

**West Park Elementary School
Student-Parent Handbook
2026-2027**



Established in 1885

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West Park Elementary School District

Dear West Park Wolf Family,

Welcome to the 2026–2027 school year! It is both an honor and a privilege to serve the students, families, staff, and community of West Park Elementary School District. As we begin a new year together, I am filled with excitement and optimism for what we will accomplish as one school community.

At West Park, we believe that every student deserves to learn in an environment where they feel safe, valued, respected, and inspired. We are committed to fostering a positive school culture that cultivates inclusion, engagement, collaboration, and a shared dedication to learning. When students know they belong and are surrounded by caring adults who believe in their potential, they develop the confidence to grow academically, socially, and emotionally.

Our mission is to provide every student with a high-quality educational experience that challenges them to think critically, embrace new opportunities, and strive for excellence. Through strong relationships, innovative teaching practices, and high expectations, we will continue to create classrooms where curiosity is encouraged, perseverance is celebrated, and every learner is supported in reaching their highest potential.

Our educators remain dedicated to delivering rigorous, standards-based instruction through Explicit Direct Instruction (EDI). This instructional framework provides students with clear learning objectives, purposeful modeling, guided practice, and ongoing Checks for Understanding (CFUs) to ensure every student receives the support needed to master essential skills and concepts. By continuously monitoring student learning and responding to individual needs, we create meaningful opportunities for every child to succeed.

While academic achievement is a central focus, we are equally committed to educating the whole child. We recognize that students thrive when they feel connected, encouraged, and empowered. Our schools will continue to promote leadership, character, creativity, and social-emotional well-being while providing enriching opportunities that inspire students to become confident learners and responsible citizens.

As Superintendent, I remain committed to ensuring that every student has access to exceptional educational opportunities, modern learning environments, and the technology and resources needed to prepare them for success in college, career, and life. Together, we will continue investing in programs and instructional practices that support innovation, equity, and student achievement.

The safety and well-being of our students, staff, and families will always remain our highest priority. We are dedicated to maintaining welcoming schools where diversity is celebrated, every voice is respected, and each individual is empowered to contribute to our shared success. Our commitment to continuous improvement and educational excellence will guide every decision we make throughout the year.

At West Park, excellence is more than an outcome, it is a mindset. It is reflected in our commitment to lifelong learning, meaningful collaboration, integrity, perseverance, and service to others. Together, we will continue building a district where every student is known, every family is valued, every staff member is supported, and every success is celebrated.

Thank you for your continued partnership and trust. It is a privilege to serve this remarkable community, and I look forward to a successful 2026–2027 school year filled with growth, achievement, and new opportunities for every student.

Together, we will inspire learning, foster belonging, and achieve excellence.

With appreciation,

Tamita Boyd

Superintendent

West Park Elementary School District

Mission Statement

West Park Elementary School District staff is determined to help students reach their full potential. Our mission is to create a safe learning environment where our students thrive, academically, socially, and emotionally! We seek to cultivate academic resilience among our students by using instructional techniques that allow for productive struggle and that celebrate progress at all levels.

Through grit and determination, our students will learn 21st century skills that will translate to success, academically and in life!

Vision for Student Success

All West Park Elementary School District students will be:

Effective Communicators Who:

- ★ Communicate in written and verbal form
- ★ Listen and react appropriately to thoughts, beliefs, and feelings of others

Successful Collaborators Who:

- ★ Demonstrate tolerance of various viewpoints and belief systems
- ★ Use interpersonal skills to become a productive member of a team working towards a common goal.

Capable Problem Solvers and Critical Thinkers Who:

- ★ Locate information from a variety of credible sources
- ★ Identify, access, analyze, and utilize information for specific purposes

Proficient Users of Technology Who:

- ★ Demonstrate competence with various technological devices
- ★ Apply technology to solve problems

Responsible Members of Society Who:

- ★ Develop an appreciation for human diversity
- ★ Demonstrate an understanding of the democratic process and its importance at school, local, state, and national levels

Ethical Decision Makers Who:

- ★ Understand and develop a sense of honesty, integrity, and respect
- ★ Value and practice mental, physical, and social wellness

West Park Elementary School

2026-2027 School Calendar

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- Vacations - School Closed
- Holidays - School Closed
- Parent/Teacher Conferences

- Employee Non-Contact
- Report Cards Sent Home
- Early Release Days



- 1 First and Last Day of School
- 2 Teacher PD Days
- 3 12 Month Classified/Classified Management Days Off

July 3	4th of July
July 16, 17, 20	Orientation/Planning/Development Days
July 21	First Day of School for Students
Sep 7	Labor Day - No School
Sep 21-Oct 2	Fall Break - No School
Oct 1-2	Planning/Development Days
Nov 11	Veteran's Day - No School
Nov 23-27	Thanksgiving Break - No School
Dec 21 - Jan 12	Winter Break - No School
Jan 11-12	Planning/Development Days
Jan 18	Martin Luther King Jr. Day - No School

Feb 8	Lincoln's Birthday - No School
Feb 15	President's Day - No School
March 22 - April 2	Spring Break - No School
April 1-2	Planning/Development Days
May 31	Memorial Day - No School
June 3	Last Day of School for Students
June 18	juneteenth
Intersessions	
Sep 21-25	Fall Intersession
Jan 4-8	Winter Intersession
March 22-25	Spring Intersession

Notices for School Events

Events calendar will be sent for each month via Parent Square. Reminder notifications for upcoming school events will be communicated via Parent Square, school marquee, and flyers. Please be sure to read your Parent Square messages and check your child's backpack regularly for school flyers for these important dates and times.

2026-2027 Student Bell Schedule
Monday, Tuesday, Thursday, and Friday

TK/Kinder			1st & 2nd			3rd & 4th		
8:00-8:20	SEL	20	8:00-8:30	SEL	30	8:00-8:20	SEL	20
8:20-9:20	ELA/ELD	60	8:30-9:00	PE	30	8:20-9:20	ELA/ELD	60
9:20-9:35	Recess		9:00-10:05	ELA/ELD	65	9:20-9:50	PE	30
9:35-10:40	Math	65	10:05-10:20	Recess		9:50-10:05	Recess	
10:40-11:00	RTI/Enrich	20	10:20-10:50	Intervention	30	10:05-11:40	Math	95
11:00-11:20	Lunch		10:50-11:20	Sci/Soc Studies	30	11:40-12:00	Lunch	
11:20-11:45	Recess		11:20-11:40	Lunch		12:00-12:25	Recess	
11:45-1:15	Intervention	90	11:40-12:05	Recess		12:25-1:00	Intervention	35
1:15-1:45	PE	30	12:05-1:45	Math/Inter	100	1:00-1:45	Sci/History	45
1:45-2:45	Sci/Soc Studies	60	1:45-2:45	PLC/Elective	60	1:45-2:45	PLC/Elective	60
		345			345			345

5th & 6th			7th & 8th		
8:00-8:20	SEL	20	8:00-8:20	SEL	20
8:20-9:20	ELA/ELD	60	8:20-9:25	Per 1	65
9:20-9:50	Intervention	30	9:25-9:40	Recess	
9:50-10:05	Recess		9:40-10:40	Per 2	60
10:05-10:35	PE	30	10:40-11:40	Per 3	60
10:35-12:00	Math	85	11:40-12:25	PE	45
12:00-12:20	Lunch		12:25-12:45	Lunch	
12:20-12:45	Recess		12:45-1:45	Per 4	60
12:45-1:45	Sci/History	60	1:45-2:45	PLC/Elective	60
1:45-2:45	PLC/Elective	60			370
		345			



2026-2027 Student Bell Schedule

Wednesday & Early Dismissal

TK/Kinder			1st & 2nd			3rd & 4th		
8:00-8:20	SEL	20	8:00-8:30	SEL	30	8:00-8:20	SEL	20
8:20-9:20	ELA/ELD	60	8:30-10:05	ELA/ELD	95	8:20-9:50	ELA/ELD	90
9:20-9:35	Recess		10:05-10:20	Recess		9:50-10:05	Recess	
9:35-11:00	Math	85	10:20-10:50	RTI	30	10:05-11:40	Math	95
11:00-11:20	Lunch		10:50-11:20	Sci/Soc. Studies	30	11:40-12:00	Lunch	
11:20-11:45	Recess		11:20-11:40	Lunch		12:00-12:25	Recess	
11:45-12:30	Elective/Interv	45	11:40-12:05	Recess		12:25-1:00	RTI/Enrich	35
12:30-1:30	PLC	60	12:05-1:30	Math/Inter.	85	1:00-1:30	Intervention	30
		270			270			270

5th & 6th			7th & 8th		
8:00-8:20	SEL	20	8:00-8:20	SEL	20
8:20-9:50	ELA/ELD	90	8:20-9:25	Per 1	65
9:50-10:05	Recess		9:25-9:40	Recess	
10:05-11:40	Math	95	9:40-10:35	Per 2	55
11:40-12:00	Math Interv.	20	10:35-11:30	Per 3	55
12:00-12:20	Lunch		11:40-12:25	PE	45
12:20-12:45	Recess		12:15-12:35	Lunch	
12:45-1:30	Soc/Soc. Studies	45	12:35-1:30	Per 4	55
		270			295



PLC schedule will rotate

Arrival at School

Students should not arrive at school and are not allowed on campus until **7:15 AM**. The school grounds are not supervised until this time. Once admitted, students are expected to wait in the cafeteria and should not be walking around campus. Students who arrive past 8:10 AM must be escorted to the office by a parent or guardian for a tardy pass before going to class.

Minimum Day Schedule

On minimum days, K-8 grade students will be dismissed at 1:30 PM. Preschool students will be dismissed at regular time.

Foggy Days

What is a Foggy Day?

A foggy day is a day when it's visually too poor to safely drive a bus.

Who calls the Foggy Day?

Southwest Transportation Agency is responsible for calling the Foggy Day.

What happens on a Foggy Day?

Plan A: Buses will be delayed two hours

Plan B: Buses will be delayed three hours, depending on conditions.

Plan C: Buses are canceled.

What about breakfast on Foggy Days?

Breakfast will be served up until 10 AM for students who arrive late due a foggy day.

Any change in the school day on Foggy Days?

Class will start at 8:00 a.m. Bus riders will report directly to their classroom upon their arrival. There is no change in the normal dismissal time.

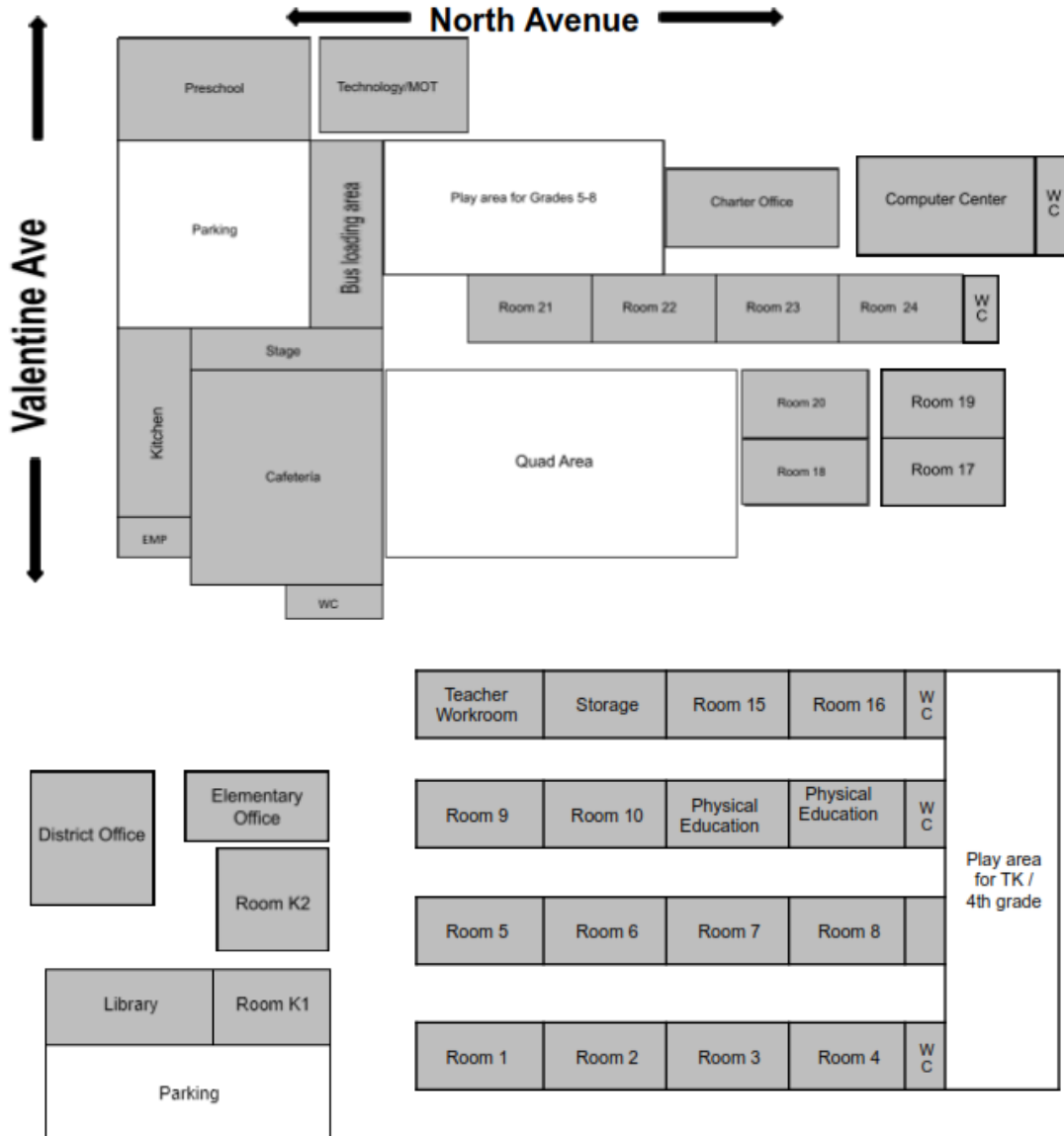
Please watch Channel 18 or local radio for information regarding Foggy Day schedules.

Chapter 2: School Information

West Park Elementary School District

2695 S. Valentine Ave Fresno CA 93706 (559) 233-6501

District Office Hours 7:30 a.m-4:00 p.m.; During School Breaks 6:00 a.m- 2:30 p.m.



**West Park Elementary School District
Board of Trustees**

Araceli Lopez - *Board President*

Yaritza Astudillo - *Board Clerk*

Michael Smith - *County Representative*

Sylvia Higgins - *Alternate Country Representative*

Aida Garcia - *Board Trustee*

Regular board meetings are held on the second Monday of each month at West Park Elementary

District Office Administration

Superintendent

Human Resources Manager

Director of M.O.T

Instructional Technology Director

Pupil Service Specialist

Tamita Boyd

Carmen Mares

Ruben Rangel

Craig Bajada

Joaquin Vargas

District Office Assistants

Senior Executive Assistant to the Superintendent

Financial Administrative Assistant

Martha Fuentes

Amanda Marks

Elementary School Office

Dean of Schools

Support Clerk

Randy Randolph

Britney Khotsaengsy

Instructional Support Staff

Licensed Vocational Nurse (LVN)

Speech/Language Pathologist

School Psychologist

EL/Testing Coordinator

ELA Instructional Coach

Resource Specialist

Special Day Class Teacher

Counselor

Counselor

Angelica Knott

TheraWide

Luis Ascencio

Melodía De La O

Christina Ortega

Isaiah Bravo

Melanie Tatco

William Pryor

Mai Yang

Provided by Amergis

Provided by TheraWide

Provided by FCSS

Certificated Teaching Staff						
Grade	Teacher	Room		Grade	Teacher	Room
Preschool	Corinne Campbell	PK		Fifth	Kelsey Barsamian	17
TK	Robin Johnson	K1		Fifth/Sixth	Alyssa Martinez	18
Kindergarten	Destinie Alaniz	8		Sixth	Jose Gutierrez	20
Kindergarten	Kim Crow	5		7th/8th English	Michelle Moua	21
First	Hailey Martinez	1		7th/8th Math	Inna Tsvrinko	22
First	Kristy Farley-Banks	2		7th/8th Social Studies	Christian Taylor	23
Second	Eve McGuire	4		7th/8th Science		24
Third	Irene Meza	6		Physical Education	Yvette Hogan	12
Fourth	Kristin Young	7		Physical Education	Blong Lee	11

Classified Support Staff

Technology Support

Craig Bajada
Pedro Garcia

Paraprofessionals

Lilian De Leon-Velazco
Ryan Egan
Ranjit Sandhu
Adriana Santarosa
Emely Sierra Gil
Gurinder Sohi
Anna Vang

Library Clerk

America Arambula

Director of Food Services

Lilia Romero

Kitchen Staff

Margie Medina

Custodial/Maintenance

Ruben Rangel
John Miranda
Arnold Bermudez
Yesenia Orozco
Alma Valenzuela

Yard/Cafeteria Supervision

Jessica Capozzi
Vanessa Fuentes
Lisa Acosta

School Contact Information

District Superintendent	Tamita Boyd	559-233-6501
District Policies, Board Policies, Charter Programs, District Test Results, School/District Level Discipline, Curriculum, Professional Development, Parent Questions, Preschool Director, Operations/ Management, Observations/Evaluations/Supervision, School Climate, Student Safety, Management Leader, Personnel, School Finances/Payroll & Attendance		
Dean of Schools	Randy Randolph	559-233-6501
Curriculum/Instruction, English Language Development, Professional Development, Categorical Programs, Peer Assistance, Playground Supervision, Parenting Classes, Parent Nights, Parent Questions, Intervention, Observations/Coaching, School Site Council, ELAC, Student Study Teams, Assessments		
IT Director	Craig Bajada	559-233-6501
Instructional Technology, State Testing, Multiple Measures, Data Reports		
Pupil Services Specialist	Joaquin Vargas	559-233-6501
Homeless and Foster Youth Liaison, Migrant, Teacher Contacts, Home Visits, Family Contacts, Awards, School Site Council, Attendance, AVID		
Classroom Teachers	Multiple	559-233-6501
Homework, Grades, Progress Reports, Independent Study, Classroom Discipline, Activities/ Events		
Special Education	Isaias Bravo and Melanie Tatco	559-233-6501
Special Education Issues, Special Needs, IEP Coordinator, 504 Coordinator		
School Psychologist	Luis Ascencio	559-233-6501
Counseling Services, Parenting, At-Risk Students, Special Needs, 504 Accommodations, IEP's		
Human Resources Manager	Carmen Mares	559-233-6501
School Personnel, Payroll		
Administrative Financial Assistant	Amanda Marks	559-233-6501
Accounts Payable/Receivables & Purchasing		
School Nurse	Angelica Knott	559-233-6501
First Aid, Immunizations, Medication		
M.O.T Director	Ruben Rangel	559-233-6501
Safety Concerns, Safety Measures, School Climate, Facility Repairs and Additions		
Senior Executive Assistant to the Superintendent	Martha Fuentes	559-233-6501
Assistant to the Superintendent, District Office Receptionist, Board Meeting Agendas and Minutes, Board Meeting Packets, Travel Arrangements		

Chapter 3: Attendance

What does the law say about attendance?

Compulsory attendance is required by California Education Code 46010 and mandates that all students ages 6 through 18 attend school regularly. A student with three or more unexcused absences or tardies in excess of 30 minutes violates this code and is considered a truant. Districts are required to refer habitually truant students to the School Attendance Review Board (SARB) for remediation. If the student continues to miss school after attendance at SARB, the student and/or parents will be referred to the District Attorney for prosecution.

Why is it important to attend school?

Everyday a student is absent is a lost opportunity for learning. It is important to your child's education that they attend school on a regular basis. Too many absences can hinder your child's academic achievement making it difficult to catch up. We ask that you partner with us in making every effort to get your child to school every day.

A policy requiring all students to attend school at least 90% of the days enrolled in order to be considered for promotion has been implemented by the West Park Board of Trustees. Students who exceed the maximum allowances for absences will be expected to attend Saturday School and/or intersessions to make up for the missed days. Failure to attend the expected intersession may impact the students' promotion or participation in extracurricular activities.

CAL-WORKS: As a Cal-Works requirement, all children under 16 years of age in the Assistance Unit must attend school regularly or grants shall be reduced. (Pursuant to WIC-Section 11253.5)

Ways Parents/Guardian Can Prevent Attendance Issues

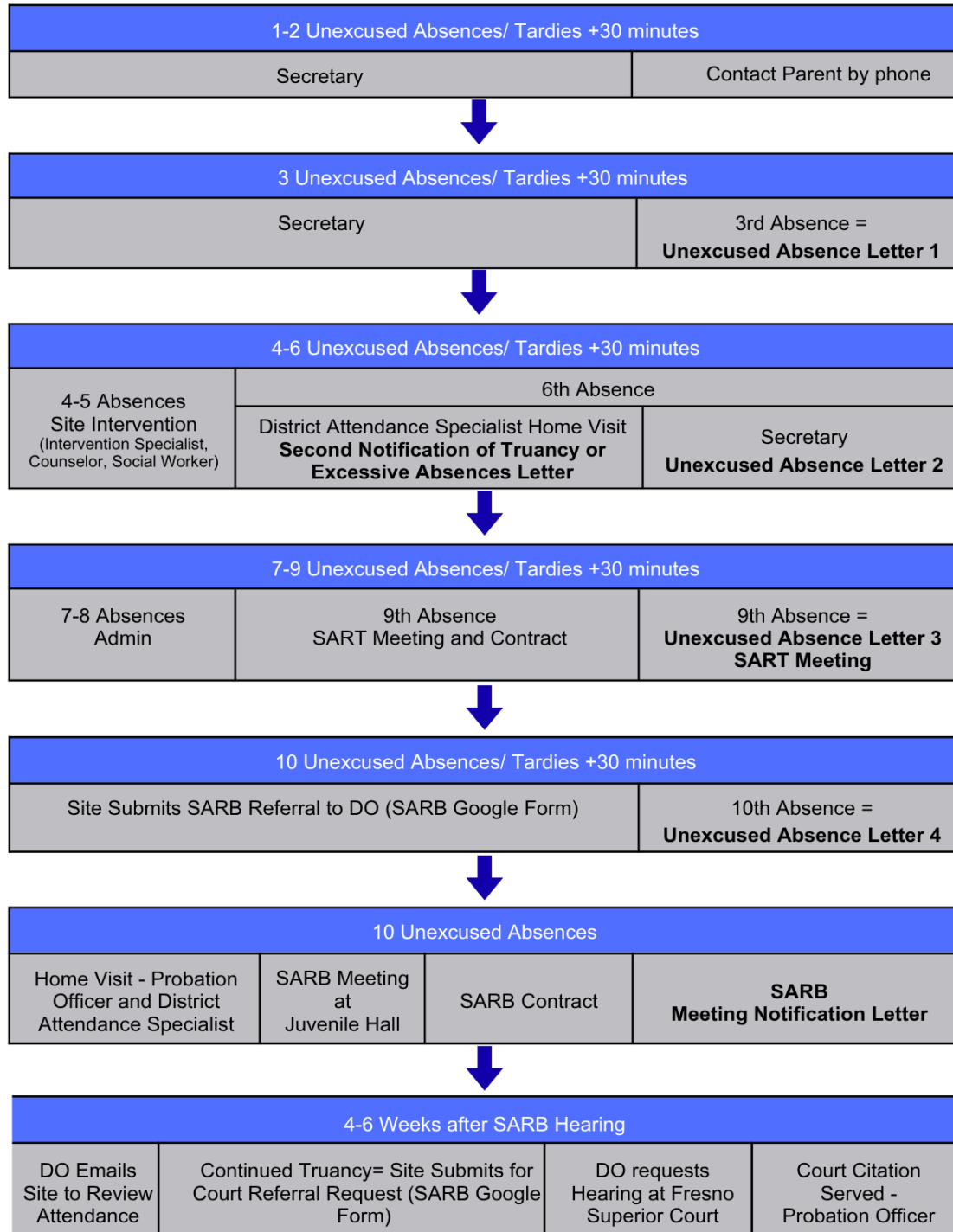
1. Talk with your child about the importance of regular school attendance.
2. Teach your child to be on time for school each day.
3. Maintain reasonable and regular bedtime hours on school nights.
4. Schedule doctor/dentist appointments before or after school hours.
5. Bring your child to school before and/or after daytime doctor appointments.
6. Plan family vacations when school is not in session

West Park Elementary Attendance Interventions

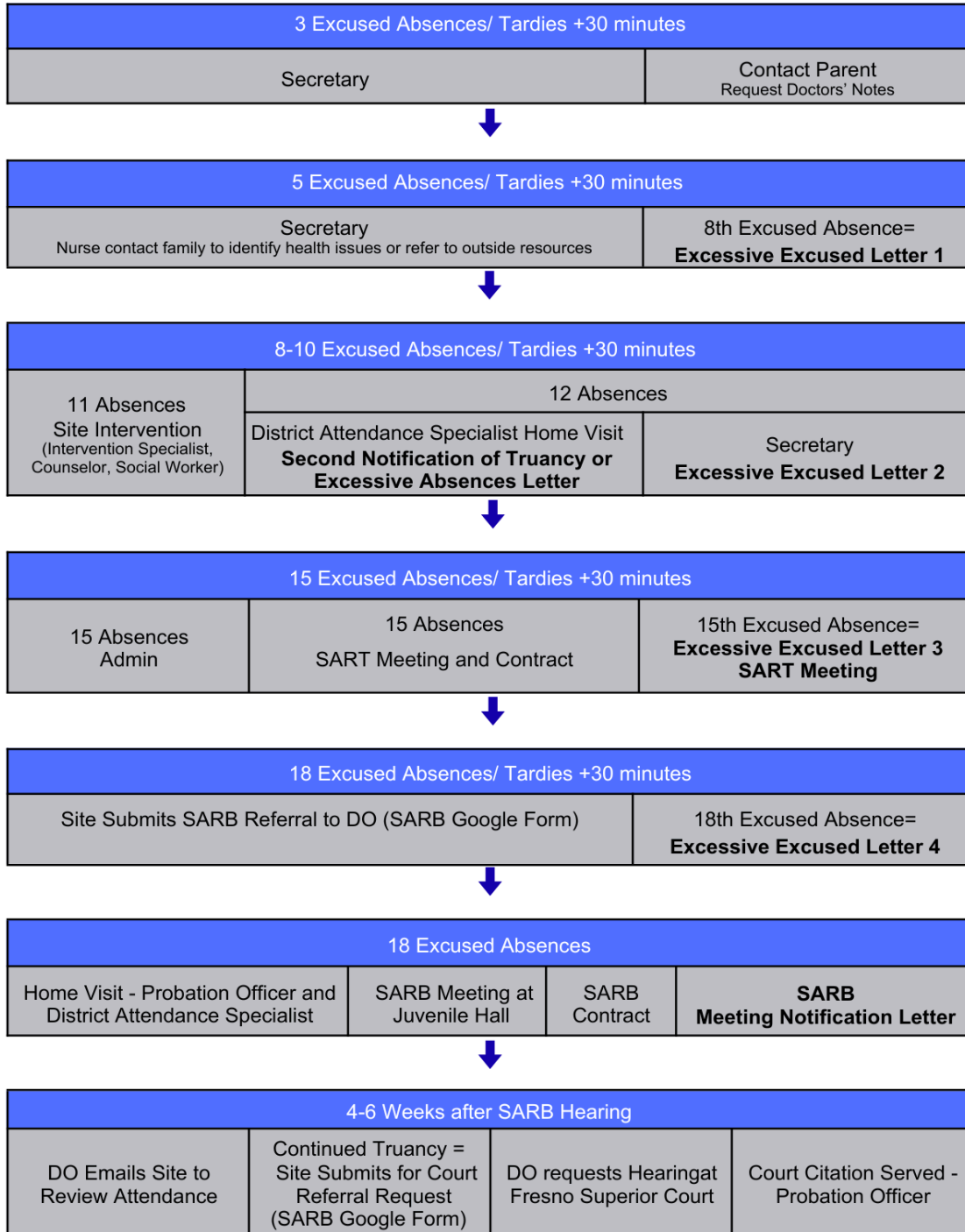
1. Phone calls to verify absences.
2. Letters to notify parents of excessive absences.
3. Home visits to discuss attendance problems.
4. Student/parent meetings with administrator or attendance liaison.
5. School Attendance Review Board (SARB) hearing.
6. If all else fails, referral to the District Attorney.

West Park Elementary School District Attendance Flow Chart

Unexcused Absence Flowchart



Excessive Excused or Chronic Absence Flowchart



School Attendance Review Team (SART)

What is the School Attendance Review Team (SART)?

SART is a School Site Team which includes the parent and the student, Principal and the School Attendance Review Board Chairperson. The goal of this team is to identify possible solutions to improving the students' attendance and/or behavior. At this meeting the student agrees to abide by the directions of the School Attendance Review Team (SART) as outlined below.

1. Attend school regularly and on time each day.
2. Abide by school rules and regulations.
3. Follow the directions of teachers and administrators.
4. Complete class assignments.
5. Develop a positive attitude about school.

Parent/Guardian agree to abide by the directions of the School Attendance Review Team (SART) as outlined below.

1. Cooperate with school officials.
2. Ensure the students compliance with SART directives.
3. Comply with SART's assignments of specific parental responsibilities.
4. Notify the attendance office when my (son/daughter) violates agreement.
5. Obtain medical notes when the student is absent for more than one day.
6. Attend classes with students after the next incidence of truancy/misbehavior.
7. Pick up, or make arrangements to have picked up, students' homework if (he/she) will be out of school more than two days.
8. Bring student(s) to school daily and on time.
9. Talk with student(s) in positive terms about school.

Failure to attend this meeting with the School Attendance Review Board Chairperson will result in a referral to the district School Attendance Review Board (SARB).

Education Code Section 48263—If any minor in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a School Attendance Review Board.

School Attendance Review Board (SARB)

What is the School Attendance Review Board (SARB)?

Student Attendance Review Board (SARB) was created to help truant students and their parents or guardians solve school attendance and/or behavior problems with the help of available school and community resources. The purpose of SARB is to work collaboratively on developing strategies (prevention, intervention, and enforcement) that will help students improve school attendance and behavior while diverting cases away from the juvenile justice system.

The School Attendance Review Board (SARB) is composed of school officials, parents, FCSS personnel and the Fresno County Sheriff's Office. When serious problems with attendance or discipline continue at the school

level, the child and the parents are required to go before the SARB board. The SARB board does, on occasion, refer severe cases to the District Attorney for prosecution.

When does the court get involved?

If a parent, guardian or caregiver fails to respond to the directives of the SARB Board or refuses the services provided, the district may file a complaint against a parent in court.

Attendance Glossary

Absence - Any day a student is not present in school for any reason is an absence, whether excused or unexcused.

Absence Note - Note providing a valid reason for students absence (*Education Code Section 48205*)

Truancy - Missing school for more than 3 days without a valid reason and/or tardies of more than 30 minutes on more than 3 different occasions. (*Education Code Section 48260*)

Chronic Absenteeism - A student misses 10% or 18 days in a school year, whether excused or unexcused. (*Education Code Section 48263.6*)

Habitual Truancy - A student is deemed habitual truant when they have been reported as truant 3 or more times per school year. (*Education Code Section 48262*)

Arrival at School

School gates open at 7:15 am and stay open until 8:00 am, students are not allowed on campus until this time. Once admitted, students are expected to wait in the cafeteria where they are given breakfast. School officially starts at 8:00 am. Students who arrive past 8:10 AM must be escorted by a parent or guardian to the office for a tardy pass before going to class.

Excusing Students from School

Please follow the following procedures when your child is absent from school:

1. Bring in a note signed by parent or guardian which states the date and reason for the child's absence to the office.
2. Call the school the day of the absence and state the reason the child is out of school for that day.
3. For medical appointments (doctor visits, dental examinations, etc.), a doctor's note is required to clear the students' absence for that day.

In order to participate in any school sponsored event (athletics, afternoon activities, etc.) a child must attend a full school day on the day of the event.

Excused and Unexcused Absences

The following are reasons for excused absences and unexcused absences.

Excused Absences	Unexcused Absences
Illness	Family Vacations
Medical, Dental, Legal appointments	Non-School sponsored trips
Family Emergencies	Transportation Issues
Death in the family	Inclement Weather
Religious holidays, events, and commitments	Failure to call and report an absence
Tribal obligations	Woke up Late

For reporting reasons, all absences will show up on reports whether excused or unexcused (e.g. report cards, attendance reports, etc.).

Tardies

Arriving late to school and/or leaving early can also disrupt your child's education. A student is considered tardy when they arrive at school after 8:00 AM or leaving before dismissal time. Students arriving **after 8:10 am must go through the office** to receive a tardy slip before going to class. We ask that you partner with us in making every effort to have your child arrive at school on time. Please be aware that any tardy of 30 minutes and/or tardies adding up to 30 minutes or more is considered a Truant Tardy. A total of three tardies add up to one absence.

Perfect Attendance

Perfect attendance is defined as zero days missed and zero tardies, whether excused or unexcused.

Early Checkouts:

Excessive early departures from school can also hinder your child's education. Please schedule all appointments after school hours and/or during holiday breaks. We understand that it may be necessary to schedule appointments during the school day. We request that this does not occur often as students miss valuable information.

Any time a child checks out of school early, the parent must sign their child out of school through the office. If the parents wish another person to check out their child, the parent must notify the office.

Daily Student Release

For the safety of our students, you must be on the emergency contact list to pick up a student early and must bring in identification (drivers license, CA ID card, etc.). If you want someone else to pick up your child, that person must be listed on the emergency contact list. Any changes, such as adding an emergency contact, removing a contact, or updating phone numbers, must be made at the Elementary Office by parent or legal guardian. If any changes are needing to be made regarding how the student gets home, please let us know as early as possible.

Parents/Guardians must be present in the office for students to be called out of class. We can not pull students out of class and have them wait in the office as they are missing class time. If you have an appointment, please come to the office a few minutes early to sign out your student(s).

DROP OFF & PICK UP PROCEDURES

For the safety of our children, please follow the procedures and rules below when dropping off and picking up your child(ren) from school. Reminder – We are a **No Walk School**. Students must be dropped off and picked up by parents unless riding the bus.

Drop Off

- Students are expected to be in their classrooms and ready to learn by the time school starts at 8:00 AM. Parents should plan to have their children at school no later than 7:55 AM. If a student is to have breakfast at school, they must arrive before 7:45 AM.
- Morning supervision begins at 7:15 AM in the cafeteria and students can be dropped off starting at that time.
- Walk your child(ren) to the gate; or
- Drive through the drop off lane and drop off your child(ren) at the drop off zone. A staff member will be available for passenger unloading from approximately 7:15 am to 8 am. Please ensure safe driving in the school zones.

Pick-Up

- Students are released from school at 2:45pm (1:30 pm on Wednesdays). The gate is monitored to ensure safety.
- No student will be released without a parent or designated guardian present.
- Parents may either:
 - a) Meet their child outside the Gate; or
 - b) Vehicle Pick-Up Line.

Important Safety Rules & Reminders:

It is important to be safe and courteous when driving or parking near the school and to obey all traffic and parking laws. Please adhere to all driving regulations outlined by the State of California and follow the school district's traffic signage. There are no U-turns allowed on Valentine St.

Note that these procedures may be modified as needed in our ongoing efforts to ensure student safety.

Chapter 4: Registration and Records

Registration/Admission Requirements

The following certification is required to register for school:

1. Completed Registration Packet
2. Copy of Birth Certificate
3. Updated Immunization Record - *California law requires that an immunization record be presented to the school before a child can be enrolled in school. If you need further information, please visit the health*

dept. or call the West Park Elementary School.

4. Proof of Address
5. *If you live outside of District Boundaries, an Inter-District Transfer is required and be board approved before the student can start school.*
 1. Dental Evaluation (Kindergarten Only)
 2. Physical Examination (First Grade Only)
 3. T-Dap (Must be completed before they begin the 7th grade year.)
 4. Any legal documents pertaining to the student (Custody Orders, Orders of Protection, Guardianship)

State Law requires a child to be five years of age by September 1st to start Kindergarten and six years of age to start first grade. TK, Transitional Kindergarten, is an option for students who are turning 5 years of age from September 2 to December 2. State law makes it mandatory for parents to present evidence that the child has been protected against polio, diphtheria, pertussis (Tdap), tetanus, hepatitis, whooping cough, and red measles (rubella). A TB skin test must also be recorded.

Failure to obtain the required documentation listed above will result in your child being denied enrollment.

Emergency Cards

The Emergency Card on file in the school office lists whom to contact in case of any emergency. Emergency cards MUST be filled out completely. Parents/Guardians are responsible for ensuring West Park Elementary school has current contact information. In the event of an emergency, West Park Elementary will use emergency card information to contact families.

If there is a change in guardianship, address, telephone, or employment, notify us immediately so that in an emergency we will be able to locate you. In the event of any emergency, every attempt will be made to contact the responsible guardians (parents) if a student requires immediate medical attention. School staff will follow the parent's directions as closely as possible. We will print an emergency contact page that is sent home to be revised. If any changes need to be made please make them on the form and sign the bottom. Once the form is returned we will be able to make any changes that are necessary in our computer system.

Guardianship/Custody

It is the parent or guardian's responsibility to provide the school with all legal documents regarding guardianship, child custody rights, school visitation, etc., and any other rights related to school activities. If the office does not have proper documentation, the parents listed for the child will have mutual rights. Moreover, it is critical they respond on behalf of their child in all school matters.

Change of Address – Withdrawal from School

Please notify the office of any changes in address or telephone number. It is very important that we have a telephone number where we can reach the parent in the event of an emergency. Please notify the office at least two days in advance when students are transferring out of the district or there is a change in the bus pick-up/drop off address. If school mail is returned as undeliverable, a home visit will be conducted to verify home address.

Location of Educational Records (Student Records)

The West Park Elementary School District maintains cumulative records for each pupil as required by law, and any additional records that would be helpful in providing maximum educational opportunities for pupils. These records are available for parents to review. Please call the school office to set up an appointment with administration if you desire to review your child's cumulative record.

Records	Location	Contact information
Cumulative School Records Immunizations, Birth certificates, State assessment scores, Report Cards, Special Education Records	Elementary School	(559) 233-6501
Psychological/Educational Record	Elementary School	(559) 233-6501

Chapter 5: Health and Safety

Future Pandemic Protocols

Four schedules have been designed to address any future pandemic conditions.

Plan A. Regular school schedule

Plan B 50% of the students will be scheduled two minimum days at school and three days at home. Your child will be assigned into a cohort/group so scheduling can be managed.

Plan C Independent study model where students will be scheduled to see their teacher once a week for a minimum of one hour

Plan D 100% At-Home Learning

Mandated Reporter

All West Park employees and volunteers are Mandated Reporters. Mandated Reporters are required to submit a report on suspected or reported child abuse and/or student safety concerns; including negligence. If such a situation is suspected, a report will be made to Child Protective Services to assure student safety.

Health Services

West Park Elementary office staff is trained in First Aid and CPR, and is available to take care of minor incidents such as cuts and bruises that are reported to the office. If an injury appears to need professional attention, parents will be contacted, so they can take their child to the doctor or Emergency Services will be contacted.

Office personnel may not administer prescription medication to students during school hours unless administrative arrangements are in place through a physician's note (See Medication). Appropriate personnel will maintain student health records and assist the county nurse with health screenings.

Illness

For the protection of your child and others, students who are too ill to go out for recess or to participate in P.E. should stay at home. If a student becomes ill during the school day, a parent or guardian will be notified.

Lice

The California Department of Public Health recommends that children should **not** be excluded from the classroom based on the finding of head lice or nits. If lice are seen on a child at school, or if an infestation is suspected, the parents/caregivers of the affected child should be notified and provided with educational materials, such as [CDPH's Head Lice Flyer](#) and [How-To Guide for Nit Coming](#), to instruct parents/caregivers on the proper treatment and control of head lice. When available, lice treatments should be provided to the parent to administer to their child at home. The affected child should be admitted to class the following days regardless of treatment or infestation status. If head lice or signs/symptoms of an infestation are still observed, the parent/caregiver should be contacted again.

For more online information please visit:

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/SchoolGuidanceonHeadLice.pdf>

TK Toileting Needs – Standard Protocol

Applies To: Transitional Kindergarten (TK)

Purpose

To provide a consistent, respectful, and supportive process for addressing TK students' routine toileting needs and accidents while maintaining student dignity, privacy, and safety.

1. Routine Restroom Support

- Teachers should regularly ask students throughout the day if they need to use the restroom, particularly during natural transition times.
- Teachers should guide students to the designated classroom restroom and encourage age-appropriate independence.
- Staff should use calm, supportive language and maintain student privacy and dignity.

Important: If a student does not have a change of clothing available, the student should be sent to the office to see Mrs. Khotsaengsy with a note indicating that the parent/guardian needs to be contacted to bring a change of clothing.

2. Toileting Accidents

If a TK student has a toileting accident:

- The teacher should respond calmly and discreetly.
- The student may be sent or escorted to the nurse/health office with their change of clothing for assistance.
- The nurse will provide appropriate support and assess the student's needs.
- If the student has a change of clothing available, the nurse may assist the student in accessing it as appropriate.
- Parents/guardians will be asked to come to the school to assist with cleaning/changing the student as needed.

3. Guardian Responsibilities

Parents/guardians are encouraged to provide a complete, labeled change of clothing for their TK student to keep at school, including underwear, pants/shorts, shirt, and socks. Clothing should be replenished as needed.

In the event that a nurse is not available, the parent/guardian will be asked to come to the school to assist with cleaning/changing the student and provide a clean change of clothing.

4. Staff Expectations

All staff shall:

- Maintain the student's dignity, privacy, and confidentiality.
- Never shame, embarrass, or discipline a student for a toileting accident.

- Communicate with the parent/guardian when additional support is needed.
- Refer recurring or significant toileting concerns to the site administrator and appropriate health personnel for follow-up.

***Subject to change as needed

Established: 08/12/2026

Accidents

If a serious injury occurs on the school grounds or on the bus, parents will be notified and asked to pick up their child for their own observation or examination by a family physician. Parents will be promptly notified of all injuries not considered minor. Injuries are reported on an Incident Report which is on file in the school office. In the event that parents cannot be reached, students will be discharged to a person named on the emergency card. If there are no available contacts –an extreme emergency will result in a “911” call. Please notify the school office of any changes in phone numbers.

Medication

Parents are required by state law to inform the school of any medication to be taken by the child at school. Facts on current dosage and the signature of the supervising physician are needed.

The school district must receive:

1. Permission to administer medication form signed by physician.
2. Permission to administer medication form signed by the parent.
3. Medication must be in the original pharmaceutical container.
4. Medication is to be kept in the office. Forms are available in the school office.

NOTE: *No medication (including inhalers, Tylenol and aspirin) will be administered by the school personnel without parent and doctor's written permission. Students are prohibited from carrying medication on themselves.*

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community. Parents can support West Park School limiting sending foods high in fat and sugar. Examples include:

- Sending water rather than drinks with added sugar
- Sending fruit, vegetables or crackers
- NOT sending snacks such as cookies, chips and candy

Additional ways to promote healthy eating habits can be found in the West Park Elementary Wellness Plan.

Visitors on Campus

All visitors including presenters (with prior administrative approval) must check-in through the front office and obtain a visitors pass to be on West Park Elementary school campus during school hours. Parents wishing to volunteer in their child's classroom must submit a completed Parent Volunteer packet, receive fingerprint clearance, and Mandated Reported training.

Campus Supervision

Teachers, administrators and paraprofessionals share the responsibility for monitoring the behavior and safety of the students while on the school campus, in the hallways and in the cafeteria. Students are expected to respond respectfully, courteously and quickly to any adult performing this supervision.

Comprehensive Safety Plan

Each school is required to have a comprehensive safety plan in place in case of an emergency. The plan is to be revised and adopted by the school board annually. The plan consists of evacuation, shelter-in-place, lockdown, earthquake/fire drill and duck and cover procedures. Please be aware of these procedures as you enter campus. A practice is done monthly during the school year.

Evacuations

When

- Fire Alarm Sounds
- Directed by school personnel, police in person or by phone

How

- Students and staff exit building through front door way, lock doors, and walk to designated safety area (i.e parking lot)
- Teachers take roll
- Remain in EVACUATION mode until an “**ALL CLEAR**” signal is given

Lock Downs

When

- Danger on campus

How

- All students and staff to the nearest available room, take cover, and stay low.
- Lock doors, turn off lights, turn off audio-visual equipment, go to safe area, leave computer and any communication by e-mail if possible
- Try to remain calm and immobile
- Open doors with caution to students/staff seeking safety and to law enforcement
- Remain in LOCK-DOWN mode until “**ALL- CLEAR**” signal is given

Duck & Cover

When

- ☐ Danger on campus by the shaking of buildings and/or severe weather

How

- ☐ Office may activate school-wide signal
- ☐ All students and staff go to the nearest available room, take cover, stay low, duck under table covering head
- ☐ Lock doors if possible, turn off lights, use safety card (red/green), turn off audio-visual equipment, leave computer on, and communicate by email if possible
- ☐ Render first aid as necessary
- ☐ Open doors with caution to students/staff seeking safety and law enforcement
- ☐ Try to remain calm and immobile
- ☐ Remain in Duck and Cover mode until “**ALL-CLEAR**” signal is given and procedure to evacuate the building

Pesticide Disclosure Notice

Included in the handbook is information on the pesticide disclosure notice as required by law. This disclosure is to both parents and employees. Spraying dates are posted monthly on the front school gate. Spraying is done every 2nd Saturday of the month. All pesticide spraying is performed by Dewey Pest Control.

Student Insurance

The district's insurance policy is purchased by the district for each student. This policy covers students only while on campus or while involved in a school sponsored activity. It is not 100% coverage, and the amount of coverage varies.

Note: This is not meant to eliminate the need for the parents to provide medical coverage for their children. For additional information, please contact the office at 559-233-6501.

Chapter 6: Discipline for Student Conduct

The West Park Board of Trustees has the responsibility to see that an appropriate educational program is available to each student in our school. Within the frameworks of California Law, subject matter and materials are developed, teachers and administrators are selected, and rules and regulations are established to ensure a proper climate in which students may pursue their studies.

Sections of the law are cited here so that students and parents may know the basis for the rules that must be enforced by the Board. This responsibility is an obligation the Board takes seriously. School personnel have been charged by the Board to carry out these rules in a fair, firm, and friendly manner in order to safeguard each student's right to the finest education we can provide, to hold distracting forces to a minimum, and to eliminate behavior that disrupts the learning process.

West Park Elementary uses Positive Behavior Support Plan concepts, also known as Positive Behavioral Interventions and Support (PBIS) as well as applying negative consequences to student misconduct. PBIS uses rewards to enhance good conduct. Where conduct may be a more in depth problem, the school will utilize resource personnel such as a school counselor, school psychologist and one to one mentors.

When a student is involved in a conflict (with other students, teacher, or school rules) we view that as a situation that needs to be resolved and as a teachable moment. Therefore, we first pursue a cooperative resolution, unless the student is uncooperative and/or an unsafe situation calls for immediate, temporary action. Students have the opportunity to meet with someone to get the help needed to change their behavior and make an accountability agreement to prevent the actions from happening again.

When a student continues to be uncooperative (repeatedly violates his/her agreements, or is unwilling to make agreements) or is creating a safety concern, we have policies and procedures that will enable the staff to handle the situation so that they are able to deliver to the other students an educational program that is safe and free from disruptive influences.

Consequences for misconduct include, but are not limited to, the following:

- **Loss of Privileges** - which are earned by unsatisfactory behavior. These may include, but are not limited to, participation in sports, drama, musical events, field trips, classroom/school activities, study trips, campus beautification, reflection sheet, time-out, writing prompt, etc.
- **Special Tasks** - assigned to help rectify a problem created by pupil's bad behavior (i.e. campus beautification)
- **Zoning** - within the class, in other than the regular classroom, or on the school yard.
- **Transfer** - move to another classroom or alternative program.
- **Minimum Day** - Students are at school the minimum time (approximately three or four hours).

- **Assigned to Intervention** – Poor attendance, needs to make up academic work, and behavior issues
- **Independent Study** - Students assigned work to be completed at home.
- **Loss of Bus Privileges** - Continued misbehavior on the bus may result in a denial of the privilege of riding the bus to/from school.
- **Suspension from School** - as a temporary denial of the privilege of attending school and any school related activity not to exceed twenty school days in any school year. Suspensions may be served in school or at home at Superintendent or designee's option.
- **Expulsion** - a long term denial of the privilege of attending any school in the district or related activity for the remainder of the semester in which the violation occurred plus one full semester, or in the case of extremely serious behaviors, a calendar year separation (EC 48915.c).
- **Administration or Designee Discretion**

The following acts committed by a student while under the jurisdiction of the school shall constitute good cause for the suspension and/or recommended expulsion of the student (California Education Code (EC), Section 48900)

Suspension Expulsion

Expulsion means removal of a pupil from:

1. The immediate supervision and control; or
2. The general supervision of school personnel, those terms are used in E.C. 49800. The basics for rules and procedures of expulsion are found in E.C. 48915 for a term of up to one calendar year.

Students may be suspended or expelled for the following reasons under E.C. 48900:

E.C. 48900 (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person, or (2) willfully used force or violence upon the person of another, **except** in self-defense.

E.C. 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object **unless**, in the case of possession of any such object of this type, the pupil had obtained **written** permission to possess the item from a certificated school employee, which is concurred in by the Principal or designee.

E.C. 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been **under** the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.

E.C. 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then **either** sold, delivered, **or** otherwise furnished to any person another liquid substance, **or** material and represented it as a controlled substance, alcoholic beverage, **or** intoxicant.

E.C. 48900 (e) Committed or attempted to commit robbery or extortion.

E.C. 48900 (f) Caused or attempted to cause damage to school property or private property.

E.C. 48900 (g) Stole or attempted to steal school property or private property.

E.C. 48900 (h) Possessed and/or used tobacco products.

E.C. 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.

E.C. 48900 (j) Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

E.C. 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Includes "Cyber-bullying.")

E.C. 48900 (l) knowingly received stolen school property or private property.

E.C. 48900 (m) Possessed an imitation firearm.

E.C. 48900 (n) Committed or attempted to commit specified acts of sexual assault or committed sexual battery.

E.C. 48900 (o) Harassed, threatened, or intimidated a pupil who is a complaining witness. (Including any type of bullying/ "Cyber-bullying.")

E.C. 48900 (p) Unlawfully offered, arranged, negotiated to sell, or sold the prescription drug Soma.

E.C. 48900 (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050. (Includes (Cyber- bullying.)

E.C. 48900 (r) A pupil may be suspended or expelled for acts that are related to school activity or attendance that occur at any time, including, but is not limited to, any of the following:

1. while on school grounds;
2. while going to or coming from school;
3. during the lunch period whether on or off the campus; and/or
4. during, or while going to or coming from, a school sponsored activity.

E.C. 48900 (s) A pupil who aids or abets the infliction or attempted infliction of physical injury to another person.

E.C. 48900 (t) As used in this section, “**school property**” includes, but is not limited to, electronic files and databases.

E.C. 48900 (u) The Superintendent or Principal may use his/her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling or an Anger Management Program, for a pupil subject to discipline under this section.

E.C. 48900 (v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

E.C. 48900.2 Committed sexual harassment, such as gestures, verbiage, or unsolicited, inappropriate touching, as defined by E.C. 212.5. (Includes “Cyber-bullying”)

E.C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of E.C. 233.

E.C. 48900.4 Intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidation or hostile educational environment. (Includes Cyber-bullying).

E.C. 48900.7 (Grades K-12) Made terrorist threats against school officials or school property, or **both**. The Gun Free School Zone Safety Act requires expulsion for **not less** than one (1) year of any student who is determined to have brought a firearm or explosive device to school. B.P. 5131.7

Additional causes and procedures for disciplinary action:

bomb threats L.C. 3367; P.C. 148.1; • fires, explosives, or the threat thereof P.C. 448 (a), 449 (a); H. & S.C. 12034- 12036; • forging E.C. 48907; • violation of grooming and dress policies B.P. 5132; • unauthorized use or possession of keys to school buildings P.C. 469; • loitering P.C. 653 (g) violation of rules relating to picketing, sit-ins, walk-ons, etc. P.C. 407, 409, 416, 602 (j) & (p), 626.2, 626.4, 626.6, 626.8; • disrupting schools or classrooms E.C. 44810; • membership in secret clubs on campus • violating bus regulations while on district transportation C.A.C., Title V, Sec. 14263; • unauthorized presence at school campuses or events E.C. 44810; P.C. 626.8, 647 (b), 653 (g); • vandalizing school property or possessions belonging to the school, its staff, students, or visitors C.A.C. 305; C.C. 171.1; E.C. 19910, 44806, 44810, 48907, 48909; G.C. 6201, 53069.5, 53069.6; P.C. 448 (a), 449 (a), 594, 594.5, 602 (j); • damaging, losing, or overdue instructional materials E.C. 48904; A.R. 5125.2; • failing to follow posted school traffic and parking rules V.C. 21113, 42001; • gambling, (possession of dice) hazing, or immoral behavior E.C. 32050-32052, 48900 (g) & (h); P.C. 330; • possessing or using laser and electronic signaling devices, such as pagers, and signaling equipment E.C. 48901.5; and/or • Parent/guardian must be notified when an injurious instrument is taken from a student. E.C. 49332;

Cyber-bullying is an act that attempts to disrupt, harass, or intimidate another person via electronic means (electronic pictures, text messaging, e-mailing, etc.) It is an inappropriate use of technology to reach a means of bringing either or both physical and emotional harm to another person. Even if there is no bad intention, yet the results create a scenario of harming or attempting to harm another person, there may be severe consequences. For more information please refer to the Internet User Policy on the WPESD website.

Dangerous Objects are defined as: any weapon or item that may be used as a weapon although it was not designed for that purpose. Pocket knife, tweezers, scissors, wallet chains, pencil, rubber band, and/or any object not being used for its intended purpose. Any common object misused to cause or attempt to cause harm is considered dangerous.

Situations Not Defined In Rules: If a situation occurs that is not earmarked or identified in the policy or is a contemporary trend not yet rule bound; then it is the discretion of the school administration or Superintendent or Board of Trustees or School related committee or any combination of those groups to address the issue in a disciplinary fashion congruent to the disruption, safety or defiance regulation as decided by the school for the given situation.

Suspension

A teacher **may** suspend any pupil from his/her class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following (E.C. 48910). A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the Principal or designee for consideration of a suspension from the school.

Alternative to Suspension (ATS)

ATS is an alternative to classroom instruction where a student is assigned to a self-contained classroom for a period of 1-3 days. ATS is assigned by a school administrator for misbehavior or acts of defiance in lieu of suspension. ATS was created to keep students with disciplinary problems **within** the school setting **during** the period of suspension where supportive services are available to help seek solutions. **Additionally**, these programs reduce the number of suspensions, which **may** appear on the student's record, and allow for educational and behavioral monitoring and enrichment. **Examples:** Saturday School; In-school Suspension. Each incident will be reviewed by Administration or Designee and is subject to their Discretion.

School Wide Behavior Expectations

Demonstrate kindness as your daily foundation to doing your work and interacting with others

Behavior

NOTE: Each time a staff member issues a Behavior Citation, appropriate consequences will be applied and the parent/guardian will be informed in the appropriate manner. If the parent/guardian does not have a valid telephone number the staff member must send home the referral to the parent/guardian the teacher and office will assign a consequence for the student, depending on their behavior.

Student Referral to the Office/Behavior Citations

In the event a student is sent to the office for discipline, the incident is recorded in a discipline log, the parent/guardian may be contacted to be informed of the incident and any assigned consequence(s), along with any available school/home support.

Behavior Matrix

The following chart shows the PBIS behaviors West Park Elementary expects of all students. Adhering to these rules will ensure a successful school experience; for the student and for those around him/her. Failure to follow these rules will require verbal reminders & redirecting and/or other consequences. Other consequences may include review by Administration or Designee with actions taken being at their discretion.

WEST PARK ELEMENTARY SCHOOL

<i>Positive Behavioral Interventions and Support – Behavioral STANDARDS Matrix</i>					
	NOISE LEVELS	PREPARED AND RESPONSIBLE	ACT RESPONSIBLY	WORK TOGETHER	SHOW RESPECT
CLASSROOM (K-4) 		• Participate in lessons • Stay on task	• Keep hands and feet to yourself • Be respectful of others belongings • Keep a safe and clean place	• Helping students when they need it • Take turns and share • Listen to others who are sharing	• Use an appropriate voice level • Follow the instructions • Raise your hand to speak when appropriate
CLASSROOM (5-8) 		• Participate in lessons	• Keep hands and feet to yourself	• Help your classmates when appropriate	• Be respectful with your comments

		• Be ready to learn	• Be respectful of other people's possessions • Keep a safe and clean place	• Be polite when others are speaking	• Use an appropriate voice level • Follow directions
HALLWAYS 	1 0	• Pick up trash • Have a pass	• Keep hands and feet to yourself • Walk safely at all times	• Be polite to the people you meet	• Use an appropriate voice level • Using recess equipment on playgrounds and fields
CAFETERIA 	2	• Enter and exit quietly • Keep materials in designated areas	• Keep hands and feet to yourself • Walk at all times	• Wait your turn • Keep the area clean	• Use an appropriate voice level • Listen to the staff or presenters
PLAYGROUND 	4 3 2	• Throw away trash • Line up in a timely manner	• Report inappropriate behavior or fighting • Stay out of off-limits areas	• Share equipment • Listen to supervisors	• Use an appropriate voice level • Treat others as you would like to be treated
RESTROOM 	1 0	• Throw away trash • Keep the areas clean	• Report inappropriate behavior • Wash your hands	• Only 3 people in the bathroom at the same time • Keep entrances/exits clear	• Use an appropriate voice level • Respect others' privacy
OFFICES AND LIBRARY 	1 0	• Return all materials/books on time • Return permission slips on time	• Listen to staff members • Keep hands and feet to yourself • Sit quietly	• Read books to earn points in your class. • Help a friend get to the office	• Ask for permission from the teacher to visit these places • Wait your turn
TECHNOLOGY 	2 1 0	• Take care of all technology devices • Know your usernames and passwords	• Keep your feet on the floor while sitting at a computer • Log out of your account	• Keep online chat and comments appropriate • Help classmates quietly	• The computer settings must be approved by the teacher • Leave all electronic devices in laboratories in good or better condition
BUS, TRIPS, AND GAMES 	2 1 0	• Throw away trash • Dress appropriately for games and trips	• Stay with your chaperone • Remain in your seat and face forward	• Represent our school positively • Only talk to students in your row	• Use an appropriate voice level • Listen to and respect all adults

ENTER AND EXIT **ALL LOCATIONS** QUIETLY AND RESPECTFULLY. SHOW **P.A.W.S.** AT ALL TIMES!

Dress Code

Minimum Dress and Grooming Code Guidelines

The Board of Trustees has adopted the following dress code for all West Park students.

If you have any questions regarding the dress code, use this rule: If in doubt, don't wear it!

We generally offer a change of clothing, if available. West Park Elementary School reserves the right to send home any student, who, in the opinion of the administration, is not appropriately dressed for school.

Appropriate Dress:

- Appropriate Dress is the standard we want to apply to our dress code. Safe, non-disruptive, and **hygienic** are the three components staff will address with a student.
- When clothing may lead to overheating or being too cold, staff will address the student for safety by asking them to remove their sweatshirt (hoodie), sweater, or jacket.
- When clothing keeps students from concentrating on their work or the clothing interrupts others due to style or printed message, staff will address the student for disruption. Often a student will be offered a shirt to change into or a parent will be contacted to bring a change of clothing.

- When clothing dispels an odor that is hygienically disruptive, the staff will address the student and parent to support student health and cleanliness.

In all cases, there is no intent to embarrass or demean a student; it is the intent to have the student ready to learn and participate in a healthy and safe environment, in a healthy and safe manner.

Garment Type	Requirements
Tops	• Tank, tube, halter, backless or off the shoulder and bare midriff tops are <u>not permitted</u>. • No sleeveless shirts, blouses, or tops. • No “spaghetti” straps. All the shoulder straps should be 3 inches or wider. No solid RED tops, which includes all variations of red. • May not be see-through or too revealing. • Must be long enough to cover the torso (no midriff, back, or belly button exposed). No longer than fingertips in length. • Must fit properly. May not be oversized.
Pants	• Must be fitted at the waist. • No larger than one size too large. (No saggy pants) • No excessively tight or form fitting pants. • No solid RED pants, which includes all variations of red. • Must be hemmed at least one inch off the ground. May not “drag”. May not have holes, rips, or tears that expose undergarments. • No jogging style, nylon, pajama, knits, basketball style, or baggy/ saggy pants. • Sweats may be worn after Fall break until Spring break. • Must be clean, neat, and conceal undergarments.
Shorts	• Must be fitted at the waist and must cover underwear. • No larger than one size too large. • No “baggy” or “saggy” shorts. No solid RED shorts. • May not be longer than the bottom of the knee. • Must be hemmed. • No basketball style or sweat shorts. • Must be at or below the finger tips with arms fully extended on the side. Tights can be worn underneath shorts if they do not fit the length requirement. Shorts only worn up to the Fall break and after Spring break. • Biker shorts may be worn if a shirt is worn that is long enough to cover their bottom.
Skirts, Dresses, and Jumpers	• Must be no more than 4” above the center of the knee. • Must be appropriate size and modest in appearance. • No solid RED skirts, dresses, or jumpers. • No sleeveless dresses.

Outer Garments	• No solid RED jackets, sweatshirts, jackets, etc. • May not be oversized. • Must have proper clothing underneath. • Blankets may not be worn (nor brought to school) • Sweatshirts may be worn after Fall break until Spring break.
Shoes	• Sandals must have toe and heel secured by strap. • No flip-flops or slippers. • Proper footwear must be worn at all times. • Flat, enclosed footwear is required for P.E. No hard-toed or steel-toed shoes or boots. • No solid RED shoes, sandals, or laces.
Belts	• Must be appropriately sized and worn through belt loops. Belt ends must not hang down. • No belt buckles with insignias or initials. No solid RED belts.
Hats	• Hats, caps, and hoods may only be worn outside and as weather permits.
Hair	• Neat, clean, and combed. • No hair style or color to cause undue attention.
Miscellaneous	• No wallet chains. • No gang-related symbols or insignias on books, belongings or apparel. • All decals/pictures subject to review by administration. • Attire with lettering or drawings, which depict sexually suggestive expressions or actions, profanity, obscenity, drugs, alcohol, or tobacco, shall not be worn. • Torn or radically altered clothing is not permitted. • The school reserves the right to restrict certain clothing if it has become a symbol for gangs in the community and/or surrounding areas. • K-6: No make-up, 7-8: Minimal make-up. Jewelry kept at a minimum. • Small stud earrings only. No more than 2 earrings per ear. No hoops or dangling earrings. • No visible body piercing allowed. • Overall straps button/buckled worn on shoulder. • No writing or drawing on skin. • Visible tattoos are prohibited. • In case of questionable dress (not covered in the rules listed above), the site administrator will make a final decision. • All areas of dress code subject for review by administration.

Gang or gang-related apparel at West Park Elementary will not be allowed

This dress and grooming code was designed to be fair, simple, and easy to comply with. Please cooperate with our efforts to make our school a safe environment.

The only exceptions to the requirement of the standard dress code are as follows:

- a. Newly enrolled students shall have a two-week grace period to obtain the district's standard dress apparel.
- b. Students who have medical reasons, such as casts, etc. shall be exempt for the body parts affected for the duration of the injury or illness.
- c. Parents who have a valid reason may request an exemption to the standard dress requirement by submitting an exemption request form as specified in AR 5132 (a).

Students who are exempt from the standard dress requirement must comply with the district's minimum dress and grooming code.

Consequence of Dress Code Violation

Violations of this policy will result in the student being sent to the office to contact home for a change of clothing. If he/she is not cooperative, disciplinary action will be issued to the student for defiance of authority. Continued violations may result in disciplinary action.

The Phone Free School Act

California law mandates schools develop and implement policies to restrict cellphones and all communication devices including smart watches. Students are not permitted to use portable electronic devices on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school district employee without approval. West Park Elementary has adopted a magnetic case policy for cellphones and other devices.

Upon arrival at school, students in grades 4th through 8th will place their phones in a magnetic case at the beginning of their homeroom classroom. Students will keep their magnetic case with them until staff unlocks it with a magnet at the end of the day. Students in grades TK through 3rd, as well as students in After School Program, will have their cell phones placed in a classroom box that will be kept under lock and key. Students will retrieve their cell phones at the end of the school day.

No student shall be prohibited from using an electronic device that is determined by a licensed physician or surgeon to be essential for the student's health and use of which is limited to health-related purposes or during a school-wide emergency affecting the school or community. **The school and district hold no liability for theft, loss, or damage of any personal electronic device.** If a student is using a portable electronic device inappropriately, disciplinary action may take place and parents will be notified to retrieve the phone from the office. Each classroom teacher has the authority to establish classroom rules concerning the collection and retention of personal electronic devices. Such classroom rules will not supersede any policy established by the district including that of liability. A copy of the Technology and Internet Use Policy will be provided to each student.

Items not Appropriate at School

Personal property items shall not be brought to school by a student without specific permission from a teacher or administration. Parents and students need to be aware that possessing certain items such as electronic devices (phones, smart watches, tablets, video games, etc), pocket knives, possession of die or dice, inappropriate use of cell phones during school days, etc., may result in the application of disciplinary actions. This includes loss of privilege from field trips, Expanded Learning Program (After School), and reward incentives.

Vandalism

Parents are responsible for the full extent of any and all damages at school caused by their child. This includes the cost of labor as well as materials or repairs. In the event such vandalism occurs, the West Park Elementary School District will appraise the damage and cost of repair and bill the parents of the children. Parents are also responsible for the cost of any reward the district may offer. It is best if the child who has caused the vandalism is also involved in taking responsibility for his/her action. When the damage to school property is traced to a particular student or students, the cost of the repair shall be the responsibility of the parents up to the maximum allowed by law. (Board Policy 5131.5; EDC § 4890)

Chapter 7: Parent Involvement and Rights

Uniform Complaint Procedure/Williams Act

West Park Elementary School District recognizes the fact that life at school does not always run smoothly. As problems arise, school personnel and parents must work together to solve them. We also realize that parents, students and citizens do not always know what to do or where to go for answers and often give up and become frustrated when problems remain unsolved. If a parent, student, or citizen has a concern, they should contact the appropriate school official. (See below)

West Park Elementary School District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnicity, religion, age, gender, sexual orientation, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

If a parent, student, employee or citizen has a concern, they should take the appropriate steps as listed below.

Step 1. If your concern is in regard to classroom teacher credentialing, instruction, disability discrimination, materials or facility repair, you may file a Uniformed Complaint Form with the school office.

Step 2. After filing the Uniformed Complaint Form the matter will be investigated by appropriate personnel.

Step 3. The investigation will be reviewed and corrective action, where appropriate, will be taken. You may request to know the outcome of the investigation where it is concerning credentialing, instructional material and facility repair.

For a complete copy of the Uniform Complaint Procedures please contact the school principal.

Williams Complaint Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaints Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.

3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners (if present).

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office, district office, or downloaded from the school's website at <https://www.westpark.k12.ca.us/>. You may also download a copy of the California Department of Education complaint form from the following website: <http://www.cde.ca.gov/re/cp/uc>.
5. Labor Code 230.8 (the Family-School Partnership Act) entitles working parents, guardians, and grandparents to take up to 40 hours of job-protected leave each year to participate in their child's school or licensed daycare activities.

Parent Discrimination

(a) No employer, who employs 25 or more employees working at the same location, shall discharge or in any way discriminate against an employee who is a parent or guardian of any child in kindergarten or grades 1 to 12, inclusive, for taking off four hours each school year, per child, to visit the school of the child, if the employee, prior to taking the time off, gives reasonable notice to the employer of the planned absence of the employee. An employee shall utilize existing vacation, personal leave, or compensatory time off for purposes of this planned absence. The employee, if requested by the employer, shall provide documentation from the school as proof that he or she visited the school on a specific date and at a particular time. For purposes of this subdivision, "documentation" means whatever written verification of a parental visit the school deems appropriate and reasonable.

Rights and Responsibilities

Rights of Students

- To attend school unless removed under due process as specified in the Education Code.
- To attend school in a secure academic and social climate, free of fear and violence.
- To benefit from their educational efforts, without disruption from other students.
- To be informed of school rules and regulations.

Responsibilities of Students

- To attend school regularly.

- To be at school on time every day.
- To leave the school campus immediately at the end of the school day unless prior arrangements have been made with the school.
- To be prepared for class with the appropriate materials and work.
- To know and obey school rules and regulations.
- To respect the rights of school personnel, fellow students, and the public in general, to, from, and during school.
- To demonstrate pride in the appearance of school buildings and grounds and to take care of school property.

Rights of Parents

- To expect that their children will spend their time at school in a safe environment, engaged in activities under the care and direction of a dedicated staff.
- To have assurance that school personnel will work cooperatively with parents.
- To be informed of district policies and regulations and school rules.
- To review their child's record with a certificated staff member providing assistance.

Responsibilities of Parents

- To assure that their children arrive at school on time and prepared to work.
- To visit school periodically to participate in conferences with teachers, counselors, or administrators regarding the academic and behavioral status of their children.
- To treat school staff with respect.
- To provide supportive action by making sure that children have enough sleep, adequate nutrition, and appropriate clothing before coming to school.
- To maintain consistent and adequate control over their children and to approve of reasonable control measures as applied by school personnel.
- To cooperate with the school in bringing about improvements designed to enhance the educational program offered students.
- To provide the school with current information regarding legal address, phone, medical data, and other facts which may help the school to serve their children.
- To become familiar with district policies and school rules and regulations.

Rights of Teachers

- To expect and receive the attention, effort, and participation of the students attending their classes.
- To have parental and administrative backing when enforcing rules designated to provide an optimum learning environment.
- To teach with minimum interruptions.
- To enjoy the same level of respect and courteous treatment accorded members of the class individually and collectively.

Responsibilities of Teachers

- To consider the personal worth of each individual student.
- To attempt to equip each learner with the knowledge, skills, attitudes, and values required for successful living.

- To hold students accountable for their actions at all times
- To recognize divergent ideas, opinions, and expressions objectively and deal with them in a balanced and unbiased manner.
- To keep parents and students informed with timely or periodic reports, including all pertinent data related to the student's school experience.
- To consistently critique their own performance with the objective of an ever growing professional stature.
- To initiate and enforce individual classroom rules consistent with school and district policies.

Rights of Administrators

- To initiate such control measures as needed to establish and maintain an environment in which optimum learning and teaching conditions prevail.
- To make decisions on the basis of what is best for the students.
- To hold students accountable for their conduct and to take prompt and appropriate action.
- To expect that all school employees recognize and fulfill their role in terms of campus control.

Responsibilities of Administrators

- To provide leadership that will establish, encourage, and promote good teaching and effective learning.
- To establish, publicize, and enforce school rules and facilitate effective learning and promote attitudes and habits of good citizenship among the students.
- To request assistance from the district's support services and community agencies and resources in cases indicating such action.
- To be sensitive to the concerns expressed by students/staff/parents/community.

Parent Involvement Policy

Each LEA (Local Education Agency/School District) shall develop jointly with, agree on with, and distribute to parents of participating children, a written parent involvement policy. The policy describes how the LEA will: a) involve parents in the development of the local plan and the process of school review for program improvement; (b) help schools plan and implement parent involvement activities to improve student academic and school performance; c) build strong parental involvement; d) coordinate and integrate parental involvement strategies and other programs specified; e) conduct with parents an annual evaluation of the content and effectiveness of the policy; f) involve parents in the activities of Title I schools.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents develop and provide parenting skills and home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents they can affect their child's success in learning and provide strategies they may use to improve academic success and learning at home.
3. Initiate effective communication between home and school so parents know when and

how to support their child's classroom learning activities. Receive training that fosters effective and culturally sensitive communication with home, including communication with non-English speakers and give opportunities to assist in the instructional process both at school and home.

4. Encourage parents to serve as volunteers in schools, attend student performances and school meetings, and participate in site and advisory councils, and other activities.

How can Parents Help

- Help your child to understand that he/she is responsible for his/her own actions and behavior.
- Expect your child to grow towards independence and offer challenging opportunities. He/she needs limits and direction.
- **Get both (or all) sides of the story before drawing conclusions.** In case of a misunderstanding, contact the school.
- Remember that teachers have many children to care for and need all the data you have about your child if they are to be effective in providing the right kind of program. Health issues (or other concerns, which may affect your child's education) should be shared with the school.
- Remind yourself that teachers teach because they care about your children, that their objectives and yours are usually the same and agreement on how to achieve the objectives requires good communication.
- Spend a few minutes with your child every night to check on his/her homework.
- Get involved in school activities.
- Visit your school; get involved with events, field trips, meetings, etc.
- Check with the teacher and/or administration to help in the classrooms

Parent School Visits

Parents are encouraged to visit their child's classrooms. Visits with either teachers or other school staff members should be **by appointment** because this will assure that the persons or subjects you want to see are available when you visit. For the safety and protection of all students, all visitors must first sign in at the office and obtain a visitor pass before entering classrooms.

Parent Volunteers

Parents are also encouraged to participate in their child's education by volunteering in the classroom or by assisting the classroom teacher in other ways such as chaperoning field trips, making instructional materials, working with small groups, etc. All volunteers must fill out the volunteer/chaperone packet available in the office before volunteering for any activities. Regularly scheduled volunteers must be fingerprinted, complete the Mandated Reported annually, and have a cleared TB exam. Clearance can take an extended period of time so please plan ahead if you would like to volunteer.

Chapter 8: Important School Information and Programs

Expanded Learning Program (After School)

In partnership with the Fresno County Office of Education, West Park Elementary will provide an after school program. This will include homework help, a tutorial center, enrichment activities and nutritious snacks for students. Parents may enroll their child to stay after school on these days to complete homework assignments, study, receive tutorial help, or participate in enrichment activities. Student enrollment is based on a first come first serve basis. Once we have met our capacity, students will be added to the waiting list. *The After School Program starts when regular classes are finished and goes until 6:00 p.m. during regular school sessions.* Students have expectations that must be met to be able to participate in the After School Program and any event outside of school time. This includes their behavior during their regular school time and their grades.

Assessments & Benchmarks

Throughout the year, students will be given various opportunities to demonstrate their acquisition of grade level objectives. The most common assessments are given in the classroom in the form of tests, work samples and performances. Additionally, each grading period, classroom teachers will be collecting data in the areas of math and language arts to be placed in a portfolio for each child. These portfolios will be used in parent/teacher/student conferences in the spring. Additionally local assessments are administered during the year. Students in grades TK-8 take a benchmark in English Language Arts and Mathematics. We will also be giving 3rd-8th Grade students the series of CAASPP (California Assessment of Student Performance and Progress) tests in the spring. Students identified as English learners will take the ELPAC (English Language Assessments for California) series of tests in the Spring. It is important that your child is in school during these assessments.

Board Meetings

The West Park Board of Trustees holds Regular Board Meetings on the **second Monday** of each month in the West Park Elementary School Music Room at 5:30 P.M. Agendas for each meeting are posted at the entrance of the school seventy-two (72) hours prior to the meeting. Parents and members of the community are welcomed and encouraged to attend Board Meetings. Special Board Meetings are sometimes called and agendas are posted at least twenty-four (24) hours prior to these meetings. Should you wish further information, please call the district office 559-233-6501.

§ 48980 ·REQUIRED NOTIFICATION

At the beginning of the first semester or quarter of the regular school term, governing boards of school districts shall notify parents and guardians of certain rights and responsibilities including, but not limited to the following sections:

§ 200 et. Seq.· NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

State and federal law prohibits discrimination in education programs and activities. School districts are required to afford all pupils, regardless of race, gender, religion, national origin, disability, or sexual orientation, equal rights and opportunities.

§ 221.5 · COURSE OF STUDY-SEXUAL BIAS

A school counselor, teacher, instructor, administrator, or aide may not, on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex that is different from the offered to a pupil of the opposite sex or, in counseling a pupil, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled. Any school personnel acting in a career counseling or course selection capacity to a pupil shall affirmatively explore with the pupil the possibility of careers, or courses leading to careers, that are nontraditional for that pupil's sex. The parents or legal guardian of the pupil shall be notified in advance of career counseling and course selection commencing with course selection for the seventh grade so that they may participate in the counseling sessions and decisions.

§ 231.5 · SEXUAL HARASSMENT

School districts are required to have a written policy regarding sexual harassment. A copy of the policy will be displayed in a prominent location, provided as part of any orientation for new students, distributed to all employees and included in publications that set forth standards of conduct for the district.

Classroom Placement

Student transfers between classrooms will be considered only when there is a documented educational, health, or safety need, or when deemed necessary by the administration. Parent preference alone is not sufficient grounds for a classroom reassignment.

Eighth Grade Promotion Expectations

In order for a student to be considered for promotion he/she should:

1. Attend school 90% of the days enrolled.
2. Maintain an End-of-the-Year G.P.A. of 2.0.
3. Successfully complete the course of study in the current school year.
4. Pay any outstanding fees.

**Behavior:* Students must not receive more than 10 behavior citations or 2 suspensions during the school year. Physical violence against any other person will result in no participation in any promotion activities. Discipline incidents will be monitored throughout the year. If the student receives a suspension resulting in loss of privileges that extends to the end of school, the loss of privileges will include not participating in any and all of the promotion activities during that suspension, including the promotion ceremony. Any expulsion or suspension of expulsion will mean an automatic loss of privileges.

Once all the 8th Grade Promotion Expectations are met, students will be allowed to participate in the 8th Grade Promotion and activities with parent permission.

Retention Criteria

In order for a student to be considered for retention he/she would exhibit some or all of the following conditions/criteria:

1. Not demonstrating growth in ELA and Math Benchmarks
2. Received below a 2.0 GPA/ Scored below grade level in reading or math assessments
3. Poor Attendance (absent more than 18 days)
4. Student Study Team Meeting/ At-Risk Parent Conferences

5. Light Scale Assessment

An SST (Student Study Team) may be initiated to address any of the concerns presented. Parents are expected to be directly involved. Notwithstanding the verifiable concerns of the school, the final decision regarding retention rests with the parent/guardian.

English Learners

All students identified on the first Home Language Survey as having a primary language other than English are assessed with a State Assessment for English Language Proficiency to help classify the student's English Language fluency. Parents will be notified of assessment results. Students that do not meet the state determined levels will be identified as English Learners and will be assessed yearly until the student meets reclassification criteria. The reclassification criteria determined by the state are:

- Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
- Parent opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

English Learner Advisory Committee (ELAC) meetings will be held periodically throughout the year to address English language issues.

Extracurricular Activities

Throughout the school year, West Park Elementary students will have the opportunity to participate in extracurricular programs such as sports, leadership, and student council. Continued participation in these activities will require the student to comply with the school's discipline and attendance programs as well as maintain a 2.0 (C) grade point average in all core academic areas, with not more than one "F" grade and not more than one unsatisfactory mark in citizenship. If a student's grades fall below 2.0 at the end of a report period, the student will not participate in any extra activities until the next reporting period. If a student receives two (2) citations within the week prior to an activity, the student will not be eligible to participate in any events that week and until the disciplinary actions are fulfilled. ALL suspensions carry an automatic loss of privileges from two to four weeks (See Discipline section). This policy will be strictly enforced.

Field Trips

Throughout the school year, students will occasionally have the opportunity to attend field trips. Permission slips must be signed by a parent or guardian (***listed on the student's emergency card***) and returned to school personnel prior to the trip. All standard rules of conduct and procedures used in the daily transportation of pupils will be observed and enforced on field trips unless otherwise stated by the bus driver. If we do not have a current emergency card with accurate contact information on file for your child, he/she will not be allowed to go on the field trip.

Parents are often asked to accompany classes on field trips and must complete a chaperone packet

and meet district standards to volunteer. A completed chaperone application packet and all necessary documents before a field trip to ensure approval. While adult chaperones are allowed to ride the bus, non-school children (siblings) are not permitted on the bus. When picking up students at the end of a field trip, parents are expected to check out their students from school staff and/or teachers.

Independent Studies Contract

If a student is going to miss school for an unavoidable reason (example: family emergency), it may be possible to cover those days of non-attendance using an independent study contract. Students will not be counted absent if their independent study contracts are completed. **Parents should contact the classroom teacher at least a week prior to absence. The maximum number of days a child can be on independent studies is 14 days at a time. If a long term contract is needed, please contact the school office.**

Each student's independent study contract shall be coordinated, evaluated and carried out under the general supervision of a certificated teacher. The teacher will compile necessary assignments for the days shown on the independent study contract and the parent, teacher, and student will sign it. Immediately upon return, the student must submit the independent study work to the teacher for review. Notice of completion will be given to the office. All work must be completed and of satisfactory quality to receive full credit for attendance. If the student does not complete the assignments or does not turn them in on time, he/she will be marked absent/unexcused for the days written on the contract.*(California Education Code [EC] sections 51744–51749.6)*

Schools are not obligated to provide students with an independent study contract. The availability of an independent study contract must be agreed upon by mutual consent of the principal, teacher, parent/guardian, and student. Students should only be placed on independent study if the student can successfully accomplish their academics.

Lost and Found

Articles of clothing found are placed in the "lost and found" box in the cafeteria. Smaller items such as wallets, jewelry, eye glasses, and keys are kept in the office. Unclaimed articles are donated to charitable organizations at the end of December and end of June. **Parents are advised to write children's names on lunch boxes, sweaters, and coats.**

Welcome to Nutrition Services!



At West Park Elementary School District we know that good nutrition and learning go hand in hand. West Park Elementary participates in the National School Breakfast and Lunch program. The Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to student's health, well being, and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and productive lifestyle. All meals served at school will comply with the nutrition standards established by the United States Department of Agriculture for the National School Lunch and Breakfast program. Our goal is to provide students with nutrition appealing foods that meet the health and nutrition needs of students who do their best in school each day.

Free Meals for All Students

West Park School District participates in the Community Eligibility Provision (CEP) which means that breakfast and lunch is free for all students.

What is a reimbursable meal?

For a meal to qualify for federal reimbursement, regulations state that meals served to students, whether breakfast, lunch or snack, must offer all components of the meal.

Offer versus Serve (OVS) is a provision of our programs that allow students to decline some of the food offered. The goals of OVS are to reduce food waste in the school meals programs while permitting students to decline foods they do not intend to eat.

What are the requirements for breakfast and lunch?

Breakfast is made up of 4 food items: milk, fruit/vegetable, 2 grains (or 1 grain and 1 meat/meat alternate; both considered 2 items). Students must select at least 3 of these items for a complete meal (1 of which must be a vegetable or fruit).

Lunch is made up of 5 basic food components: milk, meat or meat alternate, vegetable, fruit, and grain. Students must select at least 3 of these components for a complete meal (1 of which must be a vegetable or fruit).

Please note, the menu is subject to change on occasion. Sometimes it is necessary to change the menu. Unfortunately sometimes a delivery is delayed or an item is out of stock at our distributor

and shortages. Our hope is to serve what is on the menu each day but sometimes we do have these challenges.

Special Diets/ Food Allergies Meal Accommodations

West Park School District accommodates the special dietary needs of our students. In order to make substitutions or modifications to the school meals, student's parent or guardian must submit a Medical Statement Request form on file signed by a licensed physician, physician assistant, or nurse practitioner to the food service director and to the nurse on site. Should you have any questions or concerns, please contact the school nurse by phone at 559-233-6501.

Lunch Rules:

- Eat first
- Clean up your area
- Talk quietly
- Be polite and remember your manners
- Raise your hand to use the restroom and get a drink.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410;
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov.

Mandated Reporters

All employees, volunteers, and chaperones are mandated reporters regarding child health and safety. Anytime they are told that a child's health and safety is at risk, they have no choice but to report it even if it's through casual conversation. This includes any crimes against children such as abuse or neglect.

Movie Guide

In an effort to establish a policy for movies that are shown in the classroom, West Park Elementary will implement the following rule: Any movie which is not rated "G" will require a signed permission slip from you, as a parent or guardian. If these are not signed and returned, your child will not see the movie. If you do not want your child to view the movie, he/she will work in another classroom during the time that it is shown.

Character Education

Character Education must be approached comprehensively to include the emotional, intellectual and moral qualities of a person or group. The U.S. Department of Education has recognized the importance of schools and their responsibilities in helping to develop and support positive character development. West Park Elementary has also recognized the importance of the time in school as an opportunity to explain and reinforce core values.

Using the Six Pillars of Character Education, we will develop partnerships and work collaboratively with staff, parents, students, and community to emphasize a consistent message about character traits that are essential for success in school and life. Through this program, students will learn the habits of thought and deeds that will help them live and work together as families, friends, neighbors, communities and nations.

Special Education

At West Park Elementary School, we are committed to a full inclusion program for students who have met the criteria to receive specialized academic instruction through Special Education services. Students who have an Individualized Education Plan (IEP) may receive limited pull-out for targeted skill development. Parents are strongly encouraged to work with the school staff, be an integral part of the IEP Team, and help students reach their highest level of academic potential.

Student Recognition/Motivation

Just as we have serious consequences for students who exhibit negative behavior, we also have a reward system to honor those students who display positive attitudes and behavior. Recognition is regularly given to students who excel in academics, attendance, behavior, and athletics. We are committed to teaching the students at our school that good work habits and positive behavior will be beneficial not only to the overall education program, but also to them personally. Every quarter or (in some cases) semester, students are recognized for: Perfect Attendance (Zero Absences / On Time), Academic Achievement, and Sports Recognition. Students can also earn Wolf Bucks that can be used in the student store.

Student Study Team

The purpose of a Student Study Team (SST) is the school's way to work with a student who is having problems with: academics, social/emotional control/coping, irregular attendance or behavior. The Principal and School Psychologist work with any or all of the following staff/team members to make decisions about a child's education: classroom teachers, intervention teachers, parents/guardians, resource specialist, nurse, speech therapist, or counselors. Once the Student Study Team determines all necessary variables, decisions are made to move forward with providing specialized attention for that child.

Report Cards

At the close of every quarter report cards are mailed home. The purpose of the quarterly reports is to update parents on their child's academic progress.

Team Sports

Varsity and Junior Varsity (girls and boys) sports are available to any student who wishes to try out and will practice after school. The number of students in each sport will be determined by the optimum number of athletes on a team. A 2.0 GPA is required to join a sport and must maintain a 2.0 GPA. This requirement may be adjusted for students who have an IEP.

Coaches and/or Administration retain the right to remove a child from a given sport due to disciplinary concerns. It is very important to the entire team that all players strive to be good students and citizens. To participate in an event, students must meet the attendance, academic, and behavior requirements.

**Attendance requirement means that a student must be at school the full day of the activity.*

Textbooks

West Park Elementary furnishes necessary textbooks for all students. We hope this significant investment of district funds will be treated with respect. Reasonable wear and tear is to be expected, however, unreasonable damage will result in the parents/students being financially responsible for book replacement. We require all books that are to be taken home, be covered for their protection.

Use of School Telephone

The telephone located in the school offices and classrooms are for business only. Students may be given permission to use the classroom phone by the teacher, if in the teacher's judgment, the call is absolutely necessary. Only in an emergency should the office be contacted to interrupt a student in the classroom to deliver personal messages.

Foster and Homeless Youth

At West Park Elementary School District, we recognize that youth in the foster care system or experiencing homelessness are our most vulnerable students, and often require additional interventions and support to ensure success.

How are foster youth defined?

Defined under California Educational Code 48853.5, foster youth are children with an open child dependency court case who are placed by and for whom the state agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

How is Homelessness defined for students?

The federal government's legal definition of homelessness based on the McKinney-Vento Homeless Education Assistance Act includes any student who is lacking a regular, fixed and adequate nighttime residence including those students who are:

- "Temporarily doubled up" with family or friends due to a loss of housing and economic hardship
- Living in a shelter, hotel, or motel
- Living in a public place not designated for sleeping (cars, parks, abandoned buildings)
- Not in the physical custody of their parent or legal guardian
- Abandoned in a hospital
- Migrant and qualifies under any of the above

McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431-11435)

Ensures that children and youth experiencing homelessness, including preschoolers, have equal access to the same free, appropriate educational programs as other children and youth. Federal and state law mandates the elimination of educational barriers facing homeless children and youth, to increase school stability and protect students from discrimination. Under this legislation, homeless children and youth are entitled to have access to the same educational experience and resources as all students.

- If you are living within West Park boundaries or are attending West Park schools and are in any of the above situations, you may be eligible for McKinney Vento support services. Please contact the West Park Homeless Liaison at 559.233.6501 for more information.

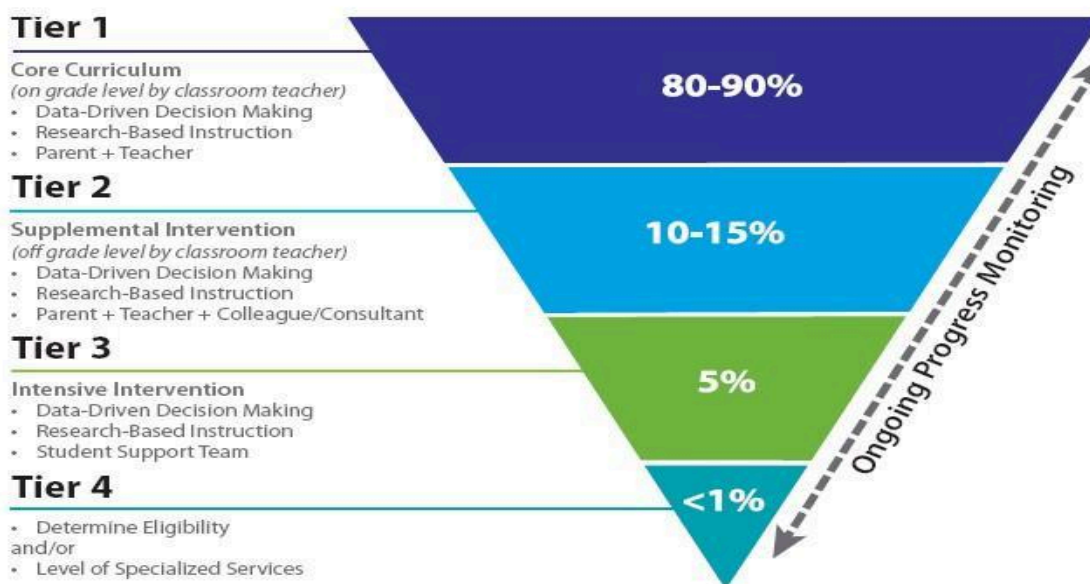
Chapter 9: Curriculum and Intervention

Intervention and Academic Services

Intervention is a supplement to the core curriculum that provides additional learning opportunities to students by their academic levels. It may consist of a separate academic program, technology program, or activities designed to support learning objectives. Implementation may be done whole class, small group, or on an individual basis.

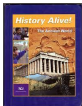
Multi-tiered model

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs.



Training Academic Programs			
Tier 1	Tier 2	Tier 3	Tier 4
<u>General Education Curriculum</u> (Provided by certificated staff) *Core Curriculum in areas of: English Language Arts, Mathematics Science, Social Studies, and English Language Development are taught using our Board-Adopted texts.	<u>Intervention Curriculum</u> (Provided by certificated and support staff) *Math Intervention *Literacy Intervention -taught daily -Based on deployment levels	<u>Extended Learning Opportunities</u> (Provided by certificated and support staff) *SES-Afterschool Reading/Math Support and Services *RTI- Targeted Small-Group	<u>Special Education</u> (Provided by certificated/ specialized staff) *Students who qualify for: -Speech and Language Services -RSP-Resource Specialist Program -Psychological Services

Core Curriculum Publishers and Programs

Program	Grade Level	Description
	TK-8	Social Emotional Curriculum
Comprehensive Multi-Subject 	PK-TK	FrogStreet Threes - Preschool curriculum Pre-Kindergarten curriculum
English Language Arts 	Grades: K-6	Benchmark Education Publishers- Benchmark Advance English Language Arts Program
English Language Arts 	Grades: 7-8	Houghton Mifflin Harcourt Publishers- Into Literature English Language Arts Program
Mathematics 	Grades: K-6	Houghton Mifflin Harcourt Publishers - Into Math
Mathematics 	Grades: 7-8	Houghton Mifflin Harcourt Publishers - Into Math
Science 	Grades: K-5 Grades: 6-8	Inspire Science Stemscopedia
Social Studies 	Grades: 6-8	History Alive!
Social Studies 	Grades: K-5	Studies Weekly

West Park Elementary English Learner Curriculum

English Language Development (also referred to as ELD) is a systematic approach to teaching: oral language skills, writing, reading, grammar, and listening. Our curriculum has ELD embedded into its daily instruction.

West Park Elementary Literacy Intervention Curriculum

West Park Elementary School uses i-Ready for acceleration. It empowers students by connecting rich assessment data to personalized digital learning and powerful classroom instruction. With i-Ready, teachers' gain insight into student needs with actionable data and access rigorous yet engaging instruction to help each student succeed.

i-Ready Personalized Instruction provides a personalized learning pathway for students based on their diagnostic results. Personalized Instruction targets skill gaps to help students who are behind access grade-level content and it provides challenges and enrichment for students who are on grade level for reading and math.

Chapter 10: Transportation

Bus Transportation (Southwest Transportation Agency)

Southwest Transportation Agency (SWTA) will continue to operate the West Park Elementary School District buses. Any questions regarding bus routes pick up times, etc., should be directed to Southwest Transportation at 559-644-1000.

Please direct transportation related calls to Southwest Transportation. If for some reason you do not get an answer to your question of concern, please feel free to call the school office.

Bus Regulations/Discipline and Safety Standards of Conduct

The Southwest Transportation Agency is dedicated to providing pupil transportation services with maximum safety as our prime objective for all pupils. To ensure this level of safety each student must behave in a satisfactory manner, allowing the driver to direct his or her undivided attention to driving. The bus is treated as a classroom.

TITLE 5 CALIFORNIA ADMINISTRATIVE CODE SECTION 14103:

“Pupils transported in a school bus shall be under the authority of, and responsible to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street or highway.”

Bus Rules:

1. Cooperate with the driver. Follow directions the first time they are given.
2. Arrive at the bus stop not more than 5 minutes before the scheduled bus arrival. While going to and from the bus stop and while waiting for the bus, keep out of the street and off private property. Noise, rowdy behavior and property damage at a bus stop could cause the

- stop to be moved to a more inconvenient location.
3. Board and leave the bus in an orderly manner. Do not push other students. Follow driver's instruction concerning seating location and unloading procedure.
 4. Be seated promptly. Be willing to share seats with fellow bus riders.
 5. Always sit facing the front of the bus. Remain seated when the bus is in motion. Do not change seats without permission of the driver. Do not "save" seats.
 6. Keep hands off other people and their possessions.
 7. Keep head, hands, and arms inside the bus at all times. Do not yell out of the windows to others outside the bus.
 8. Animals, insects and reptiles are not permitted on the bus. Guide dogs and signal dogs are an exception. (54.2 Civil Code)
 9. Glass containers and balloons are not permitted on the bus.
 10. Bus aisle and emergency exits must be kept clear of books, lunches, etc.
 11. Keep the bus clean. Students are not to eat, drink or chew gum on the bus. Exceptions must be cleared through the agency.
 12. Students must wear shoes and shirts at all times while on the bus. No open cosmetics or aerosol cans are permitted.
 13. Do not use obscene or profane language. Smoking and lighting of matches are not permitted on the bus. No hazardous material; liquid, solid or gas are permitted on the bus.
 14. Students will be responsible for their individual behavior. It is not possible for a driver to watch all students at all times; therefore, saying "somebody else was doing it too!" does not exempt a misbehaving student.
 15. Do not deface or destroy bus equipment. Damage to seats, windows and other parts of the bus is unnecessary and costly. Any damage will be paid for by the student responsible.
 16. Avoid loud talking, loud laughter or unnecessary confusion. (It may divert the driver's attention and could result in an accident.)
 17. Students living across the street, upon which the bus is stopped to unload them, shall be escorted by the driver.
 18. **All preschool and kindergarten students must be picked up by an adult when getting off the bus.**
 19. Southwest adheres to a stringent anti-bullying policy

Student Discipline Procedure for Bus Transportation

In order to guarantee the safe transportation of students, the following assertive discipline plan shall be used.

Our Philosophy:

Student safety is paramount. To ensure safe operation of any school bus, students must behave appropriately and safely while riding on a school bus. When misbehavior does occur the following steps will happen:

1ST INCIDENT: Driver notes 1st infraction = Verbal warning

2ND INCIDENT: Driver notes 2nd infraction = Citation issued

At a minimum, the following consequences are mandated by Southwest policy if a student continues to disregard bus rules.

1ST Citation:	Will result in a written notice to parents, Agency and school.
2nd Citation:	Will result in loss of privileges for a minimum of 1 day. The school administrator will set up a conference with the student to discuss the behavior. The school administrator may impose a more severe punishment if deemed appropriate.
3rd Citation:	Will result in loss of bus privileges for a minimum of 3 days. The school administrator may impose a more severe punishment if deemed appropriate.
4th Citation:	Will result in a loss of bus privileges for a minimum of 10 days. The school administrator may impose a more severe punishment if deemed appropriate.
5th Citation:	Will result in loss of bus privileges pending a parent conference. Appropriate discipline will be determined by the school administrator and transportation, following the parent conference.

SEVERE CLAUSE

The severe clause may be invoked without a citation having been previously issued whenever the offense is of such serious nature as to warrant it. Some examples of these offenses shall include but not be limited to:

1. Jumping out of bus windows or emergency exits.
2. Fighting
3. Profane or obscene and abusive language directed at the driver or other passengers.
4. Striking or kicking a driver.
5. Destroying agency property.
6. Any action which may result in serious injury or damage to agency property.
7. Bullying.
8. Any violation of the Education Code

Consequence:

Students will be suspended from the bus pending a parent conference. Appropriate disciplinary action will follow.

Bus Driver:

The driver of the bus **has absolute authority in matters dealing with transportation**. The driver may remove any student from the bus who persists in disobeying regulations

Bus Safety Rules

Upon registration, the parents or guardians of all pupils not previously transported in a school bus or school pupil activity bus and who are in preschool, kindergarten, and grades 1 to 8, inclusive, shall be provided with written information of school bus safety. The information shall include, but not be limited to, all of the following:

1. A list of school bus stops near each pupil's home.
2. General rules of conduct at school bus loading zones:
 - a. Form a single file line facing the bus when it arrives.
 - b. Never push or shove the person in front of you or behind you.
3. Red light crossing instructions.
 - a. The student shall wait at the right front side of the bus by the door for the command from the driver to cross the road when it is safe.
 - b. The student shall cross the road quickly, but not run, to the other side.
4. School bus danger zone.
 - a. The students should remain at least 12 feet from all sides of the school bus.
5. Walking TO the bus stop.
 - a. Be at your bus stop at least 5 minutes before the bus arrives.
 - b. Avoid horseplay.
 - c. Respect the privacy of others while walking to the bus stop and waiting for the bus.
6. Walking FROM the bus stop.
 - a. When getting off the bus, walk at least 12 feet away from the bus.
 - b. Never run back to the bus to get an object left behind or dropped near the bus.
 - c. Never chase the bus after it has pulled away from the bus stop.
 - d. Never cross the street behind the bus.

Procedure for Bus Riders

No student is to get off of the bus until the bus reaches its destination. No student will be removed from the bus once the bus is loaded unless the parent is in the office.

Procedure to be dropped off at a Different Location

If any student needs to ride another bus, or depart from his/her bus to other than his/her designated place, a written note must be provided to the office **at least 24 hours in advance**. For preschool, transitional kindergarten and kindergarten, a parent or guardian must be at the bus stop for their child.



West Park School District

2695 S. Valentine Ave

Fresno, CA 93706

559-233-6501

Superintendent Tamita Boyd

Acknowledgement and Receipt of the Parent-Student Handbook

I acknowledge that I have received and read a copy of the West Park School District's Parent Student Handbook for the 2026-2027 school year. My child and I understand the rights and responsibilities pertaining to students and parents. We agree to support and abide by the rules, guidelines, procedures, and policies of the School District. We also understand that this handbook supersedes all prior handbooks.

Student Name: _____

Parent/Guardian Signature: _____

Date: _____

This form must be signed, dated and returned to the Elementary School Office.