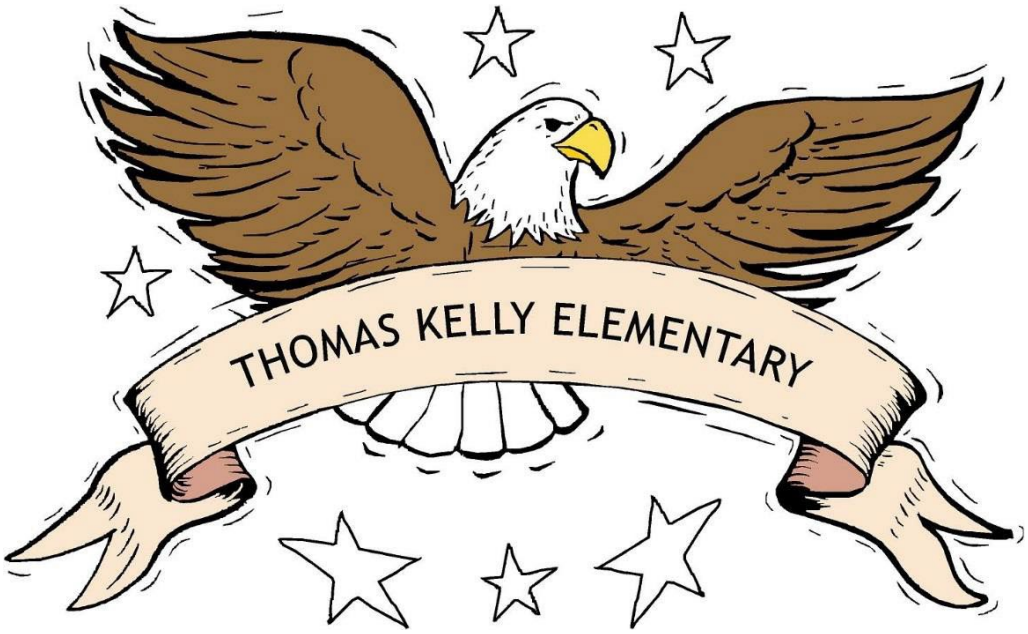
Thomas Kelly Elementary School

An International Baccalaureate (IB) Primary Years Programme (PYP) World School

Parent / Student Handbook
2025-2026



Thomas Kelly Eagles

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Welcome to Thomas Kelly Elementary School

An International Baccalaureate (IB) Primary Years Programme (PYP) World School

Dear Parent/ Guardian:

Welcome to the new school year at Thomas Kelly Elementary! At our school, we strive to conscientiously prepare each child for the challenges of the future. Our staff is committed to the development of a safe and caring community, in addition to educational excellence that will inspire a life-long love of learning. Our skilled, experienced, and dedicated staff believes strongly in the success of each child at the highest levels.

As an IB PYP world school, your child will participate in daily thematic units of study through our Programme of Inquiry (POI) and receive second language instruction in Spanish. What you will see in the classroom is hands-on inquiry based learning focused on a central idea that builds knowledge, concepts, skills, attitudes and actions. Within the Programme of Inquiry there are six transdiciplinary themes: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; Sharing the planet. The goal of the IB PYP is to develop internationally minded students who recognize their common humanity and shared guardianship of the planet and help create a better more peaceful world. Please review our school website or go to www.ibo.org/pyp for more information.

Parent involvement is a critical component of the Thomas Kelly success story. There are many opportunities to become involved at Thomas Kelly. We hope you will take advantage of some of those opportunities. We value your support as a parent and partner in educating your child. We encourage you to be involved with your child's school and education. From making sure that your child is well-rested and nourished, to getting your child to school every day on time, to attending parent/teacher conferences, to volunteering at our school, to being an active member of our PTA. Your involvement sets the stage for your child's academic success. Please join us in creating and developing a positive, respectful, engaging, and challenging learning environment.

San Juan Unified School District uses Common Core State Standards at each grade level, as well as ongoing assessments, to communicate academic growth. Our standards-based report card supports the reporting of student achievement for each of the three trimesters during the school year. Under the umbrella of the International Baccalaureate Primary Years Programme philosophy, curriculum, and pedagogy, our school delivers a rigorous instructional program that emphasizes literacy, mathematics, science, and social studies, along with the San Juan Unified School District's Board-approved character traits of respect, responsibility, honesty, caring, cooperation, and courage.

Student safety is of the utmost importance in our school. Thomas Kelly has a comprehensive safety and emergency plan in place and drills are practiced regularly so that students know what to do in the event of an emergency.

We have created this handbook for each family to keep throughout the school year. We will continue to send home our school newsletter (once a month) in our Monday folder. Please refer to the newsletter for information about special dates and events. In addition, please visit the Thomas Kelly website (https://kelly.sanjuan.edu/) as well as our Facebook page, Thomas Kelly Eagle News Current Students.

At Thomas Kelly, students are **Thinkers**, **Principled**, and **Caring** in everything they do. We take pride in what we do and who we are. Please join us in making this school year the BEST EVER for our students!! Thank you for choosing Thomas Kelly Elementary School, home of the Soaring Eagles!!

In Unity,

Josh Costa
Principal

San Juan Unified School District Mission Statement

Mission:

We partner with our San Juan Unified Community in setting high expectations for academic achievement rooted in equity and unity to create supportive learning experiences in which all students, families and staff can excel and thrive.

Vision: We will inspire each student to make a positive impact in their world by honoring the unique identity of each person and upholding inclusive and equitable practices that lead to individual and collective growth, achievement and educational justice.

Thomas Kelly Elementary School Strategic Plan

Mission Statement

The mission of Thomas Kelly Elementary, creating internationally-minded life-long learners, is to develop and empower every child to become a knowledgeable, caring, action-oriented, creative, and critical thinker through challenging student-centered, inquiry- based instruction, and learning environments in collaboration with students, families, and the community.

Objectives

- We will increase the number of students in all groups performing at proficient or advanced levels in the areas of English language arts, math, social studies, and science as shown through multiple measures.
- All students will consistently demonstrate and reflect upon the International Baccalaureate Learner Profile attributes and attitudes.
- All students will demonstrate communication, research, and thinking skills and take responsible actions as part of the learning process.

Tactics

- We will implement effective instructional strategies within a challenging, personalized, inquiry-based program that integrates relevant technology, the arts, and a second language.
- We will design and implement practices and expectations that will model and integrate the International Baccalaureate Learner Profile attributes and attitudes consistently throughout the learning environment.
- We will actively engage and involve our students, families, and community as partners in a supportive, collaborative environment.

Academic Program

The general education program at Thomas Kelly is based on IB standards and practices, Common Core State Standards, Next Gen Science Standards and the Social Studies Framework. For a complete listing of state grade level standards, see http://www.cde.ca.gov/re/cc/tl/whatareccss.asp. All Thomas Kelly students receive instruction in English Language Arts (listening, speaking, reading, and writing), math and the IB curriculum, known as the Programme of Inquiry. Each unit of inquiry within the IB curriculum is rooted in a transdiciplinary theme that includes a central idea leading to inquiry around science, social studies, or the arts.

International Baccalaureate (IB) Primary Years Programme (PYP)

The IB Primary Years Programme, for students aged 3-12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The programme:

- Encourages international-mindedness in IB students
- Encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become lifelong learners
- Reflects real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues
- Emphasizes through the learner profile, the development of the whole student-physically, intellectually, emotionally and ethically

The IB Primary Years Programme frames the learning activities of the school community. Typically, the framework is flexible enough to incorporate national curriculum requirements. It is used in national and international state and privately funded schools.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

At the heart of the IB is the “learner profile”, a long- term, holistic vision of education that underpins all four programmes (Primary Years Programme, Middle Years Programme, Diploma Programme, and Career-Related Programme) and puts the student at the center of everything we do. The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The ten qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of IB and a definition of what we mean by
“international-mindedness”. The learner profile unites us all with a common focus: on the whole person, as a lifelong learner. It applies to us all–student, teacher, parent or administrator–for we are all continually learning.

IB learners strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Courageous	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Attitudes Attitudes in the PYP have now been subsumed within the descriptors of the learner profile.
It is important to point out that although the PYP attitudes will no longer be articulated as a separate list of dispositions we want students to feel, value and demonstrate, the PYP is still committed to and focused on "the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group

- Appreciation
- Empathy
- Commitment
- Enthusiasm
- Confidence
- Independence
- Cooperation
- Integrity
- Creativity
- Respect
- Curiosity
- Tolerance

IB PYP Written Curriculum

The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdiciplinary framework that allows students to "step up" beyond the confines of learning within subject areas.

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The programme puts great emphasis on learning about these transdiciplinary themes. Each theme is addressed each year by all students, with the exception of students aged 3 to 5, who may engage explicitly with four of the themes each year. The themes provided the opportunity to incorporate local and global issues into the curriculum.

The traditional disciplines retain a role in the IB Primary Years Programme. The six specified subjects are language, mathematics, science, social studies, arts and personal, social and physical education. The overall expectations for each subject area are defined for each year of the programme.

Dance, Spanish, and Art

Students receive instruction in Spanish, and Art and we are adding Dance this year from specialized teachers. In addition, classroom teachers provide P.E. time each week for their classes in order to meet the state requirement for physical education (200 minutes every two weeks).

Technology

At Thomas Kelly, technology is integrated and woven into classroom instruction providing 21st century learning. Our site is also wireless which enables teachers to use laptops, and students to use Google Chromebooks during the day. All classrooms are equipped with flat screen televisions with apple TV boxes that allow teachers to display their computer screen to the class. Our teachers are committed to using technology to enhance learning in their classrooms. They have attended training on how to best use this technology to benefit their instruction. They also work with other teachers in the district and each other to develop their skill in using this technology. All teachers and staff have e-mail access. All teachers have laptops, access to LCD projectors, and document cameras in their classrooms to enhance student learning.

Special Education (Resource, Speech/Language)

Thomas Kelly has a full time Resource Specialist and a full time Resource Instructional Assistant. Thomas Kelly has a part-time Speech/Language Therapist to assist students that have identified special education needs.

Student Service Club

The Thomas Kelly Student Leadership Team is composed of all of the students in 3rd-5th grade. Student Leadership Team meetings are conducted by our Principal along with our ICT and are focused on improving the Thomas Kelly school community one day a week during lunch periods. Students are encouraged to Reflect: thinking about the impact of their actions. Choose: or make decisions based on their reflections. Act: or carry through with their choices. The student service club actions can be seen throughout the campus and within the broader community.

As part of our ongoing efforts to promote school pride, responsibility, and care for our environment, each grade level Transitional Kindergarten through 5th grade will help pick up trash around campus. This is designed to teach students the importance of keeping our school clean, taking ownership of their learning environment, and understanding the impact of littering.

If you do not wish for your child to participate, please inform your child's teacher so they can be opted out of this activity.

Intervention Teacher

We have a general education Intervention Teacher to work with students who need additional help outside of Special Education. We have also hired Instructional Assistants for every class in Transitional Kindergarten through 2nd grade to assist the teacher. We hired a Title 1 Instructional Assistant to assist each grade level for 3rd – 5th grade as well. This is one strategy that we have to support students in their learning.

At Thomas Kelly, we try to make as many academic and social emotional interventions available to our students as we can to assist our students who are not meeting grade level standards. If you are concerned about your child's progress, please ask your child's teacher about what interventions might be available to assist in meeting your child's needs.

Guided Reading/Science of Reading:

We have transitioned from Guided Reading to the Science of Reading two years ago now. Guided reading is working in small groups of five or six students at a time during reading instruction. Students are grouped based on running record data and skills needed. These are flexible, fluid groups where students will move in and out of a group based on what their current needs are. Students in guided reading groups work on texts slightly above their current reading level. Most guided reading groups last from twenty to thirty minutes each. Science of Reading there are five main components that are fundamental to reading: phonics, phonemic awareness, vocabulary, fluency, and comprehension. We focus on specific skills and we use the Core Phonics Survey as one of our assessments to determine what students need further instruction in.

Heggerty Phonics/Phonemic Awareness:

We have expanded our phonics and phonemic awareness training throughout all of the grade levels TK – 5th grade. We know the importance of a strong letter to sound correspondence and have purchased the third through fifth grade training so that we have a through line throughout all of the grade levels.

Benchmark:

San Juan has adopted Benchmark as the board adopted reading curriculum for elementary schools. Benchmark Literacy is a comprehensive, research-proven program that empowers teachers with tools for vertically aligned K-6 reading, writing, speaking, listening, and language instruction. Benchmark teaches foundational skills such as phonics, word study, and fluency. Benchmark scaffolds all students to access complex informational and literacy skills by teaching students to use text based evidence and close reading skills. Benchmark provides opportunities for students to develop collaborative conversations and develops writers by teaching the writing process and writing to sources.

TWIG Science

Our district has adopted TWIG Science for our science curriculum. Twig Science is the only program built from the ground up to match the CA NGSS Framework. The 29 K-6 Twig Science modules align directly to the K-6 CA Framework Segments. Twig science presents a rigorous, challenging curriculum solution.

Attendance

Students need to be at school on time and ready to learn every day. Regular, timely attendance is expected of all students, as required by California law. Parents have the responsibility for seeing that their child attends school and is on time. Absences are either excused or unexcused. Excused absences include student illness, doctor and dental appointments, funerals or a death in the immediate family (siblings, parents, grandparents), religious holidays, and court appearances; all requiring verification. Unexcused absences include vacations, baby-sitting, transportation issues, private lessons, etc. We strongly encourage parents to plan doctor and dental appointments and family vacations for those times when school is not in session. If, however, it is necessary for your child to be out of school for five days or more, please contact the attendance clerk two weeks prior to the absence to request to participate in short term independent study. Short term independent study allows your child to keep up with the time he/she misses from class and gives your child attendance credit when the work is completed and turned in on time. Please make every attempt to refrain from early dismissals as it is disruptive to the classroom and the learning of other students, whenever possible. The San Juan Unified School District Attendance Office closely monitors attendance by all students. More detailed information concerning district attendance policies and procedures may be found in the San Juan Parent Handbook.

Arrival

Students may not be on campus until 8:00 a.m. There is no adult supervision before that time; so we cannot guarantee students' safety. All students should report to the cafeteria where they will work on the computer using programs such as LEXIA, iReady, or Starfall until breakfast begins at 8:30. **If students are not behaving during this time, they will not be invited to attend until breakfast begins at 8:30**. At 8:45, students in first grade through fifth grade must go to the upper playground blacktop area to participate in our morning walk activity. Transitional Kindergarten and Kindergarten students go to their classroom. At 8:55, students will line up and proceed to their classrooms. All students arriving to class after the bell at 8:55 need to proceed to the office for a tardy slip.

It is important that parents do not park and leave their vehicles unattended in either the red zones or in the circular drive during school hours. Please pull all the way up to the flagpole or just past the flagpole prior to dropping off your student. Do not drop them off prior to the flagpole as it backs up traffic into the street. If parents wish to walk their child to class or watch their child walk to class, it is most desirable to park on the street or gravel parking in front of the Kindergarten Playground and walk in with your child. Please be respectful of the red zones in particular the red zone on Jan drive where buses drop off students.

All parents who remain on campus with their children after the start of the school day MUST go to the office, sign in, and wear a Visitor's Badge. We will be having parents who accompany their students for morning walk sign in, in the MP room prior to going out to morning walk.

Dismissal

School dismisses at 3:25 p.m. Monday, Tuesday, Wednesday, and Friday and at 2:05 p.m. on Thursday. It is imperative that children be picked up on time after school ends. Classroom teachers escort their students to one of three locations. Transitional Kindergarten through 1st grade will be picked up in front of the school. 2nd grade and 3rd grade will be picked up on the lower grade playground. 4th and 5th grade will be picked up at the side gate along Jan Drive. If you have more than one student the older students will go to the youngest students pickup location. So if you have a 5th grade student a 2nd grade student and a 1st grade student the 5th grader and the 2nd grader would both go to where the 1st grader is at the front of the school and so forth.

For the safety of all students, please do not enter the campus to wait by your child's door, but rather wait at the front of the school for pick up. All students must be picked up within 10 minutes of dismissal time, unless they are participating in an authorized school program or activity. Walkers are to exit campus immediately at the end of the day. Students who are still on campus after buses, day care vans, and most students have departed will remain in the breezeway by the front office for a very short time. Parents may pick up students there. If an older sibling is picking up your child, please communicate these procedures with them and instruct them to wait at the front of the school by the flagpole to pick up their sibling.

On rainy days, Transitional Kindergarten through 3rd grade students will be picked up at the front of the school as there isn't an overhang in the lower grade playground to keep them dry. We will place a sandwich board sign in front of the gate of the lower grade playground to notify of the change in pickup. Please pull all the way up to the flag pole prior to picking up your child.

Release During School Hours

Parent authorization is required for any student leaving school at times other than the normal dismissal time. **You may not call ahead to have your child waiting for you**. Persons picking up a student during the school day must report to the office and sign out the student; **they may not go directly to the classroom**. **Only persons who are listed on the school emergency card may sign out a student**. Persons who may be unfamiliar to the office staff may be asked to provide identification before signing out the student. **The school must have an up-to-date home address, home phone number, cell phone numbers, and emergency numbers on file. Please keep the office informed of all changes during the school year.** If parents desire to have someone else sign out their child, they must send a written note along with the person who is signing out the student, and the adult signing out the student must provide identification to the office staff. Students who return during the school day need to be signed back in by a responsible adult prior to returning to class. Adults not on the emergency card, without prior written notice, may not pick up your child. We cannot have them call you from the office to confirm that they can pick up your child as we do not know who we are speaking with on the other end of the line. Student safety is our number one concern.

In Case of Absence

Whenever a child is absent from school, the school must receive an explanation from the parent/guardian. Parents may send notes or emails, or they may call the school office. The explanation must include the child's name, the date(s) of the absence, the reason for the absence, and the teacher's name. Notes should be signed and dated by the parent/guardian. For doctor or dentist appointments, please provide a note signed and dated by your physician or dentist. The school attendance clerk will call the home of all students who are absent to alert the parent that the student has not arrived at school, if a phone call, note, or e-mail has not been received.To assist parents in reporting absences, there are several ways to notify the office of an absence.

- E-mail : kellyabsence@sanjuan.edu
- Voice Mail: 979-8401 press 1 Office Phone (8:00-4:00) 867-2041

All absences must be cleared by a parent/guardian **within 5 business** days; after that time, the absence becomes a truancy. Attendance letters are computer-generated and automatically sent by the Attendance Office. Letters are sent for the equivalent of 3 days unexcused absences (1st truancy letter), equivalent to 2 additional days (2nd truancy letter), and equivalent to 1 additional day (3rd truancy letter). The 3rd letter results in the student being identified as a "habitual truant."

The district allows 10 days of excused absences (see first paragraph) without verification of illness from a medical professional. A letter will be mailed from the Attendance Office after 5 days of excused absences, as a reminder of the 10-day rule. After 10 absences, a second letter requiring verification of illness (doctor's note) will be mailed. Without verification, absences exceeding 10 days will be considered unexcused.

Tardies

It is very important for students to arrive to school on time. It is very difficult for a child to come into the classroom late. He/She misses important instruction and the late entry draws unwanted attention. A student arriving after the 8:55 bell must go to the office to check in so they aren't marked absent. Students will not be admitted to class late without checking in first with the office. If a student is more than 30 minutes late, the district considers that to be an unexcused absence.

Independent Study – Home Instruction

In the event that your child must be gone from school for an extended period of time, an **Independent Study Contract** (absences of 1 or more days up to 15 days per school year) may be requested. The request must be turned in to the office for the principal's signature at least two weeks prior to the absence, so that there is adequate time for the teacher to prepare student materials. **Requests submitted with less than two weeks' notice may not be granted.** Successfully completed Independent Study Contracts will not count against a child's attendance record. Completed work must be returned on the day the student returns to school.

Parking and Driveway Safety

At Thomas Kelly, student safety is a priority. Thomas Kelly Safety Plan includes a policy to help ensure the safety of all students, families, and visitors to the school as they enter or depart from the parking lot. To ensure the safety of our students, parents are welcome to take advantage of the abundant street parking (but not in a crosswalk or blocking a neighbor's driveway) and walk their students onto the campus. Parents may utilize our roundabout driveway during arrival and dismissal for quick drop off and pickups only. **Please do not park or leave your car unattended along the curb in the round about in front of the school.** The county will ticket drivers who park in the red zone, crosswalks, or block neighborhood house driveways. Please do not move any of the neighbor's trash cans in order to park on the street. There are two handicapped parking spaces. Visitors must display a handicapped placard to park in these spaces. When they are full, visitors must park on the street. Staff will be in the parking lot to move traffic through quickly. Please be respectful of staff as they work to move the line of cars along. They are there to keep your children safe and to get cars through the loop as efficiently as possible.

One of the busiest times of the day on our campus is the arrival and dismissal of students. Thomas Kelly staff members monitor student's safety and traffic flow during these times. We need you to help us keep the students safe and traffic flowing smoothly. We want to stress the need for everyone to pay attention to our staff as they work in the parking lot before and after school to facilitate dismissal.

Drop Off/Pick Up Zone

If you would like to drop-off/pick-up your student, we have designated the area beyond the flagpole as the parking lot unloading/loading zone. This is to keep the traffic flow moving. Do not park and leave your vehicle. Drop-off/pick up starts at the flagpole and ends at the end of the MP room.

Once you are in the unloading/loading lane:

- Stop the vehicle for students to exit/enter safely
- When dropping off your student, please say your "goodbyes" prior to getting to the unloading area and encourage your student to get their materials in order to unload quickly, efficiently, and safely
- If you are picking up a student after school, remain in your car and form a line along the curb in the red zone
- Students are to wait for you in the load/unload are in front of the MP room or along the railing leading to the office
- When waiting in the load/unload area pull forward to allow other cars to move forward. This allows waiting cars to pull in.
- Do not leave your car unattended in the load/unload area-you must remain in your car!
- There is No drop off or pick up in the staff parking lot behind the school.

Thank you for working in partnership with us in order to keep our students and staff members safe, as well as the traffic in the parking lot flowing smoothly. We hope you will continue to treat our staff with respect and kindness as they work to keep the Thomas Kelly parking lot safe. Remember, all it takes is for one person to not follow the drop off/pick up procedure to create an unsafe situation. Your cooperation is essential to keeping our students and community members safe.

Bus Riders

Buses transporting students drop off and pick up alongside the school on Jan Drive in the designated area marked by signs or directly in front of the school. For the safety of our students on the bus and walking to school, please do not park or stop your car in the designated bus drop off and pick up area along Jan Drive. The parking lot alongside Jan Drive is designated for staff only. Please park in the visitor slots at the front of the school or alongside the street. Please be respectful of our neighbors, do not block driveways.

Bus rules will be sent home with all bus riders. At all times, students are expected to exercise good manners, caution, and consideration of others while riding the bus. Students are expected to follow the directions of the bus driver; his/her primary concern is for the safety of all of the students. **REMEMBER**: Riding on the school bus is a **PRIVILEGE** and not a right. If the student's conduct is such that the health, safety, comfort, or wellbeing of others is jeopardized, on or off the bus, the privilege of riding the bus may be denied or revoked by a district transportation official.

Classroom Interruptions

If your child is at school and you need to leave a message concerning his/her welfare, please contact the office and we will do our best to contact your child's teacher during recess or lunch with the message. Of course, the message will be relayed in the case of an emergency. Classroom instructional time is sacred, and we will not interrupt instruction with phone calls unless your call has been prearranged with the teacher and we have been asked to put it through. Another excellent way to contact teachers is to use their school e-mail account. All e-mail addresses can be found on Thomas Kelly's website.

Visits to the Classroom

Please feel free to visit Thomas Kelly at any time, however it's important for parents to make prior arrangements with the classroom teacher 24 hours in advance out of consideration for classroom instructional time. It is required that you give 24 hour notice before visiting the classroom with the teacher. When you visit our school, you must come to the office, sign the visitor's register, obtain a visitor's badge, and we will direct you to your child's classroom. If you wish to discuss your child's progress with the teacher, please arrange a private conference with the teacher as it is not a good time to discuss your child's progress while students are working in the classroom. During the school day, the teacher's primary focus is on the children in his/her classroom and their instruction. **AT NO TIME SHOULD ANYONE BE IN THE CLASSROOM WING OR ON THE PLAYGROUND (AFTER THE START OF THE SCHOOL DAY) WITHOUT CHECKING IN AND OBTAINING A VISITOR'S BADGE. This is for the safety of all staff and students. All visitors will be directed to the office to check in and obtain a visitor's badge. Visitors who refuse to do so will be asked to leave our campus. We appreciate your cooperation with this.**

Health

The school has the responsibility for the health and welfare of all students. School district policy mandates that students with a contagious disease or those suspected of having a contagious disease are excluded from school as outlined in the State's health standards practices. School personnel can request a doctor's verification prior to the re-admittance of a student to school, if there is a suspicion of a communicable disease.

School personnel will attend to minor scrapes and bruises, but parents will be called and students will be sent home if:

- They have vomited.
- They've had a head or other serious injury.
- They are running a temperature of 100° or more.
- We cannot determine the cause of a student's sudden physical or emotional distress.

Prescription Medicine

The school can administer prescription medications ONLY AFTER A MEDICATION AUTHORIZATION FORM HAS BEEN COMPLETED BY THE PARENT AND THE DOCTOR. This form needs to be re-filled out every year.

All prescription medications must:

- Be brought to school by the parent.
- Come in the original container with the prescription label attached.

Over the Counter Medications

The school **CANNOT** administer any over the counter medications. If your child needs an over the counter medication, you (parent/guardian) must come to the school to administer it to your child. Children may not bring over the counter medication to school.

Asthma

If your child requires use of an inhaler at school, whether it is used for emergencies or on a daily basis, it must be left in the office. This allows school personnel to monitor and supervise all inhaler treatments and prevents the

transporting of medication on the school bus or use in the classroom. All inhalers require a **medical authorization form** to be on file in the office. This form needs to be re-filled out every year.

Head Lice

Head lice can be a recurring health problem. Parents are advised to contact the school if they find head lice on their child's head. The school will call home if a student is found to have live head lice. Students will be rechecked before they are permitted to return to the classroom.

Student Emergency Cards

It is extremely important for the school to have current contact information on file. In case of an emergency, the time delay caused by a lack of current information can cause a sick child prolonged discomfort or needless anxiety in other situations. **THE SCHOOL MUST KNOW HOW TO REACH YOU IN CASE OF AN EMERGENCY!** The district has implemented electronic emergency cards. If you need assistance in filling out the electronic emergency cards, please let us know. For younger students we strongly encourage you to put a complete change of clothing in their backpack to limit the time out of class and so that we don't have to have you leave work to bring them a change of clothing if they have a bathroom accident.

Custody Disputes

If there is a court order stipulating that one parent may not have access to a student at Thomas Kelly, a parent **MUST** notify the teacher and the office and provide the office with a current court order. Otherwise, both biological parents (with appropriate identification) have equal rights to participate in the education of their child, including the right to come to school to see their child, pick up the child from school, and obtain the child's school records. If there is any question on our part, we will be calling either Safe Schools or the Sheriff's department to assist.

Vision / Hearing Testing

Vision testing is done to evaluate visual acuity and color vision in Grades 1, 3, and 6. Hearing testing is done in Grades 1, 2, and 5. All testing is performed by authorized district health personnel. Parents will be notified if their child fails either the vision or hearing screening.

Mandatory Reporting to Child Protective Services

The purpose of the child abuse and neglect reporting law is to protect children whose health and well-being may be affected through the infliction, by other than accidental means, of harm through "physical injury or neglect, mental injury, sexual abuse, sexual exploitation, or maltreatment." School personnel who have "**reasonable cause to suspect**" that a child is being abused or neglected **MUST** report that suspicion to Child Protective Services (CPS). **This is the law**. CPS workers have full legal authority to see and speak with children at school without prior parental notification.

Student Meals/School Lunch Program

San Juan Unified will continue to provide free meals to all students going into the 2025-26 school year, and families are no longer required to submit a federal meal application to participate. Instead, all families are asked to complete a School Funding Form this year.

A portion of every school's funding and other resources are determined by the need of its students. To help demonstrate that need, all families in San Juan Unified are asked to complete one Income Verification Form per household between July 1 and October 2025.

Families are asked to update annual information including emergency contacts via the Parent Portal before the start of each school year. As part of this process, parents/guardians will also be asked to complete the School Funding Form this school year.

By completing the form as soon as possible, you will help our schools reach the goal of getting funds to support our students' academic achievement, creating equitable learning environments, and building partnerships to develop leadership at all levels.

Student may also bring a sack lunch from home. We strongly encourage students to drink water or to bring a healthy drink rather than bringing soda for lunch. We have a bottle filling station with filtered water in the MP lunch room!

Breakfast will be served daily from 8:30-8:50, however students may continue eating until the bell rings at 8:55 at which time children should proceed to their classrooms as instruction begins promptly at 8:55.

Breakfast and lunch menus can be e-mailed to you each month by clicking on the "Go Green" button on the Nutrition Services web page at http://sanjuannutrition.com/?page=automenu .

Before and After School Programs

Discovery Club

The San Juan Unified School District's Early Childhood Education Discovery Club and School-Age Children's Center programs were created to provide a safe, caring, and educational place for children. Each of our Discovery Club teachers in the district holds a Child Development Permit issued through the California Commission on Teacher Credentialing. Our Child Development Assistants have educational courses and/or experience in school-age child care. All Discovery Clubs staff has fingerprint clearance through the Department of Justice. Discovery Club is available on a fee-based scale, serving students before and after school. For more information, call 971-5980, 867-2140 or go to https://www.sanjuan.edu/Page/3830

Bridges After School Program

The San Juan Unified School District's comprehensive Bridges After-School Program provides academic support and pro-social enrichment in a safe and positive environment. The Bridges After-School Program charges a registration fee and monthly participation fees. Rates are purposefully kept as low as possible to ensure that San Juan Unified School District parents are able to access services at the lowest cost possible. In addition, full and partial scholarships are available based on need. The San Juan Unified School District's Bridges After School Program provides homework support, enrichment and pro-social recreation in a safe and positive environment. The Bridges After School programs currently serve approximately 3,000 students, grades K-12, in 29 programs at 29 sites. Students success is supported through the implementation of each of the four components of the program: Homework support, enrichment/disguised learning, pro-social skills/recreation, and parent support and empowerment. Strong relationships between program staff, school staff, parents, and students are key! For additional information, call 575-2386, our school office, or the San Juan Unified School District Website https://www.sanjuan.edu/bridgesafterschool

Library

Thomas Kelly's School Library is the heart of our school, it is located in the middle of the main hallway. The library houses over 12,000 books used by the staff for instruction. The library is used for multiple purposes at Thomas Kelly: student research, independent reading, class library visits, meetings, tutoring, and after school programs. Classes visits the library weekly on a designated library day. (Please check with your child's teacher regarding your child's library day.) Our goal is to assist students to seek and find information independently with the knowledge of various

genres, subject areas and the Dewey Decimal Classification. This knowledge enables students to use public libraries and other libraries with confidence. Through the Read-A-Thon the year prior we raised $5,000 that went directly to new books for our school library.

During class library visits, students have an opportunity to learn

- the genres of literature; (mysteries, science fiction, historical fiction).
- "meet" authors through various stories and books.
- broaden their reading interests.
- develop library and research skills.
- select books appropriate for their reading levels and interests.

Throughout the school year, students of all grade levels learn and review proper library book care, receive guidance on selecting books appropriate for the students' reading level, subject matter and curriculum of respective grades.

Library Policies, Procedures and Behavior Reminders

Students are expected to:

- enter the library quietly and be seated.
- listen and follow directions the first time given.
- use quiet voices at all times.
- raise a quiet hand to speak.
- students must have clean hands before handling books.
- respect others' personal space.
- keep the library tidy at all times.
- take good care of the library books and return them promptly.

Please, NO food and NO drinks in the library!

Circulation – Book loan period is ONE WEEK. Books are due on Library Day*

Circulation of library books begins after a student has returned his/her completed Library Permission form.
Gr. TK - 2 -- Students check-out **one** book weekly, book may be taken home until the next Library Day*.
Gr. 3 – 5 -- Students may check-out **two** books weekly. Books may be taken home until the next Library Day*.

Books MUST be returned before another book can be checked out of the library. Class teachers will collect library books on the morning of class' library day. Library books may also be returned before due date.

Renewals: Renewals may be permitted on non-high-demand books. Book must be present at time of renewal.
*****Please check with student's classroom teacher regarding assigned Library Day.

And a few suggestions for parents/guardians:

- Review the school library policies, procedures and rules with your student.
- Read to your student daily (grades TK-3+).
- Encourage your student to read 30 minutes or more each day.
- Remind your student to return his/her library book(s) promptly.
- Visit the local public library with your student.
- Help your student to apply for a public library card and use it.

Reporting Progress to Parents

Back to School Night

The group meeting with parents at Back to School Night is the first important contact that parent and teachers have. Vital information is dispensed at this meeting. Parents often find that the school year gets off to a very positive start when they attend Back to School Night. This is not an evening for an individual conference, but rather an opportunity for the teacher to inform the parent about what will be happening in the classroom, curriculum, rules, etc. It's also an ideal opportunity for parents to ask questions and for the teacher and the parent to begin to establish the relationship that will lead to student success. Back to School Night will be on August 21st from 5:30-7:00 this year. Dismissal will be at 1:10 the following day: Friday, August 22nd.

Report Cards

Our Common Core State Standards report cards are based on multiple assessments and measures. Please ask the individual teacher for more information. Report cards are completed at the end of each trimester; about every 12 weeks. Assessments are administered near the end of each trimester to determine students' progress in the areas of English language arts and mathematics. Please see our Assessment Policy located towards the end of this handbook for additional information regarding assessments.

Parent / Teacher Conferences

At the end of the first trimester, teachers will conference with all parents during the week of November 17th – 21st. Your child's report card will be discussed, in addition to any other areas that are deemed necessary. It is vitally important for parents to attend this conference. At the end of the second trimester there will be a conference week for students who are struggling in one or more areas March 10th – 13th The school and the home working together is the optimum scenario for student success. At the end of the second trimester, teachers generally conference with those parents whose students are not meeting standards (either behaviorally or academically) in an area or if the parent specifically requests a conference. Naturally, a parent may request a conference at any time during the school year. Parents are also encouraged to communicate with teachers through personal notes, e-mails, and/or phone calls. We recognize that you are your student's first and foremost teacher and it is invaluable to have these collaborative conversations to maximize success. Dismissal will be at 12:10 on these days.

Progress Reports

At the mid-point of each trimester, progress reports are sent out to parents of students who are not yet meeting grade level standards. On progress notes, only areas where students aren't currently meeting the standard will be identified with an "x". If a student receives an "x" in an identified area this does not necessarily mean that they will be getting a 1 or a 2 on the next report card. These are just areas where they aren't currently meeting the standard at that time. There will not be comments written on progress reports.

Open House

Thomas Kelly's Open House is held on Thursday, March 26th. The purpose of Open House is to provide the parent with an opportunity to view their child's current "work in progress" and to give students an opportunity to show their parents how much they've learned and the progress they've made during the first two-thirds of the school year. Students are so excited to show parents and families what they've been doing. <u>This is not an opportunity for individual conferences.</u> It's a delightful evening that we hope you'll choose to attend. School will be dismissed at 2:05 PM. The Art Show will be from 5:30-6:00. Classrooms will be open from 6:00-7:00. There will be a minimum day the following day, Friday, March 27th with dismissal at 1:10.

Student Study Team (SST)

The Student Study Team meets regularly to provide recommendations, support, and program modifications for a student experiencing academic or behavioral difficulties. Parents/Guardians are a vital member of this team and

invited to attend the meeting so that the entire team can work together to do what is necessary to help the student be successful. This might include putting specific interventions in place or moving forward with special education testing, if appropriate.

Class Size, Class Assignments, and Parent Requests

Class sizes are limited both by state law and district policy. Transitional Kindergarten has a cap of 24 students. Kindergarten through third grade classes have a cap of 27 students. Fourth and Fifth grade, are capped at 29 students. The goal, of course, is to place students into a classroom setting in which he/she can be successful, while remaining within the scope of law and policy. Many factors must be considered, including, but not limited to special learning needs, pertinent information that parents/guardians provide, social aspects of a child's development, interactions between peers, etc.

Actual class list development (articulation) begins in May. Teachers make an educational evaluation of each student, including special learning or social needs. The principal and classroom teachers make tentative classroom assignments.

Parent requests are accepted until the 1st of May only. Parent requests must be made in writing and addressed to the principal. Requests should **NOT** be for a specific teacher. There is never a guarantee that the specific teacher requested will be at the school in the fall. Many family changes and events happen during the summer to change individual plans. However, **parent requests should identify specific student needs** (i.e. flexible seating; a teacher who specializes in specific interventions or one who specializes in challenging high achieving students). We cannot guarantee parent requests. We sometimes receive conflicting requests, and other factors may supersede personal preferences. The teachers and the principal will make the best possible placement, in their professional judgment, for each student at Thomas Kelly, based on their knowledge of how each student learns and what would best contribute to his/her success.

Class assignments are adjusted as new students enroll prior to the end of a school year and before the new school year begins. Also, families move from the area, creating space for placements. For this reason, class assignments will not be available until just prior to the start of the school year. **Class assignments will be mailed to homes the week prior to the first day of school. No changes will be made at the beginning of the school year other than administrative changes due to class size and enrollment for at least one month into the school year.** Specific concerns or issues will be addressed with the teacher and/or the principal, as they arise.

Transfers

Inter-District Transfers

Parents and guardians who do not live within the San Juan Unified School District boundaries may apply for an Inter-District Transfer Agreement from their home school district and request an Inter-District Transfer into San Juan. If accepted, parents and students must adhere to the behavioral requirements of the agreement, or it may be revoked. Inter- District Transfers must be renewed before being promoted to middle school.

Intra-District Transfers

Parents and guardians who reside in the San Juan Unified School District may enroll students in any school, depending on availability (if parents can provide transportation). In some cases, enrollment may be limited to one year. Continued enrollment is dependent on positive student attendance and positive student behavior. If the transfer occurs after the open enrollment period, placement is limited to the end of the school year. Forms for Intra-District Transfers may be completed online at www.sanjuan.edu/enrollment

Transfers Out

If you plan to move and must withdraw your child from Thomas Kelly, please let the office know in advance. This will allow for a smooth transition into a new school for your child. Advance notice gives our office staff and your child's teacher time to prepare reports that are needed by the new school.

At the time of withdrawal from Thomas Kelly, students must return all library books, return all classroom textbooks, and it is recommended that he/she check the Lost and Found for any personal items. If books are lost or damaged, the parents may be required to reimburse the school for the item.

Items That Should Stay at Home

This is by no means a complete list. These are examples of items that should be left at home. Other items, like the ones listed, should also be left at home as well: Knives of all sizes, guns (or replicas), bullets, squirt guns, Tasers, radios, tape recorders, music players, headsets, watch phones and cell phones (unless parents have signed a permission form, kept turned off and in backpack during the entire school day), stuffed animals, dolls, Shopkins, L.O.L Dolls, Legos including Lego figures, trading cards (including sports trading cards, Pokemon, etc.), electronic devices, Five Nights at Freddy's, battery powered objects, **playground equipment such as balls**, Heely or Wheelie shoes, slime and other toys should **NOT** be brought to school. Fidget spinners and other fidget devices are a distraction to the learning environment and are not permitted unless otherwise specified in a student's SST, 504 plan or IEP. Please keep all valuables or other items that may distract from the learning environment at home. Prior permission must be obtained from the child's teacher before any exceptions to the rule can be made (i.e. "show and tell," sharing, etc.). For show and tell, pictures of items are preferred over the actual item. These items tend to distract students from their learning, often become damaged or lost, and are targets for theft. Individuals are cautioned not to bring money or other valuables onto school grounds. These or other items may be taken by teachers or other staff and placed in a June Box in the office. These items may be retrieved on the last day of school in June. Please do not bring them to school.

Thomas Kelly Elementary School and the San Juan Unified School District are NOT responsible for the damage, theft, or loss of personal property on or off school grounds. If you are concerned that an item may become damaged, stolen, or lost; leave them at home.

Animals and Pets

Dogs as well as other animals and pets are not permitted on school property while students are on campus (8:00-6:00, Monday through Friday). If you see a visitor with a dog, or other animal, please assist us in approaching the visitor and politely inform them of this policy. Service animals such as service dogs are permitted.

Bicycles, Scooters, Roller Skates/Blades, and Skateboards

Students may ride their bicycle or scooter to school and park it in the bike racks. Please note that the bike area is not supervised and that the school will not accept responsibility for loss or damage to the bicycle/scooter. We urge you to reinforce our efforts to promote bicycle/scooter safety.

- Bicycles/scooters must be locked properly in the bike rack at all times.
- Learn about and obey all laws relating to bicycle/scooter use to ensure safety.
- Students may not ride their bicycle/scooter on the school grounds at any time. Student must WALK their bicycle/scooter.
- Students are required to wear helmets as stated by California law when riding a bicycle.

- Students should not use roller skates or blades, or skateboards (or rip sticks) on the school grounds at any time. This includes shoes that have wheels built into them. Please leave the wheels at home.

Thomas Kelly Behavior Expectations

Students, parents, and staff at Thomas Kelly can expect and, in fact, deserve a safe and productive learning environment where individuals (children and adults) will be treated with dignity, fairness, and respect. Because the parents and staff of Thomas Kelly Elementary School want their children to become an integral part of the community, students will know what is expected of them. Any disciplinary actions necessary will be administered in the spirit of helping students to take responsibility for their behavior choices, helping students to learn from their mistakes, and helping them seek acceptable alternative solutions to their problems. Needed disciplinary action will be administered in as fair and as consistent a manner as possible. Please refer to San Juan Parent Handbook for more information. Please, if you see an incident with a student, report it to office staff immediately rather than approaching someone else's student. We will take care of the situation.

Thomas Kelly Discipline Code

At Thomas Kelly, we hold the following beliefs:

- Everyone has the right to be safe.
- Everyone is capable of appropriate behavior.
- Everyone has the right to be treated with dignity and respect.
- Everyone is responsible and accountable for his/her own actions.
- Each student has the right to learn and each staff member has the right to facilitate that learning without undue interference.

General School Rules for Students

- Respect the rights, property, and feelings of others.
- Use only acceptable language.
- Refrain from the use of bullying, name calling and/or sexual and/or ethnic slurs.
- Keep hands, feet, and objects to yourself.
- Stay in designated areas.
- Play in designated areas – not in restrooms, hallways, or instructional areas.
- Be in the classroom ONLY with adult supervision.
- Use passes to be out of the classroom or off the playground.
- Walk quietly in the hallway (in a line), between the buildings, and in the classroom.
- Food is to be eaten in designated areas only.
- Food brought from home should be a single serving size, as sharing food is not allowed.
- No chewing gum at school, unless approved by the teacher in his/her individual classroom.
- Help maintain a clean and safe school environment.
- Avoid being defiant or disruptive to the learning environment.
- Be Kind, courteous, and respectful in all interactions striving to be principled in everything that we do

General Classroom Rules

- Be respectful (Respect yourself, others, and their property).
- Be safe.
- Be responsible.
- Stay on task.
- Follow directions.
- Work hard

In addition, each teacher may have additional classroom rules. Please talk with your child's teacher to get a copy of the classroom rules and expectations.

Positive Reinforcement

Thomas Kelly is a PBIS Positive Behavior Intervention Support School. The emphasis at Thomas Kelly is on positive recognition for safe, positive behavior choices and excellence in a variety of areas, especially behavior that exhibits good citizenship and sportsmanship. Special recognition is given to students who follow the rules in the classroom, on the playground, and in the cafeteria. In addition, students are recognized for their progress in learning, making responsible choices, working cooperatively, making positive decisions, and attendance. They are recognized in many ways. Some of these include, but are not limited to Eagle Tickets, Awards around IB Learner Profile month, Attendance Awards, and End of Trimester Awards. In addition, each teacher positively reinforces appropriate behavior in his/her own classroom. Classroom recognition is given to classes who exhibit excellence in common areas such as during PE, Spanish, Art, hallways, lining up after recess, cafeteria, custodial awards for keeping a clean orderly classroom, and conduct in the library.

Negative Consequences

Within each classroom, teachers set up the guidelines for classroom behavior. Teachers contact parents either by phone or email when students are not adhering to the expectations in the classroom. It is important that teachers and parents work together to address the behavior and help children learn from the experience. More serious violations are reported to the school principal. Consequences may vary, depending on the severity of the situation and/or whether it's a first offense or a continuing problem. Generally, consequences include, but are not limited to:

- **A verbal warning** – Students who make mistakes in judgment will be made aware of their mistake and asked to correct it.
- **Time away from peers/buddy class -** This is a time to think about his/her behavior, appropriate choices, and how the problem can be solved constructively. A follow-up conference between the teacher and the student or the principal and the student is often held.
- **Loss of recess** – If there is an immediate threat to the physical safety of the student or the physical safety of one or more of the student's peers.
- **School service** – Often, the natural consequence for student misbehavior is community service. For example, students who deface school property will perform school cleaning tasks.
- **In-School Suspension** (P. A. S. S. – Positive Alternative to School Suspension) -- This is an alternative for sending students home for the day. The student is sent to another classroom (usually another grade level) for the day. Classroom work is sent also. The student does not get recess, nor does the student eat lunch with his/her classmates. They will be provided an alternative recess and lunch period.
- **Exclusion from Field Trips** – Students who have not exhibited appropriate behavior during the time period prior to a field trip may be excluded from that trip. Students must demonstrate that they can be trusted to follow directions and behave in a safe and appropriate manner while on the field trip. The student's guardian may be asked to attend the field trip with their student rather than excluding the student from the field trip.
- **Off – Site Suspension** – Off Site Suspension means the removal of a student from ongoing instruction with the intention that such removal will change the misbehavior. The student is not allowed to attend or participate in school activities (Discovery Club or BRIDGES) for the duration of the suspension including after school events (such as movie nights). Parents may be required to pick up their child during the school day if the child is suspended. Parent support and at-home reinforcement is vital to the success of an Off Site Suspension.
- **Expulsion** – Expulsion is the removal of a student from the supervision and control or the general supervision of school personnel. A student who is expelled shall not attend any school or alternative instructional program within the San Juan Unified School District.

IMMEDIATE SUSPENSION MAY OCCUR FOR CERTAIN OFFENSES. Fighting, assault of a staff member, and possession of a weapon are examples.
For additional information regarding the suspension expulsion process, please see the SJUSD parent handbook.

Opportunities for Parental Involvement

Parents are encouraged to be an integral part of our school program and community. We want parents to be involved with us in the learning that takes place with their children. One of the best ways to increase student achievement is by parental involvement. Parents can be involved by volunteering in the classroom, accompanying the class on a field trip, and attending PTA meetings or School Site Council meetings, your input is SO VALUABLE! You can participate in parent education events, help maintain the garden landscaping, or attend one or more of the various evening activities during the year. All teachers love having parent volunteers either in or out of the classroom. If you are interested in volunteering your time, skills or talents, please see your classroom teacher for details. All volunteers need to be fingerprinted at the District Office. You will to visit https://www.sanjuan.edu/connect/volunteer to complete this process. We hope that you'll choose one or more of the many ways in which parents can be involved at Thomas Kelly.

Community Liaison

Our Community Liaison helps to Bridge the home to school connection. In this role they also is the room parent coordinator. They will contact the room parents for school wide activities. The parent Liaison meets with parents of participating children, helps to organize volunteer activities, serves as a school liaison with other school/community groups, prepares reports and maintains records of project parent activities, helps to recruit and coordinate volunteers, provides project orientation and support activities to encourage parent/community participation.

Room Parent

Each class will be encouraged to have a room parent that will act as the point person for that particular class. Please consider this important position to assist in coordinating classroom volunteers through phone calling and emailing upcoming events. Please let your classroom teacher know as soon as possible if you are interested in this position.

Classroom Volunteers

Teachers always need an extra pair of eyes and hands in the classroom. Volunteer for an hour or two a week (or whatever fits into your schedule) helping teachers with tasks such as reading with or to individual students, working with a child or a group on basic math facts or high frequency words, etc. If being here in person doesn't fit your schedule, you can help out by volunteering to do cutting, collating, filling book orders, running copies, etc.

Field Trips

Parents can volunteer to accompany the class on a field trip. Teachers especially need assistance when monitoring students away from the confines of the classroom.

Parents who attend or participate in field trips, who volunteer on a regular basis, and who work with students one-on-one are required to be fingerprinted there is a new form to fill out at www.sanjuan.edu/volunteer this is required even if you have volunteered in years past. In addition to fingerprint clearance, parents who transport students in a private vehicle will need to provide proof of current insurance coverage. Please see the office staff for the appropriate forms. Proof of current insurance needs to be regularly updated throughout the school year. If you drive in the fall, most likely you will need to update your insurance paperwork again if you are going to drive in the spring. If a parent volunteers to accompany the class on a field trip, we ask that they adhere to the following guidelines and responsibilities:

Field Trip Guidelines and Responsibilities for Parent Drivers and Adult Chaperones

Thank you for your willingness to drive and/or chaperone on a field trip! Here are some helpful hints and **requirements*** that will make each trip a pleasurable and safe learning experience.

1. ***Complete the required <u>Volunteer Vehicle Usage Form</u>, listing a minimum of liability and damage insurance at least <u>one week before</u> the field trip. All information must be current and your driver's license must be valid. Be sure to drive the car you've identified on the insurance form. Every year insurance verification forms need to be turned in at the office. Insurance verification generally needs to be re-submitted midway through the year as most policies expire as the year progresses.**
2. ***All adults attending a field trip must be fingerprinted. This includes drivers. This often takes at least ten days to complete and clear through the Department of Justice.**
3. Please make arrangements for other siblings, especially pre-school age children. They are not allowed to accompany parent volunteers on field trips. They provide a distraction from the task of supervising the students on the field trip.
4. Arrive at school on time and ready to go!
5. Each driver should have a copy of the permission slip/emergency numbers for each student in his/her vehicle. These should be returned to the teacher at the end of the trip. Please exchange cell phone numbers with the teacher and/or other drivers in case of an emergency. First aid kits are recommended, but not required.
6. Keep your assigned students with you at all times.
7. You are encouraged to manage the behavior of each student in your group. If any issues or uncooperative behavior arise, please inform the teacher.
8. We expect the students to be good listeners during the trip. Tours guides and docents need to be heard. Please curtail any talking during the presentation.
9. All riders must be in a separate seatbelt and have their seatbelt fastened at all times.
10. Follow the designated route and do NOT make any unplanned stops along the way to or from the field trip destination. Please do not take your group through a drive through for food or stop off at any destination including your home.
11. We often have to wait for a presentation to start. Please keep the children from running and climbing on things during this time.
12. Talk to the students about what they are seeing and hearing. Help them to learn about the topic.
13. Please follow the teacher's rules and guidelines exactly (for example, "no shopping at the gift shop or snack bar" if that's the teacher's rule).
14. When returning to school, walk your group to the classroom and wait there for the teacher. Please do not leave students unsupervised.
15. For the safety of our students, by driving on the fieldtrip you are acknowledging that you will not operate an automobile while impaired, whether due to alcohol, drugs (prescription or nonprescription), lack of sleep, or distraction of any kind. You will at all times comply with California law regarding proper operation of the Vehicle, including compliance with all speed limits and posted signs and placards.
16. Even if you are not driving, you will not be impaired at anytime while supervising students due to alcohol, drugs (prescription or non-prescription, lack of sleep or anything else that would alter your ability to supervise students to the best of your ability.
17. You will not transport students in a vehicle that you have reason to believe may be mechanically unsafe or that may become unsafe due to weather or other natural conditions. You will not transport students unless you have a working seatbelt for each student, with seatbelts to be used at all times by yourself and all transported students.
18. As a chaperone, we must model positive behavior for students by using appropriate language and making thoughtful decisions.

*If you are unable to take on these responsibilities, please do not volunteer to drive or chaperone. However, we would welcome you to volunteer in other ways.

We sincerely appreciate the time and effort it takes to drive on a field trip and chaperone our students. We want you to know that we appreciate your support in making these events safe, positive, and valuable learning opportunities.

PTA

Thomas Kelly has a very active PTA. The PTA Executive Board plans a year-long calendar of family activities and student fundraisers, benefiting our students at Thomas Kelly. PTA funds enable the continuation of such valuable, but not district-funded, activities such as Kelly Karnival, Red Ribbon Week, International Family Night, Science Night, Movie Night, Skate Night, class field trips, classroom support for supplies, and many other things. We hope that you'll be an active part of the PTA, either in a leadership role or a "worker bee" role. We couldn't be as successful as we are without our PTA. To contact this year's PTA president, use the PTA link on the Thomas Kelly website. Please join the PTA

School Site Council

The School Site Council is a very important part of the governance structure at Thomas Kelly. The SSC is charged with participating in the development of the Single Plan for Student Achievement (including the site budget for our Local Control Funding Formula), approving the plan and recommending it for approval by the Board of Education. It is also responsible for monitoring the implementation of the plan, including the expenditure of funds and the monitoring of achievement. Five parents and five staff members serve on the School Site Council each year. If you are interested in being placed on the ballot, please contact the school principal.

Site Safety Team

The Site Safety Team is responsible for making Thomas Kelly a safe and secure learning environment for children. The team consists of one parent, one teacher, the principal, our counselor, our Librarian (ICT), and the head custodian. The team attends Safe Schools Task Force Meetings and plans for how best to prepare for and handle emergency situations, as well as day-to-day procedures. If you are interested in being a part of the team, please contact the school principal.

Parking Lot

If you are interested in assisting with helping to keep the traffic moving, safely please let us know in the office. The biggest thing that you can do to assist is to please pull all the way forward to the flagpole prior to dropping off or picking up your student. If there is space beyond the flagpole, please pull as far forward as possible.

Recreational Assistants

We utilize recreational assistants to keep our playgrounds safe for all students during recess and lunch. If you are interested in this important position, please let the office know. This is a paid position. We are always in need of substitutes as well that we can call in the event that a regular staff member is ill or cannot come into work.

Fundraising

Almost all fundraisers at Thomas Kelly are sponsored by the PTA, and the proceeds benefit all of our students and the school as a whole. If you would like to make a donation directly to the school, please come to the front office.

Celebrations, Class Parties, Food Guidelines

Birthdays and other holiday celebrations are an important part of our culture. However, we'd like to encourage families to do most of the celebrating at home. A **small** celebration of healthy snacks or other treat may be brought to celebrate a student's birthday, but a party is not appropriate as too much instructional time would be lost. Snacks must meet SJUSD food guidelines (BP/AR 3554) and should be packaged so that they can be sent home with students. Other national holidays may be celebrated on a small scale too, keeping the diversity of our families' cultures in mind and the need to limit the impact on the instructional day. Aside from bringing an occasional healthy snack to share with the class under the supervision of a parent and the teacher, students should not bring food to share. This includes large containers of food or beverages. Students should only bring single serving size food portions to school to eat at snack or lunch. Please do not bring containers of spices or seasonings to school. Please check with the classroom teacher prior to inquire about food allergies and when would be a good time.

Lost and Found

To avoid the loss of clothing, it is recommended that items which are likely to be removed at school (jackets, sweaters, coats, etc.) be labeled with the student's name. Other frequently misplaced items which should also be labeled are

binders, notebooks, backpacks, and lunch boxes. Lost and Found items are placed on a rack in the front corner of the Multi-Purpose Room. Small items (jewelry, cell phones, etc.) are brought to the office. Please check these areas for missing items. On Parent/Teacher Conference Days and the last week of school, items in the Lost and Found are displayed on a table in front of the school. Please feel free to look for items that your student may have lost. At the end of each trimester, any unclaimed items will be donated to the District Clothes Closet.

Phone Usage and Cell Phones

The school office receives hundreds of phone calls per week. It is a very busy office. Please help us – limit phone calls to the office to urgent situations that cannot be dealt with before or after school. School phones (office and classroom) are used for business and emergency purposes only.

Please make an effort to discuss after-school babysitting arrangements, lunch arrangements, after-school transportation, special schedules (such as minimum days) field trips, and other special circumstances with your child before the start of the school day. Interrupting the classroom to relay messages to your child disrupts the entire class. Naturally, we will do our best to help you with special situations. If you need information, you may send a note with your child, send an e-mail, or leave a message on our voice mail. We will be happy to call you or send a prompt reply. Please help us make the office environment one in which we can give you and your child our undivided attention.

We do allow students to bring a cell phone to school when parents feel that it is a safety issue. Please visit the San Juan Unified School District's cell phone policy at:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030833&revid=2qo38kxRWXd52CV6ExtgqQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Communication With Parents

Parent Communication Folders

Weekly, folders are sent home with students containing student work, reports from teachers, and other school information, including the school newsletter and flyers from PTA. Please take a careful look at these folders. There is a lot of important information there.

Classroom Newsletters

Teachers are encouraged to publish classroom newsletters, informing parents of what's going on in the classroom on a regular basis. Many teachers choose to do this. Ask your child's teacher if he/she publishes a newsletter. It is usually sent home in your child's Monday Folder.

Monthly School Newsletter

Every month a Parent Newsletter goes home with your student in their Monday Folder. This is a vital communication link between school and home. Please take time to read it. It has important calendar information and updates on school activities. Extra copies of the newsletter are available in the school office. A copy is also posted on the Parent Bulletin Board in the main hallway and on the Thomas Kelly website.

Thomas Kelly Website

The San Juan Unified School District website (www.sanjuan.edu) has a wealth of information in one place. In addition to general district information, each school has its own website. To access Thomas Kelly's website, go to the district website, use the "Select a School" tab, followed by the "Elementary School" link on the drop-down menu. Scroll through all the elementary schools until you reach Thomas Kelly. In addition to school information, many teachers have also created their own websites. Please feel free to check out the website for your child's class.

Facebook

We have an active school Facebook page. It is: Thomas Kelly Eagle News Current Students. This is a private page that you have to apply to join. This way outsiders can't see pictures of school events. Please keep all comments in the positive and constructive.

E-Mail

Staff members use e-mail. You are encouraged to use this method to communicate with all Thomas Kelly staff members. E-mail addresses can be found on the Thomas Kelly website.

School Messenger

The San Juan Unified School District has an automated phone system that we may use when we need to contact large numbers of parents at one time. We use School Messenger for important messages and reminders to parents, as well as emergency notification (for example, a lockdown called by the sheriff's department). These messages are sent via phone, email, and text. **Please be sure that we have your correct phone numbers and email address on file, so that you receive these messages.**

Talking Points will be the primary way in which we communicate. You can download the Talking Points app to have messages delivered directly to your phone for ease in communication.

Thomas Kelly Elementary Assessment Policy

Philosophy

At Thomas Kelly Elementary School we utilize a range of assessments to inform our teaching and support IB learners. We design and implement assessments that will model and integrate values and policies of IB, of our state, district and school community. Our instruction is crafted to address the needs of our students based on assessments. Therefore, we monitor our students' progress in the following essential areas: the understanding of concepts; the acquisition of knowledge; the mastery of skills; the development of learner profile attributes and attitudes; and the decision to take responsible action. Assessment is a collaborative process that involves students being actively responsible for their own learning and becoming life-long learners within our learning community.

Purpose

Our school community believes that assessment is a critical factor to inform all aspects of teaching and learning. We see our assessments as tools which we use to foster the development of students as we encourage them to become active and compassionate citizens of the world. Assessments evolve and are adjusted to fit the needs of our students. Assessments are used for the following:

For the teachers:

- To collect data and guide instruction
- To reflect upon teaching practices
- To identify student individual needs and differentiate instruction
- To monitor and evaluate inquiry, progress and growth
- To promote further understanding and investigation

For the students:

- To demonstrate learning
- To promote further understanding and investigation
- To promote reflection on their own learning and the inquiry process

For the parents:

- To monitor progress and growth
- To reflect on how best to support learning

Assessing Students

Strategies For Assessments:

Formative, Summative, and Self-Assessments are incorporated throughout the curriculum. Classroom assessment serves different purposes at different times. Formative assessments deliver information during the instructional process and provide information to be used to plan the next stage of learning. Summative assessments measure students' understanding of the central idea and prompt them toward action. Students engage in peer and self-assessment and reflect on their learning during the entire process of learning. Students may be active participants in creating components of assessments. There are a range of strategies for formative and summative assessments.

Observations

- Transdisciplinary Academic Skills
- Oral Language
- Individual and Cooperative Group Behaviors
- IB Learner Profile
- Self and Group Reflection
- Class Discussions

Performance Assessments

- Presentations – Exhibition, Oral, Media, Demonstrations, etc.
- Problem-Solving Tasks

- Peer-Evaluation
- Transdisciplinary Academic Skills

Process-focused Assessments

- Checklists
- Narrative Observations

Selected Responses

- Quizzes
- Written and Oral Tests

Open-Ended Tasks

- Inquiry tasks and presentations
- Portfolio

Self-Assessments

- Student reflection- Checklists, reflection writing
- Journals
- Rating Scales

Using a wide range of tools for assessment:

- Rubrics
- Checklists
- KWL
- Benchmarks
- Anecdotal Records
- Portfolios
- Conferences
- Reports
- Reading Records
- Exemplars
- Benchmarks including: Scholastic Running Records, District benchmarks
- English Language Proficiency Assessment for California (ELPAC)
- Curriculum-based assessments
- Illuminate
- Journals
- Special Education assessments
- Standardized tests
- Written/oral tests
- Core Phonics Survey

What We Assess:
At Thomas Kelly Elementary School, student learning is assessed for performance and progress. Our Units of Inquiry are transdisciplinary in accordance with the IB philosophy, and the assessed content is cross-curricular. Teachers assess both the demonstration of inquiry and the depth of student inquiry. Within our IB Units we assess: Language arts, math, science, social studies, physical education, art, music, Spanish as a foreign language, as well as the IB Learner Profile Attributes and Attitudes.

There is on-going reflection on the development of the Learner Profile by the students throughout our transdisciplinary themes. In addition, the transdisciplinary skills are integrated throughout the curriculum. Student progress in these areas is demonstrated through behavior, performance and taking action.

Reporting Assessments

We collect data in a variety of ways:

- Illuminate
- iReady (Language Arts and Math)
- Writing Assessments
- Scholastic Benchmark Text Level Assessment
- Oral Language Assessment
- CAASPP Testing
- IB Portfolios (see below)
- Parent conferences (see below)
- Progress reports (see below)
- Report cards (see below)
- Student work
- Math Chapter Tests
- Teacher-student conferences
- Other diagnostic tests are used to provide for a more detailed analysis of individual difficulties. Special education assessments are also available on an as-needed basis.

We use assessment data to:

- Guide classroom planning
- Communicate students progress to stakeholders
- Assist in developing reading and math programs
- Determine strengths, needs and intervention strategies
- Monitor student progress

We communicate assessment results in a variety of ways:

Progress Reports
The purpose of the progress report is to communicate students' progress and alert parents to deficiencies in academic performance, work habits or social skills. It is distributed early enough in each trimester to allow for corrective measures. Students that are not meeting standards in an area will receive a progress report with an "x" identifying areas to work on prior to report cards. There will not be anything written in the comments section.

Parent Conferences
Parent/teacher conferences are conducted school-wide during the first trimester, as well as by request or as needed. In addition, we communicate with the parents through a variety of methods including: phone calls home, daily organizers, weekly folders, email, parent information evenings, classroom newsletters, our school-wide calling system, teacher, school and district websites.

Report Cards
We complete report cards each trimester of the school year. Academic performance, effort and IB Learner Profile Attributes demonstrated are communicated to students and families. Additionally teachers document specific notes in their comments. Art, Spanish and PE are assessed and included on the report card as well.

IB Portfolios
Function: Our Thomas Kelly IB Portfolios are a collection of student work in a personalized binder. They will be used to demonstrate our students' success, higher-order thinking, creativity, and reflection on their own learning. Teachers, students and parents will observe evidence of "active minds at work" and assess growth through the years.

Connection: Parents, students and teachers will collaborate on the contents and maintenance of the IB Portfolio. The Portfolio will include a range of evidence of learning in multiple transdisciplinary subjects through the years.

Reflection: The evidence of learning in the IB Portfolio may be used to assess student growth in each transdisciplinary theme at each grade level. Reflections completed by teachers, students and parents will additionally recommend areas of focus for the future.

Form: Portfolios will be kept in binders with sections for each of the 6 transdisciplinary themes at each grade level. The binders will travel with the students as they change grade levels, until 5th grade when the student may take the Portfolio contents home. Through the years, both teachers and students will select a variety of work samples as evidence of learning at the culmination of each IB Unit of Inquiry. Student and teacher reflections will be included, as well as the IB Report Card for each school year.

State Standardized Tests

English Language Proficiency Assessment of California
The ELPAC is the successor to the California English Language Development Test (CELDT
State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the CELDT to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. For more information please go to: https://www.cde.ca.gov/ta/tg/ep/

Smarter Balanced Assessment Consortium
The assessments that comprise the CAASPP assessments. The computer-based assessments are the Smarter Balanced English language arts/literacy (ELA) and mathematics tests and Science.

Smarter Balanced-

In California, most students in grades three through eight and grade eleven will participate in the Smarter Balanced tests, which include both ELA and mathematics content areas. These tests are administered online. A student may be exempted from taking the Smarter Balanced Summative Assessments in three situations:

1. If the student is taking the California Alternate Assessments (CAAs);
2. If the student has been designated as an English learner and enrolled in school in the United States for less the 12 months may be exempted from the ELA portion of the Smarter Balanced Summative Assessment; or

3. If the parent has expressed in writing that his or her student should be excluded from taking the summative assessments.

Physical Fitness

In the spring of each year, Thomas Kelly Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standard in all six fitness areas are considered to be physically fit or in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf.

Assessment Review

Thomas Kelly Staff will review and consider revisions to our Assessment Policy annually.

INTERNATIONALLY MINDED INSTRUCTION:

We also support Language B by providing Spanish and English language instruction. The school supports the development and continued use of all languages. Students are encouraged to continue reading, writing, listening and speaking in multiple languages in order to become internationally minded. There are books in many languages available in the library or through technology such as our electronic Encyclopedia Britannica.

Our Language Policy helps us create internationally minded, lifelong learners. We aim to empower every child to become a knowledgeable, caring, action-oriented, creative, critical thinker through challenging, student-centered inquiry based instruction. Our rigorous, transdisciplinary language program meets the diverse needs of all students. Our goal is that Thomas Kelly students become empowered communicators and world leaders.

ONGOING PROFESSIONAL DEVELOPMENT:

Through continued staff development (school, district, seminar, IB training and articulation), teachers work to align language instruction with IB program standards. Common Core Standards are integrated. The Thomas Kelly staff, parent groups, Leadership Team and IB Team will review, discuss and revise this policy early in the school year to ensure it remains a living document. Every Thursday school is dismissed at 2:05 to ensure time for professional development and staff collaboration. Teachers also have release time provided by guest teachers to allow them to collaborate with their grade level teams to plan, and reflect on their 6 units of study. Staff attend ongoing IB professional development. We have sent staff to Los Angeles, Denver, Colorado, Lake Tahoe, and San Francisco to gain further professional development in IB as well as virtual online training. We also hold regular induction IB training for new staff to Thomas Kelly. We had a trainer come out the summer before last after the last day of school for 3 days of training for all of our teaching staff. Last summer we had 6 teacher attend training in Colorado. This summer we had 6 teachers attend training in Lake Tahoe.

Damaged/Lost Textbooks Policy

Dear Parent/Guardian

When property of the District is lent to students, the Governing Board expects that it shall be returned in a timely manner, with no more than usual wear and tear. Students must be responsible for the proper use and care of textbooks. Any misuse of the textbooks due to carelessness or neglect may be considered a cause to charge the student a fine for the textbook.

If the property has been willfully cut, defaced or otherwise damaged, or if the student refuses to return it at the request of a District employee, the District shall afford the student his/her due process rights and subsequently may withhold the student's grades, diploma and transcripts until the student or parent/guardian has paid all damages. If the student or parent/guardian is unable to pay for the damages or return the property, the District shall provide a program of voluntary work for the student to do instead. When the work is done or the fine is paid, the student's grades, transcripts and diploma shall be released. As provided by law, the parent/guardian of a minor shall be liable for all damages caused by the minor's misconduct

In the case of stolen books, a stolen property report must be filled out and the issue discussed with the administration.

- Any textbooks which have been damaged or defaced beyond usable condition are to be considered destroyed and full price for the textbook will be assessed.

- If charges for the damaged textbook exceed 50% of the cost of the book, the book is to be considered destroyed and the full price of the textbook will be assessed.

- Removal of bar-code labels is **PROHIBITED**. The Bar-coding System provides a direct link from textbook to student. A student cannot return a book that has been issued to another student. All books returned are accredited to the student to which they were issued.

Markings in book	$.50 per page
Excessive markings	Full price
Torn pages	$1.00 per page
Water damage (edges of book)	$10.00
Severe water damage or mildew	Full price
Excessive pages torn out of book (considered total loss)	Full price
Lost book	Full price
Broken or bent book cover/binding (book in usable condition)	$10.00
Bar-code missing or damaged (book not reported lost by other students)	$10.00
FULL PRICE will be assessed if book has been reported “lost”	

Refunds may be issued for cases in which lost or misplaced textbooks are *found* if the textbook is returned in usable condition and provided it is still currently in use. Textbooks that have been paid for in full by a student become the property of the student and shall not be part of the campus inventory.

Thomas Kelly School-Parent Compact

Thomas Kelly Elementary School, and the parents of the students participating in activities, services, and programs funded by the San Juan Unified School District, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the current school year.

School Responsibilities

Thomas Kelly Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
    - Treat students and parents with dignity and respect at all times.
    - Provide a safe, positive, and challenging environment in which to learn.
    - Provide high quality instruction and do whatever it takes for students to learn.
    - Provide academic support and academic intervention for students who fall behind and need additional help.
    - Provide academic challenges for students who have achieved proficiency in standards and need additional challenges.
    - Assign productive, worthwhile homework that reinforces and supports skills and concepts learned in class.
    - Work with the student and/or parent to set and support individual learning goals, when appropriate.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held at the end of first trimester (minimum days) and at the end of second trimester (minimum days).

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
    - Student Progress Reports will be send home to those students who are working below standard. They will go out after the sixth week of each trimester. In addition, teachers will notify parents at the earliest possible date of possible retention. Regular reports will go home to report behavior and homework completion to parents in the Monday Folders.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
    - Office Staff, Admin, Teachers may be reached via e-mail, phone, Talking Points or through scheduled appointment during their planning period, before school, or after school. Teachers will communicate regularly with parents regarding student progress toward meeting standards.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities**, as follows:
    - Parents should indicate their interest in volunteering or observing to the classroom teacher. The classroom teacher will make these opportunities available to parents at a time that works best so to minimize any instructional interruption.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitor attendance and limit absences, tardies, and early checkouts as much as possible.
- Make sure that homework is completed.
- Make sure that my child gets an adequate amount of sleep each night and eats breakfast either at home or at school each day.
- Monitor the amount of television my child watches.
- Volunteer in my child's classroom, if possible.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail/telephone and responding, as appropriate.
- Support the school in its efforts to enforce high standards for behavior, citizenship, and academics.
- Keep emergency contact information up-to-date.
- Treat my child's teacher and all other staff members with dignity and respect at all times.
- Serve, to the extent possible, on policy advisory groups (i.e. School Site Council, PTA, Site Safety Team, etc.)

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Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- *Treat myself, my teachers, my classmates, and school property with respect at all times.*
- *Give my best effort every day and do whatever I can to be successful.*
- *Do my homework every day and ask for help when I need to do so.*
- *Read at least 30 minutes (10 min. for kindergarten) 5 out of 7 days per week outside of school time.*
- *Come to school focused, prepared, and ready to learn.*
- *Be attentive during classroom instruction.*
- *Display appropriate behavior so as not to waste instructional time.*
- *Tell the truth, if I make a mistake, and take responsibility for my actions.*
- *Model good citizenship and be helpful to my teammates, my school, and my community.*
- *Approach learning with a positive and enthusiastic attitude and strive for excellence in all areas.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Follow all school rules in order to protect the safety and well-being of everyone, understanding that there may be consequences for breaking those rules.*

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Additional Required School Responsibilities

Thomas Kelly Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

3. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
4. Provide to parents of participating children information in a timely manner about school programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
5. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
6. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Teacher	Parent(s)	Student
Date	Date	Date

***This compact will be discussed at the Title 1 Meeting at Back to School Night and signed at the first Parent/Teacher Conference. This copy is for your examination prior to the conference.

Thomas Kelly Student Dress Code Policy

In alignment with San Juan Unified's strategic plan and to support our 8 point commitment to educational justice this dress code applies to all schools.

San Juan's dress code can be found at https://www.sanjuan.edu/our-district/policies-required-notices/dress-code

Clothes Closet

Often, our families will donate clean clothes that are in good condition to our clothes closet. If a student is in need of a change of clothes (for whatever reason), we will try to see if any of these clothes can be used before we have the student call the parent. We welcome donations to the Clothes Closet at any time.

Younger students

Please pack a change of clothes for younger students in their backpack. This will prevent us from having to call for a change of clothes in the event of a bathroom accident.

Dress Code Violations

Violations of the Student Dress Code may result in a phone call to parents to request alternative clothing

✂**Cut Here and Return to Teacher** ✂

I have received and reviewed the District's Dress Code Policy with my child and agree to abide by its terms.

_____ _____

Parent Signature Student Signature

Thomas Kelly Internet Access and Technology Use Policy

Dear Parents,

We have upgraded our computer access all of the classrooms have computers with Internet access. The purpose of the Internet is to promote and enhance the educational grade level standards of our students. This technology will improve learning by allowing the students to read, write, and compute in exciting new ways. They will be able to have access to up-to-date information on a variety of subject areas and utilize that information to create multi-media presentations. As this technology continues to grow, so does the need for responsible use of technology. Thomas Kelly is committed to teaching responsible use of both the equipment and the Internet to your child and needs your continued support at home. It is our intention that all Internet use at Thomas Kelly will be provided with strict guidelines and supervision. The San Juan Unified School District will monitor Internet and e-mail usage and will use content filtering software programs. Nevertheless, students may still find Internet sites that contain inappropriate materials. Parents and students should be aware of this possibility.

Below is a list of responsibilities and expectations for all of our students. Please review these with your child. As a student and parent, we would like you to understand and support responsible use of technology and the Internet.

Responsibilities and Expectations

1. The students will use all technology equipment properly.
2. The students will keep all passwords private and confidential.
3. The students will uphold copyright rules and laws.
4. The students will learn and uphold proper "netiquette."
5. The students will be responsible for the content of all text, audio, or images that they access over the Internet. This includes, but is not limited to, material containing profanity, obscenity, child or other forms of pornography, or material that advocates illegal acts, or that advocates violence or discrimination.
6. The students will immediately tell their teacher if they mistakenly access inappropriate information.
7. The students will refrain from buying or selling anything on the Internet.
8. The students will understand that use of the Internet is a privilege, not a right, extended by the SJUSD to staff members and students.

Any student who has not followed the responsibilities and expectations, as stated above, will have their technology and/or internet privileges suspended or revoked, and may require further disciplinary actions be taken.

Please initial the appropriate box, sign and return the form below to the teacher so that we know that both you and your child have read and understand the responsibilities and expectations for using technology at Thomas Kelly Elementary School.

✂**Cut Here and Return to Teacher** ✂

☐ I have read and understand the Acceptable Use Policy and agree to all of the provisions. I understand that any violations of the above guidelines will result in immediate suspension of my technology and/or internet privileges, and that as a result of such violations further disciplinary measures may be taken.

☐ I have read and understand the Acceptable Use Policy and do not wish for my child to have Internet use.

Teacher Name: _____ **Date**: _____

Student Name: _____ **Grade**: _____

Student Signature: _____

Parent Signature: _____

San Juan Unified School District's Student Cell Phone Policy

Student's Name: _____ Grade: _____

Teacher's Name: _____ Date: _____

Please review the cell phone policy at:

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030833&revid=2qo38kxRWXd52CV6ExtgqQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning but could be harmful and disruptive of the instructional program and detrimental to student mental health and well-being in some circumstances.

Students may use mobile communication devices only as permitted under this policy.

Students shall not use smartphones or other mobile communication devices during instructional time unless directed to do so by a staff member or are subject to an exemption listed below.

This policy shall not prohibit a student from possessing or limited use of a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger

2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student or the student's parent/guardian, except pursuant to a lawfully issued warrant, or when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under

the supervision of a district employee, the student may be disciplined and the district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or parent/guardian or turned over to the principal or designee, as appropriate. A student may be banned from bringing a device on campus after multiple violations.

A student may also be subject to discipline, in accordance with law, board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities including but not limited to acts of harassment or cyberbullying.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant educational partner participation to ensure that the policy is responsive to the unique needs and desires of the school community.

PARENT HANDBOOK ACKNOWLEDGMENT FORM

(Please sign and return to teacher.)

Dear Thomas Kelly Parent, Guardians, and Students:

Welcome to Thomas Kelly Elementary School. Our school handbook is provided to acquaint you and your child with the programs, policies, and procedures of Thomas Kelly. Our school emphasizes literacy and mathematics, IB PYP curriculum and methodology, and the San Juan Unified School District's Board-approved character traits of respect, responsibility, honesty, caring, cooperation and courage. Staff members and parents work to provide a safe, positive, and cooperative learning environment for your child.

Staff members and the School Site Council meet periodically review our school-wide discipline procedures. We feel that these procedures offer both positive reinforcement and consequences that are appropriate to all elementary students. The system provides ways in which students can earn recognition, as well as direct communication to parents and guardians. We combine our plan of instruction with reinforcement of conflict management strategies and character education.

Each classroom teacher teaches the school rules during the first weeks of school and throughout the year. Teachers use a variety of strategies to help students monitor their behavior throughout the day. We have monthly recognition assemblies for recognition of good citizenship. Other elements of our program are explained in this handbook.

We ask you to participate by reading and discussing our new school handbook with your child. Please return the bottom portion of this page to your child's teacher as soon as possible. By working together, we can maintain a high level of safety, citizenship, and learning for all of our children.

Sincerely,

Josh Costa
Principal

✂Cut Here and Return to Teacher✂

I read and discussed the Thomas Kelly School Handbook with my child. He/She and I are committed to appropriate behavior at school and between home and school.

Student's Name _____ Grade _____

Student's Teacher _____ Room # _____

Student Signature _____ Date _____

Guardian Signature _____ Date _____

Comments _____

_____