



Welcome to Lucas Valley Elementary School

Home of the Lions, 2025-2026

DRAFT



Parent/Student Handbook

Lucas Valley Elementary School, 2025-2026 **DRAFT**

Erin Baker, Principal

BE SAFE BE RESPECTFUL BE RESPONSIBLE BE ALLIES



Lucas Valley Direct Contacts	
Office Phone	415-492-3730
Absence Line	415-492-3730
Website	Lucas Valley Website
San Rafael Child Care	Diana (415) 485-3189 Email
Recreation Reimagined	Cornelia Busse-Geagan - (415) 798-6301 Email



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WELCOME TO LUCAS VALLEY

OFFICE TEAM

Erin Baker	Principal
Kendra Bicardo	Secretary
Clara Lopez	Office Support

INSTRUCTORS

Anne Shaver	TK	A-3
Deb Sullivan	K	K-1
Chris Whitten	K	K-2
Tara Costello	Tk-2	C-9
Nicole Banta	1st	A-2
Cindy Kredo	1st	
Tracey Osterman	2nd	B-7
Jackie Berringer	2nd	B-8
Ali deGuia	3rd	C-11
Nicole Cunha	3rd	C-12
Kristin McGee	Resource	D-15
Hannah Dye	4th	D-13
Amy Krause	4th	C-10
Megan Liebman	5th	D-14
Mariah Caceres	5th	D-16



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SUPPORT TEAM

Oril Erole

Jose Gonzalez

Day Custodian

Night Custodian

Rochelle Simurdiak/Liz Rouman

Pouya Aftab

TBD

TBD

Librarians

Speech/Language

Occupational Therapist

Psychologist

Suzi Urqhart

Health Specialist

Stephen Layton

Nicole Hochschild

Jessica Sananes

Lucas Valley Counselor

Intern Counselor

Intern Counselor

Jeanette Pilgaard

Peggy Miller

Instructional Support

Instructional Support

Nalani Rulli

Heidi Haberlin

Pragya Malik

Instructional Support

Instructional Support

Instructional Support

Annie Harding

Noel Olson

Instructional Support

Intervention Lead

Paula Ockner

TBD

Mercedes Castro

Sherry Vakharia

Sibel Henry

Art (TK-5)

PE (TK-5)

District Band (4-5)

District Orchestra(4-5)

District Choir (3-5)



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DISTRICT TEAM

Kristy Treewater

Superintendent

Elizabeth Foher

Executive Director of Student Services

Julie Mckeon

Curriculum Coach

Maria Henrio

Chief Business Officer

Phillipa Rosenblatt

Director of Special Education

David Gehman

Director/Maintenance

ABSENTEEISMS

Regular attendance plays an important role in student achievement. (Policy 5113) Students who are alert and ready to learn in school each day make the most of the learning opportunities offered. Regular attendance is important to student success in school and beyond. Students are more likely to attend school when they feel welcomed and engaged. Our goal is to partner with families in supporting consistent attendance.

Note, over the last few years, we have experienced a very high rate of chronic absenteeism at LVE. As such we will be monitoring closely, students who consistently find themselves out of schools. Chronic absenteeism is defined as a student who is absent for **any reason** on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

If patterns with families are noticed in our monthly attendance meetings, we will begin the process of communication with families. S.A.R.T. is a School Attendance Review Team which includes the parent and the student, and principal or designee, and possibly the teacher. The goal of this team is to identify possible solutions to improving the student's attendance and/or behavior.

Failure to abide by the intervention plan developed above will result in a referral to a separate more intensive process, again, with the goal of ensuring children are attending school regularly. Each day missed is a day they will fall behind and this will most definitely affect progress, confidence, and connections with peers and staff.

If the student's attendance does not improve additional steps are taken.



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All of the above are based on State Education Code and MCS D School Board policy and is intended to promote positive outcomes for all students.

Parent/Guardian's Legal Attendance Responsibilities:

Parents/Guardians are legally responsible for ensuring that each child between 6 and 18 years of age attends school during the entire school year. Parents of truant students may be held civilly and criminally accountable for their children's truancy. (State Education Code 48293, Penal Code 270.1)

- Students should attend school daily, arriving on time.
- Students should come to school prepared to actively participate in their education.
- Parents/guardians are responsible for reporting any and all absences to the school office, not the classroom teacher.
- Parents/guardians are responsible for maintaining an awareness of their legal obligation to have their child attend school each day.
- Parents/guardians have the right to call the Police Department if their child refuses to attend school.

Absences From School Are Excused Only in the Following Cases:

1. Personal illness (Education Code 48205). When a student has had 14 verified absences within the school year due to illness, any further absences must be verified by a physician.
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
4. Attendance at funeral services for a member of the student's immediate family (Education Code 48205). Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)
5. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester
6. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty



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- for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)
7. Attendance at a naturalization ceremony to become a United States citizen (Education Code 48205)
 8. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014).
 9. Work in the entertainment or allied industry (Education Code 48225.5). Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year. (Education Code 48225.5)
 10. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5). A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)
 11. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

Absence Procedures and Communications

When an absence is planned, the parent/guardian shall notify the front office secretary prior to the date of the absence when possible. 415-492-3730 by 9:00 a.m. This is a 24-hour, seven-days-a-week answering machine. Teachers in grades K-5 will take daily attendance in Aeries. When a student is absent from participation, the school will contact the family. Daily attendance will be monitored by the school secretary.

The following methods may be used to verify student absences:

1. Written note, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Physician's verification.



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- a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
- b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Unexcused reasons for absences and/or not following the above procedures will result in the student being credited with unexcused absences.

AERIES PARENT PORTAL

It is critical that you provide and maintain up-to-date contact information on your child by creating and updating your Aeries Parent Portal. In addition, this platform can be used to access testing and report cards. [Information related to registration can be found here.](#)

AFTERCARE

LVE has two after-school daycare programs on-site, City of San Rafael Aftercare and Recreation Reimagined. All students attending the daycare are required to follow the established LVE rules and health guidelines.

BULLYING / HARASSMENT

Lucas Valley works to create a community where all students feel safe and are celebrated. It is the policy of the District to provide an educational environment free of bullying or harassment. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Harassment based on perceived sexual orientation, gender expression, race, ethnicity, nationality, gender, disability, or religion is never allowed.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. Students may submit a verbal or written complaint, although a written summary of events is preferred. Complaints will be investigated and resolved using the steps outlined in the Miller Creek School District Administrative Regulation #5145.7.

[Incident Reports](#)



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When someone has a concern or complaint, he or she is expected to first contact the person against whom the complaint is lodged. Parents are encouraged to attempt to resolve concerns directly with the staff member involved. Most often problems are reconciled at this level. If a problem is not reconciled after the conference with the staff member, a parent may request a meeting with the principal. The principal will try to reconcile the issue on an informal level between both parties. If the parent continues to feel that the issue is unresolved, the principal can assist the parent in following a formal complaint process.

CAN DO!

[“Can Do!”](#) is an educational foundation for the purpose of raising funds to support educational programs at all four schools in the Miller Creek School District. “Can Do!” supports technology, Art, and Physical Education, Music, Environmental Science, and Social-Emotional Learning. “Can Do!” solicits funds from parents, the local business community and sponsors an annual golf tournament. “Can Do!” is run by an Executive Board that includes representatives from each of the four district schools. Information comes home from the “Can Do!” committee in Friday Folders and via email throughout the year.

CASEL 5 FRAMEWORK AND MTSS SUPPORTS

Multi-Tiered Systems of Support (MTSS) is an integrated framework that focuses on core instruction, differentiated learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

[Website link to learn more](#)

CHILD ABUSE

School personnel is required to report all suspected cases of child abuse. The school cannot deny a police officer or social worker access to a suspected child abuse victim. The school may be required to delay contacting a parent, and/or the principal may be required to provide information related to suspected abuse to the authorities without parent's consent.

CLASS PLACEMENT

Your child is placed with great care using collaborative input from parents, the child’s previous teacher, parent survey responses, specialists, and support staff. We attempt to provide the best educational setting possible for ALL children and well-balanced classes are integral to a successful year. Once class lists are established they will be changed for exceptional needs only. The Principal retains the option to make changes if problems occur during the school year.

COMMUNICATION

Lucas Valley uses several forms of communication with parents, most in digital form through email, website, and social media such as Facebook and Twitter. You will receive email communications from your teacher, principal, Can Do! (our district schools’ foundation), and our Home and School grade level and room parent leaders. It is essential that we have your most recent email addresses in our data system. Please create an Aeries Parent Portal and keep all



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contact and health information current.

Email: Teachers will check their email daily, once in the morning and once before they leave for the day. Every attempt will be made to respond to messages within 24 hours during the school week. Any messages received after on-site time requirements will be dealt with during the next workday. Teachers are not obligated or encouraged to return emails after working hours (evenings), on weekends, or while they are teaching.

Phone Messages: Any phone messages for teachers should come through the school office (415 492-3730) and will be routed to the teacher's mailbox. Teachers will attempt to respond with the same 24-hour protocol expected of email messages.

Notices and information from the district office and flyers from our community will be linked to the principal newsletter. The principal's newsletter will be sent out electronically and can be viewed on our website by the weekend prior to the new school week. We will print hard copies on request for those who do not have electronic access. Please be sure to read these notices when you receive them, as many times there are things that will need your immediate attention. To read in a language other than English see the top right of the link and click your preferred language. This public website contains up-to-date school contact, calendar, curriculum, home ad school offerings, etc.

Concerns or Complaints

Step 1:

When someone has a concern or complaint, he or she is expected to first contact the person against whom the complaint is lodged. Parents are encouraged to attempt to resolve concerns directly with the teacher or staff member involved. Email or call and set up a time to talk through the problem. Most often problems are reconciled at this level.

Step 2:

If a problem is not reconciled after the conference with the staff member, a parent may request a meeting with the principal.

The principal will try to reconcile the issue on an informal level between both parties. If the parent continues to feel that the issue is unresolved, the principal can assist the parent in following a formal complaint process.

COUNSELING SERVICES

LVE has committed to providing counseling services 5 days a week. This includes:

- Full-time Site Counselor - In-service training, classroom education, teacher consultation, Small group problem solving, school planning and events, and outreach activities directed towards parents.

The goal of our program is to promote the development of our youngsters, TK-5. Over the last several years, the agency has used case managers to increase services to students and their



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families and to develop school-based services with other community resources. Families who need long-term support will be referred to an outside agency.

CUMULATIVE FILES

Records are maintained on each child. These records contain a history of testing, report cards, and other information considered educationally valuable. Parents have the right to review their children's records by appointment and can request copies of record contents. All other access to these records is controlled by law.

EMERGENCY PREPAREDNESS

At Lucas Valley, we follow procedures designed to keep your child safe. There are times, however, when emergencies occur. At these times it is very important to be able to contact a person known and trusted by the student. For this reason, we ask that you update all information in your Aeries Parent Portal before the first day of school, and provide the school with accurate, up-to-date information if changes occur. Copies of emergency information are filed in the office, in the classroom emergency pack, and with emergency forms and supplies.

In case of disaster, the District Plan will be followed. Students will be kept at school, if safe, until picked up by a parent or the person designated on their emergency card. If the school is not safe, students will be evacuated and be kept at a place deemed safe by the local authorities. Any change of location will be broadcast over local media and posted at the school.

General procedures to be followed in all drills and emergencies:

- Teachers are responsible for their students and will know the whereabouts of all students assigned to their class.
- Accurate lists will be kept documenting the destination and the responsible party removing any student for any reason.
- Teachers will remain on duty until all students are safely released to a parent or designated adult.
- Students will never be dismissed to go home alone during an emergency.

Lucas Valley periodically practices fire, earthquake, and lockdown drills to ensure staff and students are prepared to respond appropriately should a true emergency occur. We will notify students and parents ahead of time before each drill and maintain a calm demeanor so as not to cause students undue anxiety.

Earthquake

In the event of an earthquake, LVE will follow procedures with the safety of all students in mind:

- Duck and Cover Students and staff will immediately take the Civil Defense Protective Position under desks or other furniture – turn back to the window, drop to knees, clasp



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- both hands behind the neck, bury face in arms covering ears with forearms.
- Outside Buildings Students and staff will move away from all buildings and trees and take the Civil Defense Protective Position described above.
- When Shaking Stops Students and staff will assemble outside at their assigned fire drill station until the buildings are inspected and declared safe. If the school is not safe, students will be evacuated and kept at a place deemed safe by local authorities. Any change of
- Location will be posted at the school and broadcast by local media.

Fire

In the event of a fire during school hours, all students will evacuate classrooms following a practiced route to a safe area. Each teacher will walk his/her students to their class safety area on the first day of school. Teachers will take attendance and report any missing students to the office. Students are reminded to remain calm and follow teacher's requests exactly in times of emergency.

In the event of a fire in the surrounding hillsides, we will be notified by our local fire departments and provided direction at that time, depending on the nature and security of the fire. Families will be contacted using our Parent Portal system.

ENGLISH LANGUAGE LEARNER SUPPORT

Students whose primary language is other than English will be assessed annually using the English Language Proficiency Assessments for California (ELPAC) and provided with differentiated language instruction during the school day depending on their level of need.

EQUITY, DIVERSITY & INCLUSION

The Miller Creek School District believes diversity is an asset, values every student, and is committed to building communities where students thrive. In order to do so, we must recognize systemic disparities in opportunities and outcomes and dedicate resources to address those disparities. Parents and teachers from our community meet on a regular basis to discuss issues around equity, diversity, and inclusion and plan events to support equity instruction in the classroom. The Miller Creek District facilitates a [district Equity Working Group](#) and a [Lucas Valley Site Team](#).

FAMILY LIFE

Fifth-grade students participate in a one-week Family Life program designed to introduce them to issues of adolescence. Parents are invited to attend an evening meeting about the program curriculum and are invited to preview course materials. Written parental permission is required for participation in the program.

HEALTHY CELEBRATIONS

LVE has a Healthy Celebrations Policy. Keeping in mind the essential themes of healthy, fun, fair, and easy, please note the ways we celebrate special occasions at school:

Birthdays. Parents are asked not to bring in any type of food for birthdays, both out of respect



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for this policy and for children who have food allergies and are not able to participate in food-related celebrations in the classroom. If a student brings in food for a birthday celebration, they will be required to take the food home.

Classroom Celebrations with Food. Everyone loves a party! Parties are a great way to relax, honor a special holiday, and have fun with the whole class. Each teacher will determine what types of healthy foods will be served during classroom parties, and will specifically request which predetermined foods will be brought. Student allergies will be taken into consideration whenever possible. If a student brings in food for a classroom celebration that has not been requested by the teacher, they may be asked to take the food home.

Use of Food as Rewards or for Fundraising Events or for Incentive. Use of food as rewards, or for fundraising events, or for incentives, either at the classroom or school-wide level, will go through a principal approval process.

HOME & SCHOOL CLUB (HSC)

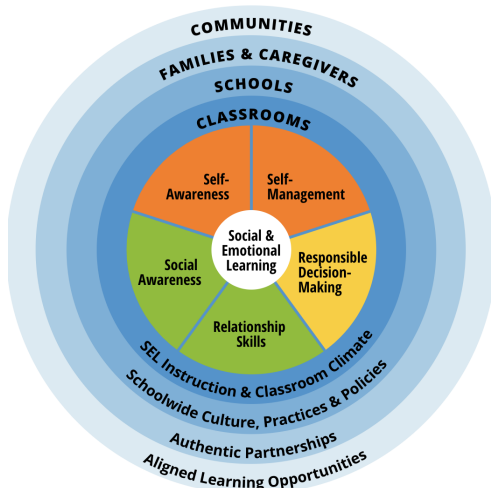
The purpose of the [Lucas Valley Home and School Club](#) is to promote the development of our children in school and in the community as well as to establish a closer relationship between home and school. To achieve these goals, LVE's HSC organizes and supports the following activities through its HSC budget: Family events that encourage parents, students, and staff to work together, teacher stipends for classroom supplies, stage performances and assemblies, scholarships for outdoor education and field trips, school garden needs, student council, green team, and energy team activities, parent education, library book purchases, and staff appreciation.

All parents are automatically members of the Home and School Club and are encouraged to attend monthly HSC meetings, participate and volunteer in order to enhance the LVE school community.

HOMEWORK

Homework is considered a valuable part of the instructional program. Families are encouraged to be involved and assist with their child's homework. The frequency and quantity of homework, which may range from 10 to 60 minutes per night for four nights a week, is based on grade level. If your child requires considerably more or less time to complete

assigned homework, contact the teacher to discuss the level of work for your child in relation to the District's Grade Level Curriculum Guidelines. These guidelines are available at Back to School Night and are available in the school office or on our website.



LIFESKILLS/HERITAGE MONTHS - CASEL 5

Each month we will focus attention on specific lifeskills such as Self Awareness and Self Management, as well as cultural recognition throughout the year. This



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collaborative effort between our Diversity, Equity, and Inclusion Team, Home and School Team, and our district office team brings these two important monthly focus areas to fruition.

Our district uses the Social Emotional Framework, [CASEL 5 program](#), SEL framework, to help cultivate skills and environments that advance students' learning and development. These are visited at each of our monthly assemblies. Leadership students will often times run shorts skits to help build a deeper understanding for their peers. Teachers cover these skill sets in classrooms as well.

LUNCH/BREAKFAST PROGRAM

For the 2025-2026 school year, we have shifted to a new lunch program. More to come on this.

LUNCH CLUBS

We are offering lunch opportunities for students to engage in alternative activities with our counseling teams and volunteer parent teams. In the past they have included activities Lego, garden, and photo clubs.

LUNCH EXPECTATIONS - P.B.I.S.

For the 2025-2026 school year, we are incorporating the Positive Behavioral Intervention Supports, outlined below under PBIS. These expectations will be clearly outlined and shared with staff, students and families to begin the year.

- Students will sit at their assigned tables/areas
- Students must raise their hands to get up.
- Students will use a calm voice and keep their hands and feet to themselves at all times.
- Students may not share food with others.
- Students must remain seated in their assigned areas until they are dismissed by the lunch supervisor.
- Students are expected to eat politely, clean up after themselves, and sort their waste into landfill, compost, or recycling containers when they are dismissed.
- Students may save food to take home, but may not eat food on the playground or yard.

On rainy days:

- Students will remain indoors, in their classrooms, and follow the posted classroom rules
- Students will only play indoor games and activities and use soft voices.
- Yard duty supervisors will move between rooms and monitor students.

MEGAN'S LAW

Miller Creek School District has an ongoing relationship with local law enforcement to coordinate information about registered sex offenders who live or work within the District boundaries. When local law enforcement reasonably suspects that children may be at risk from a registered sex offender, the District will be notified. By law, the District may only disseminate information about registered sex offenders to staff and/or parents in the manner



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and to the extent authorized by the law enforcement agency. We strongly recommend that families regularly check the [Megan's Law website](#) for information about registered sex offenders living in our community.

MESSAGES

Messages for students and teachers may be left with the office. Messages will be delivered to the classroom or to the teacher. Lunches or other forgotten items that are brought to school after school begins are to be left in the office. Please make sure the items are clearly marked with your child's name. To minimize classroom interruptions, do not take the items directly to the class. The office will make sure your child receives the items. Staff checks email regularly so you can communicate with teachers when necessary. Please allow 24 hours for a response. If a matter is urgent, phone the office and the appropriate person will be notified immediately.

MILLER CREEK DISTRICT TEAM

[Maria Henrio: Chief Business Officer](#)

[Kristy Treewater: Superintendent](#)

[Philippa Rosenblatt: Director of Special Education](#)

[David Gehman: Director/Maintenance](#)

MILLER CREEK DISTRICT BOARD OF TRUSTEES

[Brad Honsberger, Megan Hutchinson, Caitlin McShane, Alyssa Chaco, Franco Ruggeri](#)

NURSE/ HEALTH SPECIALIST

The Miller Creek School District provides a school nurse for specific, state-mandated services. This job includes vision and hearing screening, and immunization review, as required by the California Education Code. The nurse also acts as a resource for health education and a lead for all Covid-related activities.

P.B.I.S. or POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

PBIS stands for positive behavioral interventions and supports. It's an evidence-based, three-tiered framework that focuses on encouraging positive student behavior, preventing negative behavior, and creating a more positive school climate.

Because the PBIS framework is designed to address negative student behavior before it happens, educators can be preventative rather than relying on punishment. This makes PBIS highly powerful for supporting students and fostering a positive learning environment.

[Lucas Valley Elementary Expectation Matrix](#)

[PBIS Website](#)

[Short Video describing the foundation of this approach](#)



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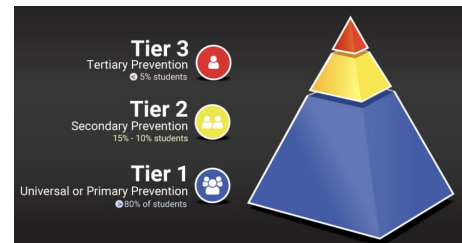


Below is the general framework captured under the 3 critical tiers of support we provide:

Tier 1: Universal, Primary Prevention (All)

Tier 1 supports everyone: Tier 1 support is for everyone and is robust, differentiated, and enables roughly 80% or more of students to experience success. Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships



Tier 2: Targeted, Secondary Prevention (Some)

In addition to your Tier 1 foundation, students receiving Tier 2 support receive an added layer of systems, data, and practices targeting their specific needs. On average, roughly 10-15% of our students will need some type of Tier 2 support which is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication

Tier 3: Intensive and Individualized, Tertiary Prevention (Few)

At most schools and programs, there are a small number, roughly 1-5% of students for whom Tier 1 and Tier 2 support have not been sufficient to experience success. Students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

PARENT/GUARDIAN SUPPORTS

Educating children requires a partnership of close cooperation and understanding between



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home, school, and the child. As parents and guardians, you can help the school by:

- Providing a quiet place and time for homework to be completed by your child and notifying the teacher of any challenges.
- Arrive to school on time every day
- Limiting
- Supporting the school's behavior expectations
- Making certain your child gets sufficient sleep
- Encouraging independence, self-reliance, and responsibility in your child
- Planning vacation times and appointments that do not conflict with the school calendar
- Modeling reading time by providing daily family reading time
- Limiting and monitoring television and computer use during school days
- Discussing concerns with your child's teacher first and promptly
- Knowing and following school policies and procedures.

PERSONAL PROPERTY:

Electronic devices and video games are not to be brought to school. They are a distraction in the classroom, and there is always a possibility of damage or loss. No personal toys should be brought to school. If students want to bring toys to daycare, they should be delivered directly to the daycare facility. Skateboards and rollerblades are not permitted on campus. A student must be in 3rd grade to ride a bike to school unaccompanied. Use of a cell phone, smartwatch, or another mobile communication device during instructional time or in an unauthorized manner is in violation of district policy. If a student must have a cell phone at school, it will be turned off and in their backpacks during school hours including recess breaks.

PLAYGROUND EXPECTATIONS - PBIS

The purpose of playground time is to provide safe, enjoyable, and healthy recreation. Students are expected to follow the below expectations:

- *Be safe
- *Be respectful
- *Be responsible
- *Be an Ally

At the beginning of each school year, playground guidelines are discussed in each classroom and at a school-wide assembly using the PBIS agreements Matrix. Some of the guidelines discussed are:

- Be a good sport and use good citizenship.
- Use language appropriate for school.
- Listen to and be respectful of the yard supervisors.
- Walk on the sidewalks and use care by doors that could open in front of you.
- Use bathrooms appropriately. They are not for playing or hiding.
- Eat in designated areas.
- Climb equipment and slide down the slide with care - feet first, one at a time, and don't block



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the openings.

- Do not jump off any playground structure.
- Take your turn and give others equal time. Join at the end of the line, no cutting.
- Play where you can be seen by an assistant, aide, teacher or another adult in charge. Play in designated areas.
- No tackling or wrestling games. No pushing or tripping others.
- Kick balls, soccer, football, etc. on the grass areas only.
- Share the equipment. Help others to learn to play games and include others.
- Ask for permission before leaving the playground for the office.
- Stop playing when the bell signals that recess is over, take a knee and walk to your classroom's designated spot after the whistle.

PSYCHOLOGIST SERVICES

The school psychologist screens and assesses students referred for possible special education placement.

RECESS AND LUNCH

While schedules will be shared by teachers at the start of the year, each grade has at least one recess and lunch scheduled in the course of the day. We have instructional aids and teachers supporting students in the yard and when they eat.

REPORT CARDS/STUDENT PROGRESS

Three report cards are sent home each year. Progress Reports are sent home as needed. Other conferences can be set up by either parent or teacher, as needed.

SCHOOL TRANSFERS

A limited number of intra-district transfers are available each year. These are dependent upon school enrollment. Applications for intra-district transfers are available through the Miller Creek School District office.

RESOURCE SPECIALIST

The Resource Specialist serves children with special learning needs. Students must meet specific State requirements to be eligible for this program. After extensive testing, a team of professionals (e.g., the principal, resource specialist, psychologist, and classroom teacher) designs an educational program specific to the individual student's needs. To monitor progress, periodic meetings are held with the student's family, specialists, and other school personnel. Children who are identified for this service are served in a resource room and/or in their regular classroom. If you think your child has a learning disability, please discuss your concerns with his/her teacher.

SECTION 504

A student with disabilities under Section 504 is defined as any student who has a physical or mental impairment that substantially limits one or more major life activities such as breathing, walking, seeing, hearing, working, and learning, and who has a record of such an impairment.



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Students protected by Section 504 include those who are not eligible to receive special education and those students who meet the eligibility criteria under the Individuals with Disabilities Education Act (IDEA). An example of a student who is protected by Section 504 is one with a health impairment, such as a respiratory disorder, that is not adversely affecting their educational performance, and thus the student is not eligible for special education. Other examples are students with AIDS-Related Complex (ARC), Attention Deficit Hyperactive Disorders (ADHD), or emotional/behavioral difficulties. These students may be provided with accommodations and/or special services necessary through regular education.

The District has established written policies and procedures for the implementation of Section 504. Contact the principal for more information.

SPEECH & LANGUAGE

The Speech and Language Specialist is hired by the District to provide therapy for students with language, articulation and fluency disorders. Students must be tested and meet specific state requirements to qualify for this program. Students are ordinarily referred to the therapist by teachers or other school personnel. However, parents may initiate the screening process by contacting the school. The Speech and Language Specialist will contact parents to arrange for services during remote learning.

STUDENT STUDY TEAMS (SST)

While this process is undergoing a few changes to the structure, the below offers a preview of the overall idea: Student Study Teams (SST) assist teachers and parents in understanding and meeting the needs of students who are experiencing problems in the classroom. In a caring and supportive atmosphere, teachers, school staff, and parents discuss student strengths and academic/ behavioral concerns. They brainstorm strategies and formulate an action plan for student success. An SST team includes the lead teacher the principal, the child's parents, and if needed, the psychologist. Please notify your teacher or the school office if you have questions about the SST process for your child.

TEACHER EDUCATIONAL SUPPORT

All teachers participate in a variety of in-service programs or meetings on Wednesday afternoons. Many volunteers or are elected to serve on school committees, such as the School Site Council, as well as other committees for district-wide business. Teachers attend educational conferences and workshops, such as those given by the Marin County Office of Education to explore innovative teaching techniques. When a teacher is absent, the class is instructed by a certified substitute teacher.

TECHNOLOGY

Students are provided with the necessary materials for a successful school year. Chromebooks (grades 1-5) and Ipads (K) are provided for all students during the school year. Reasonable and prudent care is expected of all school equipment and supplies. Grades 3-5 are provided their own Chromebook to hang on to until 8th grade.



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The Internet is used at Lucas Valley as an educational tool. Parents and students are asked to read and sign an Internet Use Agreement at the start of the school year when setting up their Aeries Parent Portal. The agreement must be completed before your student may use the internet or be issued a Chromebook.

TESTING/ASSESSMENT

Many types of assessment occur in the classroom, both formal and informal, and are used to drive our instruction. Teachers will discuss grade-level specific assessment tools at Back to School Night. Students in grades 3 through 5 take the California Assessment of Student Progress (CAASPP), an achievement test that provides a standardized measure of student performance across California. This nationally normed test, when viewed with daily work performance, report cards, and attitude toward learning, gives a balanced picture of each student's progress. In addition, fifth graders participate in state science and physical fitness testing.

TRANSPORTATION

The District maintains buses for Special Education purposes, of transporting students to and from school. For more information, call the Miller Creek School District Transportation Department at 415 492-3777 or log on to the district website.

Children are expected to behave on the bus in the same manner that they are expected to act in the classroom. Disorderly conduct or persistent refusal to obey the bus driver will result in the loss of riding privileges. While waiting at the bus stops, children are expected to stand, be courteous, observe common safety practices, and respect the rights of others in the neighborhood. Students riding a bus other than their assigned bus must have a note of authorization from their parent or guardian to give to the bus driver. Kindergarten parents must get approval from the Transportation Department before their child can ride the bus.

VACATIONS

Please plan your vacations to coincide with the scheduled school vacations. It is very difficult for your student to re-enter class after missing one or two weeks even if they have had an independent study contract. It also creates more work for the teachers to develop independent contracts and takes time away from planning the regular curriculum. There must be a minimum of two weeks' notice for all Independent Study contracts to allow the teacher and office time to process the request. Check the school calendar and plan your trips now to take advantage of vacations.

VISITORS

It is important for student safety that the school administration knows what adults are on campus at all times. All visitors and volunteers. All campus visitors are required to sign in through the IPAD on the front counter and gather a sticky badge. The volunteer confidentiality form must be signed and returned. That form will be sent out at the start of the year. When on campus, volunteers are required to wear the stick badge signifying they are visiting and supporting our children and then signing out when they leave. When in support of our



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children, volunteers support all children in the yard and may be asked to support specific areas of need.