



WILL ROGERS LEARNING COMMUNITY
a STEM Focus School

Will Rogers Learning Community

2018/2019 Parent Handbook

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SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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Learning Agreement

THE TEACHER PLEDGE: I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability. I WILL

- Respect our school, students, staff and families
- Provide high-quality curriculum and instruction
- Motivate students to develop a love of learning
- Provide a warm, safe, accessible and caring learning environment for students and families
- Provide meaningful homework assignments and timely feedback to reinforce and extend learning
- Communicate regularly with families to ensure that students do well in school
- Participate in professional development opportunities that improve teaching and learning.
- Provide parents with opportunities to become engaged in school and classroom activities

THE STUDENT PLEDGE: I realize my education is important. I understand my family wants to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability. I WILL

- Treat others with respect
- Come to school on time, ready to learn and work hard
- Take responsibility for my belongings and school property
- Complete homework neatly, on time, and always do my best
- Read every day for at least 20 minutes for grades TK-2 and 30 minutes for grades 3-5
- Know and follow school and class rules
- Ask for help when I need it
- Tell my parents what is happening in school
- Limit my TV/video/computer games use

THE PARENT PLEDGE: I realize my child's school years are very important. I understand my participation in my child's education will help his or her achievement and

attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability. I WILL

- Respect the school staff, students and families
- Regularly monitor my child's progress in school; read all school communications and sign and return when necessary
- Ensure my child attends school every day on time, gets adequate sleep, regular medical attention and proper nutrition
- Emphasize the importance of school and learning to my child and provide a quiet time and place for homework
- Read to my child or encourage my child to read daily at least 20 minutes for grades TK-2 and 30 minutes for grades 3-5
- Participate in school activities whenever possible
- Supervise and limit TV/video/computer game use
- Communicate regularly with teacher and other school staff to create a partnership

Curriculum & Instruction Highlights

STEM (Science, Technology, Engineering and Mathematics)

As a STEM school we provide an interdisciplinary approach to learning that fully engages students and develops literacy by integrating the sciences, technology, engineering, and mathematics. STEM fully integrates the arts across the curriculum. By using this approach to teaching and learning, we strive to increase the academic achievement of all students while simultaneously closing the achievement gap.

CGI (Cognitively Guided Instruction)

Cognitively Guided Instruction (CGI) is an approach to teaching mathematics that is rooted in ongoing job-embedded professional development for teachers. Developed through 25 years of research and classroom application, the CGI approach is based on the idea that children bring an intuitive knowledge of mathematics to the learning process, and that this should form the basis for mathematics instruction in school. Dr. Megan Franke, a Professor and Chair of the Department of Education at the University of California-Los Angeles, has been working with teachers at Will Rogers' Learning

Community for more than a decade. Her work influenced the development of the Common Core State Standards (CCSS). Currently she is focusing on helping Kindergarten through second grade teachers understand children's intuitive problem-solving and computational processes and how to use arithmetic.

Balanced Literacy

Teachers at Will Rogers Learning Community use a balanced, evidence-based approach to teach reading and writing. In each classroom children will engage in a variety of activities that will help them grow as readers and writers. Some of these include, hearing stories read aloud, reading in small groups with teachers, engaging in book clubs with other students, reading books independently while practicing comprehension strategies, and many, many opportunities to write. Teachers also assess students to determine their independent reading levels, and provide suggestions of books that students can read on their own at home.

Response to Instruction and Intervention (RTI)

RTI is a framework for teaching that is designed to meet the needs of all learners, those performing above grade level and those performing below grade level. At Will Rogers Learning Community we use an RTI model in reading in which children receive targeted instruction at their individual reading levels.

Special Education

SMMUSD offers a variety of services to ensure that all students have the opportunity to succeed in school. Our staff includes a speech pathologist, school psychologist, occupational therapist, and special education teachers who can provide assessment for students experiencing difficulty with learning. Additional services are provided by staff from SMMUSD as needs are identified. Will Rogers Learning Community offers Specialized Academic Instruction (SAI), which serves students in TK to 5th grade who qualify for that support. Students work in the SAI classroom or in their general education classrooms with our SAI teachers as their Individual Education Plan (IEP) prescribes. Our speech and language specialist provides extra help for students on a one-on-one and small group basis if students qualify for the program through an IEP process. If you have questions about special education, contact our School Psychologist or one of our Specialized Academic Instruction (SAI) teachers.

Homework

Homework is a part of your child’s instructional program designed to provide the practice that young children need when learning to read and write, develop number sense, memorize math facts, and become young scientists and engineers. Becoming a proficient reader requires lots of student practice, so your child should be reading books independently or with an adult every day. At Will Rogers Learning Community, we believe that homework is:

- meaningful and supports the learning experiences of all students;
- connected to grade level/subject matter curriculum and class instruction; and,
- most effective when it’s engaging, purposeful, and relevant.

Homework Guidelines

- Teachers consider the students’ individual academic needs when assigning homework.
- Students should be able to complete homework independently.
- Parents may want to create a designated homework spot at home for children to complete homework.

Homework Times

At WLRC, teachers give homework Mondays to Thursdays. There may be some nights when teachers do not assign homework, but independent reading should happen every night. Homework assignments should take no longer than:

Grade Level	Times	Suggested Reading Times (Independently or with adult)
TK/K	10 to 15 minutes	20 Minutes
First	15 to 20 minutes	20 Minutes
Second	20 to 30 minutes	20 Minutes
Third	30 to 40 minutes	30 Minutes
Fourth	40 to 50 minutes	30 Minutes
Fifth	50 to 60 minutes	30 Minutes

Homework Communication

If it is taking your child an excessive amount of time to complete homework assignments, or if you have any other questions about homework, please communicate with the teacher. We want to work with you to make homework time productive and positive.

WRLC Schedules

Transitional Kindergarten & Kindergarten:

8:10am Kindergarten yard opens.

8:22am First warning bell sounds. Students line up near lunch tables in the K yard.

Teachers meet them and walk them to class.

8:25am Instruction begins

1:45pm Dismissal on the kindergarten yard.

Grades 1-5:

8:10am Yard opens for students

8:22am First warning bell sounds. Students line up on the big yard where classroom numbers are painted. Teachers meet them and walk them to class.

8:25am Instruction begins

2:55pm Dismissal on the K yard grades 1 & 2, in front of school for grade 3

3:00pm Dismissal in front of school for Grades 4 & 5.

Late-Start Friday – Banked Time Days:

All SMMUSD schools have one banked time day each week so teachers can participate in ongoing professional development. Note: If a minimum days falls on a Friday, we don't have late-start that day.

9:30am Yard opens for students

9:42am First warning bell, students line up and teachers meet them.

9:45am Instruction begins

2:55pm Dismissal on the K Yard for grades 1 & 2, in front of school for grade 3

3:00pm Dismissal in front of the school for Grades 4 & 5

Minimum Days:

The district provides a number of minimum days throughout the school year. On these days, the start and end times are as follows:

- 8:10am Kindergarten yard opens.
- 8:22am First warning bell sounds.
- 12:10pm K Dismissal the outside gate on the kindergarten yard.
- 1:00pm Dismissal on K yard for grades 1&2, in front of school for grades 3-5

2018-2019 Minimum Days	
Note: If a minimum day falls on a Friday, there is no late-start that day.	
TK/K	Aug. 23, 24, 28, , Nov. 7, 8, 9, 21, Dec. 21, Apr. 4, June 12 Aug. 24
1-5	Aug. 23, 28, Sept. 4, Nov. 7, 8, 9, 21, Dec. 21, Apr. 4, June 12

Pupil Free Day
Nov. 6 th

Safety/Emergency/Health

Arrival and Dismissal

All students should enter the gate at 14th street or 16th street and line up to meet their teachers. Kindergarten classes line up on their designated spots on the kindergarten yard. First-grade classes line up outside their classrooms on the first-grade yard. Grades 2-5 line up on their designated spots near the handball courts on the big yard. The yellow gates at the 14th street entrance will close by 8:30 a.m. If you arrive late, please report to the office for a late slip.

All students must be picked up at the designated dismissal time. If you cannot pick your child up on time, please be sure to enroll them in an after-school program, such as School Age Programs (K-3), CREST (4-5), or playground access (1-5).

Parking

There is no parking in the parking lots on 14th street and 16th street. There is a loading zone directly in front of the school on 14th where children can be dropped off. Cars cannot park in this zone.

Parking is a challenge in this neighborhood. The majority of the street parking is with permit only, which restricts parking from 8 a.m. to 8 p.m. There is very limited street parking near the school on the following streets (please read signs carefully, as they may change from the time of the printing of this handbook):

- 14th Street: Directly across the street from the school (west side of street), 30 minutes from 8 a.m. to 4 p.m. (Please read signs and note street cleaning days)
- 14th Street: Just north of the loading zone in front of the school (east side of street) there is 15-minute parking from 7 a.m. to 4 p.m. (Please read signs and note street cleaning days)
- Ocean Park Blvd – There is parking on Ocean Park Blvd. Please check signs for restrictions.

We encourage you to walk to school and from school with your child, if you live close enough to do so. If you drive, you can park in the neighborhood a few blocks away and walk your children to school. Please do not park in the Mt. Olive church lot on 14th street.

Valet Drop-Off

We have valet drop-off services on Monday-Friday, from 8:10 – 8:25 on 14th street in front of the school. We always need volunteers! If you want to volunteer, let the office staff know, and they will put you in touch with the parents in charge. It would be great to have you.

Visitors on Campus

For the protection of our students, Will Rogers Learning Community maintains a closed campus during the school day. After morning arrival time, all visitors must enter through the WRLC office. All visitors and volunteers must sign in at the main desk as soon as they enter school premises and sign out upon exit. *Visitor* badges are next to the sign-in book and must be worn and be visible at all times. We regret that children not enrolled

at WRLC School are not able to play on the playground and use the playground equipment. The playground is open on weekends and holidays for community use.

Early Pick-Up Procedures

If you need to pick your child up early from school, please report to the office to sign him or her out of school. We will call the teacher and ask her to send your child to the office. In order to minimize classroom interruptions, we ask that you remain in the office and wait for your child, rather than going to his or her classroom.

Emergency Cards

Please complete a new emergency card for each child every year. If your information changes, please come to the office to update your card. We cannot make changes to emergency card information over the phone or via email.

Emergency Preparedness

State and local disaster officials tell us that, in the event of a major disaster, we should all be prepared to be on our own up to 72 hours. This could mean that many of our students would need to be at school for one to three days. Our staff has been trained in first aid and search and rescue. We have emergency supplies in each classroom in the event that students need to remain in the classroom or at school beyond the school day. Emergency supplies are a part of our disaster plan. The school will replenish emergency supplies annually.

Emergency Drills

Drills are conducted periodically during the school year so that students and staff are prepared to deal effectively with emergencies. These include fire, earthquake, and lock down. If you are on campus during an emergency drill, you are expected to evacuate along with the students; we must account for all persons on campus.

Student Health Concerns

We need to know if your child has any allergies (especially food) or any health issues. Please notify the nurse as soon as possible. If your child needs to take medication during the day, please contact the health office. The nurse or HOA must manage and distribute the medication.

Student Visits to the Health Office

Whenever students are sent to the Health Office, students will have a Teacher-Nurse Referral Form with them. Once care is administered and parents are called if needed, students are sent back to class or home, if necessary. A copy of the Teacher-Nurse Referral Form (yellow copy) is sent home with the student.

Communicable Diseases

If your child has been ill with a communicable disease (measles, mumps, chicken pox, or strep throat) the child must bring a release slip from the family doctor. All children with any communicable disease must be checked through the nurse's office before returning to the classroom. If your child was sent home from school due to a fever, or develops a fever at home, he or she must be fever-free for 24 hours before returning to school. All cases of head lice should be reported to the school nurse. The school nurse or designee will approve your child's return to school after appropriate treatment for head lice. Children absent from school for 5 or more days, due to illness, will require a note from a doctor before being readmitted.

Attendance

Absences

Every time your child is absent, we ask that you call the office that morning at 310-452-2364 x67-335 and follow the prompts for reporting an absence. Please make every effort to call, but if you are unable to do so, send a note when your child returns. You may also come into the office and complete a green absence form available on the front counter.

Will Rogers Learning Community receives funding from the state based on daily attendance. Every time your child misses school, regardless of the reason, we lose valuable state funds. Illnesses are unavoidable, but vacations, day trips and appointments during school hours should be avoided.

Excused Absences

For monitoring purposes, excused absences are illness, medical or dental appointments, religious holidays and bereavement. Chronic illness or medical/dental appointments require a doctor's note. We work with the Los Angeles County District Attorney's Office to assist us with families who have chronic attendance issues.

If your child has been ill with a communicable disease, he or she must see our school nurse prior to being readmitted to class. If your child was sent home from school due to a fever, or develops a fever at home, he or she must be fever-free for 24 hours before returning to school. Children absent from school for 5 or more days, due to illness, will require a note from a doctor before being readmitted.

Independent Study (Absences 5 or more days)

If your child absolutely must be absent for five or more days for reasons other than illness, please use our Independent Study Program so they can keep up with their studies. Speak to the office at least two weeks in advance of the absence to arrange for this and to complete the Independent Study Contract. The office will coordinate with your child's teacher to put together a work packet. The school also benefits by still receiving funds when the Independent Study is completed.

Tardiness

It is essential to your child's academic success to arrive on time each day. It is disruptive to your child, the teacher, and the class when a student arrives late. Please note: Students arriving late (after 8:25 am) must come to the office, sign-in and receive a Tardy Slip. Repeated tardies may result in parent(s) being required to meet with the principal and teacher to develop a plan for correcting this problem. You can also expect to receive notices from the District Office advising you that you are not in compliance with the state's mandatory attendance law. Any child with excessive unexcused tardies can be considered for special programs such as an attendance contract or referral to the School Attendance Review Board (SARB).

Excessive Absences or Tardies

Santa Monica-Malibu Unified School District and WRLC monitor excessive absences. If your child has excessive absences or tardies, you can expect to receive notices from the District Office advising you that you are not in compliance with California state mandatory attendance laws. Three tardies counts as an unexcused absence. Three unexcused absences is considered excessive.

Childcare & Enrichment

Childcare

SMMUSD's Child Development Services (CDS) and the City of Santa Monica's CREST program offer before- and after-school childcare on a sliding- fee basis on the WRLC campus.

Grade TK-3

Child Development Services (CDS) School Age: The Santa Monica-Malibu Unified School District (SMMUSD) School Age programs available for students in Transitional Kindergarten (TK) to 3rd grade.

- Kindergarten Express: after-school childcare until 3 p.m. to students with older siblings at WRLC.
- Before & After School: childcare starting at 7 a.m. and ending at 6 p.m. The program includes a rich array of activities and daily homework support.
- Camp: CDS offers camp during winter, spring and summer breaks.

All of our teachers have their California Children center permits and are certified in CPR and first aid. If you have any questions, you can contact Roxie Patton 310 452-2364 ex 67-407 or Child Development Services 310 399-5865 (Monica Simon ext.70-534).

Grades 4 & 5

CREST provides campus-based childcare for students in 4th and 5th grades. For CREST Child Care information, call (310) 458-8540 or contact our on-site CREST Coordinator at (310) 828-0335, ext. 61-206. CREST (CHILD CARE, RECREATION, ENRICHMENT, SPORTS TOGETHER)

CREST Enrichment & Homework Club

The City of Santa Monica and the Santa Monica-Malibu Unified School District sponsor the CREST program, which offers sports, and enrichment programs. CREST offers a homework club each quarter and a variety of sports programs and enrichment classes. CREST programs are available on a fee-basis (with generous financial aid available) after school. Program options and enrollment information are sent home quarterly in the Wednesday packets. You can also visit the CREST website for information or on line enrollment at <http://www.smgov.net/Departments/CCS/content.aspx?id =32847>

CREST Playground Access Grades 1 - 5

CREST also offers an after-school Playground Access Option for children in grades 1 through 5. Parents must register their children in order to participate in Playground Access and maintain up-to-date emergency cards. Children will be required to sign in and out. Once they sign out they may not re-enter the program that day. This option is available for 30 minutes after dismissal for grades 1-2 and for 2 hours and 15 minutes after dismissal for grades 3-5. *Please note that this option does not operate on rainy days or holidays.* There is no fee to participate in this program. If you wish to enroll your child, stop by the office for a registration form.

PTA After School Enrichment (ASE)

The aim of ASE is to offer additional enrichment opportunities to our community that are both affordable and align with our vision at WRLC. We are a STEM school with a fine-arts focus, and our offerings reflect those areas. Classes are kept small to allow for real teacher-student engagement. As well as keeping classes affordable, we have a strong commitment to scholarship. No child should be turned away from these experiences due to cost. Classes are run after school Monday-Thursday and on Friday mornings. Kindergarten classes are 50 minutes and upper grade classes are an hour. TK students are welcome to begin ASE classes in the winter. Registrations forms are sent home in Wednesday folders for upcoming sessions and are available in the WRLC office. This is a volunteer run program and we are always looking for help to keep the program going.

Cafeteria and Food Policies

Meals at School

Breakfast

Breakfast is served in the school cafeteria from 7:45 am to 8:10 am. Supervision in the cafeteria also starts at 7:50 a.m. for those students eating breakfast. Please do not drop off students before 7:50 a.m. We send home monthly menu for breakfast and lunch at the beginning of the month to help you plan your child's meals. Breakfast is available for purchase at regular price, and if you qualify for free or reduced lunch, you also qualify for free or reduced breakfast. Breakfast is a very important meal and all children are welcome to participate in the breakfast program – either regularly or on an as needed

basis. This is a valuable time-saving option for working families, especially if there is a commute to work involved.

Lunch

Students can purchase lunch in the school cafeteria or bring a lunch from home. Please, do not send candy, sodas, chips or glass containers. Because of food allergies, we do not allow children to share food. Very occasionally, a parent may deliver lunch to school for their child. Please save this for special occasions and understand that we will not interrupt instructional time to deliver the lunch. Your child may pick it up on the way to lunch. If your child does not have lunch credit/money, we will pay for your child as we want your child to eat but expect you to repay the cafeteria when you receive a notice of payment. If your balance remains unpaid with excessive charges, Food Services can only serve the state required lunch portions until the balance is paid or repayment arrangements are made. If you send a lunch box with your child, please make sure his/her name is clearly marked inside in case it's lost.

Meal Costs

- Elementary (TK-5) Breakfast: \$1.25
- Elementary (TK-5) Lunch: \$3.00
- You can register to pay online via MySchoolBucks (www.myschoolbucks.com).

Reduced-Price or Free Meals

Eligible students may receive meals free or at a reduced price of \$0.30 for breakfast and \$0.40 for lunch. Applications are available in the front office.

Nutrition/Snacks

Your child may bring a small snack to eat during recess. Students should not bring sugary foods, such as sodas or candy. Gum is not allowed on campus.

Birthdays

While many parents like to bring in treats for the class to celebrate their child's birthday, such observances must be coordinated with the classroom teacher and should generally occur after lunch or at the end of the day. Sugary or fatty snacks (cupcakes, cake and ice cream, chips, etc.) are not allowed during the school day, and only 100% juice, milk and water may be served to students. Rather than bringing in food, consider bringing a ball for the classroom, art supplies, or a book for the class library. Any food

you bring must meet the nutrition guidelines. See the following *SMMUSD Wellness Policy* for ideas.

SMMUSD Student Wellness Policy

The Board of Education recognizes that sound nutrition, optimal physical fitness, emotional well-being and the adoption of life-long healthy habits correlate with learning readiness, academic achievement and decreased discipline problems. Life-long healthy habits include the daily consumption of fruits and vegetables and daily physical fitness activities. Such habits can prevent Type 2 Diabetes, some Cancers, Cardiovascular Disease, Obesity and Osteoporosis.

As part of this policy and consistent with California state law, the Santa Monica-Malibu Unified School District has established policies regarding the types of foods which can be sold or served to elementary school students during the day and 30-minutes before and after school. This policy has implications for our school breakfast and lunch programs, for food sales after school, and for birthday parties, classroom parties, and/or potlucks that are held during the school day and governs what we can and cannot provide to students during the school day and for one-half hour before or one-half hour after school.

Do:	Don't:
<ul style="list-style-type: none">● Water, <i>NO SUGAR ADDED</i> ☐● 100% Juice, Fruit Leathers, Juice Bars● Fruits and Vegetables ☐● Low fat or Non fat Milk, Yogurt ☐● Cheese ☐● Nuts, Seeds, Trail Mix ☐● Baked Potato Chips	<ul style="list-style-type: none">● Soda, Fruit Punch, Capri Sun, Sunny Delight, etc. (with added sugar or high fructose corn syrup)● Candy ☐● Nachos, Chips, Cheetos● Popcorn● Donuts, Cakes, Cookies*, Cupcakes● Fried vegetables ☐● Fruit cups with added sugar● Ice Cream* ☐● Pizza*

*Okay if less than: 175 calories per serving, 35% calories from fat, 10% calories from saturated fat, 35% sugar by weight. Total Calories x 35% = Maximum number of calories from total fat

Total Calories x 10% = Maximum number of calories from saturated fat
Weight of Item in grams x 35% = Maximum number of grams of sugar

(1 ounce = 31.1 grams)

For more details contact Dona Richwine, SMMUSD Nutrition Specialist (310) 450-8338 ext. 259 or Richwine@smmusd.org SMMUSD Student Wellness Policy No. 5030 available at <http://www.smmusd.org>

Discipline/Responsive Classroom

Will Rogers Learning Community has the expectation that all children will become responsible citizens. Clear rules and logical consequences are key to this process, and consequences can be positive or negative. These consequences are what we typically call "discipline." The word *discipline* comes from the Greek, meaning *to teach*. The purpose of discipline at Will Rogers is to influence student behavior positively. We use the Responsive Classroom approach to cultivate a strong and safe community. Responsive Classroom rooted in the ideas that the social curriculum is as important as the academic curriculum. As we help children learn cooperation, assertiveness, responsibility, empathy, and self-control, we equip them for social and academic success. To support this effort, we participate in ongoing professional development in Responsive Classroom. Some Responsive Classroom practices are:

- Morning Meeting—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- Rule Creation—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique
- Positive Teacher Language—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- Logical Consequences—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

- Collaborative Problem Solving—using conferencing, role playing, and other strategies to resolve problems with students

School-wide Rules

Having school-wide behavioral expectations is key cultivating a safe school environment. At WRLC, these rules are:

1. Be Kind
2. Be Safe
3. Be Respectful

Logical Consequences

When students don't meet behavioral expectations, we use *Logical Consequences* to help improve behavior and teach behavior. In general Logical Consequences are as follows:

You break it, you fix it" (Reparations/Restorative)

When something has been broken or hurt: relationship/trust; feelings; object; or a mess has been made—whether accidentally or intentionally. The consequence is that those responsible for the problem take responsibility for fixing it. It is an opportunity for a child to solve a problem he or she has caused. General Examples include:

Loss of Privilege (Breach of Contract)

This is used when children's behavior does not meet pre-established expectations. The consequence is that the child loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day. What's taken away must be directly related to the misbehavior, and the teacher must make sure that the child truly understands and can live up to expectations. Teachers use this type of logical consequence when children defy, test, or simply forget the rules.

Positive Time-Out (forfeit participation)

This is used when a teacher believes that a child needs a way to calm down and recover self-control. The consequence is that the child moves to a pre-established place in the classroom or in another classroom. The student takes time to regroup, and then rejoins the class once he or she has calmed down. Teachers use time-out to keep minor misbehaviors—intentional and accidental—from escalating and becoming disruptive,

and to give children opportunities to practice strategies they've learned for regaining self-control. Because many children have experienced punitive uses of time-out, it's important for teachers to explain that "in this class, time-out simply gives us the time and space we all sometimes need to get ourselves in check when we begin to lose our cool."

Office Referrals/Additional Behavioral Support

If inappropriate behavior continues, or if the behavior is a violation of California Education Code (violence, weapons, destruction of property, theft, etc.) consequences, depending on the severity of the offense, may include a meeting with the parents, loss of class or yard privileges, or suspension from school. These progressive steps may vary depending on the severity of the behavior and based on prior incidents of discipline for the same offense. Additionally, students with recurrent behavior challenges will receive support to encourage improved student behavior. These may include behavior contracts, recommendations to participate in small-group counseling sessions, and additional social-skills lessons in class. Our goal is to guide students to make good choices so that they can succeed in school.

Organizations

Parent Teacher Association (PTA)

Will Rogers PTA is very active in providing volunteer assistance, community events, and financial support to the school. Monthly meetings are open to all parents. You can find more information on our PTA website: www.willrogerspta.com

Will Rogers PTA Objectives:

- To promote the welfare of children and youth
- To encourage greater inclusion among our diverse community
- To appoint to key positions in PTA people who represent our diverse community
- To continue to provide arts programming, additional science curriculum staffing, 3rd grade poetry (and all other programs we currently fund and support)
- To institute various educational partnerships with the community at large
- To recruit additional members of our community to assist in all PTA efforts

School Site Governance Council (SSGC)

SSGC is made up of the principal, assistant principal, teachers, staff members and parent representatives. Members have staggered terms and are elected each spring for the following term. SSGC's duties include making decisions about school state and federal budgets, monitoring the school plan, and reviewing student achievement and family survey data. All parents are welcome to attend SSGC meeting. For dates, please refer to the school calendar. Meeting agendas and minutes are posted on the Will Rogers Learning Community Website.

English Learner Advisory Committee (ELAC)

This group of parents and staff advise the principal and faculty on matters affecting the school's program related to the education of students who are learning English as their second language -- English Language Learners (ELL). Parent education is often featured at the group's meetings. All parents are welcome to attend; the meetings are generally conducted in English and Spanish. For more information contact our Community Liaison in the school office. Please check your school calendar or web site calendar for current meeting dates and times, and topics or themes.

Parent Involvement

Coffee and Conversation with the Principal

The principal shares information about school-wide initiatives, upcoming events, and other topics families during *Coffee with the Principal*. *There is always time for Q & A*. Please refer to the WRLC School Calendar for topics, dates and times. A flyer will also be sent in the Wednesday folder. Please join us!

Parent Workshops

WRLC hosts a number of seminars and workshops for parents on topics pertinent to their children's education, such as Common Core Standards, State Testing, Cognitively Guided Instruction in Math (CGI). These are sometimes held in the evening and sometimes in the morning. Please see the WRLC calendar for dates and times.

School Events & Activities

We have a number of fun and educational activities events to involve families in our school. Please see the calendar for details. We send home updates each month.

Volunteering

Parent volunteers are a vital part of the Will Rogers Community. There are many ways to help, such as working in the classroom, attending field trips, and preparing materials. We encourage you to talk with your child's teacher about how you can help in the classroom. All volunteers must complete volunteer training and have a current TB test. See the calendar on the Will Rogers Website for volunteer training dates. Your child's teacher will discuss parent volunteer procedures and expectations with you at Back to School Night. We appreciate your cooperation in advance and hope that this procedure will assist you in building a collaborative relationship with your child's classroom teacher.

Classroom Observation Procedures

We value all you do to ensure a quality education for your child. However, to ensure minimum interruption of the instructional program, we would like to inform you that the following procedures, pursuant to District Board Policy #1250 (revised 5/2011), have been established to facilitate your observations to your child's classroom during regular school hours.

1. A written request must be submitted to your child's teacher with detailed information regarding date and time of your requested observation.
2. The above request must be given to your teacher at least 48 hours prior to your requested observation. The teacher will respond within 24 hours to schedule the observation once the following has been determined:
 - a. The time/day which will ensure minimum interruption of the instructional program (determined by teacher)
 - b. A scheduled time when an administrator can be present during the observation. We have put this protocol in place so that a staff member is available to answer any questions you have. □

3. Classroom observations are limited to a maximum of 20 minutes.
4. If a conference is desired, an appointment should be set with the teacher during non-instructional time. □
5. To ensure the safety of students and staff and avoid potential disruption to the instructional program, all visitors must register immediately upon entering any school building or grounds when school is in session. □
6. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal's permission.

Family-School Communication

Family-school communication is a priority at Will Rogers Learning Community because we believe it contributes to cooperation and student success. We want to have good communication with parents and hope that this information will help us work together in achieving that goal. We have several avenues for family communication.

Wednesday Folders

Every Wednesday we send home a Will Rogers Learning Community folder that includes important information from the school, the PTA, and the community. Please make sure to read the content and return any papers necessary on Thursday.

Flyers/Newsletters

Flyers will be added to Wednesday folders and are available in the front office. They are also available online, if you opt out of Wednesday folders. The administration will also use BlackBoard Connect to send newsletters via email. Information will be available in English and Spanish.

Robo Calls/Phone Blast

School administration will use BlackBoard Connect to send phone messages to the school community with important information and updates. Messages will be sent in

English and Spanish, based on what option you select. More information about this will be available in the first Wednesday folder.

School Organization & Committee Meetings

PTA, ELAC, SSGC, and other committee meetings occur monthly. A calendar of meeting dates, times, and locations is included at the end of this handbook. School administration and committee members provide reports about information important to the school community at all of these meetings. All are welcomed to attend. Participating in these organizations is a great way to contribute to the school, get to know teachers and staff, and stay informed of what's happening.

Communication/Progress-Update Opportunities

Back-to-School Night

Tuesday, August 28th, TK-2, 6:30pm– 8:00pm

Tuesday, September 4th, 3-5, 6:30pm– 8:00pm

Teachers explain their classroom procedures and academic program to parents. This event is for parent and teachers. We ask that students not attend; please make arrangements for your children. We realize this can be a challenge, so we will provide very limited childcare.

Parent-Teacher Conferences (November)

Teachers schedule individual conferences to inform parents about their child's progress. Teachers will work with parents to schedule sibling conferences on the same day. We ask that students not attend the conference.

Open House

Thursday, April 4th, TK-5, 6:30pm-8:00pm

This is an opportunity for families, parents and students, to visit the classrooms together. It's usually a fun evening during which students show the classroom and the work of the year to the parents.

Standards Based Report Cards (February and June)

Provide information about your child's progress.

Meetings with Teachers & Administrators

- If you have questions related to your child's academic or social progress, please contact your child's teacher first. Teachers will communicate their individual communication plans at Back to School night.
- Teachers will do their best to address any concerns you have about the classroom. If you have any questions or concerns, please request a meeting with your child's teacher as early in the year as possible so that we can work together to address the issue.

The principal and assistant principal make time each to meet with parents. We are here to support you and collaborate with you to meet the needs of our students. Additionally, we try to be in front of the school at the start and close of school to be available to talk to parents and family members. If you need to find us, you can usually find us there, unless we have a meeting scheduled at that time. If you need to schedule a more formal meeting, please follow the steps listed below, so that we can best support you:

1. Contact the administrative assistant in the office. You may come into the front office or call the school (310) 453-2364 and dial extension 67-334.
2. Please be prepared to share some information about your question or concern so that the administrative assistant can determine the most appropriate person to help you. At times, the other support personnel may be able to answer your questions.
3. If you are requesting a meeting with the principal, please be prepared to share the purpose of your meeting so we can be prepared to help you. If it is to discuss a classroom concern, we will ask you if you have already met with your child's teacher. If you have not, you will be asked to do so before meeting with a site administrator.

Email

If you choose to communicate by email, please understand that we might not be able to answer it that same day, due to limited time during the school day to respond. We will respond to email within 48 hours.