

Dan Mini

Elementary School

Family Handbook

2024-2025



GO BEARS!

Yvanna Wheel, Principal
1530 Lorenzo Drive
Vallejo, CA 94589
(707) 556-8570



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Hello Dan Mini families,

Welcome to the 2024–25 school year. I am Yvanna Wheeler, the proud principal of Dan Mini Elementary School. I look forward to serving our amazing school community's new and returning students and families.

Our Dan Mini Team is looking forward to this new school year and will continue to build on the success of the past. We continue to strive to implement research-based instructional practices and current procedural protocols to provide every student with the best experience. Our goal is to create an environment where **EVERY** child meets or exceeds the academic standards that prepare our students to be college or career ready. To meet this goal, students are provided with a challenging curriculum and exceptional teachers and staff who are committed to the students' academic and social growth.

We continue our focus on the four expectations of all members of the Dan Mini community:

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE

BE KIND

Dan Mini is a PAX school. PAX means peace, productivity, health and happiness. We support our PAX Good Behavior Game program schoolwide and will provide opportunities for families to celebrate student accomplishments around PAX. We continue to focus on supporting the needs of the whole child; academically, socially, emotionally and physically. We strive to create a safe and engaging environment for all students.

We are committed to providing the community with resources to achieve these goals. If your family needs assistance, please communicate that to any of the staff members, and we will make the appropriate referrals to meet those needs.

Our **Back-to-School Night** is scheduled on Monday, September 16th, 2024, beginning at 6:00 p.m. Should you have questions or concerns of any kind, feel free to call 556-8570. Our office staff is very responsive and will ensure that your needs are met.

Again, I welcome you to the upcoming school year and look forward to working with your families.

All the best,

Yvanna Wheeler

Our Mission

We believe that it takes all of us - students, parents, teachers, administrators, aides, office and custodial staff and community working together to make an excellent school. As we work towards this responsibility, we provide an educational program that:

- *Meets the needs of each child through engagement and rigor.*
- *Recognizes that each child is special and deserves to be treated respectfully by everyone in our school community*
- *Helps each child recognize the value of each individual*
- *Creates reflective and independent problem solvers*

The most exciting, enriching learning experiences can only occur in a safe orderly environment in which each person takes responsibility for his/her own behavior, respects the needs of others and recognizes the school's first purpose - learning. Expectations are communicated and supported throughout the school year to ensure a positive learning environment.

Our Goals

- ✓ All Dan Mini students will be on path to college or career when they promote to middle school.
- ✓ All Dan Mini students will learn and grow in a positive school climate that promotes academic, social and emotional achievement.
- ✓ Involve and partner with parents and the community to meet each student's needs as they reach for their academic goals.

Administration

Yvanna Wheeler Principal
Sheila Matulac Office Manager
Ana Garza Secretary

Teachers

Transitional Kindergarten

Christine Levey
Nina Melvin

Kindergarten Team

Christopher Falcone
Taira Pallares

First Grade Team

Francie Bernstein
Jason Gray
Doug McCann (1st/2nd)

Second Grade Team

Arianna Ciampi
Doug McCann (1st/2nd)
Nerissa Melodias

Third Grade Team

Allison Hodge
Jeannette Starring

Fourth Grade Team

Melanie Buck
Joseph Mendoza
Tamara Potier

Fifth Grade Team

Jennifer Castro
Charlotte Sanchez

Special Education Team

Alyssa Alberto - Pre-School
Laura Miller - Grade K-2
Mandish Kharey - Grades 3-5
Olga Guy, Resource Teacher
Francine Malone, Resource Teacher
Julie Soderberg, Teacher for Visually Impaired
Patrick Cook, Adapted PE Teacher
Angie Garcia, Occupational Therapist
Jennifer Reynolds, Speech & Language
Pathologist
Preet Sodhi, School Psychologist

Support Team

Angela Gamblin, Teacher Leader
J.R. Matulac, Academic Support Provider
Valerie Barrera, Bilingual Tutor
Deborah Kim, Mental Health Support Provider
Victoria Galbert, Behavior Intervention Specialist
Chisara Okehi, Social Worker
Cathy Fama, Library/Media Technician
Elizabeth Bergez, School District Nurse
Denise Scott, Expanded Learning Coordinator
Hasani Craft, Head Custodian
Fred Davenport, Custodian
Miguel Velasco, Custodian

Brenda Affonso, Para Educator
Christian Matulac, Para Educator
Annabel Banagan, Para Educator
Maira Figueroa, Para Educator
Kristyl Habana, Para Educator
Rajinder Kaur, Para Educator
Brenda Patino, Para Educator
Kizzy Walker-Davis, Para Educator
Lupita Alcaraz, Teacher Assistant
Sylvia Salazar, Food Service
Gloria Shipp, Food Service

General Information

ARRIVAL AND DISMISSAL: We expect excellent attendance of all our students. Students may not arrive on the playground before 8:15 a.m. as there is no adult supervision before that time. Students must go directly home at 3:00 p.m. unless they are in the Expanded Learning Program. If you are picking up your child please be prompt. There is no supervision for your child after dismissal.

RELEASE OF STUDENTS DURING SCHOOL DAY

Children who must leave school during the school day should have a note or a phone call from a parent giving the reason and time the student is to be excused. If a parent is going to pick up a student, please come to the office and we will call your student to the office. At that time, you will need to sign out your student. **For your child's protection, it is our policy not to release the child to anyone other than the parent/guardian or designated contacts on the emergency card.** It is the parents/ guardians responsibility to add names to the contact list. Please try to avoid picking up during lunch or during the last 30 minutes of the day.

MEDICATION AT SCHOOL

The administration of medication to students may be done in exceptional circumstances wherein the child's health may be jeopardized without it, and when a written request using a district authorization form has been completed and submitted by the parent. The parent and the student's physician must sign this form. All medication must be provided in the original container with labels listing the student's name, name and number of pharmacy, physician's name, expiration date and the dosage to be administered.

Students may not carry any medication, including inhalers, without the authorization for medication during school hours form. All medications carried by students without authorization will be confiscated and held for parents. Under no circumstances may school personnel provide aspirin or any other over-the-counter medicine to students without a completed authorization form. Medication includes aspirin, cough syrups/cough drops, etc.

Bell Schedule - 2024-2025

Transitional Kindergarten & Kindergarten before Thanksgiving

Monday - Friday 8:30am - 12:30 pm

Transitional Kindergarten & Kindergarten after Thanksgiving

Monday - Friday 8:30am - 1:30pm

Grades 1-5

Monday, Tuesday, Thursday & Friday 8:30am-3:00pm

Wednesdays & All Other Minimum Days 8:30am-1:30pm

Meal Program

Breakfast

Breakfast is served in the MPR starting at 8:00 a.m. ending at 8:25 a.m.

Lunch

Students may bring lunch from home or participate in the school's lunch program.

- School meals are free for all students for the 2023-2024 school year. It is important for new VCUSD families to complete and return the Education Benefit Form because the information provided determines funding for our schools, it would be greatly appreciated. This form is embedded in the online registration process.

BREAKFAST, SNACK AND LUNCH

- Students may also bring and eat a snack during their first recess. We suggest healthy snacks: sandwiches, fresh fruit, raw vegetables, applesauce, granola bars, yogurt, etc. Please try to avoid cookies, chips and other high salt foods. Takis and hot chips are not permitted.
- If your student should choose to eat a home lunch, send it with them when they arrive at school. Fast food and other lunch drop-offs (DoorDash, etc.) are not allowed during the school day. This is to eliminate additional visitors on campus and to ensure food safety.
- Students are never permitted to leave campus at lunchtime unless they are checked out by a parent in the main office.

BIRTHDAY/PARTY and SNACK GUIDELINES

Snack Guideline: Due to federal regulations regarding food brought in for a class during school hours, treats or snacks containing high-levels of sugar and fat are highly discouraged for birthday/party celebrations. These include such foods as cupcakes, cookies, candy, juice, donuts, home-baked goods, etc. Healthier snacks such as fruit, vegetables, pretzels, and graham crackers are encouraged. Healthier snacks also help to protect students with food allergies, reduce excessive sugar consumption, and eliminate other food-related concerns.

Drinks: We encourage students to drink healthy drinks. Water is the only drink allowed within the classroom. Soda and energy drinks, including Prime, are not allowed on campus.

Birthdays: In addition to the snack guideline above, goodie bags and treats must follow our guidelines. Non-food items found in goodie bags must be latex free. We are a latex sensitive school. This means erasers and pencils need to be latex free. Other examples that should be examined are: Punchy balls that may contain rubber bands or balls that contain latex, bracelets, pop-its, etc. If you have any questions please contact us before bringing the items to school.

Requests to bring in an item for a child's birthday should be made with the teacher at least 48 hours in advance. Your child's teacher will provide you with more information on her/his specific birthday and party policies. Please remember that other non-food items such as balloons, flowers, and other gifts are not for school hours. Again, we are a latex sensitive school. Only fingerprinted volunteers may help in the classroom during a pre-arranged celebration.

School Uniform Policy

In the spring of 2012, parents and staff went to the Governing Board of the Vallejo City Unified School District to gain approval for a school uniform at Dan Mini. The purpose of the School Uniform Policy is to provide opportunities for increased school safety, to encourage our students to experience a greater sense of school identity and belonging, and to encourage a focus on academic excellence. Parents recognize a reduction in school clothing costs and see the value in a uniform exchange program as students grow rapidly during elementary years.

Description of Dan Mini's uniform:

Shirts: Shirts should be collared, white, black or navy blue. They may be with or without the Dan Mini School logo.

Bottoms: The uniform bottoms should be navy blue, black, or khaki. Bottoms may be either slacks, knee length walking shorts, skorts, skirts, or jumpers. Pants must not appear saggy or baggy. A black belt may be worn.

Sweatshirts/Jackets/Sweaters: Sweatshirts and jackets should be solid navy blue, black or gray. Sweaters should be solid navy blue, black, gray.

Shoes: Due to safety concerns, sandals, heels, shoes with wheels, slipper like shoes, Crocs, or flip flops are not allowed. Our larger playground is covered with bark that can easily cause injuries if wearing open shoes. Shoes should be closed toe and closed back. Students play and exercise daily and need comfortable, sturdy shoes in order to play and work safely.

All students are expected to wear the school uniform. However, there is a form, ***“Statement of exemption from the Standardized Dress Requirement”*** that parents will need to complete if they wish their child to not wear the school uniform. It is located in the school office. All students are expected to wear uniforms unless an exemption has been requested and approved.

Bus and Bike Policies

The majority of our students walk, or come by car to school. If your child rides the bus it is important that he or she follows all bus rules and directions. Students must be safe, responsible and respectful or they may lose bus privileges. We encourage students to walk or bike to school. Please make sure your child has a bike helmet and lock.

Cell Phones: Students are allowed to have cell phones in their possession, but they must be in the off position during the instructional day. No phone calls, messaging, photographs or videos are allowed. Smart watches are treated the same as cell phones. Students violating this policy will have their phones confiscated and returned to the parent.

School Attendance

Attendance, Check In/Out and Tardy Procedures

The Governing Board believes that regular attendance plays an important role in student achievement. The Education Code requires that children between the ages of 6-18 attend school full-time. (E.C. 48200). Punctuality is a trait which a good school citizen exhibits each day. Students must be physically in the classroom or in their chairs and ready to study when the bell rings in order to be considered on time (i.e. present).

Excused Absences

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulations. (Education Code [48205](#)). Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours. When a student who has been absent returns to school, he/she shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older. (Education Code [46012](#); 5 CCR [306](#))

The following methods may be used to verify student absences:

- ***Written note, email, phone call or voice mail from parent/guardian or parent representative.*** Please provide date(s) and reason for absence.
- When a student has had 14 absences in the school year for illness verified by methods listed above, any further absences for illness shall be verified by a physician.
- Students who will be leaving classes after the school day has begun must check out in the office. Students are also to check in at the office when returning to school the same day they check out for a readmit slip to take to class.

Student Attendance Review Team

School Attendance Review Teams (SARTs) are established at school sites in order to intervene with attendance and behavior problems at an early stage, before they escalate. It is the intent of SART that the parent becomes involved as a team member in an effort to resolve the pupil's problem. (*Villa, CASCA 2001*)

Composition

SART members meet and review the student's attendance record, grades, and behavioral referrals. They discuss the problem with the pupil and parent as well as options and corrective measures. A conference record of the meeting is kept, interventions developed, and a contract is signed by the pupil and the parent, and SART chairperson.

Outcomes

A plan of action to address the attendance and/or behavior problem is developed. Specific directives are agreed upon by the student and parent in the contract. At the end of the conference, SART members may be assigned different tasks to assist the student. The use of the SST form is very helpful.

Failure to Comply

At the follow-up SART meeting, if it is determined that the parent and child have failed to comply with the SIT/SART, and the student is again truant, a referral may be made to the District SARB.

General Information

Tardy

A tardy is defined as arrival to class after the bell rings. Arrival to class 30 minutes or later is truant. Excessive tardy students will receive a verbal warning and other steps as defined by the site's Positive Behavioral Interventions and Supports guidelines.

Truancy

E.C. 48260 (a) Any pupil who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant.

Unverified or unexcused periods absent or tardy in excess of 30 minutes, which is defined as "late" 3 Times, or 3 unverified or unexcused days absent, and/or any combination therein.	First truancy letter to parents. Meet with Principal
Unverified or unexcused periods absent or tardy in excess of 30 minutes, which is defined as "late" 4 times, or more unverified or unexcused days absent, and/or any combination therein.	Second truancy notice to parents Referral to SST or SART
Unverified or unexcused periods absent or tardy in excess of 30 minutes, which is defined as "late" on 5 th occasion or 5 unverified or unexcused days absent, and/or any combination therein.	Third letter to parent. Referral to Student and School Accountability Child is now deemed a <i>habitual</i> truant

Once deemed a habitual truant, the child's school now makes a recommendation for a School Attendance Review Board (SARB) hearing.

If you need support with attendance or any concerns impacting attendance, please reach out to our Child Welfare and Attendance Liaison.

Juan Zuniga, Child Welfare and Attendance Liaison

(707) 333-1472 or email: jjuniga@vcusd.org

Parent Involvement

We are fortunate to have strong parent involvement and have a number of parents helping out in classrooms especially during Back-to-School Night, Science and Math Night. We encourage our families to participate and volunteer. We hold a variety of meetings, and provide parents the space to participate in classes and for them to establish relationships with one another. More importantly, it encourages parents to be an integral part of their child's education. We believe that strong relationships between home and school are critical in student success.

Parent Teacher Association (PTA) The Parent Teacher Association meets monthly, and organizes our school's fundraisers and special events. Funds raised are used to support our students' field trips and other extraneous activities. All parents are eligible to join and help make Dan Mini better with their participation. Each year we begin with a membership drive to encourage participation. As the saying goes, "many hands make light work". We have many children to serve and we need your hands. In the past few years, the PTA has provided funds for field trips and in school activities for all grade levels, student planners and folders and other supplemental classroom material, software licenses for our computer lab, playground equipment and repairs to play structures, student rewards for our AR challenge, as well as supporting community unity through our Multicultural Night event and offering support to Field Day and other events.

School Site Council (SSC) The School Site Council is a committee formed of the school principal, 3 teachers, 1 site representative and 5 parents that work with the principal to develop, review and evaluate the school improvement program, Single Plan for Student Achievement (SPSA) and categorical budget. The members of the site council are elected by their peers. The School Site Council meets 6 times over the course of the school year. The site council considers the achievement goals of the school and evaluates the school's progress towards meeting these goals.

English Learners Advisory Council (ELAC) The purpose of ELAC is to advise the principal, school staff and School Site Council of the needs of English Learners, including instructional and support needs. In addition, they review the Single Plan for Student Achievement (SPSA) and all budgets and advise the School Site Council of support and/or needed changes. Parents of English Learners and other community members, including school staff, are voted as representatives to the council.

Parent/Community Volunteers and Visitor Procedures All visitors to our campus must check in with the office and receive a visitor's badge. As a courtesy to our staff, please contact the teacher prior to your visit to ensure that there are no scheduling conflicts.

Volunteers work at the school in various capacities to assist the school and students. Classrooms benefit the most from their assistance. But in addition to classrooms, volunteers assist in the library, on field trips, and assisting with big school projects. **Due to the CDC guidelines, visitors and volunteers are limited until further notice.**

How to Become a Volunteer

If you are interested in becoming a classroom helper, chaperone a fieldtrip, afterschool tutor, volunteer coach or some other volunteer role at a school site **you must be cleared through the district's volunteer process.**

Step 1: Schedule a TB test with your physician and obtain a negative TB result

Step 2: Contact Human Resources, at 556-8921, Ext. 50044 to schedule a fingerprinting appointment.

Step 3: Attend appointment for fingerprinting and wait for clearance. Bring Driver's License, State Issued ID or Passport.

Step 4: Volunteers will receive a clearance letter once all necessary documents have been submitted.

There is no fee for parent volunteers. Other community members may need to pay a \$32 fingerprint fee.

Communication

Home to School Communications

At the beginning of each year we ask parents to sign up to **Parent Portal** to access your child's official records including grades and attendance records. Within the portal you will include contact names and phone numbers of adults who have permission to pick your child up from school. If any contact information changes during the year, please provide the office staff with the new phone numbers, addresses and/or contact names. Parent Portal: <https://www.vcusd.org/aeries>

Please inform the staff of any health concerns related to your child. If your child needs to have medication at school you and your child's doctor will need to complete and return important paperwork. This includes any medication, including over the counter products.

School to Home Communications & Social Media

Communication is important in building and maintaining a strong partnership between school and community. At Dan Mini we make every effort to let our families know what is happening at school, from the classroom to school-wide events. We use **ParentSquare** which also includes an all-call program to reach out by post, phone, and email on a regular basis. Many classroom teachers send home weekly or monthly newsletters via ParentSquare.



By downloading the ParentSquare App you will have access to districtwide, schoolwide, classroom and individual messages in one place.

We use the marquee at the front of the school to alert parents to upcoming events and you can always check our school website for all the latest, from celebrations to community resources.

Our website address is: <https://www.vcusd.org/danmini>

Like our Facebook page: <https://www.facebook.com/danminielementary?fref=ts> for regular updates.

Follow us on Instagram: https://www.instagram.com/dan_mini_elementary/

Parent Liaisons

Dan Mini is supported by two parent liaisons. They provide information and training on parent resources, including Parent Portal. In addition, Jenifer Corona provides Spanish translation services to parents. Below please find their contact information:

Mark Victa, Parent Liaison

(707) 556-8921 x51824 email: mvicta@vcusd.org

Jenifer Corona, Bilingual Parent Liaison

(707) 556-8921 x56833 email: jcorona@vcusd.org

Academic Programs

Core Program

We believe all children have the right to receive a quality education. But to truly be effective, it takes students, parents, teachers, principals, para-educators, office, custodians, and the community to create an effective learning environment where students not only respect one another but respect and appreciate those that care for their education.

We teach the California State Standards and California Common Core Standards (adopted state-wide in 2014) by using the following curricula as a tool/starting point:

Reading/Language Arts – Journeys Houghton Mifflin	Mathematics – Envision Savvas
Social Studies – My World Savvas	Science – Twig Savvas

In order to achieve this, our academic programs begin in the classroom with core instruction. All of our teachers are dedicated and highly qualified. They have all gone through rigorous training provided by text book publishers, Houghton Mifflin Journeys (Language Arts) and Envision (Math). This type of training helps teachers make the most of the texts and resources available through workshops and continued access via internet.

For our large population of English Language Learners, teachers provide differentiated instruction in addition to a 30-minute support block. We have a bilingual tutor who work with English Language Learner students in small groups.

As a school, we are moving towards bringing more non-fiction textbooks into the classroom to prepare our students for the real world. There has been an emphasis on integrating social studies and science into our core curriculum. This provides real life, high interest learning.

Dan Mini provides various enrichment opportunities for our students. All students participate in Field Trips funded by our LCAP plan as well as the PTA. Our field trips are content-related and provide a hands-on experience for students outside of the classroom. To further enhance their learning in STEAM subjects (Science, Technology, Engineering, Arts & Math, we have a dedicated STEAM room. The emphasis on STEAM projects gives students the opportunity to learn beyond the textbook and use their senses to explore through self-discovery.

Since technology is essential in today's competitive world, our classes are equipped with presentation stations and are outfitted with 1-1 devices. Children can practice their reading and comprehension skills using a web based reading program, and practice math facts with games, research the internet for reports and sharpen their keyboarding skills.

Student progress monitoring is an essential part of our academic program. Progress is assessed daily/weekly by classroom teachers, three times a year using our district wide assessment system, and yearly with the CAASPP assessments of the Common Core State Standards.

Expanded Learning Program

We have an after school program at Dan Mini Elementary School. This program begins immediately after the instructional day and provides instructional support, physical education, art and music instruction and activities. Students will be chosen based on academic need first and space availability second. Space is limited, please apply early if you would like your child to be considered. Applications are available in the office.

Homework

Homework provides practice and extension of important academic skills. It also provides a means for you to become acquainted with your child's work habits and skill levels. In addition, when your child sets aside time each night to do homework your child can (with your help) learn to:

- Avoid distractions and concentrate on a task
- Budget his or her time
- Avoid procrastinating
- Organize materials and work space appropriately

Homework is not intended to take the place of family time and should not cause undue stress on the student or the family. If your child needs individualized or modified homework, please communicate with the teacher. Teachers will share homework policies with their beginning of the year communications.

Other

Through our LCAP budgets, Dan Mini Elementary School will provide supplemental instructional services beyond those mentioned above. Our goal is to meet the needs of every student and that requires flexibility based on immediate need. Please watch for and ask about how we might be able to provide additional support for your child.

Additional programs may include, after school intervention groups, student clubs in STEAM subjects for enrichment, Jr. Safety Patrol program and the Youth Leadership program. If you would like your child to participate in any of these programs, please contact our Teacher Leader, Angela Gamblin or our Academic Support Provider, J.R. Matulac.

School Climate

Positive Behavior Intervention Support (PBIS):

Dan Mini has implemented Positive Behavior Intervention Supports (PBIS) to improve behavior outcomes for students beginning in December 2011. Since then a team with principal, teachers, classified staff, and parents have participated in 6 days of professional development. This model was chosen for our school based on national research that documented significant decreases in student discipline referrals and suspensions in other urban schools. The PBIS team, along with the school staff, has developed school-wide student behavior expectations as well as a positive rewards system. For the 2019-20 School Year we adopted behavior matrix to address specific areas of the campus and specific times, for example common areas and morning routine. This is a working document that will be adjusted to fit the needs of students throughout the year. A copy of the matrix can be found in the Appendix.

PAX: As part of our PBIS model, we implement the PAX good behavior game. PAX means: *Peace, Productivity, Health & Happiness*. Teachers and staff implement strategies that support students in learning to remain focused during instruction and to make positive decisions throughout the day. By focusing on learning prosocial strategies, we hope to help students learn to regulate their own behavior and take responsibility for their learning. "We better our world. We better ourselves."

Rewards and Celebrations

Dan Mini teachers and staff acknowledge students 'caught' being Safe, Responsible and Respectful with PAX Paws. Classroom teachers use PAX Paws in the classroom to honor students who take the work of being a student seriously. Students receive PAX Paws from the office or custodial staff for their community service.

Wellness Center

Our Wellness Center is located in Room 45. The purpose of our Wellness Center is to increase student and staff access to a space in which mental wellbeing is the priority. The space is used for individual, group or classroom needs. Students can go for a break, an alternative work space or to resolve conflict.

Full Service Community Schools

The purpose of establishing the Vallejo Full Service Community Schools Program (VFSCS) is to ensure students have clear pathways from Preschool to College and Career. The VFSCS program provides comprehensive academic, social, mental, and physical education services to meet student, family, and community needs.

The goal of the Vallejo Full Service Community Schools is to improve student academic achievement and well-being through the offering of comprehensive high-quality services. The following are the program's main objectives:

- Improve student attendance and achievement (eliminate the achievement gap)
- Reduce student referrals, suspensions, and expulsions
- Increase student well-being in a range of health indices
- Improve school campus safety
- Increase parent involvement in their children's education
- To improve the graduation rate

Anti-Bullying Commitment

We believe that everyone should enjoy our school, programs, and events equally. That they feel safe, secure, and accepted regardless of color, race, ethnic identity, nationality, gender, gender identity, special needs, popularity, economic status, athletic ability, intelligence, and religion.

Bullying is when a student is targeted for **repeated acts** of pushing, shoving, hitting, name calling, picking on, making fun of and excluding someone for any of the reasons noted in the above paragraph. Bullying causes pain and stress to victims, is toxic to a school environment, is never justified or excusable as, "I was just playing," "kids being kids," "just teasing," or any other rationalization. The victim is never responsible for being a target of bullying.

Bullying is different from normal conflicts that are part of childhood like an argument over a game or a student having a bad day. **It is important that we do not over categorize all conflicts as bullying.**

We are committed to:

- Learn to recognize the indicators of bullying behavior
- Intervene immediately and take corrective action when bullying is observed
- Understand individual responsibility not only to intervene when bullying is observed, but also to report incidents and actions to appropriate administrators, district offices, or outside agencies as required
- Create an environment where students understand that bullying is unacceptable and will not be tolerated
- Discuss with all students all aspects of bullying or harassment and strategies to prevent bullying
Encourage students to report bullying incidents
- Encourage students to be allies

DISCRIMINATION AND HARASSMENT-VCUSD Policy

Policy: District Administrative Regulation 5145.7(a), (b), (c) prohibits discrimination and harassment based on Disability, Gender, Gender Identity, Nationality, Race or Ethnicity, Religion, or Sexual Orientation. Conduct by anyone from or in the school setting which constitutes harassment or discrimination is strictly prohibited. Actions that affect a student's ability to function or his/her emotional well-being at school are unacceptable. Harassment or discrimination may include acts such as the following:

- Use of swearing, put-downs, or unwanted sexual advances, invitations or comments.
- Slurs of any kind (racial, ethnic, religious, sexual, homophobic, etc.).
- Possession or display of derogatory posters, photographs, cartoons, or drawings.
- Physical conduct such as assault or unwanted touching, blocking normal movement, or interference with work or study directed at an individual because of the individual's Disability, Gender, Gender Identity, Nationality, Race or Ethnicity, Religion, or Sexual Orientation.
- Threats and demands to submit to sexual requests for any purpose.
- Threatening or doing harm to someone who refuses to cooperate or reports on you (bullying).
- Gestures that are in poor taste or indicate gang affiliation.

Possible Actions to Be Taken

Possible consequences for harassment of any kind may include one or more of the following: informal talk, counseling, parent conferences, suspension or expulsion, or referral to the appropriate law enforcement agency.

Complaint Procedures

A student who believes s/he is being harassed or discriminated against at school or school activities because of his/her sex, race, ethnicity, disability, sexual orientation, gender identity or religion should immediately bring it to the attention of any school staff member. District complaint procedures will be followed to resolve the issue. *The District complaint form is available on the District's website page, at the District Office, and at the Dan Mini School Office.*

The school should be a safe learning and working environment for everyone. ***We will not allow discrimination or harassment based on***

- Disability
- Gender
- Gender Identity
- Nationality
- Race or Ethnicity
- Religion
- Sexual Orientation

If you are being harassed or discriminated against, you have the right to file a complaint. The school must investigate and take action.

VII. Restorative Practices

Restorative Justice:

Restorative Justice is a set of principles that guide the response to conflict and harm. There are three main goals:

1. Accountability-Restorative Justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.
2. Community safety –Restorative justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
3. Competency development-Restorative justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.

Student Success Team (SST)

The Student Success Team (SST) is a problem solving and coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential.

It provides an opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities and monitor results for a student/family.

Dan Mini Elementary School Wide Expectations

Positive Behavior Intervention and Support

	Be Safe	Be Responsible	Be Respectful
PAX	<ul style="list-style-type: none"> Follow all adult directions the first time. Keep hands, feet, objects to yourself. Walk when moving from one place to another. 	<ul style="list-style-type: none"> Accept responsibility for your actions. Follow school rules and remind others to do so. Make positive choices. Have a hall pass at all times when out of class. Tell an adult of anything dangerous. 	<ul style="list-style-type: none"> Use kind words and actions. Have a positive attitude. Help others who might need help. Keep our school clean.
Blacktop	<ul style="list-style-type: none"> Walk to and from the playground. Stay in boundaries. Run on the field only. Use the equipment the proper way, always. 	<ul style="list-style-type: none"> Get water and use the bathroom during recess. Freeze bell – freeze where you are and hold equipment. Walk to your line after the whistle. Have fun. 	<ul style="list-style-type: none"> Respect games on the blacktop. Include everyone. Wait your turn, patiently. Play games by the rules.
Arrival Dismissal	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself. Line up with your class Walk Use crosswalks and avoid crossing through traffic. 	<ul style="list-style-type: none"> Be on time! Exit your vehicle on the sidewalk side. Wear your bike helmet. Walk your bike on campus and lock it up at the bike rack. When dropped off, enter campus immediately. 	<ul style="list-style-type: none"> Arrival: Face pavilion during pledges. Report to the Attendance Office when arriving late. At dismissal, watch for your car.
Pavilion - Recess	<ul style="list-style-type: none"> Stay behind the red line. Walk in the table area. Sit on the benches. 	<ul style="list-style-type: none"> Sit down at the playground end to finish work/owe time. Sit down at the office end to eat. Clean up after yourself. Always have a pass to go to the office. 	<ul style="list-style-type: none"> Use quiet voices. Allow other students to work independently. Eat your own healthy snack. Chips are not an acceptable snack and red chips of any kind are not allowed.
MPR Pavilion Lunch	<ul style="list-style-type: none"> Sit down to eat. Walk carefully to your lunch table. Keep food and garbage in proper places 	<ul style="list-style-type: none"> Wait in line quietly and patiently. Be prepared to make lunch choices. Sit with your class. Clean up after yourself. 	<ul style="list-style-type: none"> Be polite and courteous to students and adults. Ask permission to get up. Allow anyone in your class to sit by you. Use quiet voices
Hallways	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself. Face forward. 	<ul style="list-style-type: none"> Walk at all times. 	<ul style="list-style-type: none"> Walk quietly past classrooms in session.
Bathroom	<ul style="list-style-type: none"> Walk in and out. Keep your feet on the floor and water in the sink. Latch the stall door 	<ul style="list-style-type: none"> Go, flush, wash your hands. Leave promptly. Use paper products responsibly. 	<ul style="list-style-type: none"> Give people privacy. No looking under the stalls. Go one at a time. Wait for friends outside of the bathroom.
Classroom	<ul style="list-style-type: none"> Follow directions at all times. Keep your materials and property to yourself. 	<ul style="list-style-type: none"> Be on time and prepared. Use materials properly. Pay attention to your own learning. 	<ul style="list-style-type: none"> Be courteous, supportive and encourage your classmates. Speak quietly and wait your turn.
Bark/Play Structure	<ul style="list-style-type: none"> Walk at all times. Go up the gray and down the yellow, new structure up climbing components and down slides 	<ul style="list-style-type: none"> Freeze bell – get off equipment and walk to the blacktop. Wait for whistle and walk All snacks are eaten in the pavilion 	<ul style="list-style-type: none"> Count correctly for swings Swing forward Wait your turn for bars Use kind language
Field	<ul style="list-style-type: none"> Play all running games on the field (except basketball). 	<ul style="list-style-type: none"> Freeze bell – walk to the blacktop. Go around the bark area NOT through it. Wait for the whistle and walk. All snacks are eaten in the pavilion. 	<ul style="list-style-type: none"> Include everyone Review the rules of the game and follow them. Use kind Language

Vallejo City Unified School District

Progressive Discipline Plan

The Progressive Discipline Plan was developed for all schools within the Vallejo City Unified School District and outlines the Alternative Means of Correction that school sites may use, as well as consequences that may be issued for inappropriate student behaviors. Each administrator must consider the age, intent, and prior offenses of the student in determining the appropriate consequences. Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with District Policy and the California Education Code. If action warrants, students may be given consequences of second, third, or fourth offense on the first offense.

Alternative Means of Correction (AMC) may include, but are not limited to (no particular order):

- Parent/Teacher conference
- Parent Contact
- Warning
- Referral to School & Student Accountability staff for intervention
- Teacher Detention
- Administration Detention
- Exclusion from school activities
- Counseling
- Behavior Contract
- Conflict Mediation
- Parent supervise student in class
- Parent escorts student to/from school
- Saturday School (site specific)
- Student Success Team (SST)
- Student Intervention Team (SIT)
- School Attendance Review Board (SARB)
- Peer Mentoring
- Projects on campus
- In-school suspension (site specific)
- District Behavior support plan
- Restitution
- Community Service

Home/School communication is critical to our student's success. Therefore, ALL interventions, including most AMC, shall include a parent contact and/or conference. We want our families to be partners in education at all times. To view the district's leveled behavior responses, please click here to access [Positive Behavior, Interventions and Supports \(PBIS\): A Response to Behavior Handbook.](#)

**Calendar of Important Dates,
Holidays & Minimum Days**

2024-2025

Every Wednesday in the 2024-25 school year is a minimum day with dismissal at 1:30 pm

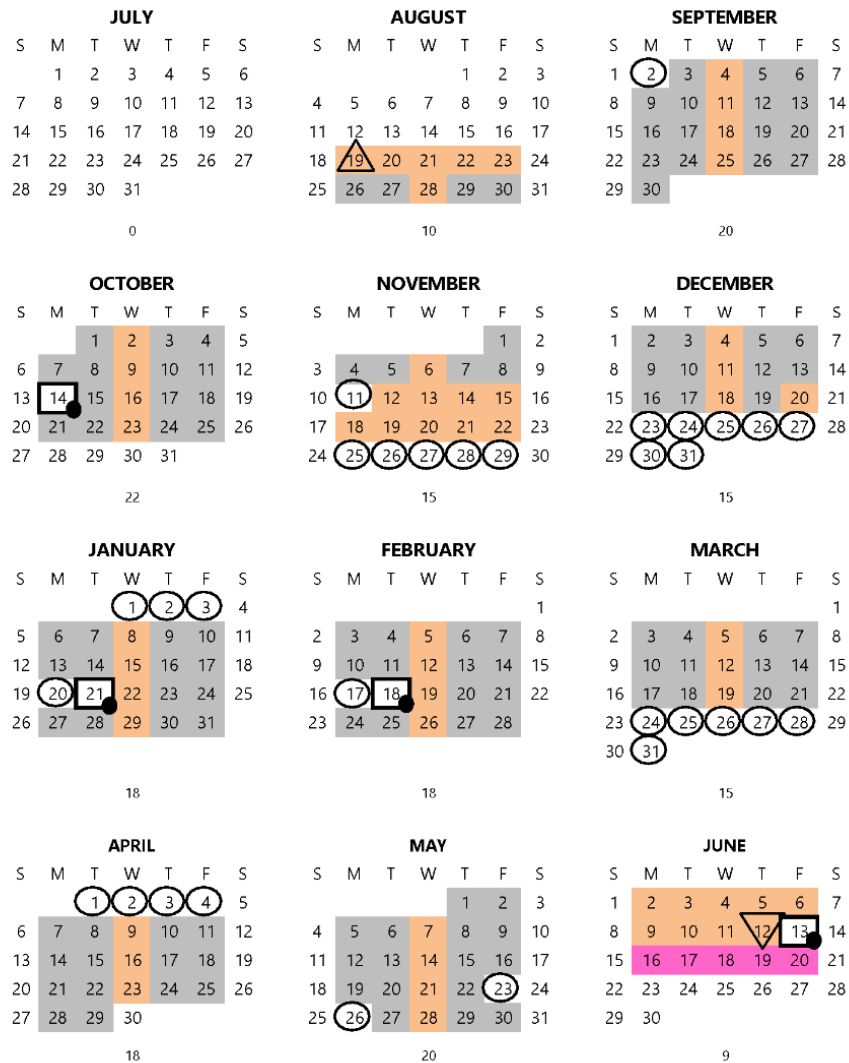
TK and Kindergarten Orientation	Thursday, August 15, 2024
First Day of School	Monday, August 19, 2024
Minimum Days	August 19 – 23, 2024
Labor Day (no school)	Monday, September 2, 2024
Back to School Night	Monday, September 16, 2024
Non-Student Day (no school)	Monday, October 14, 2024
Veteran’s Day (no school)	Monday, November 11, 2024
Parent/Teacher Conferences (1:30pm dismissal)	November 12-15, 18-22, 2024
<u>Thanksgiving Break</u>	November 25-29, 2024
TK and Kindergarten Extended Day Begins (Dismiss @ 1:30pm)	Monday, December 2, 2024
<u>Winter Break</u>	December 23 - January 3, 2025
Martin Luther King, Jr. Holiday (no school)	Monday, January 20, 2025
Non-Student Day (no school)	Tuesday, January 21, 2025
Presidents’ Day (no school)	Monday, February 17, 2025
Non-Student Day (no school)	Tuesday, February 18, 2025
<u>Spring Break</u>	March 24 - April 4, 2025
Non-Student Day (no school)	Friday, May 23, 2025
Memorial Day Holiday (no school)	Monday, May 26, 2025
Minimum Days (1:30pm dismissal)	June 2 to June 12, 2025
Last Day of School	Thursday, June 12, 2025

***Please schedule all vacations during our breaks,
Thanksgiving, Winter & Spring breaks.***

VALLEJO CITY UNIFIED SCHOOL DISTRICT

DAN MINI ELEMENTARY SCHOOL

Student Calendar - All K-12 Schools



MINIMUM DAY SCHEDULE

 1st - 5th Dismissal - 1:30PM
 TK/K Dismissal - 12:30PM until Nov. 22
 TK/K Dismissal - 1:30PM beginning Dec. 1

- First Student Day
- Last Student Day
- Students in School
- TK-12 No School - Students & Teachers
- Non-Student Day/Professional Development Day
- Minimum Days
- Emergency Days

June 16, 2025 through June 20, 2025 are potential non-teacher work days provided school is not cancelled during the Fall or Spring for Emergency Days (Smoke, Earthquake, Power Outages). If the days are applied, Summer School will be adjusted accordingly.

Semester 1 ends 12/20/24 (82 days)	Semester 2 ends 6/12/25 (98 days)	180 Student Days
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12-7-2022 EEB/HR

Board Approval Date: 2-1-2023 VEA Ratification: 1-16-2023