

Berryessa Union School District
2026-2027
SCHOOL YEAR CALENDAR
 180 Student Days

Legend	
	First Day of School
	Last Day of School
	Pupil Holidays
	New Teachers Report
	All Teachers Report
	Prof. Dev. Day
() # of Student Days	

July (0)				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

3rd- July 4th

November (14)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2nd - Prof. Dev. Day

11th - Veterans Day

23th - 27th Thanksgiving Brk

March (23)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August (13)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

7th-New Teachers Report
 10th -Welcome Back & All Teachers Report
 13th - 1st Day School

December (14)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	26	24	25
28	29	30	31	

21st - 31st - Winter Break

April (16)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2nd - 9th Spring Break

September (17)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

7th - Labor Day

18th - Prof. Dev. Day

28th - 30th Fall Break

January (19)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1st - Winter Break

18th - Dr. King Day

May (20)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

31st - Memorial Day

October (20)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1st - 2nd -Fall Break

February (15)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

15th - 19th Presidents' Week

June (9)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

11th -Last Day of School

18th- Juneteenth



Vinci Park School

Berryessa Union School District
1311 Vinci Park Way, San Jose, CA 95131
408-923-1970; Fax 408-254-3790



Pathway to the Future

Parisa Nunez, Principal

Roxane Fuentes, Ed.D., Superintendent

FAMILY - SCHOOL COMPACT (2026-2027)

This is a unifying agreement between parents, students and school staff to provide the best instructional program for all students. Your voluntary signature assures us of your ongoing support as our partners in education.

Student's Full Name (Printed) _____

Teacher's Name _____

As a student, I will:

- Arrive to school on time and be ready to learn
- Be a positive and active learner every day and do my best work always
- Follow the classroom rules/school rules and be a model of good behavior
- Respect myself, classmates, staff and families and respect school property
- Return all homework assignments completed and checked
- Read or be read to every day for at least 20 minutes

As a Parent/Guardian, I will:

- Help my child understand the value and importance of education
- Make sure that my child attends school on time when in good health
- Ensure my child gets proper nutrition, regular medical attention and adequate sleep
- Send my child to school with completed homework and appropriate clothing
- Monitor my child's progress in school
- Respect the school, staff, students and families and be a model of good behavior
- Provide a quiet time and place for homework for my child on a daily basis
- Monitor TV viewing and make sure my child reads every day
- Return all important papers to school on time
- Make every effort to attend parent/teacher conferences and school activities
- Participate in shared decision making with the school staff and other families for the benefit of the students

As a Teacher, I will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment to meet state academic standards
- Motivate students, set high expectations and enforce rules equitable
- Encourage students' active engagement in interesting and challenging curriculum
- Communicate regularly with families about their child's progress in school
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Provide assistance to families on what they can do to support their child's learning

As a Principal, I will:

- Make school a positive, welcoming and safe place
- Build partnerships with all parents and the community at large
- Encourage teamwork among families
- Assist staff members in achieving grade level literacy for all students
- Provide necessary resources, staff development and teacher support to ensure success for all students

Principal Signature

Parent/Guardian Signature

Date

- ☐ Deseo tener la traducción de CONTRATO ESCOLAR Y FAMILIAR. (I would like to have a copy in Spanish)
- ☐ Tôi muốn có một bản KHẾ ƯỚC GIA ĐÌNH-NHÀ TRƯỜNG. (I would like have a copy in Vietnamese)
- ☐ 我需要一份: 家庭 - 學校合約 (I would like have a copy in Chinese)

Original is kept in child's classroom folder



Pathway to the Future

BERRYESSA UNION SCHOOL DISTRICT

981 Ridder Park Drive, San Jose, CA 95131

Notification of Parent or Guardian – Education Code Section §48981-- Times & Means of Notification

The notice to parents regarding federal laws and education code excerpts relating to rights of parents or guardians of minor pupils shall be sent at the time of registration for the first semester, quarter, or trimester of the regular school term. The notice may be sent by regular mail or by any other method normally used to communicate with the parents or guardians in writing.

The following acknowledgment must be included as part of your child's school record. Please complete this form and return it to school.

PARENTAL ACKNOWLEDGEMENT

- ☐ I have received and read the attendance information and will make every effort to ensure my child/children attend school every day that school is in session.
- ☐ I have received and read the notice to parents regarding federal laws and education code excerpts relating to rights of parents or guardians of minor pupils but this does not constitute consent to any district program.

MANDATORY RECOMMENDATION FOR EXPULSION

(EC §48915(C)(1) AND (2), EC §48915(a)(2) ACKNOWLEDGEMENT

My signature and my parent's signature below indicate that I/we understand the Mandatory Recommendation for Expulsion. I agree that I will bring no controlled substances or weapons of any kind including knives of any size, key chain knives, Swiss Army knives, guns or any other device that can be used as a weapon, onto the school property. I/we further understand that violation of this policy will result in a recommendation for expulsion. Board Policy 5131.

CODE OF CONDUCT ACKNOWLEDGEMENT

My parents and I have reviewed the School's Code of Conduct and the common dress code (Morrill, Piedmont, and Sierramont). I understand that I am responsible for the guidelines and rules it contains. If I have questions about the Code of Conduct and/or the Dress Code (Uniform Policy), I know I can call the school or make an appointment with the Principal or Assistant Principal.

Student Signature

Date

Parent Signature

Date

My child's name is _____

Your student attends (name of school) _____ Grade _____

FORM A

SIGN AND RETURN FORM TO SCHOOL



Dear Parent/Guardian:

As part of the accountability requirements under the Every Student Succeeds Act (ESSA), the U.S. Department of Education is requiring that school districts identify students who are Armed Forces Family Members. These students will be part of a new accountability subgroup.

The Armed Forces Family Member information will be collected on a yearly basis.

What is the definition of an “Armed Forces Family Member”?

A student is considered to be an Armed Forces Family Member if at least one parent is an Armed Forces member, on active duty or serves on full-time National Guard duty. The terms “armed forces,” “active duty,” and “full-time National Guard duty” as defined by Sections 101(a)(4), 101(d)(1), and 101(d)(5) of the United States Code are:

- 101(a) (4) – The term “armed forces” means the Army, Navy, Air Force, Marine Corps, and Coast Guard.
- 101(d) (1) – The term “active duty” means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.
- 101 (d) (5) – The term “full-time National Guard duty” means training or other duty, other than inactive duty, performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member's status as a member of the National Guard of a State or territory, the Commonwealth of Puerto Rico, or the District of Columbia under Section 316, 502, 503, 504, or 505 of Title 32 of the United States Code, for which the member is entitled to pay from the United States or for which the member has waived pay from the United States.

Please complete this form and return it to your child’s school office

Student First Name: _____ **Last Name:** _____ **ID#** _____

School: _____ **Grade:** _____ **Birthdate:** _____

Student Military Identifier number: _____

United States Armed Forces Information: (Required annually by U.S. Department of Education)

Is either parent/guardian on Active Duty in the Armed Forces?

(Air Force, Army, Coast Guard, Marines, Navy or member of any reserve forces) NO _____ YES _____

****If yes, please provide parent/guardian name: _____ and relationship to student _____.

(If both parents/guardians are on active duty, please complete a form for each parent. Additional forms are available in school offices or online at www.berryessa.k12.ca.us/OUR-DISTRICT/Education-Services/Enrollment-Process/index.html.)

If yes, please indicate which service:

☐ Air Force ☐ Air Force Reserve ☐ Air National Guard ☐ Army ☐ Army Reserve ☐ Army National Guard
☐ Coast Guard ☐ Coast Guard Reserve ☐ Marine Corps ☐ Marine Corps Reserve ☐ Navy ☐ Navy Reserve

If active duty, please indicate the date duty began: Month _____ **Year** _____

Current status: ☐ Active Duty, deployed ☐ Active duty, not deployed ☐ Discharged ☐ Inactive

☐ Injured ☐ Killed in action ☐ Retired ☐ Student Military Identifier only ☐ Transitioning out of active duty

FORM B - SIGN AND RETURN TO SCHOOL

Berryessa Union School
District Housing Questionnaire

Student Last Name

First

Middle

Name of School:

The information provided below will help the LEA determine what services you and/or your child may be able to receive. This could include additional educational services through Title I, Part A and/or the federal McKinney-Vento Assistance Act. The information provided on this form will be kept confidential and only shared with appropriate school district and site staff.

Presently, are you and/or your family living in any of the following situations?

- ☐ Staying in a shelter (family shelter, domestic violence shelter, youth shelter) or Federal Emergency Management Agency (FEMA) trailer
- ☐ Sharing housing with other(s) due to loss of housing, economic hardship, natural disaster, lack of adequate housing, or similar reason
- ☐ Living in a car, park, campground, abandoned building, or other inadequate accommodations (i.e. lack of water, electricity, or heat)
- ☐ Temporarily living in a motel or hotel due to loss of housing, economic hardship, natural disaster, or similar reason
- ☐ Living in a single-home residence that is permanent

I am a student under the age of 18 and living apart from parent(s) or guardian: O Yes O No

The undersigned parent/guardian certifies that the information provided above is correct and accurate.

Print Parent/Guardian Name

Signature

Date

(Area Code) Phone Number

Street Address

City

State Zip

Your child or children have the right to:

- ☐ Immediate enrollment in the school they last attended (school of origin) or the local school where you are currently staying, even if you do not have all the documents normally required at the time of enrollment.
- ☐ Continue to attend their school of origin, if requested by you and it is in the best interest.
- ☐ Receive transportation to and from their school of origin, the same special programs and services, if needed, as provided to all other children, including free meals and Title I.
- ☐ Receive the full protections and services provided under all federal and state laws, as it relates to homeless children, youth, and their families.

Please list all children currently living with you.

Name	Gender	Birthdate	Grade	School

If you have any questions about these rights, please contact the local homeless liaison, Thomas Carroll via phone at (408) 923-1905 or email at: tcarroll@busd.net or you can email Maria Fregoso at mfregoso@busd.net.

FORM C – SIGN AND RETURN TO SCHOOL

School Year 2026-2027 Berryessa Union School District Household Application for Free and Reduced-Price Meals**Complete only one application per household.**Refer to back of application for instructions on how to apply. Print clearly with pen. **This institution is an equal opportunity provider.****California Education Code Section 49557(a): Applications for free and reduced-price meals may be submitted at any time during a school day. Children participating in the federal National School Lunch Program will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.****STEP 1 – STUDENT INFORMATION** - Children in **Foster Care** and children who meet the definition of **Homeless, Migrant, or Runaway** are eligible for free meals.

Child's First Name, Middle Initial, Last Name (Include all children in household, even if not in school yet)	School Name	Birth Date	Homeless, Migrant, Runaway		OFFICE USE ONLY (STUDENT ID #)
			☐	☐	
			☐	☐	
			☐	☐	
			☐	☐	
			☐	☐	

STEP 2 – ASSISTANCE PROGRAMS: CalFresh, CalWORKs, or FDIPIRDo ANY household members (child or adult) currently participate in CalFresh, CalWORKs or FDIPIR? If **NO**, skip STEP 2 and continue to STEP 3.

If YES , check the applicable program box, enter one case number, skip STEP 3, and continue to STEP 4.	Select Program Type:	Enter Case Number:
	☐ CalFresh ☐ CalWORKs ☐ FDIPIR	

STEP 3 – REPORT INCOME FOR ALL HOUSEHOLD MEMBERS (Skip this step if you answered 'Yes' to STEP 2)

A. STUDENT INCOME: Sometimes students in the household earn income. Enter the TOTAL GROSS income (before deductions) in whole dollars earned by all students listed in STEP 1.	Child income	Weekly	2x Week	2x Month	Monthly

B. ALL OTHER HOUSEHOLD MEMBERS (including yourself): List **ALL** household members not listed in STEP 1, **even if they do not receive income**. For each household member, report the **TOTAL GROSS** income (before deductions) in whole dollars for each source. If the household member does not receive income from any sources, write "0". If you enter "0" or leave any fields blank, you are certifying (promising) that there is no income to report. **Enter the appropriate pay period in the "How Often" column: W = Weekly, 2W = Bi-Weekly, 2M = Twice a Month, M = Monthly, Y = Yearly**

Name of Adult Household Members (First and Last)	Earnings from Work	How Often?				Public Assistance/SSI/Child Support/Alimony	How Often?				Pension/Retirement All Other Income	How Often?			
		W	2W	2M	M		W	2W	2M	M		W	2W	2M	M
	\$					\$					\$				
	\$					\$					\$				
	\$					\$					\$				
	\$					\$					\$				
	\$					\$					\$				

Total Household Members (Children and Adults) **STEP 4 – SOCIAL SECURITY NUMBER, ADULT SIGNATURE & CONTACT INFORMATION**

Certification: "I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable state and federal laws."

Enter the last four digits of Social Security number (SSN) from the Primary Wage Earner or Other Adult Household Member:			
Check the box if NO SSN ☐			
Signature of adult completing this form:		Today's Date:	
Print Name:	Phone #:	E-mail:	
Address:	City:	State:	Zip Code:

OPTIONAL – CHILDREN'S ETHNIC AND RACIAL IDENTITIES

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced-price meals.

Ethnicity (check one):

- ☐ Hispanic or Latino
☐ Not Hispanic or Latino

Race (check one or more):

- ☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or other Pacific Islander
☐ White

DO NOT COMPLETE -- FOR SCHOOL USE ONLY

Annual Income Conversion: Weekly x52, Bi-Weekly x26, Twice a Month x24, Monthly x12

Total Household Size	Total Household Income \$			
How Often?				
Weekly ☐	Bi-Weekly ☐	Twice a Month ☐	Monthly ☐	Yearly ☐
Eligibility Status:				
☐ Free ☐ Reduced-price ☐ Paid (Denied) ☐ Categorical				
Verified as: ☐ Homeless ☐ Migrant ☐ Runaway				
☐ Error Prone		Application #		
Determining Official's Signature:		Date:		
Confirming Official's Signature:		Date:		
Verifying Official's Signature:		Date:		

School Year [2026-2027]

Dear Parent or Guardian:

The Berryessa Union School District participates in the National School Lunch Program and/or School Breakfast Program by offering nutritious meals every school day. You or your children do not have to be U.S. citizens to qualify for free or reduced-price meals. If there are more household members than the number of lines on the application, attach a second application.

LETTER TO HOUSEHOLD FOR FREE AND REDUCED-PRICE MEALS

QUALIFICATION: Your children may qualify for free or reduced-price meals if your household income falls at or below the federal Income Eligibility Guidelines below.

Effective July 1, 2026–June 30, 2027					
Household Size	Year	Month	Twice Per Month	Every Two Weeks	Week
1	\$29,526	\$2,461	\$1,231	\$1,136	\$568
2	\$40,034	\$3,337	\$1,669	\$1,540	\$770
3	\$50,542	\$4,212	\$2,106	\$1,944	\$972
4	\$61,050	\$5,088	\$2,544	\$2,349	\$1,175
5	\$71,558	\$5,964	\$2,982	\$2,753	\$1,377
6	\$82,066	\$6,839	\$3,420	\$3,157	\$1,579
7	\$92,574	\$7,715	\$3,858	\$3,561	\$1,781
8	\$103,082	\$8,591	\$4,296	\$3,965	\$1,983
For each additional family member, add:					
	\$ 10,508	\$ 876	\$ 438	\$ 405	\$ 203

APPLYING FOR BENEFITS: An application for free or reduced-price meals cannot be reviewed unless all required fields are completed. A household may apply at any time during the school year. If you are not eligible now, but your household income decreases, household size increases, or a household member becomes eligible for CalFresh,

California Work Opportunity and Responsibility to Kids (CalWORKS), or Food Distribution Program on Indian Reservations (FDPIR) benefits, you may submit an application at that time.

DIRECT CERTIFICATION: An application is not required if the household receives a notification letter indicating all children are automatically certified for free meals. If you did not receive a letter, please complete an application.

VERIFICATION: School officials may check the information on the application at any time during the school year. You may be asked to submit information to validate your income or current eligibility for CalFresh, CalWORKs, or FDPIR benefits.

WIC PARTICIPANTS: Households that receive Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) benefits, may be eligible for free or reduced-price meals by completing an application.

HOMELESS, MIGRANT, RUNAWAY & HEAD START: Children who meet the definition of homeless, migrant, or runaway, and children participating in their school's Head Start program are eligible for free meals. Please contact school officials for assistance at 408-923-1886.

FOSTER CHILD: The legal responsibility must be through a foster care agency or court to qualify for free meals. A foster child may be included as a household member if the foster family chooses to apply for their non-foster children on the same application and must report any personal income earned by the foster child. If the non-foster children are not eligible, this does not prevent a foster child from receiving free meals.

FAIR HEARING: If you do not agree with the school's decision regarding your application's determination or the result of verification, you may discuss it with the hearing official. You also have the right to a fair hearing, which may be requested by calling or writing the following: Josh Qutoriano 951 Piedmont Rd. San Jose, CA 95132, 408-923-1875 or 408-923-1879.

ELIGIBILITY CARRYOVER: Your child's eligibility status from the previous school year will continue into the new school year until **8/31/26** or

a new determination is made. When the carryover period ends, your child will be charged the full price for meals, unless the household receives a notification letter for free or reduced-price meals. School officials are not required to send reminder or expired eligibility notices.

NON-DISCRIMINATION 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, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027(PDF), found online at How to File a Program Discrimination 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 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; or
- 2. fax:**
202-690-7442; or
- 3. email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

HOW TO APPLY FOR FREE OR REDUCED-PRICE MEALS – Complete one application per household. Please print clearly with a pen. Incomplete, illegible, or incorrect information will delay processing.

STEP 1: STUDENT INFORMATION – Include ALL CHILDREN in the household. Print their name (first, middle initial, last), school, and birthdate. If any student listed is a foster child, check the "Foster" box. If you are only applying for a foster child, complete STEP 1, and then continue to STEP 4. If any student listed may be homeless, migrant, or runaway, check the applicable "Homeless, Migrant, or Runaway" box and complete all STEPS of the application.

STEP 2: ASSISTANCE PROGRAMS – If ANY household member (child or adult) participates in CalFresh, CalWORKs, or FDPIR, then all children are eligible for free meals. Check the applicable assistance program box, enter one case number, and then continue to STEP 4. If no one participates, skip STEP 2 and continue to STEP 3.

STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS – Must report **GROSS** income (before deductions) from ALL household members (children and adults) in whole dollars. Enter "0" for any household member that does not receive income.

- Report the combined **GROSS** income for all students listed in STEP 1 and enter the appropriate pay period. Include a foster child's income if you are applying for foster and non-foster children on the same application.
- Print the names (first and last) of ALL OTHER household members not listed in STEP 1, including yourself. Report the total **GROSS** income from each source and enter the appropriate pay period.
- Enter the total household size (children and adults). This number **MUST** equal the listed household members from STEP 1 and STEP 3.

STEP 4: SOCIAL SECURITY NUMBER, ADULT SIGNATURE & CONTACT INFORMATION – Enter the last four digits of your Social Security number (SSN). If no adult household member has a SSN, check the "NO SSN" box. The application must be signed by an adult household member. Print the name of the adult signing the application, contact information, and today's date.

OPTIONAL: CHILDREN'S ETHNIC AND RACIAL IDENTITIES – This field is optional to complete and does not affect your children's eligibility for free or reduced-price meals. Please check the appropriate boxes.

INFORMATION STATEMENT: The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced-price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number are not required when you list a CalFresh, CalWORKs, or FDPIR case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced-price meals, and for administration and enforcement of the lunch and breakfast programs.

QUESTIONS/NEED ASSISTANCE: Please contact Student Nutrition Services at 408-923-1875 or 408-923-1879
SUBMIT: Please submit a complete application to your child's school or the Student Nutrition Services office at 951 Piedmont Rd, San Jose, CA 95132. You will be notified if your application is approved or denied for free or reduced-price meals.

Sincerely,
Student Nutrition Services



Vinci Park School

1311 Vinci Park Way, San Jose, CA 95131

408-923-1970; Fax 408-254-3790

Parisa Nunez, Principal

School - Parent Partnership

What is the Vinci Park Parent Partnership?

One of the things that make school special is that parents and teachers share the goal of creating a wonderful and supportive school experience. Just as we want our children to treat each other considerately, we encourage parents and teachers at Vinci Park to strive for an atmosphere of mutual respect.

For many, joining a new public elementary school community is a new experience. It takes time to learn how the system works, and each school community is a little different. Understanding our children's academic and social development in the classroom and on the playground can be an enormous challenge. The Vinci Park School Site Council will review this partnership annually to provide guidance to parents and staff on working effectively together.

The strategies outlined in this document are geared toward strengthening and reinforcing the shared goals of parents and teachers. Specifically, these goals (as reflected in the Vinci Park Parent Partnership) include:

- Creating a more productive learning environment for our children, and building a strong resourceful school community;
- Continuously building trust between parents and teachers;

- Promoting positive relationships between parents and teachers; and
- Providing parents and teachers with specific steps to resolve concerns.

Basic Principles

The following principles characterize the Vinci Park Partnership and can serve as guidelines to help parents and staff work effectively together:

1. **Assume Good Intentions:** Parents and teachers all care about children. Our shared goals form the basis of the Partnership.
2. **Build Positive Relationships:** Showing appreciation when things are going well will go a long way toward creating good will between parents and teachers.
3. **Be Respectful When Communicating:** Being respectful of time, feelings, and privacy in all of our interactions can lead to better communication.
4. **Solve Problems Effectively:** Productive resolution of problems is possible when we focus on the child; share ideas and feelings only with those directly involved; and remain focused, respectful, and honest.
5. **Be a Role Model:** Parents and teachers who work together successfully can act as role models for others.

Specific Ideas and Strategies for Parents

To help every child at Vinci Park work towards reaching his or her potential, it is important that parents, teachers, and school staff work effectively together and communicate to achieve this goal. The tone of these interactions, from the casual setting of the playground to the formal parent-teacher

conference, all work together to create a positive atmosphere at our school.

1. Assume Good Intentions

What motivates both parents and teachers is their love of children. We all want to create a positive, supportive learning environment. A diversity of teaching styles and methods is a valuable asset for the school, just as a diversity of students and parental styles reflects the richness of the Vinci Park community. As an example:

A parent with older children was disappointed that her youngest child's teacher, who was new to the school, didn't start the day with parent-child reading time as all her other children's teachers had. The parent was upset with the change and was going to confront the teacher. However, instead of confronting the teacher with, "Why did you change the morning routine? We never did it this way before," she decided to ask, "I was wondering why we don't start the day with parent-child reading time? I always enjoyed that time with my older children." After talking to the teacher, the parent discovered it was a grade level decision made because too many children were coming in late, and those children whose parents couldn't stay to read with them were feeling left out. After some reflection time, the parent felt that the teachers had made a good decision.

2. Build Positive Relationships

At Vinci Park, we are proud to have thoughtful and dedicated teachers. We are equally as proud of our supportive and caring parent community. We all benefit from building positive relationships. In your discussions with other parents and the community, share good news and appreciation as often as possible, for this will help build

relationships. Sharing the positive will lay the foundation for productive and thoughtful interactions throughout the year, especially when issues do arise. We welcome all of our parents to share successes, questions and concerns with the classroom teacher and school staff. There are a number of ways to do this, such as a note to the teacher, a phone message, an email, or a visit to the classroom.

3. Be Respectful When Communicating

- Drop-off and pick-up times are rarely good times for teachers to hold a thoughtful conversation with parents. Email is often an effective tool to use when either alerting your teacher to a concern or trying to set up a time to meet. However, you should avoid using email if the situation is very complex. Just as in face-to-face communication, in email you should focus on the problem you are trying to solve and not on assigning blame or being negative. When you talk to your child's teacher:
 - Allow time for dialog and response. Some problems can't be addressed immediately. Schedule a time that is mutually convenient. Let the teacher know what day(s) and times are convenient for you.
 - Discuss your child – not others. Parents should frame their concerns and question in terms of the effect they are having on their child only. For example, saying, "I am really concerned about my son. He doesn't feel that he has any friends in class. He feels that the boys he was buddies with are now leaving him out of their group" is a much more appropriate approach than, "Marcus

and Andy are being really mean to my son! Those kids are real bullies. What are you doing about their behavior?"

- Use "I" messages that frame your concerns from your perspective. For example, you could say, "I am concerned that Amy has more homework than she can handle" rather than, "Why are you assigning so much homework?"
- Follow up with the teacher. If the teacher handles the problem well, take the time to thank him/her. If the problem is unresolved or resurfaces, communicate clearly and promptly.

4. Solve Problems Effectively

Even in the best of circumstances, inevitably questions and concerns will arise. When they do, the first step you should take is to talk to your child's teacher. Classroom teachers want to work with you to resolve any concerns.

Some examples of common concerns:

- "My child tells me he/she has no friends."
- "My child tells me he/she is being teased on the playground"
- "My child tells me someone in the class is being mean to him/her."
- "I am concerned my child is struggling with _____."
- "The homework is too hard or too easy for my child."
- "My child says that he/she is bored in class and is not being challenged."
- "My child doesn't know how to approach you or when to ask questions."

If you do not feel that your concerns are adequately addressed, make an appointment to meet with our principal or ask the teacher to include the principal in your next discussion.

5. Be a Role Model

Help model positive behavior for other parents. If another parent or group of parents is sharing rumors or unproductive information about a teacher or staff member, encourage them to approach the teacher individually with their concerns. Take the parent aside, if possible, and refer him/her to these guidelines or to the principal for help on how to approach a teacher. For example:

"I heard you complaining about your child's teacher. It would really be more effective if you talked to her directly. I had an issue with my child and her teacher, and by discussing it directly with the teacher we resolved the problem."

Be a champion and play to your child's strengths. Take a moment to reflect with your child on the best part of their day, and help them focus on the positive. You can ask them questions like, "What made you feel the most proud today?" "What was the most fun part of your day?" "What was the most interesting thing you learned today?" "How did you make a difference today?"

If you follow the processes outlined in the parent partnership and still feel you have unresolved issues please contact Parisa Nunez, our principal, at 923-1970 or at pnunez@busd.net.

"To ensure that all students have the skills necessary to reach high levels of academic

*achievement, respect self and others, and
become lifelong learners."*

PERSONAL EMERGENCY SUPPLY KITS

As part of our continuing efforts to better prepare ourselves in the case of a major disaster, Vinci Park School will be implementing the use of **Personal Emergency Supply Kits** for each student during the **2026-2027** school year. The purpose of these kits is to provide some basic comfort and nutritional items to be used in the case of a serious emergency. The personal kits will be used in addition to the school wide emergency food and first aid supplies that are already stored on campus.

We are requesting that **EACH STUDENT** bring to school a small supply of non-perishable snack foods that require no preparation and can be opened without the aid of special tools (see recommended list below). We would also like you to include a family photo as well as a personal note of encouragement, reassuring your child that you will come as soon as possible and that he/she will be in good care while at school.

All food and comfort items need to be placed in a one gallon Ziploc-type bag, which will later be stored in your child's classroom. Please complete and cut off the information portion below and insert it into the bag to identify the kit as well as any food allergies. If not consumed during an emergency, the **Personal Emergency Supply Kits** will be returned to your child on the last day of school.

Packing your Personal Emergency Supply Kits-

Use only a one gallon sized, Ziploc-type bag

Complete and cut off the information form below

Include the following items:

Completed information form

1-2 non-perishable drink items (e.g. a juice and a small water)

3-4 non-perishable snack items

Suggested snack food items to include are:

Fruit drinks in boxes or "pop-top" type cans

Beef or turkey jerky

Small boxes of cereal

Packaged raisins, dried fruit or fruit leathers

Individual servings of fruit, applesauce, wieners, tuna or pudding in small, pull-off top type

Containers (and heavy duty plastic spoon if needed)

16.9 ounce (or smaller) bottled water

cheese crackers

granola type bars

Please note that **ALL** food/beverage items **MUST** be prepackaged or factory sealed. Do **NOT** pack any items that require refrigeration, are perishable or will expire before July 2027. Remember to check the expiration dates for all food/beverage items. All items must fit into a one gallon bag so that the bag can be sealed.

Bags received that are the incorrect size, have perishable or inappropriate foods, or have too few or too many items will be returned home for correction.

Due to space limitations, please do not exceed 4 snack items and 2 beverage items

Please return the Personal Emergency Supply Kits to your child's teacher (NOT THE OFFICE) within ONE week from the start of school.

PERSONAL EMERGENCY SUPPLY KIT INFORMATION (PLEASE COMPLETE THIS PORTION AND INCLUDE IN KIT)

STUDENT'S NAME: _____

ROOM NUMBER: _____

TEACHER'S NAME: _____

FOOD ALLERGIES: _____

Vinci Park School

1311 Vinci Park Way, San Jose, CA 95131
408-923-1970; Fax 408-254-3790

Parisa Nunez, Principal

Dr. Roxane Fuentes, Superintendent

Dear Vinci Park Families,

The Vinci Park PTA plays a pivotal role in supporting the school by funding large activities such as assemblies, field trips, and supplemental classes. However, in order to ensure the school continues to provide our students with an array of opportunities that PTA may not be able to fund, we are asking every family to make a fully tax-deductible contribution of \$100.00 per student. Your generosity will help support a number of items, including but not limited to the following...

- Provide essential classroom supplies/materials
- Provide physical education and playground equipment
- Upgrade our current technology in the computer lab and classrooms
- School related student activities and events
- Provide special support services for at-risk students

We appreciate anything you may be able to contribute.

On the back of this form, you will find the "Class and School Donation" form. Please fill one out per child and return to the office or your child's teacher.

Thank you so much,

Parisa Nunez
Principal
pnunez@busd.net

(All contributions are fully tax deductible as allowed by tax law.)

CLASS and SCHOOL DONATION

2026-2027

Please complete the form below and return to the school
along with any donation you would like to make.

Print Student Name: _____ Grade: _____

Teacher: _____ Room # _____

I would like to contribute \$100.00 to my child's classroom to help cover the cost of the school supplies he/she will be using in class and toward valuable programs and services.

I can do more! I have enclosed \$_____, cash or check payable to
“Vinci Park School”

(All contributions are fully tax deductible as allowed by tax law.)

Your financial support makes a tremendous difference! Thank you!

All children will need a backpack large enough to fit a binder.

SCHOOL SUPPLIES PROVIDED BY OUR TEACHERS

Teachers always appreciate donations of the following class supplies any
time throughout the year:

Hand sanitizer, Kleenex, #2 pencils, staples, pens, dry erase markers,
baby wipes, paper towels, scotch tape, copy paper, binder paper

THANK YOU FOR YOUR SUPPORT!