



WHITMORE UNION ELEMENTARY SCHOOL

30611 Whitmore Road, Whitmore, CA 96096
(530) 472-3243

Tony Moebes,
Superintendent/Principal

OUR VISION AND MISSION

OUR CORE VALUES

MISSION STATEMENT

ARRIVAL AND DEPARTURE

Your Child's Safety

Your child's safety is of utmost importance to you and to our staff. Working together, we can encourage your child to be safe and responsible. The office is open from 7:30 am to 4 pm Monday through Friday. Everyone should enter through our main office doors, sign in as a visitor, and wear a visitor's pass while on campus. As a reminder, supervision for Kindergarten students does not begin until 7:45 am.

Starting and dismissal times

	Regular Day	Start Time	End Time
Kindergarten		8:15 am	12:45 pm
1st through 3rd Grade		8:15 am	2:15 pm
4th through 8th Grade		8:15 am	2:45 pm
	Minimum Day		
Kindergarten through 8th grade		8:15 am	12:30 pm

Students **MAY NOT** arrive at school prior to 7:30 am. Playground supervision begins at 7:45 am for students in grades 1-8. Students who participate in our breakfast program may do so until 15 minutes before his/her class begins. Please allow enough time for your child to eat before the bell rings. Instruction begins promptly, and it is important that our students have a chance to get settled in their classrooms.

Students are **NOT ALLOWED** to wait unattended on school grounds before school or after school hours. The district does not provide supervision for students after school unless they are enrolled in Project SHARE or are participating in an extracurricular activity. Please make arrangements for someone on your child's emergency card to pick up your child within 15 minutes of the end of the school day. Thank you for your support in ensuring the safety of our students.

For children who walk to school, please remind your child to:

- *leave home in plenty of time to get to the bus stop of school grounds without rushing.*
- *refuse to enter strange automobiles.*
- *never leave the school with any person until reporting to the teacher of the office.*
- *remain on campus until time to go home or an authorized person comes for them.*
- *wear a helmet and ride his/her bike on the right side of the street.*

Walking to School

Students who walk to school must go directly from home to school in the morning and directly from school to home in the afternoon. It is extremely important that children follow all safety rules.

Parent Parking Rules

The parking lot speed is 5 miles per hour. Parents who pick up their child or children may wait in the lane marked "bus zone". If you need to exit your vehicle when picking up your child, please park in the parking stalls located directly across from the front door of the school. Please do not leave your vehicle idling unless you are behind the steering wheel. These procedures are for your child's safety and to help alleviate traffic problems. We appreciate your patience and cooperation.

Bus Riders

We do not provide bus transportation at this time; however, parents are reimbursed at the rate of \$.655 each month for mileage to and from school.



VISITORS

We ask, for safety purposes, that all visitors and volunteers check into the office first, before heading down to the classroom, and/or playground, so that we know who is on campus at all times. If you are not wearing a visitor sticker, you may expect to be asked to return to the office to receive one. Thank you for helping to create a safe environment for our students. Due to insurance regulations, we cannot allow visiting students to attend classes for the day.

STUDENT ACTIVITIES

Student Government

Student Government/Leadership may be offered depending on staffing/student needs.

Other Clubs

Other choices for clubs may be offered throughout the year depending on interests and staffing. Some previously offered which we would like to continue to offer include:

art club, baking club, craft club, garden club, and science club.

SPORTS

These activities are a privilege, voluntary in nature, and not required. They are not part of the regular education program, rather, they are offered as an extension of the regular school day. The purpose of these teams is to teach skills, allow for playing time to practice these skills, and to learn good sportsmanship and fair play, rising above adversity to persevere and finish. Also, the team members should have fun. Winning is nice, but it should not be the primary focus of elementary sports. Therefore, the expectations for the afterschool sports program encompass the standard student behavior plan as outlined in this book.

After School Sports:

- ★ *Students will try out for the teams and cuts will be made. Not every child who tries out will make the team.*
- ★ *Every child on the team will play equal time (to the best of the coach's ability).*
- ★ *Transportation to the games and practices is the parent's responsibility.*
- ★ *If the team uniform is lost, it is to be replaced by the team member at the actual cost.*
- ★ *If a team member is suspended, misses 2 practices or games due to after school detentions, or gets a referral, they may be dropped from the team.*
- ★ *Children who are continuously disruptive during practices will be removed from the team at the coach's discretion.*
- ★ *If your child cuts or misses practice without an excuse, he/she will not play in the next game.*
- ★ *Attendance at school the day of the game/event is a requirement for participation.*
- ★ *Parents are expected to model good sportsmanship for their child. Negative comments and/or sounds towards the other team, arguing with the referee and/or umpire, coaches, and/or parents of the other team are not appropriate and will not be tolerated. Concerns or questions will be addressed to the coaches in a reasonable and respectful manner.*

AFTER-SCHOOL PROGRAM

Our after-school program is called Project SHARE, and it provides supervision and enrichment activities until 5:30 p.m. on all school days. The program is academically based and offers tutoring, physical recreation, and mentoring. Tuition is free of charge at this time. Submit your application to the office as soon as possible. The office phone number is 530-472-3243 if you have any questions.



PARENT INVOLVEMENT

Parent Club

The Parent Club meets once a month at the school. All parents, teachers, and community members are encouraged to attend. The Parent Club sponsors many activities each year for the benefit of the students and the school. Some of these activities may include an annual carnival, skating parties, distributing food baskets during the holiday season, a movie night, and a family dance. The Parent Club organizes the main school fundraisers to help support and enhance programs and offerings at Whitmore Union Elementary School.

School Site Council

The Whitmore Elementary School Site Council is composed of parents, teachers, classified staff, and administration. The purpose of the council is to oversee the school's Title I program and budget the money received from the state for school improvement. If you are interested in serving on the School Site Council, please contact our office.

Parent Volunteers

Parents are encouraged to participate in their child's education. There are a number of ways to volunteer: assisting in the classroom, preparing materials, listening to students read, assisting with fund-raising events, and helping on class field trips. Volunteers will be utilized at the discretion of the school. For safety purposes, we ask that all parent volunteers check into the office so that we know who is on campus at all times. If you are not wearing a visitor sticker, you may expect to be asked to return to the office to receive one. Thank you for helping to create a safe environment for our students.

HOME/SCHOOL COMMUNICATIONS

Student Newsletter-Wild News

Our student newsletter, Wild News, provides a variety of information about upcoming events, dates and school policies. The newsletter is sent home and copies are provided to the community. This communication typically goes home monthly but may be sent out more often if extraordinary circumstances arise. Please look for it, as it is one of the main modes of communication for the school. Wild News will be available on our website .

Facebook

You can follow on Facebook at Whitmore Elementary School. Be sure to include the word “school” in order to get the correct, active Facebook group.

Superintendent/Principal’s Weekly Message

Along with our newsletters, this is will be one of our main modes of communication for the school. Our Superintendent/principal will send a message home every Monday afternoon. If you do not receive these messages, please contact the office to verify the accuracy of the phone number and email address we have on file.

Parent Conferences

Two conferences are scheduled during the year to share information about your child’s social and academic progress. A parent/teacher conference is held in November to give you and your child’s teacher the opportunity to discuss his/her progress during the 1st Trimester. You will also have the opportunity to set goals with the teacher, for your child. Another parent/teacher conference will be held in March to share the academic growth that has occurred. Minimum days are scheduled during each of these conference periods for your convenience. Should you have a question or concern about your child at other times throughout the year, please do not hesitate to contact your child’s teacher. We are always eager to communicate to ensure your child’s successful education.

Report Cards

Report cards are handed out at parent conferences in November and thereafter are available online by logging into the School Pathways Parent Portal with your unique login and password.

STUDENT ASSISTANCE Team (SAT)

When a parent, teacher, or administrator is concerned about a child’s social, emotional, or behavioral progress, an SAT meeting is held. The teacher, administrator, school counselor, and parent may attend this meeting. The goal of the meeting is to develop a plan to assist the child as needed. This may involve a referral to outside community resources, a behavior plan, and/or a follow-up team meeting. A parent, teacher, and/or administrator may request an SAT meeting.

Student Study Team (SST)

When a parent, teacher, or administrator is primarily concerned about a child’s lack of academic progress, an SST meeting may be held. The parent, teacher, administrator, resource specialist teacher, and any other concerned individual may attend this meeting. The goal of the meeting is to develop a plan to assist the child as needed. This may involve a referral to our Title I program or a request for in-depth testing to discover the nature of the learning difficulty. A parent, teacher, and/or administrator may request an SST.

DISCIPLINE

A Shared Responsibility

A child’s education includes not only learning academics, but also learning to become a responsible member of society. At Whitmore, we do this by modeling appropriate behaviors, setting consistent guidelines, recognizing positive behavior, helping students learn from mistakes, and allowing students to experience appropriate consequences for their actions. The goal to foster responsible citizenship can only be successfully accomplished by a combined effort of the home and school. Our staff has appreciated the parental support of the school community in the past and look forward to this continued partnership in the future.

WHITMORE SCHOOLWIDE BEHAVIORAL EXPECTATIONS

Common Areas	What Should I Do?
Walkways	<ul style="list-style-type: none"> • I walk quietly with my hands at my side • I keep my hands to myself • I respect the personal space of others • I keep walkways clean and pick up litter • I always stay on the walkways
Bathrooms	<ul style="list-style-type: none"> • I leave the bathroom neat for the next person • I flush the toilet and wash my hands • I use only the paper towels I need and throw them away • I take appropriate bathroom breaks • I respect the privacy of others • I keep food & drinks out • I keep my voice level respectful
Playground	<ul style="list-style-type: none"> • I include everyone in games and play safely • I follow the rules of the game and take turns • I am respectful of yard supervisors and others • I stop playing when I hear the bell and take a knee • I throw away my trash and put equipment away • I keep my hands/feet to myself • I respect playground equipment
Arrival/Dismissal	<ul style="list-style-type: none"> • I arrive after 7:00 (breakfast) or 8:30 (not eating breakfast) • I stay in my designated, supervised area • I get picked up after school within 15 minutes or call home from office
Pick-up/Drop-off	<ul style="list-style-type: none"> • I always walk • I have an adult with me to get to my parent/parents' car • I am ready so I can get in/out of car quickly • If I walk home, I wait at the designated place for an adult to walk me off campus and/or across the crosswalk
Cafeteria	<ul style="list-style-type: none"> • I raise my hand to be dismissed • I use an inside voice • I clean up after myself • I eat only my food and obey nut-free zones • I say "please" and "thank you"
Computers	<ul style="list-style-type: none"> • I practice digital citizenship • I treat equipment with care • I carry the Chromebook with two hands • I use my Chromebook as a tool to learn
Main Office	<ul style="list-style-type: none"> • I enter quietly and wait patiently • I use "please" and "thank you" • I limit my visit to one or two people at a time

PROGRESSIVE AND RESTORATIVE DISCIPLINE PLAN

Progressive and restorative discipline uses a continuum of interventions, supports, and consequences to address inappropriate student behaviors and builds on those strategies to develop positive behaviors. It also considers the previous discipline history of the student and all relevant factors including mitigating factors. Behavioral infractions are sorted into three levels based on the severity of the infraction, and each violation of the code may have from one to three levels of consequences. In all cases, administrative discretion will be exercised. For students with special education needs, interventions, supports, and consequences are consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan.

PREVENTION STRATEGIES: *Our progressive discipline plan includes prevention strategies designed to promote healthy relationships and appropriate behaviors. Those include Second Step and schoolwide bullying prevention education, and PBIS (Positive Behavioral Interventions and Supports).*

EARLY AND ONGOING INTERVENTION: *The use of early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviors. Early strategies provide students with appropriate supports where required and result in an improved school climate. Such classroom strategies include contact with parents, detentions, verbal reminders, review of expectations, loss of a special classroom activity/privilege, and/or an additional work assignment that includes a learning component. Ongoing interventions may also be required for some students to help sustain and promote positive behaviors and to address underlying causes for the inappropriate behavior. Ongoing interventions may include teacher/administrator meetings with parents, volunteer service to the school community, peer mentoring and/or a referral to counseling.*

IN-SCHOOL OPTIONS: *Specific alternatives used to address disruptive behavior may include suspension from class or school. However, there are also many alternatives to off-campus suspensions which dictate logical consequences and assist students as they work to improve behavior. Alternatives serve to augment a suspension or as a stand-alone Level 1 or 2 consequence. These alternatives include community service tasks, counseling intervention, mentor services, SST (Student Study Team) referral, teacher/parent/administrator/student conference, parents' attendance at school with student, in-school supervised suspension, written or verbal apology to the victim, written reflections, restorative measures, law enforcement discussions with student/parents, conflict mediation, campus beautification, time-out, mentoring by an older peer or adult, anger management or social skills education, referral to the School Attendance Review Board (SARB), or placement in an alternative educational setting when necessary.*

CLASSROOM RULES AND PROCEDURES: *Teachers employ classroom management procedures for the purpose of supporting and maintaining a safe and productive learning environment for all students. Our teachers set the foundation for their classroom expectations by creating a Social Contract with their students and having students sign their agreement to follow the contract. Teachers may refer students to administration for discipline purposes as needed in which case the following Discipline Matrix will be applied as appropriate-*

Whitmore Elementary School-Wide Behavior Plan

Our goal is to develop respectful, responsible, and safe citizens who are ready to learn

Level 1 Choices

Level 1 choices are handled by the teacher. Student may receive a Caution Card.

Level 1 Choices

- | | |
|--|--|
| <ul style="list-style-type: none">● Not following directions● Excessive talking/disrupting the learning of others● Running in walking areas● Inappropriate language/actions | <ul style="list-style-type: none">● Persistent interrupting● Misuse of materials/technology● Out of class without a purpose● Hurtful notes/pictures |
| <ul style="list-style-type: none">● Refusal to complete assignments/participate in learning activities | <ul style="list-style-type: none">● Teasing/putdowns/name-calling● Violation of school dress code |

Level 2 Choices

Level 2 choices are handled by the teacher with documentation of behavior and actions. Parent contact is strongly suggested. Three or more Caution Cards (for the same offense) equal a Red Ticket (referral).

Level 2 Choices	
<ul style="list-style-type: none">• Disrespect of adult/arguing• Continued inappropriate actions/ language• Continued refusal to complete assignments/participate in learning activities• Repeated violation of school dress code	<ul style="list-style-type: none">• Open defiance/refusal• Cheating/lying• Throwing objects• Physical aggression• Escalation of Level 1 offenses

Level 3 choices are handled by administration and teachers. Parent contact is always made.

Level 3 Choices

<ul style="list-style-type: none">• Repeated disrespect for authority• Fighting• Obscene gestures/Ethnic slurs• Inappropriate touching• Damaging property• Direct and willful disobedience of school rules & policies• Deliberate & continued violation of school dress code	<ul style="list-style-type: none">• Bullying (including cyberbullying)• Threatening/taunting• Threatening bodily harm• Stealing/Forgery• Habitual use of profanity• Pulling the fire alarm• Harassment, including sexual harassment• Deliberate misuse of technology

Zero Tolerance-SuspensionExpulsion

- **Weapons/facsimile of a weapon/dangerous instrument**
- **Assault with intent to injure another student**
- **Leaving school without permission**
- **Possession or use of a controlled substance**

A SPECIAL NOTE ABOUT CELL PHONES AND SMART WATCHES:

If a student brings a cell phone to school, it is to be turned off (not just placed in silent or vibrate mode) and put in a backpack as soon as the student arrives on campus. The phone may be powered back on after the school day has ended. Smart watches may remain on the wrist but must be put in "watch mode" only. Watches should not send or receive calls or texts during the school day. All content (screen saver, ring tone, pictures, music, and any web activity) must be school appropriate while phones and watches are used on campus, on the bus, during field trips and sporting events, and during any school-related activity.

Progressive Discipline for Violation of Cell Phone Policy:

1st infraction: Phone/smart watch may be confiscated by school personnel and secured in in the school office. The student may retrieve the phone/smart watch at the end of the school day. Parent will be notified.

2nd infraction: Phone/smart watch will be confiscated and only the parent or guardian may retrieve it from the office. Administration will contact parent and a lunch detention will be issued to student.

3rd infraction: All 2nd infraction consequences apply. Additionally, the student will no longer be allowed to have a cell phone/smart watch on campus for the remainder of the year. Any further incidents will be considered willful defiance of the policy and may result in pupil suspension.

CELEBRATING SUCCESS AND ACHIEVEMENT FOR POSITIVE BEHAVIOR AND ACADEMIC SUCCESS

- * *Classroom rewards designed and implemented by the teacher.*
- * *Weekly attendance and behavior prizes and/or treats for FUN FRIDAY.*
- * *Trimester awards assemblies for academic achievements.*
- * *PAW rewards system and recognition to earn PAW tickets used for prizes.*
- * *Special teacher/classroom roles: line leader, lunch counter, paper distributor, etc.*
- * *Earn "Extra" Recess time.*
- * *Attend field trips.*

HOMework

To reach the high academic goals that we have at Whitmore Elementary, we need to form strong partnerships with parents. Part of that partnership is extending the classroom learning through homework each week. Please take time each night to check with your child about what they are learning. These conversations can make a difference in how they feel about their education.

Purposes of homework

- ★ *Provide practice and reinforce concepts already taught in the classroom.*
- ★ *Develop good study habits, a positive attitude, and serve as a message to students and parents that learning takes place outside the school as well as inside the school.*
- ★ *Be completed independently, without parental influence except when students are struggling to complete the homework.*
- ★ *Increase communication between the home and school.*
- ★ *Promote wise planning and good time management skills.*
- ★ *Be necessary and useful, as well as appropriate to the ability and maturity level of students.*
- ★ *Be well explained and clearly understood by students and parents.*
- ★ *Be useful to teachers to monitor student learning toward academic standards.*

We plan for students to have homework approximately four nights a week. The times listed below are guidelines. Independent reading may include reading with or to the child in kindergarten and first grade and silent reading or reading aloud in grades 2-5.

GRADE	DAILY INDEPENDENT READING	OTHER SUBJECTS
Kindergarten	10-15 minutes	10-15 minutes
First Grade	10-20 minutes	10-20 minutes
Second Grade	15-25 minutes	15-25 minutes
Third Grade	20-30 minutes	20-30 minutes
Fourth Grade	25-35 minutes	25-40 minutes
Fifth Grade	30-45 minutes	30-45 minutes
Sixth-Eighth Grade	45-60 minutes	30-45 minutes

TEACHER'S RESPONSIBILITY

Teachers should ensure that:

- homework assignments are clearly explained and understood by students.
- homework is used to practice and reinforce skills taught in the classroom.
- students understand the concepts and have the skills necessary to complete the assignments independently at home.
- students are provided regular feedback on the homework assigned.
- parents have a clear understanding of their role in helping their child, the amount of time expected for students to complete the assignments, and the schedule or expectations of when work will be due.
- parents are informed when student class work is not completed and that it may affect their overall achievement.
- modifications are made when necessary.

PARENTS' RESPONSIBILITY

Parents should ensure that:

- students are provided a time and place each evening for quiet study without distractions in order to complete their work.
- children are encouraged to complete their work in a timely manner.
- children organize materials and establish a routine so that work completed is returned to school when due.
- the work your child completes is his/her own.
- they are supportive of the classroom teacher and if confused or upset with an assignment, the student will work independently with the teacher to correct the confusion.
- they are supportive and assist their child when their child becomes frustrated. This should include helping them understand how to complete the work on their own.
- communication takes place with the teacher if the work is too difficult or is requiring an excessive amount of time.

STUDENT'S RESPONSIBILITY

Students will ensure that:

- they write down the assignments due.
- assignments are clearly understood and ask questions if necessary.
- a time is set aside along with a place each evening for quiet study without distractions in order to complete their work.
- work completed is their own.
- materials are organized and a routine is established to ensure that work completed is returned to school when due.

Note: If students are exceeding the maximum minutes listed above on a regular basis, parents are encouraged to talk with the classroom teacher. If the situation is not remedied, parents are encouraged to talk with the principal. Students who do not use classroom time wisely may need to complete class work in addition to the minutes listed above.

PRINCIPAL'S RESPONSIBILITY

The Principal will:

- ensure that parents and staff are informed of the homework policy and monitor implementation and management of policy
- work with families to provide resources as needed to help ensure that students have the ability to complete their work at home.
- seek feedback on a regular basis from parents, students, and teachers regarding the amount of time required to complete homework assigned on a nightly basis.

Modifications

It is vital that teachers monitor homework assignments to ensure that the homework is appropriate for the students. This includes students who are struggling academically, have learning disabilities, and who find the work too easy. Examples of modifications appropriate for different types of learners follow.

For struggling students or students with learning disabilities:

- ★ shortened assignments.
- ★ additional instruction to ensure that homework is clearly understood
- ★ provide parents with appropriate ways to help their children complete their work.
- ★ awareness of the time required for students to complete the work; expectation that students will work according to the time allotted per grade level.
- ★ teach specific organizational tools to complete the work assigned.

Students who find the work easy or demonstrate successful mastery of work expected:

- ★ should not be punished with lengthened assignments or extra work.
- ★ may have altered assignments with a few problems that approach the required application differently (i.e., word problems, etc.)
- ★ may have assignments in another subject area than the area in which they have mastery.

SPECIAL PROGRAMS OFFERED AT WHITMORE ELEMENTARY

Individual and Small Group support

Whitmore staff utilizes programs designed to help children who are achieving below average in reading and/or mathematics. Students with the greatest need will receive instructional support on a one-to-one or small group basis by certificated teachers and instructional aides.

Individual Education Plan (IEP)

Students who have been identified as needing special education services may receive these services only after a parent has agreed to the testing and receiving of special services. This process is accomplished through a meeting attended by the parent, the teacher, the administrator, and/or other educational professionals. An eligibility meeting is held only when special education services are being considered; otherwise a meeting regarding a child's progress is handled through a Student Study Team.

Resource Specialist

The Resource Specialist teacher provides assistance to those students who have been identified through the IEP process as performing significantly below their academic ability. These students receive small group or one-on-one assistance for part of the instructional day.

Speech Services

A certificated speech therapist assists students at Whitmore who qualify for help with speech and/or language. In addition, the speech teacher screens students and tests students referred for services. A student may not receive speech assistance without an IEP and parent consent.

School Psychologist

A psychologist is available for testing of students, attending Student Study Team meetings and IEP's, and working with small groups of students as needed. Parent permission must be obtained before any of these services are provided.

Counseling Services

A counselor is available for students who are in need of emotional support or social needs counseling. A permission slip is required to receive this service (except in cases of emergency).



HEALTH SERVICES

School Nurse

The Whitmore School District nurse is available for state-mandated vision, scoliosis and hearing tests. Students may be referred to physicians based on test results. In addition, the school nurse supports the school in emergency situations.

Health Clerk

Whitmore Elementary School has a health clerk on campus each day in order to administer minor first-aid or physician required medications. In addition, the health clerk helps contact parents about the required physical for K/1 students, and maintains emergency and medical records for all students.

First-aid

First-aid, defined as immediate, temporary care given in case of an accident or sudden illness, will be given when deemed necessary. In case of an accident requiring the services of a doctor, every attempt will be made to contact the parent or guardian prior to the child being sent to the hospital. Costs for medical care and ambulance service are the parent's responsibility. Because young children can get very sick very quickly, we request that parents notify us immediately of any changes in addresses, phone numbers, and emergency phone numbers.



FOOD SERVICES

Because school funding for additional programs is based on the number of students close to or below the federal poverty level, we request all parents fill out a school lunch program form. Due to the nature of the information you are providing, the completed form is kept confidential, and site staff is not privy to this information. If your circumstances change during the year – loss of a job or temporary changes in work hours, please fill out another form.

Breakfast Program

A breakfast program is offered to all students at Whitmore Elementary. Breakfast is served from 8:00 until 10 minutes prior to class start time at 8:30 am. Please make certain your child arrives early enough to eat breakfast and arrive in his/her classroom on time.

Lunch Program

Your child may bring a sack lunch to school or receive a hot lunch from our cafeteria.

2022-2023 Food Program

Whitmore Elementary qualified to participate in a program identified as Universal Meals. All students are able to eat breakfast and lunch at no charge.

