



Vinci Park School

1311 Vinci Park Way, San Jose, CA 95131
408-923-1970; Fax 408-254-3790

Parisa Nunez, Principal

Dr. Roxane Fuentes, Superintendent

Dear Vinci Park Families,

The Vinci Park PTA plays a pivotal role in supporting the school by funding large activities such as assemblies, field trips, and supplemental classes. However, in order to ensure the school continues to provide our students with an array of opportunities that PTA may not be able to fund, we are asking every family to make a fully tax-deductible contribution of \$100.00 per student. Your generosity will help support a number of items, including but not limited to the following...

- Provide essential classroom supplies/materials
- Provide physical education and playground equipment
- Upgrade our current technology in the computer lab and classrooms
- School related student activities and events
- Provide special support services for at-risk students

We appreciate anything you may be able to contribute.

On the back of this form, you will find the "Class and School Donation" form. Please fill one out per child and return to the office or your child's teacher.

Thank you so much,

Parisa Nunez
Principal
pnunez@busd.net

(All contributions are fully tax deductible as allowed by tax law.)

**CLASS and SCHOOL DONATION
2023-2024**

Please complete the form below and return to the school
along with any donation you would like to make.

Print Student Name: _____ Grade: _____

Teacher: _____ Room # _____

I would like to contribute \$100.00 to my child's classroom to help cover the cost of the school supplies he/she will be using in class and toward valuable programs and services.

I can do more! I have enclosed \$_____, cash or check payable to
"Vinci Park School".

(All contributions are fully tax deductible as allowed by tax law.)

Your financial support makes a tremendous difference! Thank you!

All children will need a backpack large enough to fit a binder.

SCHOOL SUPPLIES PROVIDED BY OUR TEACHERS

Teachers always appreciate donations of the following class supplies any time throughout the year:

Hand sanitizer, Kleenex, #2 pencils, staples, pens, dry erase markers,
baby wipes, paper towels, scotch tape, copy paper, binder paper

THANK YOU FOR YOUR SUPPORT!

SCHOOL YEAR CALENDAR

180 Student Days

Legend

- First Day of School
- Last Day of School
- Pupil Holidays

- New Teachers Report
- All Teachers Report
- Prof. Dev. Day
- () # of Student Days

July (0)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

4- July 4th

August (16)				
M	T	W	T	F
	1	2	3	4
	7	8	9	10
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

10th - 1st Day of School

November (15)				
M	T	W	T	F
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

1st - Prof. Dev. / No Stds

10th - Veterans Day

20th-24th Thanksgiving Brk

December (15)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

22nd - 29th Winter Break

January (17)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1st - 5th Winter Break

15th - Dr. King Day

February (16)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

19th -23rd President's Week

October (17)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2nd - 6th Fall Break

March (20)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

29th - Good Friday

April (17)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1st - 5th Spring Break

May (22)				
M	T	W	T	F
			1	2
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

27th - Memorial Day

June (5)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

7th - Last Day of School

19th- Juneteenth

PERSONAL EMERGENCY SUPPLY KITS

As part of our continuing efforts to better prepare ourselves in the case of a major disaster, Vinci Park School will be implementing the use of **Personal Emergency Supply Kits** for each student during the **2023-2024** school year. The purpose of these kits is to provide some basic comfort and nutritional items to be used in the case of a serious emergency. The personal kits will be used in addition to the school wide emergency food and first aid supplies that are already stored on campus.

We are requesting that **EACH STUDENT** bring to school a small supply of non-perishable snack foods that require no preparation and can be opened without the aide of special tools (see recommended list below). We would also like you to include a family photo as well as a personal note of encouragement, reassuring your child that you will come as soon as possible and that he/she will be in good care while at school.

All food and comfort items need to be placed in a one gallon Ziploc-type bag, which will later be stored in your child's classroom. Please complete and cut off the information portion below and insert it into the bag to identify the kit as well as any food allergies. If not consumed during an emergency, the **Personal Emergency Supply Kits** will be returned to your child on the last day of school.

Packing your Personal Emergency Supply Kits-

Use only a one gallon sized, Ziploc-type bag

Complete and cut off the information form below

Include the following items:

Completed information form

1-2 non-perishable drink items (e.g. a juice and a small water)

3-4 non-perishable snack items

Suggested snack food items to include are:

Fruit drinks in boxes or "pop-top" type cans

Beef or turkey jerky

Small boxes of cereal

Packaged raisins, dried fruit or fruit leathers

Individual servings of fruit, applesauce, wieners, tuna or pudding in small, pull-off top type

Containers (and heavy duty plastic spoon if needed)

16.9 ounce (or smaller) bottled water

cheese crackers

granola type bars

Please note that **ALL** food/beverage items **MUST** be prepackaged or factory sealed. Do **NOT** pack any items that require refrigeration, are perishable or will expire before July 2024. Remember to check the expiration dates for all food/beverage items. All items must fit into a one gallon bag so that the bag can be sealed.

Bags received that are the incorrect size, have perishable or inappropriate foods, or have too few or too many items will be returned home for correction.

*****Due to space limitations, please do not exceed 4 snack items and 2 beverage items*****

Please return the Personal Emergency Supply Kits to your child's teacher (NOT THE OFFICE) within ONE week from the start of school.

PERSONAL EMERGENCY SUPPLY KIT INFORMATION

(PLEASE COMPLETE THIS PORTION AND INCLUDE IN KIT)

STUDENT'S NAME: _____

ROOM NUMBER: _____

TEACHER'S NAME: _____

FOOD ALLERGIES: _____



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Parisa Nunez, Principal

School - Parent Partnership

What is the Vinci Park Parent Partnership?

One of the things that make school special is that parents and teachers share the goal of creating a wonderful and supportive school experience. Just as we want our children to treat each other considerately, we encourage parents and teachers at Vinci Park to strive for an atmosphere of mutual respect.

For many, joining a new public elementary school community is a new experience. It takes time to learn how the system works, and each school community is a little different. Understanding our children's academic and social development in the classroom and on the playground can be an enormous challenge. The Vinci Park School Site Council will review this partnership annually to provide guidance to parents and staff on working effectively together.

The strategies outlined in this document are geared toward strengthening and reinforcing the shared goals of parents and teachers. Specifically, these goals (as reflected in the Vinci Park Parent Partnership) include:

- Creating a more productive learning environment for our children, and building a strong resourceful school community;
- Continuously building trust between parents and teachers;

- Promoting positive relationships between parents and teachers; and
- Providing parents and teachers with specific steps to resolve concerns.

Basic Principles

The following principles characterize the Vinci Park Partnership and can serve as guidelines to help parents and staff work effectively together:

1. **Assume Good Intentions:** Parents and teachers all care about children. Our shared goals form the basis of the Partnership.
2. **Build Positive Relationships:** Showing appreciation when things are going well will go a long way toward creating good will between parents and teachers.
3. **Be Respectful When Communicating:** Being respectful of time, feelings, and privacy in all of our interactions can lead to better communication.
4. **Solve Problems Effectively:** Productive resolution of problems is possible when we focus on the child; share ideas and feelings only with those directly involved; and remain focused, respectful, and honest.
5. **Be a Role Model:** Parents and teachers who work together successfully can act as role models for others.

Specific Ideas and Strategies for Parents

To help every child at Vinci Park work towards reaching his or her potential, it is important that parents, teachers, and school staff work effectively together and communicate to achieve this goal. The tone of these interactions, from the casual setting of the playground to the formal parent-teacher

conference, all work together to create a positive atmosphere at our school.

1. Assume Good Intentions

What motivates both parents and teachers is their love of children. We all want to create a positive, supportive learning environment. A diversity of teaching styles and methods is a valuable asset for the school, just as a diversity of students and parental styles reflects the richness of the Vinci Park community. As an example:

A parent with older children was disappointed that her youngest child's teacher, who was new to the school, didn't start the day with parent-child reading time as all her other children's teachers had. The parent was upset with the change and was going to confront the teacher. However, instead of confronting the teacher with, "Why did you change the morning routine? We never did it this way before," she decided to ask, "I was wondering why we don't start the day with parent-child reading time? I always enjoyed that time with my older children." After talking to the teacher, the parent discovered it was a grade level decision made because too many children were coming in late, and those children whose parents couldn't stay to read with them were feeling left out. After some reflection time, the parent felt that the teachers had made a good decision.

2. Build Positive Relationships

At Vinci Park, we are proud to have thoughtful and dedicated teachers. We are equally as proud of our supportive and caring parent community. We all benefit from building positive relationships. In your discussions with other parents and the community, share good news and appreciation as often as possible, for this will help build relationships. Sharing the positive will lay the

foundation for productive and thoughtful interactions throughout the year, especially when issues do arise. We welcome all of our parents to share successes, questions and concerns with the classroom teacher and school staff. There are a number of ways to do this, such as a note to the teacher, a phone message, an email, or a visit to the classroom.

3. Be Respectful When Communicating

- Drop-off and pick-up times are rarely good times for teachers to hold a thoughtful conversation with parents. Email is often an effective tool to use when either alerting your teacher to a concern or trying to set up a time to meet. However, you should avoid using email if the situation is very complex. Just as in face-to-face communication, in email you should focus on the problem you are trying to solve and not on assigning blame or being negative. When you talk to your child's teacher:

- Allow time for dialog and response. Some problems can't be addressed immediately. Schedule a time that is mutually convenient. Let the teacher know what day(s) and times are convenient for you.
- Discuss your child – not others. Parents should frame their concerns and question in terms of the effect they are having on their child only. For example, saying, "I am really concerned about my son. He doesn't feel that he has any friends in class. He feels that the boys he was buddies with are now leaving him out of their group" is a much more appropriate approach than, "Marcus and Andy are being really mean to my son! Those kids are real bullies.

What are you doing about their behavior?"

- Use "I" messages that frame your concerns from your perspective. For example, you could say, "I am concerned that Amy has more homework than she can handle" rather than, "Why are you assigning so much homework?"
- Follow up with the teacher. If the teacher handles the problem well, take the time to thank him/her. If the problem is unresolved or resurfaces, communicate clearly and promptly.

4. Solve Problems Effectively

Even in the best of circumstances, inevitably questions and concerns will arise. When they do, the first step you should take is to talk to your child's teacher. Classroom teachers want to work with you to resolve any concerns.

Some examples of common concerns:

- "My child tells me he/she has no friends."
- "My child tells me he/she is being teased on the playground"
- "My child tells me someone in the class is being mean to him/her."
- "I am concerned my child is struggling with _____."
- "The homework is too hard or too easy for my child."
- "My child says that he/she is bored in class and is not being challenged."
- "My child doesn't know how to approach you or when to ask questions."

If you do not feel that your concerns are adequately addressed, make an appointment to

meet with our principal or ask the teacher to include the principal in your next discussion.

5. Be a Role Model

Help model positive behavior for other parents. If another parent or group of parents is sharing rumors or unproductive information about a teacher or staff member, encourage them to approach the teacher individually with their concerns. Take the parent aside, if possible, and refer him/her to these guidelines or to the principal for help on how to approach a teacher. For example:

"I heard you complaining about your child's teacher. It would really be more effective if you talked to her directly. I had an issue with my child and her teacher, and by discussing it directly with the teacher we resolved the problem."

Be a champion and play to your child's strengths. Take a moment to reflect with your child on the best part of their day, and help them focus on the positive. You can ask them questions like, "What made you feel the most proud today?" "What was the most fun part of your day?" "What was the most interesting thing you learned today?" "How did you make a difference today?"

If you follow the processes outlined in the parent partnership and still feel you have unresolved issues please contact Parisa Nunez, our principal, at 923-1970 or at pnunez@busd.net.

"To ensure that all students have the skills necessary to reach high levels of academic achievement, respect self and others, and become lifelong learners."



Parisa Nunez, Principal

Roxane Fuentes, Ed.D., Superintendent

FAMILY - SCHOOL COMPACT (2023-2024)

This is a unifying agreement between parents, students and school staff to provide the best instructional program for all students. Your voluntary signature assures us of your ongoing support as our partners in education.

Student's Full Name (Printed) _____ **Teacher's Name** _____

As a student, I will:

- Arrive to school on time and be ready to learn
- Be a positive and active learner every day and do my best work always
- Follow the classroom rules/school rules and be a model of good behavior
- Respect myself, classmates, staff and families and respect school property
- Return all homework assignments completed and checked
- Read or be read to every day for at least 20 minutes

As a Parent/Guardian, I will:

- Help my child understand the value and importance of education
- Make sure that my child attends school on time when in good health
- Ensure my child gets proper nutrition, regular medical attention and adequate sleep
- Send my child to school with completed homework and appropriate clothing
- Monitor my child's progress in school
- Respect the school, staff, students and families and be a model of good behavior
- Provide a quiet time and place for homework for my child on a daily basis
- Monitor TV viewing and make sure my child reads every day
- Return all important papers to school on time
- Make every effort to attend parent/teacher conferences and school activities
- Participate in shared decision making with the school staff and other families for the benefit of the students

As a Teacher, I will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment to meet state academic standards
- Motivate students, set high expectations and enforce rules equitable
- Encourage students' active engagement in interesting and challenging curriculum
- Communicate regularly with families about their child's progress in school
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Provide assistance to families on what they can do to support their child's learning

As a Principal, I will:

- Make school a positive, welcoming and safe place
- Build partnerships with all parents and the community at large
- Encourage teamwork among families
- Assist staff members in achieving grade level literacy for all students
- Provide necessary resources, staff development and teacher support to ensure success for all students

Parisa Nunez
Principal Signature

Parent/Guardian Signature

Date

- Deseo tener la traducción de CONTRATO ESCOLAR Y FAMILLAR. (I would like to have a copy in Spanish)
- Tôi muốn có một bản KHẨU ƯỚC GIA ĐÌNH-NHÀ TRƯỜNG. (I would like have a copy in Vietnamese)
- 我需要一份: 家庭 - 學校合約 (I would like have a copy in Chinese)

Original is kept in child's classroom folder

School Year 2023-2024 Berrysessa Union School District Household Application for Free and Reduced-Price Meals Complete only one application per household.

Refer to back of application for instructions on how to apply. Print clearly with pen. This institution is an equal opportunity provider. California Education Code Section 49557(a): Applications for free and reduced-price meals may be submitted at any time during a school day. Children participating in the federal National School Lunch Program will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate dining areas, or by any other means.

STEP 1 – STUDENT INFORMATION - Children in Foster Care and children who meet the definition of Homeless, Migrant, or Runaway are eligible for free meals.

Child's First Name, Middle Initial, Last Name
(Include all children in household, even if not in school yet)

School Name

Birth Date

OFFICE USE ONLY
(STUDENT ID #)

Homeless, Migrant, Runaway
Foster Child

OPTIONAL – CHILDREN'S ETHNIC AND RACIAL IDENTITIES

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced-price meals.

- Ethnicity (check one):**
- Hispanic or Latino
 - Not Hispanic or Latino
- Race (check one or more):**
- American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Native Hawaiian or other Pacific Islander
 - White

STEP 2 – ASSISTANCE PROGRAMS: CalFresh, CalWORKs, or FDIPIR

Do ANY household members (child or adult) currently participate in CalFresh, CalWORKs or FDIPIR? If NO, skip STEP 2 and continue to STEP 3.

If YES, check the applicable program box, enter one case number, skip STEP 3, and continue to STEP 4.

Select Program Type: CalFresh CalWORKs FDIPIR

Enter Case Number:

STEP 3 – REPORT INCOME FOR ALL HOUSEHOLD MEMBERS (Skip this step if you answered 'Yes' to STEP 2)

A. STUDENT INCOME: Sometimes students in the household earn income. Enter the TOTAL GROSS income (before deductions) in whole dollars earned by all students listed in STEP 1.

B. ALL OTHER HOUSEHOLD MEMBERS (including yourself): List ALL household members not listed in STEP 1, even if they do not receive income. For each household member, report the TOTAL GROSS income (before deductions) in whole dollars for each source. If the household member does not receive income from any sources, write "0". If you enter "0" or leave any fields blank, you are certifying (promising) that there is no income to report.

Enter the appropriate pay period in the "How Often" column: W = Weekly, 2W = Bi-Weekly, 2M = Twice a Month, M = Monthly, Y = Yearly

Child Income: Weekly 2x Week 2x Month Monthly

Name of Adult Household Members (First and Last)	How Often?			How Often?			How Often?						
	W	2W	2M	M	W	2W	2M	M	W	2W	2M	M	
Earnings from Work	\$												
Public Assistance/SSI/Child Support/Alimony	\$												
Pension/Retirement	\$												
All Other Income	\$												

Total Household Members (Children and Adults) _____

STEP 4 – SOCIAL SECURITY NUMBER, ADULT SIGNATURE & CONTACT INFORMATION

Certification: "I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable state and federal laws."

Enter the last four digits of Social Security number (SSN) from the Primary Wage Earner or Other Adult Household Member:

Check the box if NO SSN

Signature of adult completing this form:

Today's Date:

Print Name:

Phone #:

Address:

City:

State:

Zip Code:

DO NOT COMPLETE -- FOR SCHOOL USE ONLY
Annual Income Conversion: Weekly x52, Bi-Weekly x26, Twice a Month x24, Monthly x12

Total Household Size _____ Total Household Income \$ _____

How Often?
Weekly Bi-Weekly Monthly Yearly

Eligibility Status:
 Free Reduced-price Paid (Denied)
 Categorical

Verified as: Homeless Migrant Runaway
 Error Prone Application # _____

Determining Official's Signature: _____ Date: _____

Confirming Official's Signature: _____ Date: _____

Verifying Official's Signature: _____ Date: _____