

BUENA VISTA SCHOOL
A 2023 California Distinguished School

HANDBOOK
2023-2024



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Principal, Angela Gramlick

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WELCOME TO BUENA VISTA SCHOOL

A California Distinguished School

Dear Parents and Students,

Staff and I extend our wishes for all new and returning families to have a wonderful year filled with social/emotional and academic learning. We consider it a privilege to be a staff member, student, and/or parent at this excellent school.

Our school promises to be student-centered with a focus on the academic, social, emotional, and physical needs of your child. As educational partners, we will make a positive contribution toward the success of each Buena Vista student. Always remember that our goal is to keep the well-being of our students in the forefront of our minds. With our eyes on them, together we will always make the best choices and decisions for their continued success.

This handbook is designed to provide information about our school. It contains two main sections of information. The “[Procedures](#)” section will describe policies and procedures for our school. In the “[Programs](#)” section you will learn about the many wonderful programs Buena Vista offers our students. You will also find that our website offers extension and supplement to the information in this handbook [Link to BV Website](#).

If you find you have a question, please first check the “[Table of Contents](#)” for a helpful category. If you cannot find the answer to your question, don’t hesitate to contact the appropriate person to help you. See the section on “[Communication](#)” for support in best seeking guidance at school.

I look forward to this year and seeing all of our returning families and meeting all of our new families. Please look for me on campus and if you ever have any concerns, questions, or things to share, don’t hesitate to bring them to my attention. I am eager to support families with their needs and I also love to hear from you about the many, many great things that happen every day. In addition to face-to-face, I am also easy to reach by email at agramlick@walnutcreeksd.org.

It’s a Great Day to be a Bulldog!

Respectfully,

Angela Gramlick

Buena Vista Elementary, Principal

This handbook is provided to all Buena Vista families. PTA will make an extended directory with student and family contact information available for purchase. School information published in this handbook is subject to such changes that may be needed to ensure continued compliance with federal, state, or local regulations and are subject to such review and alteration as becomes necessary for the routine operation of the school. Not all rules, regulations, and information can be written and inserted in a handbook.

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PROCEDURES

ATTENDANCE

Parents instinctively know and understand that strong school attendance is important. School is your child's "job", and timely attendance is their first work skill. In addition to the practice of being physically present for school each day, the importance of not missing direct instruction from teachers is critical. Paralleling the educational need for students to be in class every day, the economy of the District is at stake. The entire basis for state funding is based upon the number of students that come to school each day. This is referred to as ADA or Average Daily Attendance.

Here is What You Can Do To Help:

- Make good attendance a top priority. Attending school every day makes learning easier and helps build and maintain friendships with other children.
- Always try to make your child's appointments (e.g., doctor or dentist) before or after school.
- Take family vacations during the summer or school holidays.

However, do not send your child to school if:

- They are too sick to go to school.
- They have been injured.
- They have to go to a special religious ceremony.
- They have an infectious illness (e.g., chickenpox, mumps, covid, or measles).
- There is a serious family situation that requires their involvement.

Absence reporting: We ask that you please call the school office as soon as possible to report a student's absence at 925-944-6822, ext 3801. When you call, you will need to state the student's name and grade, your name and relationship to the student, the date of their absence, as well as the reason for being absent or late. If the student will be absent or tardy more than just one day, you must call back each day your child will be absent or late. For the safety of your child, it is our job to call you if we have not heard from you. When a child returns to school after an absence, he or she must bring a written excuse, unless the parent has telephoned ahead.

A parent whose child has a communicable disease should contact the school office or teacher **IMMEDIATELY** so that other parents may be notified of the possibility of contagion. Examples of communicable diseases are covid, chickenpox, measles, strep throat, impetigo, pink eye, whooping cough and head lice. If your child is ill,* please keep him or her home until he or she is well and ready to function alertly in a school setting. This benefits your child as well as other students.

*see [Illness/Immunizations/Medications](#)

Parents and teachers working together can ensure that all work missed during an absence is completed. Parents should make an appointment with the child's teacher to pick up assignments and books necessary to keep the child's work current.

Independent Study Contracts: If you anticipate an absence of more than five days, please [request an Independent Study Contract online](#) at **least 5 days in advance if the absence is 5-10 days in duration, or 10 days in advance of a longer absence.** You may not exceed 14 days of independent study contracts in the same school year. Completing the assignments required by the contract will qualify the student for an excused absence and allow the District to collect state funds accordingly. Make-up assignments, however, are no substitute for the instruction received during regular classroom attendance.

Make-Up Assignments: If your child is absent due to illness and needs schoolwork, please contact the teacher, who will do their best to provide the work. Please give at least 24-hour notice to give the teacher time to collect the work.

Permission to Leave School: If your child must leave school during the day, please contact the school office in advance. Students need to be signed out in the office by an authorized adult. The office will call the classroom and have the student sent up. **Please do not attempt to pick up students without first going to the office.**

Tardies: It is very important that your child arrives on time. Being tardy can be disruptive to the class and can delay valuable teaching time for the teacher. It also teaches your child to be responsible. If your child arrives late, he or she must come into the office and sign in before entering the classroom.

Truant: It is District policy that any combination of 3 unexcused absences or unexcused tardies (unexcused tardy is 30 minutes late or more) is considered **TRUANT**. When this occurs, a truancy letter will be sent to your home. Unfortunately, going on vacation is considered an *unexcused* absence.

The school office will send letters to communicate attendance concerns in conjunction with trimester report cards. Letters will be sent to families for 4+ tardies (any type), 4+ unexcused absences, and/or excessive absences of any reason. Student support team meeting may be held as well to support improving attendance. In the event that you receive a letter, please see this as a serious concern on the part of Walnut Creek School District.

SOCIAL EMOTIONAL LEARNING and CHARACTER BUILDING

At Buena Vista Elementary we believe in meeting all of the learning needs of your child. Children benefit from social-emotional learning (SEL) at any time, but today it's especially important to help them develop the skills they need to connect and thrive. In alignment with our Walnut Creek School District, Buena Vista, utilizes Second Step Curriculum and Responsive Classroom to help students build these important skills. Second Step is a leading research-based SEL curriculum for students in TK/ Kindergarten–Grade 5. Social-emotional learning helps students succeed in the classroom and throughout their lives. Responsive classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. Each classroom starts their day with a community class meeting, where every student has a voice and an opportunity to check in with one another.

Skills for Everyday Success

Children need social-emotional skills to thrive both in the classroom and in life. Social-emotional learning (SEL) curricula teach children techniques to:

- Gain confidence
- Set goals
- Make better decisions
- Collaborate with others in work and play
- Navigate the world more effectively

Social-emotional learning isn't just a feel-good activity. It's not psychotherapy or an attempt to parent kids. Nor is it a substitute for core academic subjects such as math, science, or literacy. SEL concepts provide an extra dimension to education, focusing on improving cooperation, communication, and decision-making. In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives students a framework for developing these skills.

Children learn social-emotional skills in a variety of ways, including the behavior they see modeled by the adults in their lives. But social-emotional skills and concepts can also be taught explicitly in the classroom, in much the same way math or reading is taught.

Content:

There are 5 units taught throughout the year each with a weekly focus. These units cover the following topics:

- Growth Mindset and Goal Setting
- Emotion Management
- Empathy and Kindness
- Problem Solving
- Bullying Prevention

How the Material is taught to your student:

- The teacher explains a concept with words, pictures, video, and/or audio
- Students practice the concept through skill practice, group discussion, individual writing, or partner work
- The teacher continues reinforcing the concept throughout the week
- The teacher sends information home for students to work on with parents
- The teacher checks for understanding
- The teacher re-teaches where necessary

At Buena Vista we understand that students thrive under positive reinforcement of great character traits, so in addition to Second Step and Responsive Classroom. We recognize students throughout the week with Bulldog Paws of Praise.

Visit <https://www.secondstep.org/families> for more information about this program used in our District

COMMUNICATION

Frequent, consistent communications between home and school are essential to a child's school success. Teachers, parent and community groups, and the school send regular communications via email and/or in hard copy format. You can expect routinely delivered electronic communication containing important reminders and announcements about school policies and events. This represents a significant savings of paper and personnel time. If you do not have access to the Internet, you can pick up a copy of the weekly e-news bulletin in the office.

Every classroom staff member has a telephone extension with voicemail. Extensions are the room number with a 31 in front of it (e.g., Room 21 is ext. 3121). Our commitment is a 24-hour reply time. All staff members have e-mail. If you would like to email a specific teacher, the email convention is `firstinitiallastname@walnutcreeksd.org`, for example: `jdoe@walnutcreeksd.org`.

Keep Up With School Through...	
Back to School Night	An evening when parents only are invited to their child's classroom for an overview of the upcoming year by the teacher.
Classroom Newsletters	Teachers send home newsletters about activities in the classroom on a weekly to monthly basis.
Conferences	Parent-Teacher conferences are held during the first trimester for all students. Teachers and parents may have additional conferences when the need arises. Please see the school calendar in the student directory for fall conference dates. Contact your classroom teacher or other staff member to request additional conferences.
Directory	Published digitally by PTA each Fall and available to families. It contains student and family contact information from BV families that give permission to print this information.
Coffee with the Principal	This is an informal opportunity for parents to communicate with the Principal. Meetings are held at 8:30am periodically throughout the year. See the school/PTA calendar for scheduled dates.
Email	E-mail is useful for communicating brief information efficiently and quickly. Please do not use email for sending confidential information or for delivering messages that would be better communicated face-to-face or on the telephone. Responses are usually sent within 24 hours.
E-News Bulletin	Designed to combine all the communications from various school and community groups, the Bulldog Bulletin includes a current calendar of events. Articles in the weekly bulletin are short and informational. This bulletin comes out each Wednesday. Article criteria are: Word format, 150 words or less and school related. Submissions for the weekly bulletin should be submitted by 5pm Sunday of each week and will be reviewed for approval. To make sure you are receiving this weekly communication ensure your email is updated for your child's contact in Aeries.
Open House	An evening in May for families to view and celebrate all children's work on display in classrooms and throughout campus.
PTA Meetings	General meetings are held on the second Tuesday of each month.
Principal's Newsletters	A detailed newsletter from the principal will be included in the Bulldog Bulletin every Wednesday. This newsletter contains not only logistical information about the school, but also information related to curriculum, staffing, and school events.
Walnut Creek School District	Monthly board meetings are held and agendas are published on the WCSD website at www.walnutcreeksd.org
Websites	Provide important information about school and PTA, upcoming events, as well as grade-level and curriculum content. Buena Vista: https://www.walnutcreeksd.org/Domain/8 PTA: www.buonavistapta.org
Welcome Back Day	This is an opportunity for new and returning students to come to the school before the first day and celebrate the beginning of a new school year. It also give parents the opportunity to meet our PTA and WCEF board members and learn more about school activities and how they can support them. A fun afternoon, not to be missed.

The following chart may help you understand the communication channels at Buena Vista when you have questions, comments, or concerns. No matter what the topic, it's useful to know the appropriate person or persons to consult and how to approach them. In the course of natural problem solving, we ask everyone to take the same first step – take time to diagnose the nature of your concern. You will reach a positive resolution more quickly if you have already given careful thought to:

1. The background of your question, comment, or concern.
2. The policies or procedures that may relate to it.
3. Solutions that may be appropriate.

Questions, Comments, Concerns		
Please consult with...	Regarding...	Do's For Success
Your Child's Teacher	<ul style="list-style-type: none"> · Academic performance · Classroom instruction · Homework · Social development · Peer relationships · Classroom and playground dynamics 	<ul style="list-style-type: none"> · DO talk to the teacher <u>first</u> about concerns related to your child. · DO ask what you can do to help. · DO notify your teacher if you would like to make an appointment to meet. · DO understand that teachers are often busy right before and after school and may not be available without an appointment. · DO know that a positive parent-teacher relationship helps your child to succeed and to feel good about school.
The Principal	<ul style="list-style-type: none"> · School policies and procedures · Curriculum · Learning environment · Student learning and support · Special needs · Safety concerns · Staff supervision 	<ul style="list-style-type: none"> · DO contact the Principal about questions/comments/concerns that haven't come to resolution or you feel would best be addressed by her. · DO feel free to catch the Principal in the halls – this can often be an easy way to talk briefly. · DO understand that on-the-spot access to the Principal is sometimes convenient, but not always possible. · DO feel free to schedule appointments as needed. · DO contact the Principal about questions/comments/concerns which are best addressed by her.
The Office Manager	<ul style="list-style-type: none"> · Attendance matters · Medication/Illness needs · School activities/meetings · Calendar/Scheduling · Use of facilities 	<ul style="list-style-type: none"> · DO talk with them about day-to-day office activities. · DO be patient and flexible, they are consistently working on many projects at once. · DO understand that they know many things about school; however, may not always have an immediate answer to your question.
The Instructional Coach	<ul style="list-style-type: none"> · Learning about grade level staff development and action plans for the year · Information/questions about instructional strategies/curriculum 	<ul style="list-style-type: none"> · DO schedule a time to meet with the coach for more information. · DO make an effort to learn about how the coach helps and supports all students and teachers.
Custodian	<ul style="list-style-type: none"> · Maintaining a clean and safe school environment 	<ul style="list-style-type: none"> · DO let them know about immediate concerns. · DO compliment them on their clean school. · DO consult the Office Manager for custodial requests.
PTA Board/Officers	<ul style="list-style-type: none"> · PTA-sponsored events · General meetings · Volunteering · Assemblies or enrichment programs · Fundraising · Expenditure of PTA funds 	<ul style="list-style-type: none"> · DO keep up with PTA news and participate in as many monthly meetings as you can. · DO get to know your PTA officers – they are a great resource for information about school activities. · DO consider getting involved – we always need help making Buena Vista the best it can be for our students.

Questions, Comments, Concerns (continued)		
Your Room Parent	<ul style="list-style-type: none"> · Field trips · Special events 	<ul style="list-style-type: none"> · DO call with questions about events in your child's classroom (see your School Directory).
School Site Council	<ul style="list-style-type: none"> · Site Planning goals · Use of school improvement funds 	<ul style="list-style-type: none"> · DO feel free to sit in on monthly meetings as announced in the school bulletins. · DO contact the Site Council chair to forward questions to the group in advance of meetings.

CONDUCT / BEHAVIOR / DISCIPLINE

CONDUCT

Along with our desire to teach and reinforce strong character traits to our students, Buena Vista has the expectation that all people on campus will follow these guidelines. Strong character is an important piece of modeling for our children and is expected from everyone, everywhere and all of the time. This system is intended to maintain a safe, harassment-free environment for teachers, students, administrators, staff members, parents and other members of the community. In the interest of presenting teachers and other adults as positive role models, Buena Vista encourages positive communication and conduct.

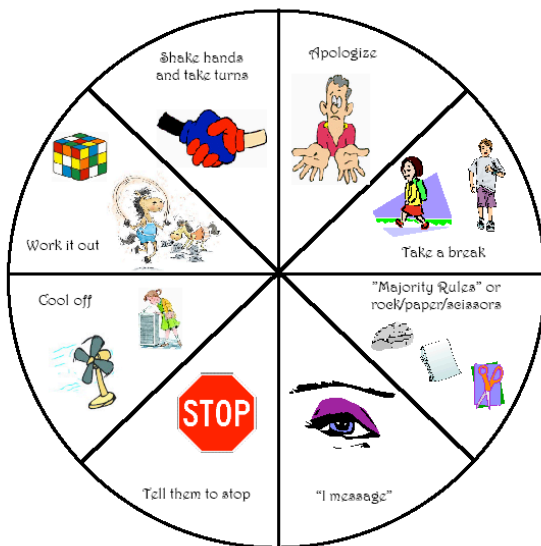
School and District personnel are expected to treat each other, volunteers, parents and community members with courtesy and respect. In the same regard, parents and visitors are expected to treat teachers, volunteers, administrators and other District employees with courtesy and respect. Any member of the school community who is faced with disorderly conduct, disruptive, or disrespectful treatment has the right to end a meeting or telephone conversation, or limit school access to telephone calls, e-mail or written communications. The need for civility extends to all school-sponsored activities as well as all school communications.

PROBLEM SOLVING

Social skills are developed through the introduction of problem solving and conflict resolution skills. As part of everyday living, we need to solve relational problems as they arise. In addition to keeping children active and involved on the playground, we are also committed to teaching them simple and consistent strategies for solving problems on their own. Students will be taught and encouraged to use the chart below as a means to solving peer conflicts. Adult guidance and support is available when these strategies are not effective and/or the seriousness of the incident warrants adult intervention.

PROBLEM SOLVING WHEEL

Try at least 2 when you have a problem!

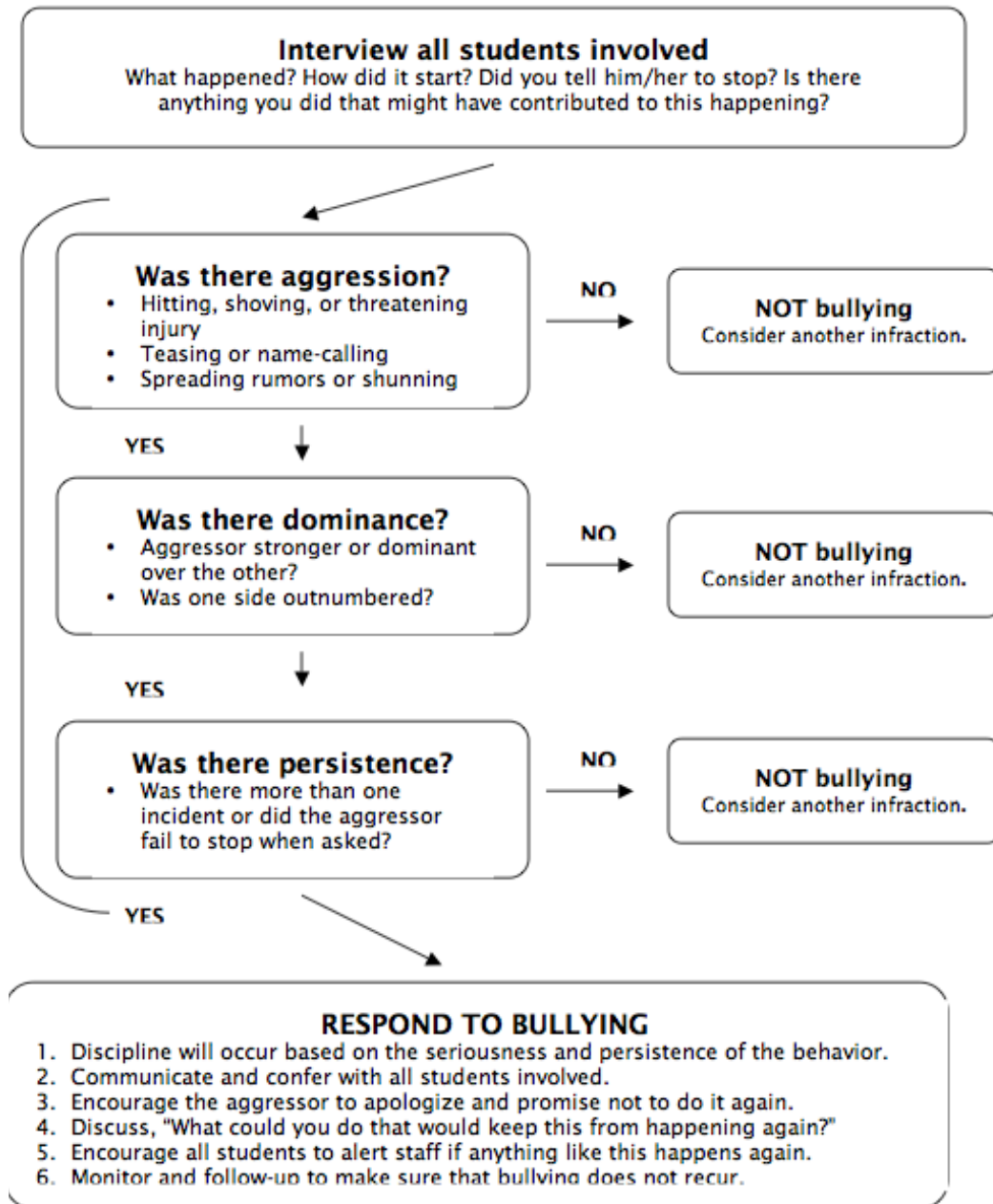


If you've tried 2 - ask an adult for help!

Bullying

As much as we wish to protect children from potential harm, all children, at some point in their childhood, will experience or be affected by bullying behaviors. For the safety and welfare of ALL children in a positive learning environment, Buena Vista staff takes bullying behaviors seriously and will work consistently to support students in this area. Together, staff and parents need to equip children with tools for responding to bullying and ways to avoid becoming a bully. ALL children want to be safe, respectful and responsible. We consider it our job to support them in this endeavor. The flow chart below will serve as an overview of our basic response plan.

Bullying Assessment Flow Chart



Behavior Expectations

At Buena Vista, we are dedicated to supporting students as they develop into safe, respectful and responsible individuals. Our main goal is to help your child be a successful student today and a good citizen tomorrow. We believe that all children can learn and that they deserve to have the best education possible in the safest environment.

Buena Vista has three school wide behavior expectations:

- **Be safe**
- **Be respectful**
- **Be responsible**

Each teacher implements school rules, blending their personal style and specific classroom rules to create effective classroom management systems. Teachers will share classroom expectations with families.

Common areas such as assemblies, the cafeteria, hallways and the playground require some additional expectations in order to ensure student safety and well-being in large group settings.

Assembly expectations:

- Safe, respectful, responsible.
- Enter the multipurpose room escorted and directed by their teachers and should sit in designated areas.
- Applause is the only acceptable way to show appreciation.
- Quiet, orderly and attentive when others are speaking or performing. They may join in when asked.
- Follow directions.

Cafeteria expectations:

- Safe, respectful, responsible.
- Quiet in line; orderly entrance and exit.
- Good table manners.
- Remain seated on bottoms.
- Permission to get up.
- Indoor voices.
- Listen to adults.
- Clean tables and areas around them.

Hallway expectations:

- Safe, respectful, responsible.
- Walking at all times.
- Personal space allowed for peers.
- Quiet – Hallways are near educational areas.
- “Hall Pass” for students unaccompanied by an adult.

Playground expectations:

- Safe, responsible, respectful.
- Follow game rules, be good sports.
- Freeze after the freeze bell and wait to be dismissed.
- Line up safely in the designated playground area and wait to be picked up by their teacher.

DISCIPLINE GUIDELINES

In times when positive reinforcement has not been sufficient and/or students make choices requiring consequences, action(s) will be taken in an effort to support the student in making meaningful educational and/or behavioral progress. The knowledge that every action has a consequence is important for all students to learn. Students who choose to misbehave will experience appropriate and progressive consequences. A system of Progressive Discipline uses several stages of a consequence. Each one is more significant than the one that comes before it. As a student moves from stage to stage, the disciplinary action taken by the school becomes more severe. Information regarding specific student disciplinary cases will not be disclosed to anyone beyond staff members involved and the parents or guardian.

Students may be referred to the Principal if a teacher or other staff member feels it is necessary, usually when a classroom or playground problem is serious or repetitive. A student referred to the Principal usually experiences the following:

- Discussion of the event/s that lead to the referral and an appropriate consequence.
- Completion of a referral form (see samples below), which may be sent home to the parents for a signature.
- If the problem persists, parents are notified and an appropriate consequence is developed. A parent conference may be scheduled.

As a rule, problems at school should be resolved at school. We appreciate parent support for the consequences at school.

Discipline Referral Forms

The **Student Incident Report** is used for in-class or out-of-class incidents which occur the first-time and/or are less serious. It is intended to be child-friendly, interactive, and for the use of educating the child. This form is filled out by the child in collaboration with the teacher/staff member and sometimes the Principal. It is often sent home and parent signature is required only as an acknowledgement of receipt. Often, with this referral, there will be no phone call home as the incident has been resolved at school. Of course, parents can always contact the school if more information is needed.

The **WCSD Disciplinary Referral** is used for any incident that is deemed repetitive and/or more serious than actions initiating a "Student Incident Report". This form is filled out by the teacher/staff member and/or the Principal and will be sent home. In addition, phone or face-to-face contact will be made with the parent/guardian.

WALNUT CREEK SCHOOL DISTRICT DISCIPLINARY REFERRAL																
<i>TRUSTWORTHINESS RESPECT RESPONSIBILITY FAIRNESS CARING CITIZENSHIP</i>																
STUDENT'S NAME:	GRADE:	DATE OF INCIDENT:														
REFERRED BY:	PERIOD/TIME OF DAY:	TEACHER:														
NOTICE TO PARENTS 1. The purpose of this notice is to inform you of a disciplinary incident involving your student. 2. Please note the action taken by the teacher and the corrective action initiated today. 3. Please sign below and return to the school on the next school day.																
TEACHER ACTION: <table style="width: 100%;"> <tr> <td><input type="checkbox"/> STUDENT TEACHER CONFERENCE</td> <td><input type="checkbox"/> STUDENT SENT TO A DIFFERENT CLASSROOM</td> </tr> <tr> <td><input type="checkbox"/> TEACHER HELD DETENTION</td> <td><input type="checkbox"/> PARENT/GUARDIAN CONTACT/CONFERENCE</td> </tr> <tr> <td><input type="checkbox"/> OFFICE REFERRAL</td> <td><input type="checkbox"/> OTHER _____</td> </tr> </table>			<input type="checkbox"/> STUDENT TEACHER CONFERENCE	<input type="checkbox"/> STUDENT SENT TO A DIFFERENT CLASSROOM	<input type="checkbox"/> TEACHER HELD DETENTION	<input type="checkbox"/> PARENT/GUARDIAN CONTACT/CONFERENCE	<input type="checkbox"/> OFFICE REFERRAL	<input type="checkbox"/> OTHER _____								
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<input type="checkbox"/> OFFICE REFERRAL	<input type="checkbox"/> OTHER _____															
REASON(S) FOR THIS REFERRAL: <table style="width: 100%;"> <tr> <td><input type="checkbox"/> NOT FOLLOWING CLASS/SCHOOL RULES</td> <td><input type="checkbox"/> UNSAFE BEHAVIOR</td> </tr> <tr> <td><input type="checkbox"/> UNACCEPTABLE BEHAVIOR</td> <td><input type="checkbox"/> RUDE/DISOURTEOUS</td> </tr> <tr> <td><input type="checkbox"/> FIGHTING/PHYSICAL INCIDENT</td> <td><input type="checkbox"/> EXCESSIVE TALKING</td> </tr> <tr> <td><input type="checkbox"/> DISRUPTIVE/UNCOOPERATIVE</td> <td><input type="checkbox"/> EXCESSIVE TARDINESS/ATTENDANCE</td> </tr> </table>			<input type="checkbox"/> NOT FOLLOWING CLASS/SCHOOL RULES	<input type="checkbox"/> UNSAFE BEHAVIOR	<input type="checkbox"/> UNACCEPTABLE BEHAVIOR	<input type="checkbox"/> RUDE/DISOURTEOUS	<input type="checkbox"/> FIGHTING/PHYSICAL INCIDENT	<input type="checkbox"/> EXCESSIVE TALKING	<input type="checkbox"/> DISRUPTIVE/UNCOOPERATIVE	<input type="checkbox"/> EXCESSIVE TARDINESS/ATTENDANCE						
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<input type="checkbox"/> UNACCEPTABLE BEHAVIOR	<input type="checkbox"/> RUDE/DISOURTEOUS															
<input type="checkbox"/> FIGHTING/PHYSICAL INCIDENT	<input type="checkbox"/> EXCESSIVE TALKING															
<input type="checkbox"/> DISRUPTIVE/UNCOOPERATIVE	<input type="checkbox"/> EXCESSIVE TARDINESS/ATTENDANCE															
ADMINISTRATIVE ACTION(S): <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Conference with student</td> <td><input type="checkbox"/> Consulted teacher/Counselor/Admin</td> </tr> <tr> <td><input type="checkbox"/> Attendance/tardy/behavior contract</td> <td><input type="checkbox"/> Contacted Parents/Guardians</td> </tr> <tr> <td><input type="checkbox"/> Written work/Speech of apology</td> <td><input type="checkbox"/> Administrative detention on</td> </tr> <tr> <td><input type="checkbox"/> Friday school</td> <td style="text-align: center;">M T W TH F In Room ____</td> </tr> <tr> <td><input type="checkbox"/> Period suspension</td> <td style="text-align: center;">3:05 p.m.-3:30 p.m. (WCI)</td> </tr> <tr> <td><input type="checkbox"/> In-School suspension</td> <td><input type="checkbox"/> Miss recess for ____ days</td> </tr> <tr> <td><input type="checkbox"/> School suspension</td> <td></td> </tr> </table>			<input type="checkbox"/> Conference with student	<input type="checkbox"/> Consulted teacher/Counselor/Admin	<input type="checkbox"/> Attendance/tardy/behavior contract	<input type="checkbox"/> Contacted Parents/Guardians	<input type="checkbox"/> Written work/Speech of apology	<input type="checkbox"/> Administrative detention on	<input type="checkbox"/> Friday school	M T W TH F In Room ____	<input type="checkbox"/> Period suspension	3:05 p.m.-3:30 p.m. (WCI)	<input type="checkbox"/> In-School suspension	<input type="checkbox"/> Miss recess for ____ days	<input type="checkbox"/> School suspension	
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<input type="checkbox"/> Written work/Speech of apology	<input type="checkbox"/> Administrative detention on															
<input type="checkbox"/> Friday school	M T W TH F In Room ____															
<input type="checkbox"/> Period suspension	3:05 p.m.-3:30 p.m. (WCI)															
<input type="checkbox"/> In-School suspension	<input type="checkbox"/> Miss recess for ____ days															
<input type="checkbox"/> School suspension																
Student Signature	Administrative Signature	Parent/Guardian Signature														
_____ ELECTRONIC DATA	white: parent	yellow: office														
		pink: teacher														

For some serious behaviors, students may be sent home from school or suspended for up to five days. Refer to the **WCSD Behavior Expectations** for more detailed expectations and consequences below.

WALNUT CREEK SCHOOL DISTRICT BEHAVIOR EXPECTATIONS

The Walnut Creek School District has a comprehensive K-8 plan for all school community members to cultivate positive character traits. The “Six Pillars” represent these key attributes. Our discipline policy was developed to promote consistency in dealing with behavior and to require students to become increasingly more responsible for their actions. When students clearly understand what creates a positive school community, they can make good choices.

The expectations listed below apply while students are on school grounds, while going to or coming from school, during lunch, as well while going to or coming from a school-sponsored activity [E.C. 48900(p)]. Schools may have additional written rules appropriate to their particular campus which further explain what is summarized here. We ask that parents/guardians read and discuss these behavior expectations with their student(s).

PARENT/GUARDIAN EXPECTATIONS

- Assist the student in being well nourished and appropriately dressed for school.
- Ensure prompt and daily school attendance
- Notify the school of all absences.
- Cooperate with school staff in helping students with academic, discipline or attendance problems.
- Know and support the basic goals and philosophy, policies and procedures of the Walnut Creek School District.

CLASSROOM EXPECTATIONS

Teachers will establish classroom rules and inform students and parents/guardians about these guidelines. Rules will specify both behavior and academic expectations that the student must meet to be successful. If classroom rules are disregarded and learning is disrupted, the teacher may take one or more of the following actions:

<ul style="list-style-type: none"> ▪ Student/teacher conference ▪ Student sent to a different classroom ▪ Office referral 	<ul style="list-style-type: none"> ▪ Teacher-held detention ▪ Parent contact/conference ▪ Community service/work detail
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SCHOOL EXPECTATIONS

Schools will establish standards of behavior that promote a positive school climate and ensure campus safety. Parents/guardians and students will be informed about these guidelines. Acceptable behaviors are:

<ul style="list-style-type: none"> ▪ Dress appropriately. (See dress code) ▪ Respect other students. ▪ Use school appropriate language. ▪ Dispose of trash. ▪ Engage in appropriate physical and social contact. ▪ Be responsible for one’s own actions. ▪ Come to class on time, prepared to work. ▪ Be safe and responsible. ▪ Remain out of restricted areas. 	<ul style="list-style-type: none"> ▪ Leave electronics, toys, including spinners, or other disruptive items at home. ▪ All cell phones are turned off and out of sight during school hours. ▪ Follow directions of adults on campus. ▪ Follow school computer/Internet use policy. ▪ Respect school/personal property. ▪ Be tolerant of individual differences: ethnic, religious, gender, ability. ▪ Respect school staff.
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Suspension from school can be imposed when other means of correction fail to bring about proper conduct. However, a student may be suspended on a first offense if the following occurs:

1. The pupil committed any of the following violations:
 - a. Caused or threatened to cause physical injury.
 - b. Willfully used force on another person except in self-defense.
 - c. Possessed a dangerous object.
 - d. Possessed, used, or furnished a controlled substance or alcoholic beverage.
 - e. Arranged to sell or furnish a "look-alike" controlled substance.
 - f. Committed robbery or extortion.
2. The pupil's presence at school causes a danger to persons or property.
3. The pupil's presence at school threatens or disrupts the instructional process.

Behavior consequences should include the opportunity for the student to learn from their mistake which will help the student acquire skills to make better choices in the future.

Bicycles

Although the school recommends that a child be in third grade, it is the parent's responsibility to determine at what age their child is ready to ride a bicycle to school. Students should be provided with a sturdy bicycle lock, as the school is not responsible for loss or damage. Upon reaching the school grounds, riders should dismount and WALK their bicycles to the bicycle rack. Bicycles should remain locked during the school day and are not to be ridden on campus. Bicycle racks are located near the library. Please remember: State law requires that children wear helmets when riding bicycles, scooters, or skateboards.

Cell Phones & Smart Watches

If parents feel their student needs to carry a cell phone, the student may do so. The cell phone must be kept in the child's backpack (or arrangements can be made to leave it in the office) and turned off during the school day. If the cell phone is taken out during school or the use of it interferes with school activities in any way, school personnel will confiscate the cell phone. Repeated offenses will have progressive consequences. School personnel are not responsible for damaged or lost phones. When you need to get an important message to your child during the school day, call the school office.

Smart Watches are similar. A student should notify school personnel in the event of needing to contact a parent (i.e. feeling ill, forgot an item). If a watch causes a disruption in the classroom, the student will be asked to keep it in their backpack. If there are repeated disruptions/offenses, the device will be held in the school office, and parents/caregivers will be asked to pick it up.

No Wheels

Walnut Creek School District Board policy prohibits vehicles on campus including bicycles, scooters, skateboards, Heely's® and roller blades. This "No wheels on campus policy" is fully enforced at Buena Vista. Students may "ride" to and from school on "wheels" but walk onto the campus. There may occasionally be school-sponsored events which allow wheels on campus.

Toys, Electronic "Gadgets"

Toys, trading cards, electronic gadgets and other personal items are not allowed at school, except with permission from the classroom teacher. If your child brings something to school for sharing, they must have permission from the teacher and must keep the item in their backpack until sharing time. Sharing items are not allowed outside during recess.

DRESS CODE

The Walnut Creek School District Board has a District-wide dress code for all five elementary schools and WCI. The purpose of the policy is to provide a consistent code for all six schools.

The following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia(s) which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and/or likenesses, or which advocate racial, ethnic or religious prejudice.
3. The wearing, carrying or displaying of slogans, initials, colors, or attire that advocates gang participation is prohibited.

The full policy can be seen on [our school website](#) under [Our School/SchoolPolicies](#). Our staff appreciates parent support on our dress code to help us stay focused on learning. Do take a look at the policy and go over it with your children.

EMERGENCY / DISASTER

Several types of drills are held on a regular basis to help children and staff learn and remember emergency procedures, practice an orderly exit from the buildings and maintain a calm attitude in the case of a real emergency or disaster. WCSD makes sure we have the necessary equipment and supplies to keep our students and staff prepared. Additionally, a school Safety Committee meets regularly to review all safety concerns.

Should an emergency/disaster occur during school hours, children will be supervised at school until they are picked up by an adult designated on the student's emergency card. Parents will be directed to the area where children are located. All students wear a lanyard which holds a copy of their emergency card. Parents/authorized adults can sign the child out and the lanyard will stay with the supervising staff member. Because children cannot be released to unauthorized persons, it is recommended that several names of friends or relatives in the area be listed on the emergency card. Identification may be requested.

DRILLS

Evacuation Drills include Fire and Earthquake: Students leave the classroom* in an orderly fashion and report to the blacktop class station. The teacher is the last one to leave the room and the door is closed. On the blacktop, teachers take roll and report any injuries/needs to the command station.

- **Fire:** A repeating bell signals this type of drill. Students evacuate to the blacktop and classroom doors are closed, but not locked.
- **Earthquake:** An intercom call is made to signal the beginning of this drill. Students are directed to duck and cover until a second intercom call signals evacuation to the blacktop. Doors to the classrooms are locked to ensure that people do not return to damaged buildings.

Non-evacuation drills include Shelter-in-Place and Intruder: Students are directed to stay inside if they are already there and if outdoors to report to the closest classroom. All doors are locked from the inside and all blinds/curtains are closed. Staff/students listen for announcements and need to stay indoors.

- **Shelter-in-Place/Intruder:** An intercom command of "Shelter-in-Place" will alert staff and students to a potentially dangerous situation. Also, a prolonged sounding of pulsating bells will follow.

*In the event that students are not in their classroom, they go directly to the blacktop in an orderly fashion.

HOMework

Homework Practices

Parents and teachers are viewed as partners in the academic, social, and emotional education of their students. Best homework practices support families' attempts to balance these vital developmental needs during non-school hours.

Elementary and Middle Schools

- Homework should be meaningful and purposeful.
- Homework should reinforce concepts that have already been taught in class. No new concepts will be introduced through homework.
- Teachers should differentiate when appropriate.
- No homework should be assigned on the weekends or holidays outside of independent reading and makeup work. When long-term projects are assigned, the amount of daily homework should be considered.
- Work assigned should not require tools or technology that are not accessible at home or in the library.
- Teachers in similar elementary grades or similar subjects (middle school) should collaborate to assign similar amounts and types of homework
- Teachers will work together by grade/department to calendar major projects
- Teachers need to be clear with students and parents as to how homework will be assessed
- Homework should be a relatively minor percentage of the grade in a standards-based system

- Late work should be accepted within a reasonable time frame and given feedback
- Parents are encouraged to work cooperatively with the school and to contact their classroom teacher should homework issues arise.

Homework Minutes

- Grade K-1: 0 to 20 minutes
- Grade 2-3: 15 to 30 minutes
- Grade 4-5: 30 to 60 minutes
- Grade 6: 45 to 60 minutes-total for all subjects
- Grade 7: 60 to 75 minutes-total for all subjects
- Grade 8: 60 to 90 minutes-total for all subjects

ILLNESS / IMMUNIZATION / MEDICATIONS

Illness: Providing care for emergency illness or injury, control of communicable diseases and hearing and vision testing, protects the health of students. Our office staff is qualified to render only basic first aid.

When a child becomes ill at school, they will be made as comfortable as possible until such time as arrangements can be made for having them picked up. Attempts will be made to call the parent/guardian first, then the person listed on the student's emergency card.

If your child shows signs of not feeling well, please keep the child home. Children should be kept home whenever they have a fever. They may return to school 24 hours after the fever subsides. Children should be kept home when they are vomiting. They may return to school 24 hours after the vomiting subsides. Please notify the office immediately if your child becomes ill with a communicable disease. Exposure notices will then be sent home with the child's classmates.

Please follow the guidelines below for communicable diseases.

Disease	Incubation	Isolation
Chicken Pox	14-21 days	6 days after first pox appears
Impetigo	4-10 days	Under treatment for 2 days
Lice	7-10 days	Until all nits are removed from hair
Pink eye	1-3 days	Until symptoms are gone, usually 4 days
Strep Throat	1-3 days	2 days after antibiotics begin
Covid-19	2-5 days	5 days and/or 24 hours of no fever and system

If your child has serious allergies, such as bee stings or nuts, notify the school office and discuss contingency plans.

Immunizations: No student may attend school without proof of immunization against certain communicable diseases. This is a strictly enforced state law. Students must be excluded from attendance if the record is not presented before admission.

Kindergarten students must present an Oral Health Assessment during the kindergarten school year due on May 31st.

In addition, all first grade students must present a Physician's Report of Student Health (physical exam). The exam may be scheduled any time within 18 months prior to the entry of first grade. First grade students who do not comply with this requirement will be excluded from attendance. It is recommended that incoming kindergartners have the exam shortly before beginning school.

Parents who wish to excuse their children from the Oral Health Assessment or Physician's Report of Student Health must sign a waiver, available in the school office.

The following immunizations are currently required for school admission:

- ◆ POLIO (Trivalent Oral – TOPV): 4 doses at any age, but ... 3 doses meet requirement if at least one dose was given on or after the 4th birthday.
- ◆ DIPHTHERIA, TETANUS, PERTUSSIS (DPT): 5 doses at any age, but ... 4 doses meet requirement if at least one dose was on or after the 4th birthday.
- ◆ MEASLES, MUMPS, RUBELLA: 2 doses, both on or after the 1st birthday. Second dose must contain the measles vaccine.
- ◆ HEPATITIS B: 3 doses.
- ◆ VARICELLA (Chicken Pox): 2 doses or health care provider documented varicella disease or immunity on the CAIR-ME website.

Medical Appointments: When at all possible, arrange to have medical/dental appointments outside of school hours. If your child has an appointment, inform the classroom teacher. At the time of the appointment, come to the office, allowing plenty of time for us to locate your student. See “Permission to Leave School”. A parent or guardian must sign students out before they leave the campus and sign them in upon their return.

Medications: California Education Code, Section 49423 states: Any pupil who is required to take, during the regular school day, medication prescribed for them by a physician, may be assisted by the school nurse or other designated school personnel if the School District receives (1) a written statement from the physician detailing the method, amount and time schedules by which such medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the School District assist the pupil in the matters set forth in the physician’s statement. Forms can be found on the District website or in the school office. If we do not have the above written permission, we will be unable to administer any medication to your child.

All medications must be sent to school in the original pharmacy container with the student's name and administration instructions clearly labeled.

SUPERVISION

Playground Supervision: School personnel supervise the playground Monday, Tuesday, Thursday, and Friday from 7:55 a.m. to 8:10 a.m. and at regularly scheduled recesses. School personnel supervise the playground on Wednesday morning from 8:40 a.m. to 8:55 a.m. **There is NO staff supervision on the playground prior to 15 minutes before the bell, please do not leave children on campus before supervision times.** Students who walk or ride bicycles to and from school are to leave the school grounds for home immediately after dismissal.

For reasons of safety and supervision, children should not arrive at school before 7:55 a.m. (or 8:40 a.m. on Wednesdays) nor remain at school after dismissal unless enrolled in "Club" or participating in another supervised activity. [BV Club](#) is open to assist parents with childcare during unsupervised times. [BV Club](#) can be contacted for rates and availability at 925-930-0272. **Ask that all families sign up for BV Club, even if on a "drop in" only basis. Then we all know that every child has a place to go after school. Just a little paperwork for a lot of peace of mind.**

Your promptness in picking children up after school is very important. Please remember, if your children are playing on campus after school and are not enrolled in [BV Club](#), it is your, the parent/guardian's, responsibility to directly supervise their play. **Unsupervised students on campus during these times will be taken to the office to contact parents by telephone.**

TRAFFIC / PARKING GUIDELINES

Please share these guidelines with all members of your family and any other person responsible for transporting your children to and from school. Thank you for your full cooperation in observing all of these guidelines.

San Juan Avenue Entrance (Front of School)

- **CURBS:**
 - * **Red** = No stopping or parking at any time.
 - * **White** = Pick-up/Drop-off only – Drivers are not to leave cars unattended.
- Please drop off and pick up students in the zone designated by the white painted curb in front of the school, near the BV marquee. Students may be dropped off on the east side of the street (and cross the street with the crossing guard) in the area directly across from the main drop-off area. The curb is painted white for this purpose and is for passenger loading (and off-loading) during the hours of 7:30-8:30 a.m. and 1:30-3:30 p.m. **Do not park in this area at these times, as you will be cited by the Walnut Creek Police Department.**
- U-turns are only allowed at intersections where openings for turns are provided. **DO NOT turn around in front of the drop-off area.**
- The parking lot off San Juan Avenue, next to the school office, is for **staff and handicapped** parking only.
- **Do not drive into the staff parking area** or block the entrance to drop off or pick up students.
- This is a reminder that the safest parking area (to avoid a ticket) is located on the school side (west side) of San Juan Avenue. You may park in designated spaces for any amount of time. **Be aware that parking on the east side of San Juan is limited to two hours between the hours of 8:00 a.m. to 5:00 p.m. You will be cited if you park in this location over the two-hour limit.**

School Lane Entrance (off Buena Vista Ave.) THIS LOT IS FOR DROP-OFF AND PICK-UP ONLY This parking lot is for staff only. After 3:00 p.m. community parking is allowed in open spaces.

- **CURBS:**
 - * **Red** = No stopping or parking at any time.
 - * **White** = Pick-up/Drop-off only – Drivers are **not** to leave cars unattended.
 - * **Green** = 5-minute parking ONLY – this is for drivers needing quick access to campus. Please leave your car here for only the time allotted.
- **KINDER DROP-OFF:** The area in front of kindergarten is a “**No Stopping**” zone. It is asked that Kindergarten parents walk their children into class. You will need to find parking along the green curbs in the School Lane lot, on Buena Vista Avenue, on San Juan Avenue, or in the Alvarado lot.

Alvarado Avenue Entrance/Lot

- Parents are encouraged to use this parking lot and entrance to the school for drop-off and pick-up, as it is a short, safe walk across the field to the playground and the classrooms.
- Please observe the painted entrance and exit arrows indicating one-way drive through.
- The gate will be locked at all times during the school day.

VOLUNTEERING: A GUIDE TO SUCCESS

Volunteering your time and talents in the classroom benefits your child, the school and you – it's personally rewarding and fun. Volunteering creates a natural bridge between home and school and children love to see their parents on campus. No previous experience is required: patience, enthusiasm, dedication, a sense of humor, and a desire to learn are the most important job qualifications. There are many opportunities to volunteer your time at school, which span from on-campus/classroom support to many tasks completed at home or off-campus. If you have any questions about getting involved, please talk to your child's teacher or any PTA representative to get some great ideas.

If you plan on Volunteering at Buena Vista, please complete this [WCSD Volunteer Training Module](#). Once you have completed the training, the school will reach out to you with opportunities to help out on site.

CLASSROOM/ON-CAMPUS VOLUNTEERS

On Your Workday

A modest paper trail documents volunteer time spent onsite. When you arrive at school to volunteer, please sign in at the school office and obtain an official visitor's name-tag. The name-tag must be visible to all school personnel and to the children. **It is imperative that the office knows who is on campus in case of a school-wide emergency.** Please alert your teacher to any schedule change by calling the school office at 944-6822 and asking for the appropriate voicemail extension. If for some reason you were unable to meet your volunteer commitment, it would be helpful if you could attempt to find a substitute to replace you. You can speak with your individual teacher(s) for the way they prefer that this be handled. The children and teachers rely on the dedication and commitment of parent volunteers; a volunteer's absence is always strongly felt.

Becoming a Member of a Professional Team

When you assume the responsibility of volunteering in the classroom, you must agree to adhere to the code of ethics that binds together professionals working in the field of education. Professional discretion prohibits discussing students, teachers, or internal school affairs outside the classroom. Sensitive issues should be referred to the teacher or to the Principal, always respecting the need for confidentiality.

In the Classroom

Buena Vista School teachers are experienced in working with volunteers of varied backgrounds and interests, and they value both the assistance and the enrichment that the parent talent pool brings to the classroom.

To help parents succeed as volunteers, the following guidelines have been developed to provide a foundation for positive adult/student interactions.

Listen actively and expect active listeners: The teachers use attention-focusing techniques, such as having the children raise their hands until the whole class is silent. Make sure you have everyone's attention before proceeding. A child needing assistance should be helped one-on-one; try to get down to the student's eye level when communicating.

State directions using positive language and convey expectations clearly: Statements such as, "Today we're going to..." and, "I'd like to see..." are effective. Instead of telling learners, "Don't do it that way," try illustrating what you don't want by asking them, "Is this the way?" and respond to the chorus of "Nooooos" with another positive statement: "That's right!" Don't be afraid to let students take risks and make mistakes.

Praise effort and acknowledge success: "I can see you're really trying... Good effort... You've done really well..." are all confidence-building phrases. Be sure to take the time to express interest in a student's completed work before starting another activity.

Some words to live by: People, especially young people, thrive on praise. These are just a few phrases that expand the vocabulary of positive feedback beyond "Good," "Very Good," and "Fine." They seem to work best if applied early, often, and from the heart:

That's great.	<i>I like the way you're working.</i>	Keep up the good work.
<i>I like your attitude.</i>	That's right.	<i>Good for you.</i>
You should be proud.	<i>What neat work.</i>	I appreciate your help.
<i>Very creative.</i>	How clever.	<i>Very interesting.</i>
I like your idea.	<i>That's a good observation.</i>	You've made a good point.
<i>Now you've got it!</i>	Thank you very much...	<i>You really thought that</i>
Wow!	<i>Fantastic!</i>	<i>through.</i>
<i>Congratulations!</i>	Terrific!	Super!

Avoid direct comparisons of students' work: Children will sometimes compare work on their own. Try to re-direct student competition to avoid a win/lose scenario. "Yes, Chris has done a really good job. I like the way you have done such-and-such..." A simple, non-judgmental reminder, "We don't use put-downs," can help, too.

Try to end the session on a successful note: Emphasize the successes of the lesson or project: "I can see how much you enjoyed... I like the way everyone tried..."

Trouble-shooting: A proverbial ounce of prevention, used to head off a developing problem, is worth a pound of cure spent trying to salvage a meltdown situation. Serious problems should be referred back to the teachers. Not only have they seen it all before, the teachers have at their disposal all the effective tools of their trade. Not the least of these tools is a sense of confidence about the job, and in time, volunteers acquire that too.

PROGRAMS

A LEARNING PROGRAM

The aim of the learning program at Buena Vista School is to be an all-encompassing approach to education that seeks to build within each student a sense of responsibility, confidence, pride in accomplishment, and a positive self-image through academic achievement. The basic skills and academic tools are stressed.

Additionally, the school strives to teach young people how to balance discipline and freedom, the first quality learned, and the second earned. The total cooperation of home and school is essential to ensure the best possible learning environment for all students.

Buena Vista places emphasis on the basics of language arts and mathematics, accompanied by a solid curriculum in science and social studies. Other integral parts of the instructional program include music, art, and physical education.

IMPLEMENTATION OF THE LEARNING PROGRAM

The teacher provides the necessary instruction for an orderly and consistent progression of curriculum skills. The teacher initiates, directs and supervises the instruction. The use of District-selected textbooks and appropriate activities ensures presentation of grade-level skills and concepts. Students are expected to do their work neatly, properly, and on time. They are expected to resubmit work as directed by the teacher. Teachers strive to provide instruction toward the highest individual achievement, and progress toward that goal is shared between school and home with trimester report cards.

Assemblies

PTA funds and coordinates assemblies, which provide students with an opportunity to extend learning beyond classroom instruction. Additionally, there are various other learning-based, school spirit, recognition and performance assemblies throughout the year.

Assessment and Testing

The state-mandated CAASPP (California Assessment of Student Performance and Progress) tests are administered each Spring to all students in grades 3-5. While the length and content of the tests vary from grade to grade, testing takes between one to two weeks. CAASPP score reports are sent to parents in the Fall.

These tests are used to assess our overall progress as a school, as well as grade level, classroom and individual student progress. In addition, these tests support identification of students who may need additional academic intervention at school. We want the tests to be an accurate assessment of our performance, so students should be prepared to do their best.

A few tips to parents... students should:

- ◆ **Be at school every day** when their classes are scheduled to test. Please postpone trips and doctor or dental appointments.
- ◆ **Be early or on time.** Testing sessions are usually in the morning. Time to get settled into the classroom before testing begins each day will help students relax.
- ◆ **Be rested and fed.** Make sure that students have a good night's sleep and enough of a breakfast to sustain them. This is always important. Do not, however, think that your child should load up on a big breakfast for testing when a lighter meal is their usual routine.
- ◆ **Be encouraged to do their best and relax.** The best state for learning and for testing is what researchers refer to as "relaxed alertness" – not stressed, but not too casual.

In addition, all students are assessed at the beginning of the year and before the end of each trimester, with additional District assessments administered as appropriate by grade level.

Report Cards

WCSD uses standards-based report cards. All reports of progress are based on the individual student's progress toward the standards at their grade level. A pamphlet of the standards for each grade level is available in the office.

These reports are issued three times a year according to the dates published on the District calendar. Once completed, report cards are available to be viewed in the Aeries online parent portal. If you do not have access to a computer you may request that a report card be sent home. The staff values ongoing communication between home and school and welcomes opportunities to meet informally with parents. Call or email the classroom teacher for an appointment.

Awards/Recognition

The purpose of praise is to reinforce and increase positive behavior and achievement. Behaviors and achievements that are acknowledged are often more likely to occur. We want to recognize students for their success in school. In addition to the many systems used in classrooms, we also have school wide systems for recognition.

Cycle of Inquiry (COI)

In collaboration with the instructional coach grade level, teachers come together to develop a topic for action research. Beginning with student data, a question is formed about how to improve teacher practice and student learning. Teachers, with the coach, set goals for desired student achievement and determine measurable goals to reflect on progress. Strategies and actions are planned for which will work toward these goals. The cycle of inquiry is a powerful form of professional development for teachers as it provides information about a certain practice or instructional strategy, a way to evaluate that practice, and most importantly, it provides a connection between the effectiveness of implementation and its results on student learning. WCSD collaboration provides the vehicle, time, and tools for this crucial school improvement.

English Language Development (ELD)

The state funds the English Language Development Program (ELD). Classroom teachers, as well as a part-time instructional aide, use a variety of teaching methods to help students achieve English proficiency. Students must be tested to qualify for the program and parental permission is required for participation.

Instructional Coach

Through School Improvement Program (SIP) and District funding, this teacher on special assignment meets with our Buena Vista teachers at each grade level during collaboration time while students are receiving art, music, and physical education instruction. She/he facilitates each grade level's action research involving their Cycle of Inquiry (COI). The Coach assists teachers in collecting and analyzing data and the use of the data to inform and improve instruction. The Instructional Coach also teaches model lessons, observes and gives feedback on instruction and schedules opportunities for teachers to observe each other and collaborate across grade levels.

They coordinate on-site and off-site professional development opportunities for individual staff members and the staff as a whole. Finally, she/he is also responsible for communicating District instructional guidelines and expectations to teaching staff and supporting them as they respond to this work.

Library/Media Center (LMC)

The Library Media Specialist coordinates the LMC's programs.

Each classroom visits the Library/Media Center (LMC) at least once per week, while individual students have the opportunity to visit the library on their own before school, at recesses and at lunchtime. Kindergarten students may borrow 1 book a week. Grades 1 through 5 may borrow 1-2 books for a two-week period. Grades 3 through 5 may also borrow an additional book while they are working on reports. Renewals are allowed.

MUSIC: Instrumental

Students in grades 4 and 5 may participate in the instrumental music program. Students meet twice a week and participate in a District-sponsored evening band concert in late May at Las Lomas High School. Instruments include clarinet, saxophone, flute, trumpet, trombone, and bells. A limited number of instruments can be borrowed from the School District. Please check with area music stores for details of instrument rental and purchase plans.

An instrumental music participation application will be sent home with interested students. Please return this form to school if you are interested. Be aware that students who take instrumental lessons will miss some classroom lessons. The classroom teacher should be consulted regarding the student's ability to maintain acceptable standards of work while enrolled in this special program.

MUSIC: Vocal (WCEF funded)

While teaching vocabulary, singing and music appreciation, the overall goal is to develop a life-long love of music. There are clearly defined learning standards for each grade. For example, first graders are taught to read, write, and identify simple musical patterns. Third graders learn to sing songs of diverse cultures from memory. Fifth graders use classroom instruments to play melodies and accompaniments from a varied repertoire of music.

Physical Education Program

The [P.E. program](#) is based on state challenge standards and standardized state testing is administered in the fifth grade. The P.E. instructors are responsible for the implementation of dance standards and teach dance and movement. Classes also emphasize the importance of being active and staying active to maintain good health, physically and mentally, throughout students' lives. Many different physical activities are introduced so that students may exercise and experience a broad range of skills. Complexity and difficulty of games and skills increase sequentially as students grow from kindergarten through fifth grade. Personal achievement is appropriately encouraged and sportsmanship is stressed.

Science Specialist (WCEF funded)

Students in grades K - 5 are scheduled weekly for hands-on experimentation and exploration in the Science Room throughout the year. Each grade level experiences specific science concepts in accordance with the CA State Science Standards for Earth, Life and Physical Sciences. The Science Room is equipped as a working lab appropriately set up for the varying age groups. Investigations coincide with classroom instruction to enhance and explain the subject matter.

Examples of these various topics include "Seasons" for Kindergarten, "Solids and Liquids" for 1st grade, "Pebbles, Sand and Silt" for 2nd grade, "States of Matter" for 3rd grade, "Magnetism and Electricity" for 4th grade, and "Chemistry" for 5th grade. A separate microscopy lab introduces students in grades 3 - 5 to the world of the "too small to see" and prepares 5th graders for middle school use of microscopes. Related activities include the annual science fair, lunchtime science, and the school-wide 'green team.' Students are required to follow appropriate lab procedures concerning safety, handling of equipment and materials, as well as behavior to maintain a safe experimenting environment. Expectations include the ability to work in a group setting at lab tables, sitting safely on stools and maintaining listening skills while following detailed instructions.

Special Education

While most students progress smoothly through elementary school, meeting State and District standards at each grade level, some students struggle. Through consistent, careful monitoring, teachers identify students who do not meet, or who struggle to meet standards. Students with special educational needs are identified, assessed, and provided with appropriate support services in and out of the classroom. To qualify for services outside of the classroom, students must meet specific eligibility criteria for learning problems, speech or language problems, or other educational needs. These criteria, outlined in federal and state law, usually apply to students who are struggling to meet grade level standards because of some kind of disability. While parents may request testing, the classroom teacher normally refers students for assessment. Together, the team of staff and parents meet to review the student's prior interventions and progress through the Response to Intervention (RtI) process. If an assessment is completed, a meeting is held with parents, and for those children who qualify, an individual education plan (IEP) is written. Our Special Education staff includes a Resource Specialist, a Speech and Language Pathologist, a Psychologist, and Instructional Assistants.

Title I

Through Federal funding, the Title I Program provides reading intervention at Buena Vista for students in grades 1 - 5. Each year, the Title I teacher and classroom teachers evaluate each child's classroom performance, grades, school and state test scores and understanding of reading. Based on space, students with the highest level of need and readiness are selected for this intervention. This assistance is provided by a full-time, certified teacher to small groups of students, outside the regular

classroom as additional reading assistance, and is not a replacement program. Parent permission is required for students to participate and parents are encouraged to become involved in helping their child succeed in Title I. We also seek a Title I parent as a Representative on the School Site Council. The Title I Program and activities are reviewed, reported, and evaluated through the Walnut Creek School District Governing Board each year.

Visual Arts (WCEF funded)

The visual art program is focused on the process of art, getting students comfortable with working through their projects and viewing artistic "mistakes" as learning opportunities. Students learn about the proper use of materials, specific techniques, great artists and art history. The standards are very detailed and comprehensive for each grade level. For example, concepts include shape, depth, self-portrait, contrast, and point-of-view. Students study artistic styles ranging from pointillism to still life and impressionism.

OTHER STUDENT SUPPORT & SERVICES

Cafeteria: Service

Lunch and breakfast are free to all students in the Walnut Creek School District. Students will notify their teacher each morning when they get to school if they plan to get a school lunch. All lunches are individually wrapped, students are given two choices to select from each morning. You can find the options on the district website at this [link](#).

District Breakfast is served in the MUR from 7:45-8:05 daily. Breakfast is free to all students. Students must remain in the MUR (where they are supervised) until 7:55 when there is supervision on the playground the breakfast supervisors will release them to the playground.. Breakfast will be served for "late" start TK and KIndergarten students from 8:45 to 9:05.

Class Placement

Class placement* occurs in the Spring in grade level meetings with staff and the Principal. As balance is important for the success of each classroom, many factors are considered: academic achievement, social and peer relationships, personality, girl/boy ratios, heterogeneous grouping, etc. Staff gives a great deal of thought and time in making placements. Because of their extensive experience with your child in school, staff are the most qualified to make this important school decision.

Requests for specific teachers are not accepted; however, parent input regarding the type of teaching style or learning environment your child best thrives under can be emailed to the principal in the spring for consideration. Because class lists are developed in late Spring, parents must email the principal in April to have their input considered.

There are occasions, after school begins, when it is necessary to reorganize classrooms to stabilize enrollment. In this event, every effort is made to reorganize as early as possible to cause the least amount of disruption to your children. Parents of students involved in any changes will be notified prior to the moves being made.

*The Principal determines final placement.

Classroom & Specials Visits

Parents are welcome to visit their child's class during class time. Your children have regular classroom time with their teacher and also occasions when they are learning with specialists for other content areas. The following guidelines should be used so that classes are not interrupted and parents have a successful visit:

- Make arrangements with the teacher in advance of your visit. This provides you the opportunity to select a time that is most convenient for the class and for you.
- We recommend that you volunteer to help with a class activity, as this is less distracting to students.
- Come alone to the visit. Small children are usually distracting to the class. During observations, teachers may request that the Principal be present.
- Make a special appointment if you wish to have a conference after your visit. Teachers are not available for conferences during class time.
- When you arrive, please sign in at the school office and obtain an official visitor's name tag.

Counseling

Crisis counselors are available one day a week to work with students who may need social or emotional support.

Daycare - BV Club

[BV Club](#) is an on-site extended day enrichment program that provides before and after school care to children enrolled at Buena Vista School. The philosophy of the program is to provide the children with an enriched program in a supervised and safe environment. Club is a non-profit organization, which derives its financial backing from monthly fees and donations.

Club provides daycare for children in grades K - 5 from 7:00 a.m. to 6:00 p.m., Monday through Friday, excluding legal and school holidays. Parents are encouraged to enroll in Club, even on a "drop-in" basis so that if, for some reason, parents are unable to pick children up on time, students can go to Club.

Aftercare - Right At School (ELO-P)

The State of California Department of Education (CDE) has developed a plan for better serving the needs of our students and families with the introduction of the Extended Learning Opportunity Program. All school districts in the state are required to offer this program by the 2023-2024 school year.

At Buena Vista, a vendor called [Right at School](#) will provide this program, in parallel with Kids Club. They will provide the staffing and a daily program focused on academic support and enrichment, social-emotional wellness, and more. For more information and registration documents, see [here](#). Contact Keirstan Faulkner, area manager of Right at School, at (925) 913-8188 or keirstan.faulkner@rightatschool.com.

Field Trips

Field Trips designed to supplement, enrich, and extend the classroom program are scheduled by teachers throughout the year. Students are required to return a signed written permission slip for each trip. Supplemental forms are sometimes needed for trips with special circumstances like extended timelines or use of swimming pools. Buena Vista uses the standard WCSD [Pupil Field Trip Permission Slip](#) for all trips. When cars are used for transportation, only parents who have filled out the [Automobile Use Permission](#) form, including a photocopy of current insurance liability declarations and a copy of your current driver's license will be allowed to transport students. In addition, special medical forms are needed for extended trips for parents and students. Only students in the class may go on field trips.

Field Trip: Booster Seat Law

As of January 1, 2012 all children must ride in a car seat or booster until they are at least 8 years old or at least 4 feet 9 inches tall. In addition, all children younger than 8 years old must be secured in the back seat. Unfortunately, we cannot provide booster seats for your child. If they require a booster seat, you will need to loan your child's booster seat to your child's carpool driver. You can do this by: 1) prearranging booster seat delivery and instructions for installation to the teacher; or 2) drop off the booster seat to the classroom the morning of the trip.

Health Services

The District provides a part-time Nurse to audit immunization and health records, arrange vision testing, and provide health education services.

Healthy Foods

We are all interested in helping children build healthy habits in nutrition and fitness. A WCSD District Wellness Policy encourages healthy habits. The Buena Vista staff asks that parents support this effort by providing nutritious foods for classroom celebrations and activities -- limiting or omitting sugary, fatty snacks and providing creative, healthy items in their place. For this reason, we request that you do not send in food items for birthday celebrations. Please coordinate other plans with your classroom teacher. Ideas include a "goodie" bag to take home a book donation to the classroom library with your child's picture in it and a birthday message. The full policy can be seen on our school website under *Our School/School Policies*.

Home and Hospital Instruction

A home teacher is provided by the School District for those students who are unable to attend school for an extended period of time due to illness or injury. You must apply for a home teacher through Buena Vista to the District Office and must accompany the application with a statement from the student's doctor. An absence lasting fewer than two weeks is usually not sufficient to qualify for a home teacher.

Lost and Found

Every year there are many unclaimed articles of clothing collected at Buena Vista. Please print your child's name on all coats, sweaters, sweatshirts, caps, lunch boxes and other items so that you have the best chance of having those items returned to you if found. (Please put an entire last name, at least.) Parents and students are encouraged to check for lost articles on the rolling cart which is usually in the hallway near, or in, the multi-purpose room. Unclaimed items are donated to charity two or three times per year.

Resource Specialist

The Resource teacher provides instructional services to students who require special education services for less than half of their school day. Students are assigned to general classroom teachers for the majority of the school day. Students receive Resource Specialist services as determined by the IEP team.

Response to Intervention (RtI)

The emphasis of RtI is to focus on providing more effective instruction by encouraging earlier intervention for students experiencing academic and/or emotional difficulty. When a student is suspected to be at-risk of struggling, a structured process is followed to monitor the effects of research-based interventions. These interventions begin in the classroom, extend to outside the classroom and sometimes develop into intensive interventions provided through the Special Education program.

STAFF / COMMUNITY PARTNERSHIPS

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee is a group of parents and staff that meets once per trimester to work on the development and improvement of our school programs for English Language Learners. These duties include:

- Learning about the program ELD offered the students.
- Being well-informed and providing advice on the Buena Vista Site Plan and programs and services for English Learners.
- Encouraging our students to attend the school and to take part in the activities offered in the school.
- Providing an outreach to the community and a support to the families that want information about the school.

We continuously seek membership on this committee. Please contact your child's teacher and/or the school office for more information on how to participate.

Parent Teacher Association (PTA)

The Buena Vista Parent Teacher Association (PTA) is a part of the National PTA. PTA is a national organization of several million members that advocates for children, youth and families on federal, state and local issues. When you join the PTA you become a voting member that votes to determine the priorities and direction of the organization, votes on the budget recommended by the executive board and votes in the election of officers. There is a place for everyone in the Buena Vista PTA! Everyone has unique talents and can contribute to the organization. When you are involved in the school, students achieve more. Students of involved parents generally have higher grades and test scores, better attendance and more consistently completed homework. Just contact an officer and we will help you find your place! A list of the current PTA Board members, and the committees they supervise, is located in the Student Directory and can be viewed on the Buena Vista PTA website at www.buenavistapta.org.

Safety Committee

The Buena Vista Safety Committee meets regularly and/or on an as-needed basis to address safety needs on-site. This group is comprised of staff members and interested parents. Together, we review emergency drills, coordinate disaster preparedness and work to provide a safe and secure campus for students, staff and families. Our main goal is to provide a safe, non-threatening and healthy environment in which our students can learn. Please contact the school office if you are interested in participating in these meetings.

School Improvement Program (SIP)

A program for elementary, intermediate, and secondary schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils. The School Site Council oversees this state-funded budget category. For more information on school planning and budgets, please go to our website to see the entire Site Plan document available for download.

School Site Council (SSC)

The School Site Council is a group of teachers, parents and classified employees who work with the Principal to develop, review and evaluate school improvement programs and school budgets. The SSC plays an important role in decision making at Buena Vista through monitoring, overseeing and supporting revision to our Site Plan each year. They have an obligation to make

decisions that will best serve the whole school community. Members are nominated each year to participate on this team and we are always seeking interested parents. This council provides an excellent opportunity for getting to know many facets of our school. Interested parents should feel free to contact the SSC Chair and/or the school office for more information.

School Site Plan

Each Spring, a team of staff and community members reviews our school's strengths and needs, using formal and informal data collected during the Fall and Winter. Site Council comprises many of the staff and parents on this team. Action plans are developed within the following four areas:

- **CURRICULUM:** We will challenge all students in the core curriculum areas based upon standards, benchmarks, and assessments.
- **COMMUNICATION:** The Buena Vista School Community will understand and provide feedback on school guidelines, programs and procedures through consistent, clear and streamlined communications.
- **CLIMATE:** We will provide a safe, non-threatening, healthy environment in which the Buena Vista Community respects diversity and demonstrates positive, intrinsic lifelong values.
- **TECHNOLOGY:** We seek to provide technology instruction for students and teachers that develops the foundation for students' future needs.

Resources of time and money are carefully aligned to our plan, assuring that we systematically support our greatest needs and highest priorities. Our complete School Plan, including action steps and budgets, can be found on the school website.

Walnut Creek Education Foundation (WCEF)

Our children benefit directly from the academic and enrichment programs and services made possible by your donations to WCEF. Families, businesses and non-school community members who support the Foundation are doing a great service to our community by keeping our schools strong.

[WCEF](#) is a volunteer-led, non-profit organization. Its mission is to raise funds to support quality academic and enrichment programs and student services for all Walnut Creek School District and Las Lomas High School students through a broad community-based effort. It exists because the funding our schools receive from the State is insufficient and not guaranteed or reliable enough to provide many of the educational programs and services required for a quality education. WCEF collaborates with District and School Administrators to determine the best ways to allocate the funds to preserve and enrich the basic curriculum.

WCEF serves Buena Vista, Indian Valley, Murwood, Parkmead/PALS, Tice Creek and Walnut Heights Elementary Schools, and Walnut Creek Intermediate School in the Walnut Creek School District, as well as Las Lomas High School in the Acalanes Union High School District. See Physical Education, Science, Music and Visual Art in this handbook for descriptions of the programs WCEF provides for the students at Buena Vista.