is responsible for making educational decisions at the school. Faculty/staff works closely with parents to create support for student achievement and social/emotional development of all children.

IX. Attendance and Tardy Policies

School attendance is vital to student achievement. Students who develop patterns of good attendance are much more likely to be successful academically, socially, and in the workplace. **On-time, daily attendance is expected of each and every student at Valley Charter School.**

At Valley Charter Elementary, we view every instructional day as an essential learning opportunity and missing school regularly is detrimental to a child's learning and creates poor work habits. The school day at VCES is full of interactive, hands-on learning experiences. Working together also teaches children about social interaction and group interdependence in all areas of curriculum. Although children can make-up their class work when they are absent, they may miss out on special class experiences such as field trips, performances, art projects, social connections and group work. Treating your child's school attendance and responsibilities as your child's "job," is preparation for taking on adult responsibility later in life.

On the business/budget side, the school loses approximately \$40 a day in funding for each student absence (excused or unexcused). To put this in perspective, last school year students missed approximately 8 days of school on average. **That's equivalent to a \$40,000 loss in revenue!** Educating your child costs money. We hope that you will send a clear message to your child about the importance of school through supporting them in attending school consistently and on time.

Attendance Matters!

- When students attend school, they get better grades, score better on standardized tests, and are more likely to go to college.
- It is our responsibility to teach students the importance of attendance now so they are prepared for the future. Employers say good attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees.
- It's the law. Parents and guardians are responsible for ensuring that their children go to school. When parents are at work, students should be safe at school.
- *Please help with your child's attendance by planning family vacations for non-school days only and scheduling non-emergency medical and dental appointments after school hours.* Please note that while school attendance is a priority, children with fever or symptoms of illness should be kept home to rest and recover.
- Make sure the school has your accurate daytime contact information, including cell phone number and/or e-mail address and inform the office when there are changes.
- Communicate with your child's teacher about attendance/tardy issues.
- Make the school aware of any problems that may be causing your child to miss school.
- Do not allow your child to have "parent permitted trancies." These trancies are best described as absences for reasons other than what the law allows. They may include the following: personal business, car problems, no clean clothes, rain, walk outs/demonstrations, out of town trips.

Excused Absences

Every student is expected to attend school on a daily basis, unless there is valid justification for his/her absence (see EC 48200 and 48205 below*). A student shall be excused from school when the absence is:

1. Due to his or her illness. When a child has a fever, symptoms of illness, or a communicable illness, the child needs to stay at home to rest and recover. Children who run a fever should be free of fever for 24 hours before returning to school.
2. Due to quarantine under the direction of a county or city health officer (PLEASE NOTE: If your child has a communicable disease, the school office must be informed so that we can notify other parents and staff).
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. Observance of a holiday or ceremony of his or her religion.

Documentation is required for all absences to help us understand why the child is not in school.

When a note is required:

1. If your child is absent from or tardy to school for any reason.
2. If a child is absent for 3 or more consecutive days due to illness, VCES requires a doctor's note on the first day of return indicating that your child is healthy enough to return to school.
3. If your child has a doctor's appointment during the school day, you must bring a note from the doctor to the school office.

A student may be dropped from Valley Charter School if they are absent for ten days or more and the family HAS NOT contacted the office and the parent cannot be reached.

Illness

If your child is ill, please call the school in the morning. Please do your best to inform us of an absence by 8:15 a.m. on the day of the absence. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused.

Children will not be admitted to school or be allowed to stay if they have a fever of 100 degrees or more, diarrhea, vomiting, lice or nits, excessively runny noses, serious coughs or infectious illnesses. Children should be free of symptoms for 24 hours before returning to school. Children who are determined to be ill by staff will receive attention and rest in the office until a parent or guardian can pick them up. **If a child is absent for 3 or more consecutive days due to illness, VCES requires a doctor's note on the first day of return indicating that your child is healthy enough to return to school.** Entering school without a doctor's note may result in unexcused absences on your child's record and may be reported to SARB.

Children may only attend school if all inoculations are documented. Please see immunization form on file in the school office. If your child has a communicable disease, the school office must be informed so that we can notify other parents and staff.

Tardiness

Tardiness is disruptive to the class and is difficult on your child as he/she will have missed important beginning of the day class routines.

Instruction begins at 8:05 a.m. each day. Students may arrive between 7:55 and 8:05 a.m. A student is considered tardy if he or she is late to school (after 8:05 a.m.). A student must report to the office if he or she is late for school in order to be admitted to the classroom. **It is advised that you arrive at school by 8:00 a.m. to avoid being tardy.**

Tardiness is excused only if a student has a medical, dental, or legal appointment or there has been a death in the family or a legitimate family emergency. All excused tardies require appropriate documentation. Traffic congestion is not considered a valid excuse.

Attendance Review Committee

Valley Charter Elementary has established an Attendance Review Committee comprised of the principal, Executive Director, and teachers. The committee will meet monthly to review the entire student body's attendance and tardy records.

Should our Attendance Review Committee identify your child as showing patterns of chronic tardiness or absenteeism, we will follow this process:

1. You will be notified in writing and it is expected that your child's attendance will improve immediately.
2. Should your child's attendance/tardiness not improve, you will be notified by administration and expected to attend a meeting to determine what the issues are that impact your child's attendance and what solutions may be helpful to correct the problem.
3. If your child's attendance/tardiness issues continue to be a problem, you will be notified of a date to attend a hearing with our internal Attendance Review Board.
4. Should your child's attendance not show any improvement after this hearing, we will be required to report excessive absences to the Student Attendance Review Board at the District Level. SARB makes the determination as to whether or not your child's attendance records will be sent to the District Attorney's office; this most likely will negatively affect a student's advancement into the next grade and may result in consequences from the DA's office.

Chronic tardiness will be handled in the same fashion as the attendance and ultimately may be reported to the Student Attendance Review Board (SARB) as described in the Attendance section above.

Withdrawal Procedures

If during the school year you decide to take your child out of VCES, you must do so in writing. Please bring in a note indicating when your child will be leaving VCES and where he/she will be going so that we can prepare your child's records for the next school accordingly. It is the intention of VCES to automatically enroll all of its students into the next grade at the end of every school year. Your student will automatically be given a space at VCES unless you indicate in writing that you will be leaving. If you are planning on leaving VCES, we would appreciate the courtesy of letting us know in writing as soon as you know so that we may give the opportunity to other families on the waiting list.

****California Education Codes Regarding Student Attendance***

48200 – Children Between Ages of 6 and 18 Years

Each person between the ages of 6 and 18 years, not otherwise exempted, is subject to compulsory full-time education.

48260 (a) - Definition of Truant

Any pupil subject to compulsory, full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

48205 Excused absences

(a) Notwithstanding Section 48200 [California’s compulsory education requirement], a pupil shall be excused from school when the absence is:

- 1) Due to his or her illness.*
 - 2) Due to quarantine under the direction of a county or city health officer.*
 - 3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.*
 - 4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.*
 - 5) For the purpose of jury duty in the manner provided for by law. [Must be approved in advance]*
 - 6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.*
 - 7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil’s absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.*
 - 8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.*
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.*
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.*
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.*
- (e) “Immediate family,” as used in this section, means the mother, father, grandmother, grandfather, or a grandchild of the pupil or of the spouse of the pupil, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the pupil, or any relative living in the immediate household of the pupil.*

X. Student Behavior

Respect for others and/or self is key at VCES. To support these goals, teachers will stress positive reinforcement for appropriate behavior and peer mediation as important parts of the classroom context. Students and teachers commit to making VCES a place where learning is a priority. To this end, the school must be safe at all times. Student actions or intentions that could violate the safety to self or others will result in immediate responses from adults or teachers present as well as notification of parents.

Examples of safety violations include:

- Verbal abuse of others (using profanity, insults, etc.);
- Intentionally hurting another person;
- Not following directions or walking off school property;
- Excessive rough-housing during school activities; and
- Threatening the physical or emotional safety of others.

Student Behavior: Education Code

The Education Code enumerates safety policies that also relate to suspension and expulsion. For example, students will be recommended for suspension and may be recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.

In terms of mandatory expulsion, federal laws state that a school must expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In addition, students shall be expelled upon determination that the student has committed one of the acts listed below:

- assault or battery upon any school employee—Section 48915(a)(5)
- brandishing a knife—Section 48915(c)(2)
- causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense—Section 48915(a)(1)
- hate violence—Section 48900.3
- possession, selling, or furnishing of a firearm—Section 48915(c)(1)

- possession of an explosive—Section 48915(c)(5)
- robbery or extortion—Section 48915(a)(4)
- offering, negotiating a sale or selling a controlled substance—Section 48915(c)(3)
- committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)—Section 48915(c)(4)
- harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness

Respecting Property

Building upon the need to have a safe and nurturing school, students must respect the property of the school and others at all times. Any student action or intention that can be deemed as damaging the property of the school or others can result in serious consequences. In addition to the violations described above, examples of property violations include:

- Stealing
- Defacing school property or the property of others
- Unauthorized use of equipment
- Inappropriate use of the Internet

XI. Safety

Drop-off and Pick-up Procedures

Kindergarten students meet in front of their classrooms and all other grades line up on the basketball court. Please do not drop off your child prior to 7:55 a.m.

Please pick up your child from the classroom at 2:40 pm (1:00 pm on Thursdays and short days). If you know you will be a few minutes late, please inform the office. The teacher will bring your child to the office to wait for you. If you are consistently late, you will be required to sign your child up for E3. The office is short-staffed and we are unable to supervise children on a daily basis.

BE SAFE! BE SMART!

ALL PARENTS ARE EXPECTED TO FOLLOW SAFETY RULES.

There are two parking options at VCES:

1. Parking lot on Nordhoff, school entrance through the brown gate.
2. Street parking on Odessa/Sunburst, entrance through the back gate. This gate only remains open for 10 minutes at pick-up and drop-off. If you are planning to stay at school, please park in the lot as the gate will be locked.

Morning Drop-off:

1. Please do not drop off your child prior to 7:55 a.m. unless you are signed up with E3 Morning Care
2. We offer “valet” service for **students in grades 1 -5 only**.
3. Grades 1 -5 students can be walked to the basketball court.
4. **Kindergarten students must be walked to their classrooms.** Kindergarten students meet in front of their classrooms.

Morning “valet” reminders and expectations:

1. Drivers **must** pull into the drop-off line on the east side of the parking lot.
2. Drivers **MAY NOT** exit the car.
3. Drivers must put their cars in “park” while students exit the vehicle.
4. Students may only exit the car once within the drop-off cones.
5. Students may only exit the car from the **passenger side**. No walking between the cars.

- Students will walk to the walkway by the building to access the school entrance, *not* through the lot.
- Drivers must be *respectful* to school staff and volunteers.

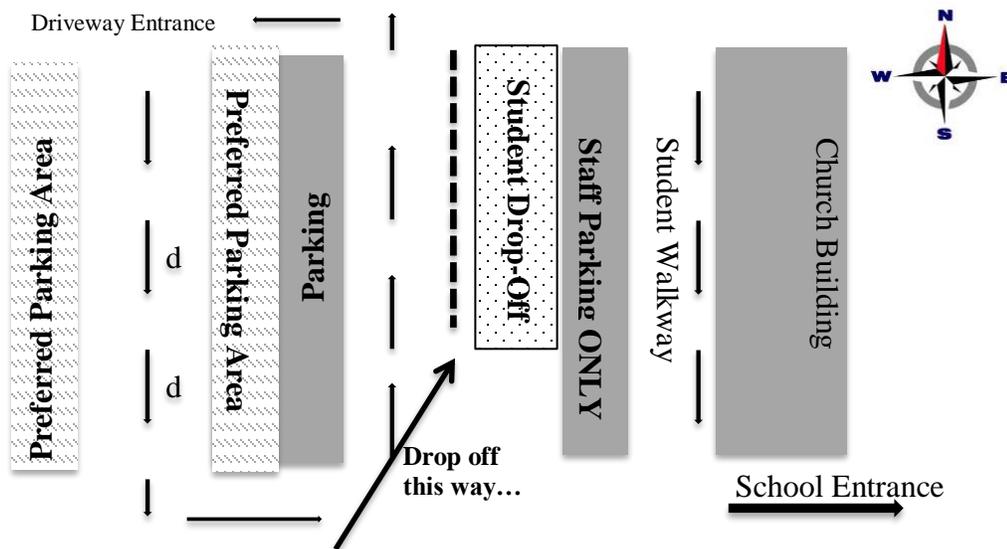
The only way for our parking lot and the street to be safe is if all of the adults in the community follow some common sense safety rules. Below are the rules all of us are expected to follow:

In the lot:

- Follow the arrows on the ground.** There is a one-way route through the lot. (See map below.)
- Drive slowly.** Mornings can be hectic and stressful but please slow down. It is better to be safe than sorry.
- Pull out slowly.** There are small children walking through the lot who may be hard to see, especially in a big car.
- Do not use your cell phone.** Yes, it is a distraction and it is against the law to use a handheld phone.
- Pull into a spot and turn off your engine** if you want to chat with a friend.
- Do not drop children off by the hedge.** You must park in a spot and walk your child in.
- Do not park in the handicap spot unless you have a permit.**

On the street:

- Please respect our neighbors** by NOT blocking driveways or littering. *It is a violation of Vehicle Code Section 22500 to stop or park any vehicle whether attended or unattended in front of a public or private driveway.*
- Do not double park on the street.**
- Cross the street safely and with caution.**



After School Playground

The playground is open after school. Students and parents **must** sign the *After School Playground Expectations agreement* before they can play after school.

Use of the playground is dependent upon appropriate student behavior and parent supervision. NO student may play on the yard without acknowledging the expectations below. Student or adult failure to comply with the expectations will result in losing the privilege of staying on the yard after school.

Student Expectations

- Play only on the field or playground. The Ranch House patio, basketball court, and handball court is for exclusive use of E3.
- Include others in your play and demonstrate respect to all.
- No playing in or around restrooms or in any other parts of the campus. *Roaming* the campus is not allowed.

4. Do not climb on backstops, fences, railings, trees or anything other than playground equipment.
5. Keep your body safe. Keep your hands and feet to yourself.
6. Use only appropriate language.

Parent Expectations

1. Students must be *actively* supervised. Parents should know where their children are at all times.
2. A parent should be *watching* within twenty feet of his/her student or playing/refereeing along side him/her.
3. Be fully aware that your student is complying with the expectations.
4. Do not tolerate any behavior that doesn't meet the above expectations. Take your child home if they don't comply with the expectations.
5. Be respectful of other adults who may intervene with inappropriate behavior or play. It is everyone's responsibility to maintain a safe and supportive environment.

The VCES playground is open for play after school until 3:15 p.m. (M-W, F) and until 1:30 on Thursdays and early dismissal days.

Visitors to School Campus

All school visitors including school volunteers must have the consent and approval of the principal/designee. Parents wishing to speak with teachers must arrange appointments. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere, disrupt or cause substantial disorder in any classroom or school activity.

All visitors are expected to:

- Sign in and get a visitor's badge upon arrival at the site;
- Enter and leave the classroom as quietly as possible;
- Not converse with the students, teacher and/or instructional aides during the instructional time;
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed; and
- Sign out in the office before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

Leaving Campus

No child is permitted to leave the VCES campus at any time during the school day unless they have permission from the office and are accompanied by an authorized adult. Children will only be released to parents and others who have been designated on the emergency card. If you are picking up your child during the school day, you **must** sign him/her out in the office before taking him/her from the classroom.

No Dogs on Campus

Please note that it is a violation of LA County Health Code regulations to have dogs on campus. We have students who are allergic to dogs and/or cats, as well as those who fear them. We respectfully ask you to not bring your dogs to the campus at any time. Your cooperation is greatly appreciated.

Animal Visitation Policy Events involving live animal(s), insect(s), or reptile(s) are allowed on Valley Charter School property and/or facilities during school hours as long as the following guidelines are met and the principal's approval is obtained prior to the event.

1. **PARENT NOTIFICATION/CONSENT** – Parents should be notified and consent obtained for the students to participate in the planned event. The parent notification must disclose the date, time, type of animal, and nature of interaction with student. If it is a regularly scheduled visit, one form per year is sufficient.
2. **EMERGENCY SERVICES PLAN** – In the event of an emergency, contact 911 immediately for treatment and Animal Control for immediate removal of the animal, insect, or reptile.
3. **ANIMAL OWNER/TRAINER** – The contact name, business name, address, and telephone number of the owner or organization providing the animal(s), insect(s), or reptile(s) must be provided to the school.
 - a. **CONTROL** – The owner or organization providing the animal(s), insect(s), or reptile(s) must be in full control at all times. The owner or organization must provide care, supervision and will be solely responsible for handling the animal(s), insect(s), or reptile(s).
 - b. **HEALTH** – The animal(s), insect(s), or reptile(s) must be in good health. The animal(s), insect(s), or reptile(s) must have current vaccinations and immunizations common to that species.
 - c. **CLEAN UP RULE** – The owner must always carry equipment sufficient to clean up the animal's waste, immediately remove the waste and be responsible for the proper disposal of the animal's waste.
 - d. **INSURANCE** – The owner or organization, at its sole cost and expense shall provide and keep in force during the live animal event, insurance coverage. Adequate proof of said insurance must be provided when requested.

Going Home with Friends after School

Permission will be granted to go home with another parent or caretaker provided the office or classroom teacher has received a signed and dated note from both parties. "Play dates" will not be arranged during the school day.

Dressing for School

Students should come to school clothed for exploration and activity. Although every effort will be made to shield clothing from messy media, please send your child to school in clothes that can get dirty or wet. Children also need to wear close-toed and close-heeled shoes. Crocs, flip-flops and other summer wear are dangerous at school for children and adults alike. Under garments should never be worn in such a way that they are obvious to other students, staff or the general public.

Jackets, sweaters and sweatshirts need to have the child's name in them. Children frequently remove them during play and forget them when they return to class. Names in clothing can help avoid expensive replacement purchases and make children more responsible for keeping track of their clothing.

All kindergarten children and others who may have bathroom "accidents" should keep a back-up change of clothes labeled with their name in a zip lock bag in their backpacks.

Personal Belongings/Electronics

All personal belongings should be clearly labeled with child's name. Toys/electronic devices should not be brought to school unless requested by the teacher. Students *may not* have on or use cell phones or any other electronic devices during school hours, including after care. If a student is found using one of these items, it will be confiscated and returned only to parents.

Lost and Found

For lost and found items, see the school's office manager. Unmarked articles will be donated at the end of each month.

XII. Health

Illness Policy

We wish to keep all children healthy. Please keep your child at home if he/she shows any signs of illness. The school will send a student home when it appears necessary. Children who run a fever should be free of fever for 24 hours before returning to school.

Immunizations

All students who enroll for the first time must show a written report a Mantoux (PPD) test, to show that they are free of tuberculosis. Children must also have the following immunizations: polio (four shots), DPT (five shots), MMR (two shots), hepatitis B (three shots). The office will review all immunization, and children who do not meet state requirements will be excluded from school until these requirements are met. Documentation from a physician is required for all waived immunization requirements.

Medication

Children may only receive medication during school hours with a written request from the parent/guardian and from the physician who is responsible for the medical management of the child. Parents are urged, however, to request that the physician develop a schedule in which taking medication in school is minimized or eliminated. Requests should be processed through the office.

All medications must be stored at school in the original prescription bottle, labeled with dosage instructions, and be administered in the office. No student may carry his or her own medication or take medication unsupervised except in the case of an inhaler where the doctor has given permission.

If your child takes medication regularly during non-school hours, you should leave a short-term supply in the office to be used in case of an emergency, such as an earthquake. Please fill out the Medication Request Form and label it in red "For Emergency Use Only." Record expiration dates and replace prescriptions as needed.

Injuries

If your child sustains any type of major injury (e.g., a broken bone), a note from your doctor is required before your child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Children with casts and splints are not allowed to participate in physical education or playground activities, but alternative activities are arranged until the cast or splint is removed. Please contact the office to make specific plans for your child's participation in school activities.

Lice

Children with head lice are excluded from school until all nits/eggs are removed. Upon return to school, please bring your child to the office to be checked for lice for clearance to return to class. If you suspect your child of having head lice or you detect lice, please inform the school office right away so all other children in the class can be checked. **Please remember that you should check your child's head daily for lice.** It is best for children with long hair to wear their hair in braids or a tight ponytail. Be diligent and don't let your guard down!

XIII. Emergency Procedures

To insure the safety of all VCES students and staff, the following procedures are implemented in case of an emergency:

If Emergency Occurs During Class Time:

If the Emergency is a **fire**, classroom teachers will escort their students to the Emergency Assembly Area (outside open area).

In case of an **earthquake**, teachers will instruct students to drop/cover until the shaking stops, before evacuating students to the Emergency Assembly Area. Teachers or assigned staff will join each class and continue with emergency procedures. Staff without an assigned class will report to the Incident Command Center.

If the Emergency is a **lockdown**, teachers will lock doors, close blinds, move everyone away from windows. Teachers will remain indoors with students until an all-clear announcement is made.

If Emergency Occurs When Students Are Not in the Regular Classroom:

If students are in an enrichment class, students will follow appropriate emergency procedures for that location and emergency (i.e. for fire, earthquake, lockdown, etc.). When it is safe to evacuate and it is appropriate to do so, teacher will lead students to the Emergency Assembly Area. If an emergency occurs during recess or lunch, they should line up at the designated spot they have in the Emergency Assembly Area.

If students are on the **yard** during recess or lunch teachers and staff will meet students at the yard. If a **lockdown** occurs, teachers will escort students back to classrooms to secure doors as quickly as possible. If an **earthquake** occurs, students will be directed to drop and cover their heads. Staff will direct students to line up in their assigned areas or lead them to Emergency Assembly Area if necessary. Teachers or assigned staff will join each class and continue with emergency procedures. Staff without an assigned class will report to the Incident Command Center.

Emergency Drills

Emergency drills are performed monthly. Emergency drills include, fire drills, earthquake drills, and lock-down drills. There will be two (2) Disaster Preparedness drills in the year, one in the fall and the other in the spring.

Classrooms have an “emergency kit” stocked with first-aid equipment and water. There will be a designated safe place in case of a disaster or emergency where parents may pick up their children. *If this were to occur, it will be necessary for parents to show proof of identification.* **Also, it is very important to keep your child’s emergency contact information updated at all times.** Please contact the school site for more assistance.

XIV. Child Abuse and Neglect Reporting Act

Many of VCES’s employees work directly with children and they are in a position to detect instances of child abuse and neglect. The Child Abuse and Neglect Reporting Act (“CANRA”) places certain responsibilities on the following individuals who work with children with respect to reporting child abuse and neglect: teachers; instructional aides; teachers’ assistants or aides; administrators of private or public

day camps; administrators or employees of public or private youth centers, youth recreation programs or youth organizations; and administrators or employees of public or private organizations who have direct contact and supervision of children. All of those individuals are considered to be “mandated reporters” under CANRA. Mandated reporters do not investigate suspected incidents of child abuse, they simply are required to report.

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, which he or she knows or reasonably suspects has been the victim of child abuse or neglect must report such suspected incident or abuse. The child abuse is not limited to physical abuse, but also includes emotional damage that the child may evidence by the following behaviors: severe anxiety; depression; withdrawal or aggressive behavior toward self or others; and/or mental abuse.

XV. Complaint Policy/Resolving Conflict

As a community of respect, adult strategies of conflict resolution are models for our children. Gossip is detrimental and often leads to misinformation as well as escalation of issues that can be readily, promptly and effectively resolved. Please go to the source if you have a problem. If need be, first collect your thoughts by talking to a family member or friend outside of the VCES community.

- If it involves a teacher, or other staff member, begin there. Choose a time/place when the conversation can be private.
- If the two of you cannot resolve the problem, go to the principal.
- If the problem is with the principal, begin there.
- If the problem is with the principal and you have discussed it with him/her, you may take the issue to the executive director.
- If the problem is with the executive director and you have discussed it with him/her first and not come to a resolution, you may take it to the Board President by filling out a grievance form. Forms are available in the main office.

GENERAL COMPLAINTS POLICY

Valley Charter Schools (“Charter School”) has adopted this General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School’s Policy Against Unlawful Harassment and/or the Charter School’s Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

POLICY FOR COMPLAINTS GENERALLY

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about the Charter School generally, or a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (only if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Executive Director or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Executive Director (or designee) finds that a complaint is valid, the Director (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of the Charter School, the Executive Director may take disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

GENERAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Valley Charter Schools (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Every Student Succeeds Act, Foster and Homeless Youth Services, Local Control and Accountability Plans (LCAP), School Safety Plans, and Special Education Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational

activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
- iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Robert Burke, Executive Director
Valley Charter Schools
16514 Nordhoff Blvd.
North Hills, CA 91343

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged (non)compliance by the Charter School. (

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. (

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred. (

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. (

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint. (

Step 2: Mediation (

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. (

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint (

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. (

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to

cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (

Step 4: Response (Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint. (

Step 5: Final Written Decision (

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. (

The decision shall include: (

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

CDE Contact Information

For additional information, contact the appropriate office listed, or visit the UCP Web page at

<http://www.cde.ca.gov/re/cp/uc>.

CDE Contacts for Programs and Services Covered Under the UCP

Adult Education, Adult Education Office; 916-322-2175

After School Education and Safety, After School Division; 916-319-0923

Career Technical and Technical Education; Career Technical; Technical Training; and Career Technical Education and Regional Occupational Centers and Programs, Career Tech Ed (CTE) Leadership and Instructional Support Office; 916-322-5050

Child Care and Development (including State Preschool), Early Education and Support Division; 916- 322-6233

Child Nutrition, Nutrition Services Division; 800-952-5609

Discrimination, Harassment, Intimidation, Bullying, Student Lactation Accommodations, and LGBTQ Resources, Education Equity UCP Appeals Office; 916-319-8239

Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, Coordinated School Health and Safety Office; 916-319-0914

Local Control Accountability Plans (LCAPs): Content or Procedures, Local Agency Systems Support Office; 916-319-0809; Fiscal, including the California Peer Assistance and Review Programs for Teachers, School Fiscal Services Division; 916-322-3024

Every Student Succeeds Act / No Child Left Behind including bilingual education, compensatory education, consolidated categorical aid, economic impact aid, English learner programs, migrant education, school safety plans, Categorical Programs Complaints Management (CPCM) Office; 916- 319-0929

Physical Education: Instructional Minutes, Science, Technology, Engineering, and Mathematics (STEM) Office; 916-323-5847

Course Periods without Educational Content, Categorical Programs Complaints Management (CPCM) Office; 916-319-0929

School Facilities (for Williams Complaints), School Facility Planning Division; 916-322-2470

Special Education, Procedural Safeguards and Referral Services Unit; 800-926-0648

Tobacco-Use Prevention Education, Coordinated School Health & Safety Office; 916-319-0914

Pupil Fees, Categorical Programs Complaints Management (CPCM) Office; 916-319-0929

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil

law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Every Student Succeeds Act/No Child Left Behind (Titles I-VII) | <input type="checkbox"/> Local Control Funding Formula (LCAP) | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> English Learner Programs | <input type="checkbox"/> Education of Pupils in Foster Care, Homeless, and former Juvenile Court Pupils now enrolled | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> School Safety Plans | | <input type="checkbox"/> Physical Education Instructional Minutes |
| <input type="checkbox"/> Pupil Fees | | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

XVI. Legal Disclaimers

The information contained in the VCES Handbook is provided for informational purposes only. Information may be changed or updated without notice. VCES expressly disclaims all liability with respect to actions taken based on any content in this handbook or in any newsletter articles. VCES assumes no responsibility for errors or omissions in this handbook or other documents which are referenced in this handbook. VCES does not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation.

Glossary: Helpful Pedagogical and Charter Terms

Charter school: A public school that is freed from some of the rules and regulations required of ordinary public schools, and held accountable for student achievement.

Constructivism: VCES teaching model comprised of experience-centered and inquiry-based learning and based on the belief that knowledge is continually built and enriched through experience.

Experience-centered: Students are actively involved in the learning process, which may include hands-on and small group work. The work is meaningful, reflecting and broadening student experience and knowledge.

Inquiry-based: Includes use of Bloom's Taxonomy in questioning and investigating problems and ideas. Students involved in inquiry-based learning formulate and revise their ideas as new experiences, enrich and change prior knowledge.

Project-based learning: A complex curricular unit that is guided by an overarching theme and integrated throughout many disciplines. The classroom environment is an important "second teacher" as are environments and resources from outside the classroom. The focus of project-based learning is on the process of learning, not an "end product," although artifacts may be created throughout the project.

Standards-based: The given set of standards (from a school district, state or national academic agency), which forms the basis for curriculum development. Standards-based instruction is compatible with many teaching methodologies. Public schools are held accountable to standards.

Whole child/holistic approach: An "educated person" utilizes and explores many skill sets. To this end, children need the means to express and clarify learning in a variety of ways. VCES believes in educating the "whole child" by providing a range of meaningful activities so that students can become passionate and skilled learners in many different disciplines and contexts.

VALLEY CHARTER ELEMENTARY SCHOOL

2019 - 2020 Calendar

School Hours:

- Regular Days: **8:05 a.m. – 2:40 p.m.**
- Short Days (every Thursday plus days noted below): **8:05 a.m. – 1:00 p.m.**

Grade 1-5 students will be picked up at 8:00 a.m. on the basketball court. Kindergarten teachers will admit students at 8:00 a.m. **Students arriving after 8:05 a.m. will be marked TARDY.**

Please note: With the exception of school holidays, all dates are subject to change. Check the eblast, emails, or website for updates. *Thank you!*

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August

15 – Kinder Family Orientation 6:00 p.m.
17 – VCS Board of Directors Meeting 7:00 p.m.
19 – Back to School Picnic 4:30 – 6:30 p.m.
22 – **First Day of School, 1:00 p.m. dismissal**
(10:00 a.m. dismissal for Kindergarten)

September

2 – *Labor Day, No School*
5 – VCES Back to School Night
19 – VCS Board Meeting 7:00 p.m.
27 – Principal's Coffee 8:05 a.m.
30 – *Rosh Hashanah, No School*

October

7 – Parent Faculty Council 3:00 p.m.
9 – *Yom Kippur, No School*
17 – VCS Board Meeting 7:00 p.m.
17 – Great Shake Out (Earthquake Safety Drill)
18 – *Staff Development, No School*
25 – Principal's Coffee 8:05 a.m.
28-31 – Fall Conferences, 1:00 p.m. dismissal

November

1 – Fall Conferences, 1:00 p.m. dismissal
2 – Jaxx Show, 1pm & 5pm
11 – *Veteran's Day, No School*
13-15 – 5th Grade Field Trip to Catalina Island (CIMI)
21 – VCS Board of Directors Meeting 7:00 p.m.
22 – Principal's Coffee 8:05 a.m.
25-29 – *Thanksgiving Break, No School*

December

2 – Parent Faculty Council 3:00 p.m.
19 – VCS Board of Directors Meeting 7:00 p.m.
19 – Generations Day
20 – Last day before Winter Break
23-Jan. 3 – *Winter Break, No School*

January

6 – School Resumes
16 – Board of Directors Meeting 7:00 p.m.
20 – *Martin Luther King, Jr. Day, No School*
24 – Principal's Coffee 8:05 a.m. ; Progress Reports
25 – Community Fair

February

3 – Parent Faculty Council 3:00 p.m.
6 – 2020-2021 Applications Due, 4:00 p.m.
14 – *Staff Development, No School*
17 – *Presidents' Day, No School*
20 – 2020-2021 Random Public Drawing (Lottery)
20 – VCS Board of Directors Meeting 7:00 p.m.
21 – Principal's Coffee 8:05 a.m.

March

2 – Parent Faculty Council 3:00 p.m.
12 – Laps for Learning
19 – VCES Open House
20 – *Staff Development, No School*
26, 30-31 – Spring Conferences, 1:00 p.m. dismissal
27 – Principal's Coffee 8:05 a.m.
28 – Jaxx Show, 1pm & 5pm

April

1-2 – Spring Conferences, 1:00 p.m. dismissal
3 – *Cesar Chavez Day, No School*
6-17 – *Spring Break, No School*
20 – School Resumes
25 – Earth Day Festival
30 – VCS Board of Directors Meeting 7:00 p.m.

May

4 – Parent Faculty Council 3:00 p.m.
25 – *Memorial Day, No School*
29 – Principal's Coffee 8:05 a.m.

June

10 – 5th Grade Culmination
11 – **Last Day of School, 1:00 p.m. dismissal**
12 – *Staff Development, No School*
Progress Reports
18 – VCS Board Meeting 7:00 p.m.

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