

Elitha Donner Elementary

Home of the Dolphins



Student/Parent/Guardian School Handbook 2021-2022

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ELK GROVE UNIFIED SCHOOL DISTRICT MISSION

Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential.

ELK GROVE UNIFIED SCHOOL DISTRICT CORE VALUES

Outcomes for students

- Achievement of core academic skills
- Confident, effective thinkers and problem solvers
- Ethical participants in society

Commitments about how we operate as an organization

- Support continuous improvement of instruction
- Build strong relationships
- Find solutions

High expectations for learning for ALL students and staff

- Instructional excellence
- Safe, peaceful, and healthy environment
- Enriched learning environment
- Collaboration with diverse communities and families

DISTRICT ADMINISTRATION

Christopher R. Hoffman
Superintendent

Mark Cerutti
Deputy Superintendent, Education Services and Schools

Bindy Grewal
Associate Superintendent, PreK-6 Education

Janet Anderson
Director, PreK-6 Education

Martin Fine
Director, PreK-6 Education

Elizabeth Rueda
Director, PreK-6 Education

SCHOOL SITE ADMINISTRATION

Michelle Jenkins
Principal

Stuart Jackson
Vice Principal

EGUSD Board of Education

Beth Albiani
Nancy Chaires Espinoza
Carmine S. Forcina
Sean J. Yang
Dr. Crystal Martinez-Alire
Anthony "Tony" Perez
Gina Jamerson

ELITHA DONNER ELEMENTARY

Mission

Elitha Donner Elementary School will provide a learning community that challenges ALL students to realize their greatest potential.

Vision

To realize the greatest potential of each student, we will enhance the academic growth, cultural understanding, and social and emotional development of all students. As a result of collaborative effort, our students will meet college and career-readiness standards to excel in a global society.

Core Values

Focus on Learning

- Strive to exceed all curricular standards
- Provide engaging academics
- Present learning opportunities for all students
- Use evolving technology as a tool to compete in a global environment
- Employ research-based instructional strategies
- Differentiate instruction based on student needs; including time, reteaching, and enrichment

Collaborative Culture

- Take collective ownership for the education of every student
- Reflect as a team to improve professional practice
- Create and maintain an open and friendly environment that welcomes and respects all cultures in our community
- Grade level teams will share and implement best practice strategies in order to ensure equitable learning opportunities for each classroom

Focus on Results

- Use data from frequent formative common assessments to drive instructional changes; interventions and enrichments.
- Use grade level proficiency standards for each skill and concept examined on summative assessments.
- Use agreed on criteria in judging the quality of student work.
- Use common summative assessments to assess strengths and weaknesses of our programs.
- Implement a variety of timely interventions and enrichment strategies to meet student needs

Multiple Tiered Systems of Supports (MTSS)

- Have school wide systems that teach self and social awareness and management
- Treat everyone with courtesy, dignity, and respect by demonstrating ethical and responsible behaviors
- Cultivate effective communication skills
- Embrace and highlight the value of diversity
- Practice a lifestyle that promotes health and wellness
- Support families by providing resources and family education
- Ensure and protect a safe learning environment for all
- Provide social competence and connectedness
- Maintain and create opportunities for meaningful participation
- Develop a sense of Purpose and Future

ELITHA DONNER

Our school is named in honor of Elitha Cumi Donner McCoon Wilder. She lived most of her life here in Elk Grove and around the Cosumnes River, but it is what happened to her as a young child that brought her lasting fame. Elitha, daughter of George Donner, was one of the fortunate survivors of the Donner Party tragedy in the Sierra Nevada Mountains in the winter of 1846-47. Elitha endured social ostracism, a sorrowful marriage, the birth of seven children, poverty, and the epic Donner Party horror. Elitha died July 3, 1923 and was buried in the Wilder plot in the Masonic Cemetery in Elk Grove. Her grave is State Historical Landmark 719.

Elitha Donner is Elk Grove's golden link to the early settlement of California and a symbol of hope for children everywhere. Elitha Donner Elementary is one of only a few schools named after a child. Opening as one of Elk Grove Unified School District's "hopscotch" schools in 1994, it initially consisted of relocatable classrooms while awaiting construction of permanent buildings. A new permanent set of buildings was constructed at the Elitha Donner site in 1997 to supplement the portable buildings.

PRINCIPAL'S WELCOME

Dear Parents, Students, and Community Members:

In 2020, Elitha Donner Elementary School was recognized as a Positive Behavioral Intervention and Supports (PBIS) Community Cares school by the California PBIS Coalition. This recognition reflects our school's success in creating a positive and rigorous learning environment amidst a global pandemic. PBIS is a systems approach for establishing the social culture and behavioral supports needed to provide all students equal opportunities to learn in a culturally responsive, physically and emotionally safe environment. STOP, WALK, TALK is our school-wide bullying prevention program, which is taught and reinforced.

Donner's educational program features a wide range of student services to accommodate various learning levels and styles. The school offers general education and special education programs designed to meet student's individual needs, which include an integrated preschool PALSS class and three preschool special day classes, four PALSS classes, a Pre-K Special Education Assessment Center, a Learning Resource Center, and a full inclusion program.

Motivated by a school-wide commitment to educational equity and accountability, Donner staff participates in Professional Learning Communities where academic, social, emotional, and behavioral data are analyzed to inform planning, instruction, and interventions that are aligned with California's Common Core State Standards.

Parents, family, and neighbors embody the core of Donner's community-wide network of support. The staff designs opportunities for all to be fully engaged in goal setting, planning, and execution of efforts to promote the success of all students. Parents are an important part of the Elitha Donner Elementary School family.

School wide communication folders go home each Monday. Additional information can be found on the marquees on the corner of the school campus and above the Multipurpose Room. For more specific information, please continue to view our Elitha Donner Elementary School website at <http://blogs.egusd.net/donner> or visit us on Facebook at <https://m.facebook.com/elithadonnerelementaryschool/>. Elitha Donner teachers and staff can also be reached by calling the school office at 916-683-3073.

Sincerely,

Michelle Jenkins

Principal

ACADEMICS

ACADEMIC CODE OF CONDUCT

Please see the EGUSD Handbook.

COMMON CORE STATE STANDARDS

In California the educational program is based on district and state standards. Standards for each grade level are found on the district website at <http://blogs.egusd.net/donner>. It is our desire that you thoroughly understand your child's educational program. In July and August a "Back to School" night will be scheduled to better acquaint you with the year's program. A summary of some of the student programs follows:

ENGLISH LANGUAGE ARTS:

California Wonders is a comprehensive K-6 ELA/ELD program built on the California ELA/ELD Framework and the CA Common Core State Standards. Through its connected pathways, intentional instruction, and inspiring content, *CA Wonders* prepares all students for college and career in the 21st century. To learn more about what your student is learning, log in to your student's portal using their username and password at Connected.mcgraw-hill.com.

MATH:

California Go Math!™ is a K–8 program written specifically to support the Common Core State Standards for Mathematics with an emphasis on developing 21st-century skills. The Standards for Mathematical Practice are integrated into the content, along with an equal emphasis on conceptual fluency. The program provides rigor, depth of understanding through interactive lessons, research-based instructional approaches, best practices, English learner support, and differentiated instructional resources to ensure success for all students. The comprehensive digital resources promote college and career readiness and support students, teachers, administrators, and parents.

HISTORY/SOCIAL SCIENCE:

The History/Social Science program in the Elk Grove Unified School District is standards-based with an emphasis on both subject content and historical and social science analysis skills. Both the Grade K-5 (Harcourt Publishing Co.) and the Grade 6-8 (Holt Publishers) programs contain strategies for writing, note-taking, critical thinking, vocabulary development, and building success in comprehending expository text. Primary source materials, both written and through media, are included to enhance student engagement in learning about events of the past.

SCIENCE:

The Board of Education recently adopted new science textbooks to be used by teachers to teach the science standards. All students are instructed in physical science, life science, earth science and investigation and experimentation. Students will receive science instruction by their classroom teacher or other grade level instructor. Please look for additional information from your child's teacher and the school.

PHYSICAL EDUCATION:

Ed Code section 512109(g) for Grades 1-6 specify the number of minutes of P.E. provided each ten days: 200 minutes every 10 days. Elitha Donner has adopted the SPARK program. The **SPARK** (Sports, Play, and Active Recreation for Kids) Programs began studying elementary physical education in 1989, and today, the name SPARK represents a collection of exemplary, research-based physical activity/nutrition programs. The original SPARK study was initially supported by the Heart, Lung and Blood Institute of the National Institutes. SPARK is dedicated to improving the quantity and quality of physical activity for children and teachers everywhere and countering our nation's growing epidemic of childhood obesity. SPARK hopes to accomplish these goals by disseminating materials and services created during and after our seven-year study to schools and organizations throughout the world.

SPARK elementary physical education has been selected as the intervention program in many important research studies and cited in the Surgeon General's Report as a "school-based solution to our nation's health care crisis." SPARK PE was validated by the National Diffusion Network of the U.S. Department of Education in 1993 and earned "Exemplary Program" status. Physical Education instruction consists of a program providing for student participation in psychomotor activities, gymnastics, individual games and group games. Good sportsmanship and positive attitude are stressed throughout the year.

COMMUNICATION

STUDENT ACHIEVEMENT

There is a minimum of three report card reporting periods during the school year. Parent/teacher conferences are scheduled throughout the year, rather than during a designated parent conference week. Conferences may be held in person, or you may be contacted by phone. If you have a question or concern regarding your child's progress, please do not hesitate to contact your child's teacher.

HOME & SCHOOL

CONTACTING A TEACHER:

Parent/Teacher communication is extremely important to the success of our children. Teachers will accept phone calls in the morning prior to 7:50 a.m. and after school at 2:35 p.m. Teachers welcome your notes, e-mails, and calls with e-mail being the preference. The e-mail addresses of all teachers can be located on our school web page at <http://blogs.egusd.net/donner>. Please allow time for teachers to return your messages outside of the instructional day.

IF YOU ARE CONCERNED ABOUT SOMETHING:

1. **Talk to the teacher first.** Besides you, the teacher has the most direct contact with your child.
2. If the situation is still not resolved, please contact the office for administrative support.
3. You may also utilize the Elk Grove Unified School District Uniform Complaint procedures. More information can be found under the specific section in this handbook.

COMMUNICATION FOLDERS:

Every student will receive an Elitha Donner Elementary School Communication folder. These folders will be used to aid in the communication between home, your child's teacher, and school. Important communication will be placed in these folders, including notices to inform you of all changes in the school day such as minimum days, holidays, progress reports, field trip information, etc. Your interest in school notices helps your child to understand their importance.

Folders that are lost or destroyed will not be replaced. Students may purchase an additional folder for \$1.00. All students will receive new folders at the beginning of each school year.

EDUCATIONAL USE of the INTERNET

All of our students are given the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. Our standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their life. We base our technology curriculum and lessons on the NETS (National Technology Standards for Students) for Students. There are opportunities for students to work with computer and multimedia equipment in their classroom or in the computer lab under the direction of the classroom teacher.

- For additional information please visit our website at <http://blogs.egusd.net/donner>
- All students who attend the computer lab or use a EGUSD Chromebook will need to sign and return the "Application for Use of the Internet" prior to being able to participate in internet related activities. (The form is provided to each student on their first day of school.)

ENRICHMENT/GIFTED and TALENTED EDUCATION (GATE)

The Enrichment /GATE learning program is designed for pupils demonstrating a willingness to be challenged to learn at a faster pace, with greater depth in curriculum and above that of his/her grade level standards. GATE/Enrichment includes projects such as boards, dioramas, powerpoint presentations, and demonstrations. It also means activities such as Oral Language Faire, Spelling Bee, Student Leadership, and band. It is the intent of the program to have students take an active role in determining WHAT they want to learn and HOW they will learn it! The topic and the form may be determined by grade level curriculum, teacher assignments, and/or student interest.

Students participating in the GATE/Accelerated program participate in three levels of acceleration:

1. Accelerate yourself and your assignments.
2. Choose from a menu of activities
Teacher directed/Student Choice
3. Independent Learning – Student pursues his own interests and determines how to present his learning.

PROGRAM RESULTS (INTRINSIC AND EXTRINSIC REWARDS):

1. Become more knowledgeable
2. Receive self-satisfaction
3. Feel a sense of accomplishment
4. Become aware of one's own capabilities
5. Become more self-sufficient
6. Prepare for future academic and personal challenges
7. Collect a pin and certificate
8. Have breakfast with and be served by the principal
9. Have opportunities to "take the stage" by presenting to peers

FAMILY ENGAGEMENT

ENGLISH LEARNERS ADVISORY COMMITTEE (ELAC):

The Elk Grove Unified School District has an English Learners Advisory Committee that consists of representatives from schools in the district. A majority of members of the committee are parents of students who are English Learners. The ELAC annually approves the plans for English Learners, both at the district level and at the school site. They also approve the annual census of LEP students and participate in the annual needs assessment. Information regarding student performance, student services, and site level needs for EL students is gathered throughout the year. The priority for all schools is focused on the identified site level needs such as after school assistance with homework, tutoring and additional materials, instructional supplies and books that reflect the culturally related academic needs of students. Additionally, the Elitha Donner ELAC Committee has designated as priority to (1) Meet monthly to increase parent participation, and (2) to provide support to the adult learners through such activities as Parenting and Adult and Community Education classes. We welcome any parents of English Learners to participate in the Elitha Donner Elementary School English Learners Advisory Committee.

SCHOOL SITE COUNCIL:

The School Site Council is an advisory group of parents and school staff with an even number of representatives from each group. The purpose of the School Site Council is to monitor the Site Local Control Accountability Plan (LCAP). The Site LCAP is a legal document used to allocate the funds of various programs. The expenditure of every dollar of the Site LCAP funds must be directly linked to an activity in the school plan. The plan is developed to meet the educational and social and emotional needs of all the students at the school. The School Site Council meetings are open to the public. Meeting dates and times are posted in the school office prior to each meeting.

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP):

The Elk Grove Unified School District (EGUSD) has posted its adopted 2014-2017 Local Control Accountability Plan (LCAP) and Budget. This LCAP and Budget was presented to the EGUSD Board of Education at their June 17 Board Meeting. The Board held a public hearing on both the LCAP and the budget. On July 1, 2014, the Board adopted both the final LCAP and Budget.

Over the past year, the Elk Grove Unified School District has gathered public input to build the LCAP and budget. The State mandates that both the LCAP and budget be a three year plan that is updated each year. The plan includes a description of annual goals for all students as well as for the following student subgroups: English language learners, foster youth and socioeconomically disadvantaged students. Furthermore, the plan includes a description of the specific action that the District will take to achieve these goals. Funding delineated for these actions are called out in the LCAP and included in EGUSD's budget.

Elitha Donner Elementary School recognizes the vital connection between home and school. Parents are a child's first and most important teachers. When parents participate in their children's education, students are more successful in school. Parental involvement is more important for student achievement than income, social standing, or a parent's education level. All families can help their children succeed by creating a home environment that encourages learning, sharing high yet reasonable expectations, and getting involved with their children's education through school and community programs.

Parent involvement helps schools, too. The support for education works both ways: from school to home and home to school. We know that when parents are welcome partners in education, the quality of our schools increases greatly. Elitha Donner Elementary School is pleased to welcome you as a partner in the education of your child. We want your involvement, communication, and feedback. Our partnership with parents increases and sustains our school's sense of community. Here are just a few ways families can provide meaningful support to their children and help build stronger school communities.

VISIT THE SCHOOL REGULARLY – Don't just wait for a special occasion or Parents on Campus Days! Get to know your child's teachers and other school staff any time. Come by for lunch. Visit the classrooms. We want to get to know you. Quality learning requires meaningful two-way communication. Please sign in at the front office when you visit.

CREATE LEARNING OPPORTUNITIES AT HOME –ADVOCATE FOR YOUR CHILD – You know your child better than anyone. Make sure the teachers and staff know of any special needs your child may have. Contact school staff by telephone, in person or through a note, anytime you have a question or concern.

The following are a couple of tips to help your child succeed in school:

- Read to your child every day, or encourage your child to read independently.
- Carefully review your child's report cards, school newsletters, and other information from school.

ATTEND PARENT/TEACHER CONFERENCES – This gives parents and teachers a chance to discuss how children can do their best work. Parents may request a conference at any time. For example:

- Anytime they would like to share information about their child.
- When they have a concern or want information about their child's progress.
- When family needs may be having an impact on their child's progress.

During a parent conference, parents may want to discuss:

- Information about their child such as hobbies, talents, and study habits.
- Ways they can work with the teacher to help the child be successful.
- An outline of subjects covered by the grade level.
- How the child will be evaluated or graded.

VOLUNTEER – Your involvement and participation is needed and valued. Please see our school's website to learn how you can participate in our 5 STAR Parent Recognition Program. Parent involvement helps schools, too. The support for education works both ways: from school to home and home to school. We know that when parents are welcome partners in education, the quality of our schools increases greatly. Elitha Donner Elementary School is pleased to welcome you as a partner in the education of your child. We want your involvement, communication, and feedback. Our partnership with parents increases and sustains our school's sense of community. Here are just a few ways families can provide meaningful support to their children and help build stronger school communities. ***Parents who remain on campus after 8:05am are required to check in with the office or leave campus immediately.**

PARENT LEARNING OPPORTUNITIES - Classes for parents of children from preschool through teenage years are offered through the district's Always Learning program with Adult Education. Some of these classes are offered at Elitha Donner. Please call our school office for additional information.

JOIN THE PARENT TEACHER ASSOCIATION (PTA):

Goals of PTA:

- To promote parent and public involvement in schools and communities
- To purchase additional school supplies and equipment, and fund special program
- To assist parents through educational training, workshops, and opportunities to increase student development and success in the home and educational environment.

Parents are an important part of the Elitha Donner Elementary School family. Parents, grandparents, and other interested community members are strongly urged to join our Association. Dues help support the school in many ways including: additional teacher materials needed for special projects, computer programs, library books, custodial equipment, incentives, safety materials, communication folders and student agendas.

This Association cannot operate without parental support. **You are needed!** Please share your talents! Parents can learn more about the California PTA at www.CAPTA.org.

PROTECTING INSTRUCTIONAL TIME

- Phone calls will not be put through to the classroom during instructional time. If your child has called you from the classroom, they have been instructed to leave a message if they don't reach you directly. Please listen to the message before calling the school.
- We will not interrupt classrooms and we do not have an automated phone system. Consider email whenever possible to communicate with the teacher. You can find the staff email list at: blogs.egusd.net/donner

- Forgotten items can be dropped off in the office. We will notify teachers via email that items are in the office.
- Should you have an emergency and need to get a message to your child, please call the office by 2:00 p.m. (1:00 on Wednesdays) and we will make every attempt to get the message to the teacher but there is no guarantee that the message will reach your student on time.

SCHOOL ASSIGNMENTS

MAKE-UP WORK:

Nothing can replace the learning and experience that takes place in the classroom; therefore, it is important that students attend class every day. In those instances when students must be absent, they may collect missed assignments or an alternative assignment approved by the teacher. Parents/guardians may call in to request homework when a student is absent. Requests for homework made before 11:00am will be available for pick up in the school office at 3:00pm the same day. Requests made after 11:00am will be available for pick up the following day. On excused absences, students have the same number of days to complete the work as they were absent. Example: if a student is absent three days, he/she has three days to complete and return the make-up work after they return from their absence.

HOMEWORK POLICY:

The District homework policy states that homework is an integral and meaningful part of the total program for all students, K-12. Homework is defined as subject related assignments by the teacher, which will require time and effort outside of the regular classroom for successful completion. Information is sent home regarding grade level and specific classroom homework policies.

While homework is meant for practice and to learn work habits that can aid in future success, we at Elitha Donner ES believe that homework should not be punitive or used as a negative part of a student's grade. Homework is for credit only. If assigned, homework is not to exceed 10 minutes per grade level which includes a reading log. Each teacher will communicate the grade level homework policy to parents.

STUDENT PROGRAMS

ACCELERATED READER:

Accelerated Reader (AR) is a computer program that facilitates reading practice by providing students and teachers feedback from quizzes based on the books students read. The program gives students in 2nd through 6th grades the opportunity to practice reading books at their level, provides feedback on student comprehension of books, and helps the student establish goals for their reading. Students are given an initial assessment to determine their independent reading level. Students should choose books to read that are within their "Reading Zone". Based on their percentage of correct answers they will be awarded a designated number of points for the book. These points are then accrued throughout the year for incentives. These points may also be included as part of a student's classroom grade.

Throughout the trimester and upon request you will be notified as to the number of books your child(ren) have read, number of points earned and percentage of answers correct. All of our AR books are labeled with grade level and points possible. A link to the Accelerated Reading website which includes available book titles is located on our school website for your convenience.

<https://hosted17.renlearn.com/286588/HomeConnect/Login.aspx>

BE EXCITED ABOUT READING (BEAR) AWARD:

Our Kindergarten students have the opportunity to become a member of the BEAR– Be Excited About Reading – Club. To qualify for a membership, students must be able to do the following:

1st trimester –All letter names

2nd trimester – All letter sounds

3rd trimester – All sight words

Students will receive rewards trimesterly as they reach each level. Students who complete all 3 levels and become a member of the BEAR club will be invited to an ice cream celebration at the end of the school year.

NATIONAL ELEMENTARY HONOR SOCIETY

The national elementary honor society (NEHS) was established in 2008 by the national association of secondary school principals (NASSP) in cooperation with the national association of elementary school principals (NAESP) to recognize elementary students in both public and non-public elementary schools for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the school and community, and to develop essential leadership skills in the students of elementary schools.

As the nation's newest student recognition program, NEHS joins the national junior honor society (NJHS); and national honor society (NHS), the nation's two oldest and largest student recognition programs, in creating a continuum of excellence being established throughout the elementary, middle, and high school education community.

Elitha Donner is a participating elementary school and has been sanctioned by the national elementary honor society to participate as charter 544. Fifth and sixth grade students who met the established criteria as a fourth or fifth grader will be invited to apply for NEHS membership during the first trimester. Those students successfully completing the requirements will be inducted during a ceremony towards the end of the school year. Sixth grade students who maintained the established requirements during their sixth-grade year will be honored as annual members.

STUDENT LEADERSHIP:

We believe that developing the leadership potential of all our students will help create productive, responsible citizens, both now and in the future. At Elitha Donner Elementary, we rely on our leadership students to provide a range of services to the school. Our leaders not only provide services for the school but prove to be exemplary role models for the younger students at our campus. We are proud of the services they provide and the example they set. Elitha Donner Student Leadership is a group of 4th – 6th grade students who have applied and been appointed to represent Elitha Donner in a variety of ways. Once a student has applied and is appointed to a position, they may remain in Student Leadership as long as they are a member in "good standing" and wish to continue in the program. Members are given the expected qualities of participating members when they join student leadership.

GOALS AND GUIDING PRINCIPLES OF OUR STUDENT LEADERSHIP PROGRAM

1. Our faculty seeks to identify students with leadership skills and assist them to develop and promote this leadership growth.
2. Our student leadership program helps develop strong communication skills between our leadership students and adults, both on campus and off.
3. Our student leadership program develops and encourages school spirit and personal pride.
4. Our leadership members gain a degree of understanding of simple and complex organizations and work together as a team to problem solve and make decisions which will affect many students outside of their immediate group.

FINE ARTS:

5. VAPA (Visual and Performing Arts) program is provided for all participating teachers of students in K-6. Students are also engaged in fine arts performances throughout the year with their class taught by their teacher. Private band lessons are offered after school for students in grades 4, 5, and 6.

SYNERGY ParentVUE PORTAL - See District Handbook

SPECIAL EDUCATION

SCHOOL PSYCHOLOGIST:

The school psychologist is a resource for teachers, administration, and students on campus. They are an integral part of an IEP team, completing psycho-educational assessments to help determine if a student's needs meet eligibility for special education services. The school psychologist works closely with the learning center and inclusive education staff to help develop supports and services for students with learning disabilities, autism spectrum disorders, and/or social/emotional challenges; which can include counselling directly related to school-based difficulties. He/she is also a resource for parents to learn more about community-based counseling, medical, and family support services, a resource for school staff about positive behavioral interventions, and a member of Student Study teams. The school psychologist has written, phone, or personal contact with parents if direct services are provided.

RESOURCE SPECIALIST:

The Resource Specialist (RSP) provides individualized educational plans (IEP), instruction, and services to students who have been assessed and have qualified for Special Education. The instructional plans based upon individual testing/evaluation and IEP team input are reviewed yearly, or as needed, with parent(s) and staff to ensure that the goals are appropriate and that maximum progress is being made. To qualify, these students must be found to have one of the 13 disabilities listed in the Individuals with Disabilities Education Act and it must adversely affect their educational performance. The main goal is to make the necessary progress for the student to return full time to the regular classroom.

SPEECH AND LANGUAGE PATHOLOGIST:

The Speech and Language Pathologist (SLP) environmentally observes all children referred by teachers, parents and/or the Student Study Team. Students who qualify for SLP services work with the specialist and classroom teacher on communication disorders that interfere with a student's ability to access the core curriculum. Speech-Language sessions address the areas of receptive/expressive/pragmatic language, articulation/speech intelligibility, fluency (stuttering), voice, and address language deficits impacted by hearing impairments. In addition, the SLP consults teachers with students whose primary disability may be in the auditory comprehension of language processing areas affecting their expressive/receptive language skills. All testing and evaluations are individualized and begin only with prior parental consent.

STUDENT SUPPORT PLAN:

The Student Support Plan (SSP) meeting is a collaborative effort to provide resources to support students having either academic or social emotional difficulties in regular classes. The goal of the Student Support Plan is for every child to succeed to his/her greatest potential in the regular classroom. The team meets at the request of a teacher or parent for a concentrated problem-solving meeting. During the Student Support Plan meeting, either recommendations and/or a comprehensive action plan will be formulated in an effort to resolve concerns about student progress. A brief follow-up meeting may be scheduled to assess progress, make further recommendations, and evaluate success and resolution.

WEBSITE

<http://blogs.egusd.net/donner> The ELITHA DONNER ELEMENTARY SCHOOL Website offers up-to-date information and provides daily bulletins, as well as departmental information, club and athletic information, testing information, calendars, staff profiles, bell schedules, newsletters and much more.

ATTENDANCE

Elitha Donner Elementary School and the Elk Grove Unified School District firmly believe that a strong home and school partnership will enable our students to achieve in a positive and effective academic environment. To that end, your assistance is critical in ensuring that your child attends school. There is great academic value in a student being present in class, in hearing the lessons and explanations of teachers, and regularly discussing subjects with other students. While there may be instances when extenuating circumstances require absences, please make every effort to plan appointments and any family vacations during off track times whenever possible. Students with perfect attendance will be recognized at their off track assembly. To receive perfect attendance for a trimester, students must have no absence, no tardy, and no more than 1 excused late arrival or early dismissal. To receive perfect attendance for the year, students must have no absence, no tardy and no more than 1 excused late or early dismissal for the entire school year.

HOW TO CLEAR ABSENCES:

Parents may call the school to report absences on the day the absence occurs. Parents can also clear an absence by sending an email to the Donner Office. There is a direct link to this email address through the information link on the school website, <http://blogs.egusd.net/donner>. The school attendance clerk and other designated office staff have been directed by the principal to contact the home (or workplace of the parent) on a daily basis when necessary to follow-up when students are shown to be absent on the attendance roster. These calls will confirm your e-mails or notes to the teachers or make you aware of any absence that has occurred without your knowledge.

Excused attendance codes: See district handbook

TARDIES:

Tardiness can also interfere with success in school. Students in Kindergarten are expected to be at school prior to their designated start time. Students in 1st through 6th grades are expected to be at school before the first bell rings at 8:00. Students will be marked late if they are not in their classroom or in line by 8:05am. Students arriving after 8:05am must report to the office for a tardy slip in order to be admitted to class. *Please do not send or take your child to class without stopping by the office if you arrive after the second bell. The teacher cannot admit any student without an entrance slip.*

EARLY DISMISSAL:

Leaving early is sometimes necessary. Students can be released from school early; however, this is permitted on a “need basis” only and cannot occur regularly. Parent(s) or a person over the age of 18 identified by the parent must sign the student out in the office before the student can leave the campus. All persons signing students out for early dismissal are required to show valid identification and must be named on the student’s emergency form. Students will be called to the office when parent/guardian/designee has arrived and the student has been signed out. This guideline is for the protection of your child. **STUDENTS MAY NOT SIGN THEMSELVES OUT.**

TRAVELING STUDENT

It may become necessary for families to travel for emergency reasons during the period of time when school is in session. In order to provide on-going education for students whose families must travel, the Elk Grove Unified School District offers “K-6 Independent Study for Traveling Students” to all elementary sites; administered through Las Flores High School – Independent Study. Independent study is available for students who will be gone from school for a period of two to four weeks. Independent study provides structure and accountability for learning during family travel.

Independent study is a “privilege” whereby a unique partnership is formed between the school, the student, and the parent. Its success depends on the commitment and cooperation of the parents and student while away from school. The site administrator will determine the eligibility of the student/parent partnership to participate in the Traveling Student program. All requests must be made at least 2 weeks prior to the scheduled time of the trip. No students with poor attendance will be approved. Approved requests require a Master Agreement to be completed by the parent. **If a student does not fulfill the agreed upon goals, and/or does not return at the agreed upon time, his/her space at the school may be filled by a waiting student. In addition, all future requests will be denied.**

CODE OF CONDUCT

COMPREHENSIVE SAFE SCHOOL PLAN

As part of the Comprehensive Safe School Plan, the Elitha Donner Elementary School Preparedness Team has crafted a plan to deal with any unforeseen emergency. A crisis response box is located in the school’s office and is updated every year.

In July of 2021, our staff updated and reviewed our School Safety Plan. An “Emergency Handbook”, outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the office of our school. In addition, an ‘Emergency Procedures’ flip chart is located on the wall in every classroom for immediate access. Students and staff participate in monthly fire drills and quarterly lock down and earthquake drills. Random school safety inspections are conducted by the County of Sacramento.

DRESS AND GROOMING CODE GUIDELINES FOR STUDENTS IN ELEMENTARY EDUCATION DIVISION (GRADES K-6)

Parents or guardians have the primary responsibility for appropriate standards of dress and grooming. The purpose of a dress and grooming code is to establish and maintain appropriate standards of dress and grooming that support a positive, wholesome, and safe learning and teaching environment, not to inhibit any person’s taste in attire or appearance. Students should be clean and neatly dressed in a manner that will be decent, not hazardous to the health and safety of the students, and not disruptive or distracting from educational program of the school. The Elementary Education TK-6 Division of the Elk Grove Unified School District believes that it is the responsibility of the schools to:

- exercise their legal and ethical responsibility for establishing a classroom and campus atmosphere which creates the appropriate environment for learning and teaching;
- establish and maintain appropriate standards of dress and grooming that support a positive, wholesome and safe learning

environment;

- enhance/support the classroom by providing guidance and direction in manners, decency, dress and grooming as elements of good citizenship;

- acknowledge reasonable expression of individual taste or expression in clothing and grooming styles, but restrict dress or grooming which is distracting, dangerous, profane, inciteful/offensive to individuals or groups or simply inappropriate for a school setting;

- support and encourage dress and grooming practices that will enable students to be successful in the world of work.

1. Shoes must be worn at all times. Shoes and shoelaces must match and be securely fastened to the foot. Students wearing shoes not securely fastened to their feet will not be allowed to participate in recess or P.E. activities due to safety concerns or otherwise deemed dangerous, i.e. high heels.

2. Clothing, hats, jewelry, and body markings must be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive, or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol or gang affiliation.

3. Students are allowed to wear hats only in outdoor areas during recesses. Billed hats must be worn with the bill facing forward.

4. Students will not be permitted to wear hair rollers, shower caps, hair rags, hair nets, or other such grooming items to school.

5. No sagging pants are permitted. "Saggy" pants are more than one size larger than the waist and cannot stay up without a belt. Pants and bib overalls are to be properly fastened.

6. All clothing shall be within the bounds of decency and good taste as appropriate for school. Clothing that is disruptive to the learning environment will not be permitted.

a. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, spaghetti straps, short/crop tops, tube tops, muscle shirts, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

b. Students must wear shirts at all times.

7. Any apparel, jewelry, accessory, notebook, personal belonging, or manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute which advocates drug or alcohol use, violence or disruptive behavior is prohibited.

8. Any clothing or combination of clothing and/or accessories deemed or identified as gang apparel by the local law enforcement gang task force will not be permitted. Reference: Education Code Section 48907 Elk Grove Unified School District BP 5145(a) and (b) Students violating the Dress and Grooming Code Guidelines will be issued a warning, may be removed from the learning environment, may be provided appropriate clothing from the school's clothes closet or may be sent home to change into appropriate clothing, if necessary. Confiscated items will not be released to the students. Elitha Donner Elementary School is not responsible for loss or damage to any items worn to school. Parents must make arrangements to claim the item from the office.

Repeated violations may result in disciplinary action according to Education Code 48900.U

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT (SWPBIS)

Responsive Classroom

Positive behavior is requisite to school success. And positive behavior can and must be taught, just as math, reading, science, and art are taught. Responsive classroom is a research-based teaching approach that gives teachers concrete practices for ensuring a high-quality education for every child every day. Although the approach offers practices for improving student behavior through effective management, it goes beyond that to also offer strategies for promoting academic engagement, building a positive community, and teaching in a developmentally appropriate way. Responsive classroom approach rests on the foundational idea that these four areas of teaching—engaging academics, positive community, effective management, and developmental awareness—are interrelated and are all crucial to student success. SWPBIS is a framework for enhancing students' academic and social outcomes. As a guide to system building, the SWPBIS framework names essential features of an effective behavior support system which include:

- ✱ the use of respectful, non-punitive, prevention-oriented practices
- ✱ a focus on skill teaching
- ✱ the use of evidence-based practices
- ✱ the availability of a continuum of interventions that meet the needs of all students
- ✱ ongoing assessment of students' needs
- ✱ data-based decision making it is the mission of the Elitha donner ES SWPBIS program to provide all stakeholders a safe and nurturing environment through effective teaching and learning of positive behavioral expectations.

CATCH THE DONNER W.A.V.E.

**BE WISE
BE ACCOUNTABLE
BE VIGILANT
BE EMPATHETIC**



SAFETY AND SECURITY

All district rules related to safety and security are in effect at all times at the local school level.

INCIDENT REPORTING

The Elk Grove Unified School District is committed to providing a safe, secure and healthy environment for our students and staff. The community is encouraged that “if you see something, or know something, to say something”. That is why we are committed to partnering with our families, students, staff and community to provide an effective way to take action through our Incident Reporting System. **CatapultEMS @ <https://www.catapultems.com/elkgroveusd/ede/Incidents>**

STUDENT SAFETY

At the beginning of each school year students will receive a safety presentation from their teacher. The following is discussed: Arrival and Dismissal; Fire Drills; Lock Down Drills; Bullying; Earthquake Drills, Bully Prevention - EXPECT RESPECT; Threats and Intimidation; Knives; Firearms; If you SEE something or KNOW something, SAY something.

The power point used in this presentation can be viewed on our website. You are encouraged to talk with your child about the topics covered. **NOTE- Any student in possession of a knife of any size or in combination, i.e. pocket knife, Swiss Army knife, or any ‘knife-like’ item will be recommended for expulsion from school. All recommendations for expulsion will be heard by the Expulsion and Due Process Department of the Elk Grove Unified School District.**

SUSPENSION

If a student's behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and district policy. Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code section 48900(a)-(e) or if the student's presence causes a danger to persons. [E.C. 48900.5]

Reasons for Suspension*

State law allows for the suspension of a student if a student commits or engages in any of the acts listed below, where such conduct or acts relate to school activities or attendance, such as, but not limited to when such acts or conduct take place--while on school grounds, going to or from school, during lunch period (on or off campus), during, or while going to or from, a school-sponsored activity, or for certain conduct which occurs after school hours and off District property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance:

· **Assault/Battery [E.C. 48900(a)]**

Causing, attempting to cause, or threatening to cause physical injury to another person. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.

· **Weapons [E.C. 48900(b)]**

Possessing, selling or otherwise providing any weapon--including firearms, knives, explosives, or other dangerous object.

· **Alcohol/Intoxicants/Controlled Substances [E.C. 48900(c)]**

Unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled substance, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants or controlled substances.

· **Substance in Lieu of Alcohol/Intoxicants/Controlled Substances [E.C. 48900(d)]**

Delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items.

· **Robbery or Extortion [E.C. 48900(e)]**

Committing or attempting to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value.

· **Property Damage** [E.C. 48900(f)]**

Causing or attempting to cause damage to school property or private property.

· **Property Theft** [E.C. 48900(g)]**

Stealing or attempting to steal school or private property.

· **Tobacco or Nicotine Products [E.C. 48900(h)]**

Possessing, providing or using tobacco, or any item containing tobacco or nicotine products, including but not limited to cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

· **Obscenity [E.C. 48900(i)]**

Committing an obscene act or engaging in regular profanity, swearing or vulgarity.

· **Drug Paraphernalia [E.C. 48900(j)]**

Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.

· **Disruption or Defiance [E.C. 48900(k)]**

Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.

“Disruption of school activities” is defined as follows: when a student’s conduct, presence or actions disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district or school property, or causes or threatens to cause damage to district property or to any property on school grounds.

Examples of disruption of school activities under subdivision (k) of Education Code section 48900, as defined above, which may subject a student to discipline, include but are not limited to:

- Classroom behavior that impedes a teacher’s ability to teach and other students’ ability to learn, such as a student talking loudly or making other distracting noises or gestures while a teacher is speaking to and instructing the class and when students are expected to be silent and attentive; or
- The intentional activation of the fire alarm causing the temporary evacuation of the school and/or causing emergency personnel to respond.

“Willful defiance of valid authority” is defined as follows: when a student defies the valid authority of a district or school official or district or school staff in a manner that has an impact on the effective or safe functioning of district or school operations, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the subject behavior; repeated disobedience to or defiance of school personnel when other interventions have not been successful in modifying the misbehavior; or in the proper instance one-time or first-time disobedience to or defiance of school personnel that has an impact on the effective or safe functioning of district or school operations.

Examples of willful defiance of valid authority under subdivision (k) of Education Code section 48900, as defined above, which may subject a student to discipline, include but are not limited to:

- Continuing to remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or
- Repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student’s misbehavior.

· **Receiving Stolen Property** [E.C. 48900(l)]**

Receiving stolen school or personal property.

· **Possessing Imitation Firearm [E.C. 48900(m)]**

Possessing an imitation firearm or simulated firearm that is substantially similar in physical properties to an existing firearm.

· **Sexual Harassment [E.C. 48900(n)]**

Committing or attempting to commit a sexual assault or committing a sexual battery.

· **Threats and Intimidation [E.C. 48900(o)]**

Harassing, intimidating or threatening a student who is a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.

· **Prescription Drug Soma [E.C. 48900(p)]**

Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

· **Hazing [E.C. 48900(q)]**

Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.

· **Bullying [E.C. 48900(r)]**

Bullying means any severe or pervasive or verbal act or conduct, including communications made in writing or by means of an *electronic act*, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a *reasonable student* in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from services, activities, or privileges provided by a school. [E.C. 48900(r)] Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 that has any of the effects described above on a reasonable student. [E.C. 48900(r)]

· **Aided or Abetted to Inflict Physical Injury [E.C. 48900(t)]**

Aiding or abetting in the infliction or attempted infliction of physical injury to another student. However, the District cannot seek to expel a student for violation of Education Code 48900(t) until juvenile court proceedings are completed and the juvenile has been convicted of being an aider or abettor of a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.

· **Sexual Harassment (Grades 4-12) [E.C. 48900.2]**

Engaging in prohibited sexual harassment that includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.

- **Hate Violence (Grades 4-12) [E.C. 48900.3]**

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (E.C. 233; Penal Code 422.55)

- **Other Harassment (Grades 4-12) [E.C. 48900.4]**

Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work or creating substantial disorder, or creating a hostile educational environment.

- **Terrorist Threats [E.C. 48900.7]**

Making terrorist threats against school officials and/or property, or both.

* The superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

**School property includes, but is not limited to, electronic files. [E.C. 48900(u)]

EXPULSION

Expulsion, as ordered by the Elk Grove Unified School District Board of Education, is the removal of a student from all schools in the district for violating the California Education Code at school or at a school activity off school grounds. The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for full due process and rights to appeal any order of expulsion.

A student shall be recommended for expulsion for violation of any of the acts set forth in Education Code 48915(a)(1)(A)-(E), unless the Superintendent, Superintendent's designee, principal or principal's designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- **Serious Physical Injury [E.C. 48915(a)(1)(A)]**

Causing serious physical injury to another person, except in self-defense.

- **Possession of Knife or Dangerous Object [E.C. 48915(a)(1)(B)]**

Possessing a knife or other dangerous object of no reasonable use to the student.

- **Unlawful Possession of a Controlled Substance [E.C. 48915(a)(1)(C)]**

Unlawful possession of any drug except for (1) the first time offense of possession of not more than one ounce of marijuana, or (2) for the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.

- **Robbery or Extortion [E.C. 48915(a)(1)(D)]**

- **Assault or Battery on a School Employee [E.C. 48915(a)(1)(E)]**

State law requires a school administrator to recommend expulsion if a student commits certain violations of the Education Code. A student shall immediately be recommended for expulsion for violation of any of the acts set forth in Education Code section 48915(c)(1)-(5).

- **Possession, Selling or Furnishing a Firearm [E.C. 48915(c)(1)]**

Possessing, selling or otherwise furnishing a firearm (verified by an employee of the school district). However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.

- **Brandishing a Knife [E.C. 48915(c)(2)]**

Brandishing a knife at another person.

- **Selling a Controlled Substance [E.C. 48915(c)(3)]**

Unlawfully selling a controlled substance.

- **Sexual Assault or Battery [E.C. 48915(c)(4)]**

Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

- **Possession of an Explosive [E.C. 48915(c)(5)]**

For all other acts and conduct for which a student is subject to discipline under Education Code sections 48900 through 48900.7 and which are not specifically listed or addressed under Education Code section 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]

Prohibition on Possession and Use of Tobacco and Nicotine Products

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The District defines "tobacco and nicotine products" as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. "Electronic cigarettes" are defined as battery-operated or

other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems, and hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws. Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to “electronic cigarettes” as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k), and/or other applicable laws. [E.C. 48901]

PROHIBITION OF DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING, AND RELATED COMPLAINT PROCEDURES

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student’s actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. The district has a policy of nondiscrimination in accordance with federal law and Title IX, and also prohibits sexual harassment of or by any student or by anyone in or from the district. More detailed information regarding the district’s prohibition of discrimination, harassment, intimidation, and bullying or the prohibition against sexual harassment is contained in the district’s Parent & Student Handbook and is also available on the district’s website.

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12. No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants’ identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

Pursuant to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records. Questions regarding the foregoing rights shall be directed to your Principal or Vice Principal.

VOLUNTEER FINGERPRINTING POLICY

All volunteers must complete a DOJ fingerprint LiveScan as part of a criminal background check and must receive background clearance from the District prior to volunteering. Additionally, volunteers who have “frequent and prolonged” contact with students may be asked to provide documentation of a negative T.B. test in accordance with District Policy. The fingerprinting service is available by walk-ins or appointment. For more information please visit: www.egusd.net/about/district/safety/ or call (916) 686-7795, ext. 67172.

NON-DISCRIMINATION AND BULLYING

UNIFORM COMPLAINT PROCEDURES

The Elk Grove Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, complaints alleging violation of state or federal laws governing educational programs, and complaints alleging the district’s failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the

development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

More detailed information regarding the Uniform Complaint Procedures, including the timeline for resolving complaints and the complaint appeal process, is contained in the district's Parent & Student Handbook. If you have questions regarding the Uniform Complaint Procedures, you can contact the district's Legal Compliance Specialist in Human Resources at (916) 686-7795.

BULLYING POLICY

The Elk Grove Unified School District has a no tolerance policy against bullying in all forms. Student safety is a top priority for Elk Grove Unified and the district does not allow any behaviors that infringe on the safety or emotional or physical well-being of any student. Elk Grove Unified has developed strategies for bullying prevention and intervention to help keep students safe and ensure a healthy learning environment. The district has an extensive board policy on bullying that covers a variety of areas, including cyberbullying, bullying prevention, intervention, complaints and investigation, discipline and enforcement mechanisms. More information can be found at <http://www.egusd.net/students-families/wellness/prevention/>

The US Department of Education Office of Safe Schools defines bullying as unwanted, aggressive behavior among school aged children that involve a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

An Imbalance of Power: Kids who bully use their power – such as physical strength, access to embarrassing information, or popularity – to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

School-wide PBIS begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying behavior. To avoid stigmatizing any student, school-wide PBIS emphasizes what a student does and where it occurs. Instead of negatively labeling a student as a bully, victim, perpetrator, or aggressor, the emphasis is on labeling what the student does, for example, name-calling, teasing, intimidation, verbal aggression, and cyber- harassment. Bullying behavior is always described in the context or setting in which it occurs, for example, cyberspace, hallway, dance, field trip, bus, or other "setting."

EXPECT RESPECT TOGETHER WE PREVENT BULLYING

BULLY PREVENTION AND PBIS:

1. School-wide curriculum that emphasizes targeted social skills instruction.
2. Positive school and classroom social cultures where teaching and learning are emphasized.
3. Challenging and engaging instructional practices that effectively maximize academic success for all students.
4. Continuous, positive, and active supervision and monitoring of student behavior and learning.
5. Regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success.
6. Active involvement of all students and family, faculty, and community members.
7. Multi-year and multi-component approaches to implementation.
8. Adults who model the same positive social behaviors and values expected of students.

ACCIDENTS OR ILLNESS

Students are to immediately report any accidents or illnesses to a yard supervisor, their teachers, or to the main office. All health information should be updated annually or as needed. Any changes in address, parent home and work phone numbers, and emergency contact names and phone numbers should be reported immediately so that the school can make immediate contact if the student is injured or becomes ill.

ADDRESS CHANGES

Parents/guardians are to notify the office immediately of any change in address, telephone number, or change in guardianship. EGUSD Board of Directors have adopted a new proof of residency policy as outlined below:

Must produce ONE from this column:

- Property tax receipts for the current residence.

AND

Must produce ONE from this column:

- Mortgage statements in parent/guardian's name. If the home is under construction, a title/deed or signed sales or purchase agreement in parent/guardian's name will be accepted. **Additionally**, if you use one of these documents, a current PG&E, SMUD bill that indicates location of service or a mortgage payment **must be presented to the school within six months**.
- Rental/Lease agreement – Current or recently signed in parent/guardian's name. **Additionally**, if you use one of these documents, two consecutive months of a current PG&E or SMUD bill in the parent/guardian's name **must be presented to the school within two months**.

- Parent/Guardian's motor vehicle registration with current address.
- Parent/Guardian's driver's license with current residence.
- Court documents indicating current address.
- Payment verification (paid invoice, credit card receipt, cashed check) for two consecutive months of two of the following utilities: gas, electricity, water or garbage for the current residence must be presented within two months of enrollment.
- Rent payment receipts for two consecutive months for the current residence must be presented within two months of enrollment.
- Documentation from the Department of Human Assistance with current residence.

ANIMALS/PETS

Animals and pets are not allowed on the school campus during the school day including arrival and dismissal times.

The Governing Board recognizes that animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures. The Board also recognizes that animals may be necessary for assisting individuals with disabilities to access District programs and activities. Individuals with disabilities, including students, employees, parents, and other visitors to the District, may be accompanied on school premises and, if applicable, on school transportation, by specially trained service dogs, including guide dogs, signal dogs, or other service animals. (Education Code [39839](#); Civil Code [54.2](#); 28 CFR [35.136](#).)

UNLESS OTHERWISE REQUIRED BY LAW, THE ONLY TIME ANIMALS, INCLUDING PETS, ARE ALLOWED ON SCHOOL GROUNDS OR AT DISTRICT-SPONSORED ACTIVITIES IS WHEN THEY ARE BEING USED FOR EDUCATIONAL PURPOSES OR TO ASSIST INDIVIDUALS WITH DISABILITIES IN COMPLIANCE WITH THE LAW AND REQUIREMENTS STATED HEREIN AND CONSISTENT WITH ADMINISTRATIVE REGULATION 6163.2.

ARRIVAL AND DISMISSAL - SEE WAVE EXPECTATIONS FOR ARRIVAL/DISMISSAL

ARRIVAL:

Our school safety team has worked closely with the Elk Grove Unified School District Police Services and local law enforcement to develop arrival and dismissal procedures that will enhance the safety of ALL of our students. Please obey all crossing guards' directions and those of the administration directing traffic. Refrain from making U-Turns during arrival and dismissal. Please be reminded that the law prohibits the making of U-Turns on any street within 200 feet of traffic coming from either direction. But most importantly U-turns place our children at greater risk.

CRITICAL SAFETY CONCERNS:

Please support our efforts to keep your children safe!

1. Teach your children to walk across the street ONLY in a crosswalk.
2. **NEVER** allow your child to walk between parked/stopped cars or parked school buses!
3. Park your cars ONLY in marked parking spaces, even if only for a minute.

Your cooperation is greatly appreciated. Please understand when we ask you to adhere to these safety measures that the safety and well-being of our students is our highest priority. ***Parents who remain on campus after 8:05am are required to check in with the office or leave campus immediately.**

BEFORE SCHOOL SUPERVISION:

Students, who participate in the breakfast program, may arrive between 7:25am and 7:50am and report immediately to the Multipurpose Room where they will remain until 7:55am. Only students who are eating a school provided breakfast will be allowed to participate in the breakfast program.

All other students may be on campus and will be supervised beginning at 7:55am. The safety of our children is important to us. There is no supervision before 7:55am unless your children are enrolled in a child care program on site. For additional information about the

Catalyst, please call 683-5526.

On 'rainy' or 'below freezing' days, students are to report directly to their classroom upon entering campus..

WALKERS:

Under no circumstances are children to walk through the parking lot. Children are to cross the streets in the painted crosswalks only, even if they are walking with a parent or adult. Help us teach our children to obey the law and be safe.

BICYCLES/SKATEBOARDS/ROLLERBLADES/SCOOTERS/HEELYS:

All riders are expected to WALK their bikes along the main walkway on the school campus. Students must lock their bikes in the bike area. **All students riding their bike to school are required by law to wear a helmet. Proper fitting helmets save lives as well as help prevent serious trauma to the head. Please take a strong stance with your child if he or she desires to ride their bicycle to and from school without wearing a helmet.** Skateboards, scooters, and rollerblades should be clearly labeled with student's name and must remain in the classroom or student backpack throughout the school day. Students who wear rollerblades or shoes with wheels to school will need to change into proper shoes or remove rollers before coming onto campus. The riding of bikes, skateboards, rollerblades, scooters, shoes with wheels, or other transportation devices on campus is prohibited at all times. The school is NOT responsible for lost, stolen, or damaged bicycles, skateboards, rollerblades, scooters or other transportation devices.

ARRIVAL BY CAR:

Students arriving in cars are to be dropped off in one of two 'Yellow Zone' drop-off areas, either inside the parking lot or at the Kindergarten entrance on Soaring Oaks Drive. Those using the drop-off zones must pull forward as far as possible before letting their children exit the car. To ensure efficient drop off make sure children are prepared to exit the car upon arrival. For safety, children should exit the cars on the passenger (curb) side only.

Please do not double park, or stop next to any red painted curb, designated No Parking Area, or in any handicapped zone. **This is a traffic violation and you may be cited.**

Student valets are often available to assist by opening car doors. Once children have safely exited the car, drivers are to pull into the drive thru lane and proceed to the exit. Please note: if your child must exit from the driver's side of the car, you may not use the drop-off service. You must park your car in a marked parking space and escort your child to the sidewalk using the crosswalk.

Parents/guardians needing to attend to business on campus or who wish to walk their children must park in a marked parking space and escort their children to the sidewalk.

- Kindergarten drop off and pick up is located on Soaring Oaks Drive near the Kindergarten entrance. Students walking Kindergarten siblings to class must walk onto the campus using the crosswalks and then walk their siblings to their kindergarten room. **No students will be allowed to walk through the parking lot.**

DISMISSAL:

At dismissal, students waiting for a ride will wait on the sidewalk in the designated areas. As you drive in, continue to pull forward as far as you can and follow the directions of the yard supervisors. Your child will walk to you once you pull forward and stop.

- When picking up your child, please do not block other cars. If your child is not waiting for you at the designated pick up point, please pull all the way forward and/or park in a designated parking place.
- **Please do not leave your vehicle parked or unattended in the student loading/unloading zone during arrival and departure times.**

Students are expected to go directly home at dismissal unless they are enrolled in one of the after-school programs or they are participating in organized after-school activities. Siblings are not allowed to remain with students participating in these activities unless prior arrangements have been made with the acting supervisor. All students remaining on campus or in the park adjacent to the school 15 minutes following dismissal will be escorted to an on campus location. Parents will be contacted and are required to sign students out when picking them up.

ASSEMBLIES - SEE WAVE EXPECTATIONS FOR SPECIAL EVENTS

Students will have the opportunity to attend assemblies throughout the school year, both at school and while on field trips. During assemblies, students are expected to follow the WAVE expectations for Special Events. Anyone failing to follow these expectations during an assembly will be removed and disciplinary action may be taken.

BIRTHDAYS

Celebrations of students' birthdays are allowed if done with little to no disruption to the learning environment. Flowers or balloons will not be delivered to a student to acknowledge a special occasion. These items disrupt the educational process. If these items are delivered to school they will be kept in the office until the end of the school day at which time they can be picked up by the student. As

more and more of our children must adhere to strict dietary needs, and to avoid disruption, please make arrangements with your child's teacher prior to bringing treats to the classroom.

CELL PHONES, PAGERS, ELECTRONIC DEVICES

CD players, I-pods, radios, pagers, games (including cards) or any other games or electronic devices are not permitted at school. These items disrupt the learning environment and are often lost or stolen. **Cell phones must be turned off, kept in the student's backpack, and may not be used during the school day or on the school campus.** When cell phones or any other prohibited items are found on campus, they will be confiscated and turned in to the office. Parents/guardians must make arrangements to recover confiscated items from the office. These confiscated items will not be released to students. **Repeated violations** may result in disciplinary action according to Education Code 48900.

Elitha Donner Elementary School is NOT responsible for lost, stolen, or damaged items.

CLASSROOM ASSIGNMENTS

Due to class size reduction and the number of students enrolled at our school, each school year some involuntary track changes may have to be implemented. These track changes are instituted based on registration dates. Although we do not like to change the tracks of students, it is sometimes required so that we are able to maintain as many students as possible on our campus. Every effort is made to not "offload" students to other campuses. In addition, all reasonable attempts are made to keep siblings placed on the same track. If you do not receive the desired track, please complete a 'Track Change Request' form available in our office. Completed requests will be date and time stamped and changes will be made throughout the year as space becomes available to match the request. We are available to assist with this process. However, due to the size of our school, requests for specific teachers may not be honored.

CLASSROOM VISITATIONS

Parents and/or guardians have the right, as supportive and respectful partners in the education of their child, to be informed by the school, and to participate in the education of their child, as follows:

- To meet with their child's teacher or teachers and/or the principal, within a reasonable time of the request
- To observe their child's class or classes, within a reasonable time following their request
- To be informed of their child's progress and of the appropriate staff to contact if problems arise with their child
- To examine the curriculum materials of their child's class or classes

Appointments are to be made so that parents/guardians may confer with teachers at a mutually convenient time. Parents/guardians and authorized guests are welcome to visit the school except during periods of testing.

All visitors must check in with office personnel before entering the school grounds. A "pass" will be provided for approved visitors. This is required for the protection of all of our students. **Visitors are not to bring unauthorized guests, young children, others who are off-track or not currently enrolled during school hours.** The school administration does have the right to deny classroom visitation if the visitation is deemed a disruption to the learning environment.

HEALTH

The health of your child is important to all of us. Students who show definite signs of a cold, have a temperature of 100.1 degrees or higher, or any other symptoms of illness should not be sent to school. The parent of a student with a communicable disease should notify the school by telephone as soon as the illness is diagnosed. The school telephone number is 683-3073.

In case of serious injury, the normal procedure is to contact the parent first unless the child is unconscious, seriously bleeding, not breathing, or in danger of paralysis or otherwise in danger as determined by school personnel. In the aforementioned instances, 9-1-1 will be called along with the parent.

DISTRICT HEAD LICE POLICY: Effective as of July 1, 2015

A suspected case of head lice will be individually screened. If students are identified with live lice by the presence of a live louse or lice the student's parent will be called to come and pick up the student from school. No classroom checks will be done. A notification letter will be sent home with the student. When a student is sent home families will be provided with instructions for treatment. Pharmacists and physicians can assist in recommending over-the-counter medication. Directions from the treatment labels should be followed exactly regarding application and any repeat treatments. Readmission occurs if and when the student is free of live lice. Students that have nits (eggs) present in their hair are not excluded from school. Our head lice policy/procedure is in line with evidence based practice and is based on the recommendation from the Center for Disease Control, the American Academy of Pediatrics, the Sacramento County Public Health Department, and the National Association of School Nurses.

MEDICATION:

State law and district policies strictly regulate the use or administration of medications at school. No medication (prescription or non-prescription) may be dispensed to students or allowed on the school site without appropriate forms being completed and on file in the school office. A new form must be completed at the beginning of each school year. Please contact the office for a copy of the district's policy and required authorization forms.

A parent must bring the medication to the school, in its original container, with the physician's instructions for administering the medication along with the authorization sheet. The medication and/or a reserve supply should be kept in the office at all times and will be kept securely locked. Students' medications are kept in the health office and not carried on their person. An exception to this are Epi-Pens (California Education Code section 49423 (a)) and inhalers (California Education Code section 49423.1). Carrying Epi-Pens or inhalers must be approved by the physician, the parent, and discussed with the school site nurse. Failure to follow this procedure may result in school consequences.

First Grade Physical Examinations: At first grade entry, all students must provide the district with written evidence of a physical examination (by a licensed physician or clinic), completed no later than 18 months prior to first grade entry. (Health and Safety Code 323.5; 324.2; 324.3)

SCHOOL NURSE:

The health program at Elitha Donner Elementary School is administered by a qualified school nurse who provides the following services: vision and hearing screening for all kindergarteners, 2nd and 5th graders and referred students; obtaining medical information and keeping records of each student; providing nutritional and dental health education; and acting as a Special Education team member. Please note that the school nurse is not on campus daily.

LIBRARY - *SEE WAVE EXPECTATIONS FOR LIBRARY*

Students and staff use the library for research, class projects, Accelerated Reader, and pleasure reading throughout the school day. Quiet and polite behavior is expected. Students with overdue, lost books or damaged materials will not be allowed to check out additional materials until the book is returned or payment is made. A school library use form must be completed and signed at the beginning of each school year.

LOST AND FOUND

Found items are kept in large containers in the multi-purpose room. All lost and found items not claimed by each track change day will be donated to a local organization. Volunteers will sort clothing on track change days. Items still remaining after 3:00pm will be removed. Students are offered the opportunity to look through the lost and found for items they are missing before and after school as well as during recesses. **Please write your child's name on jackets and other appropriate clothing items so they may be positively identified and returned if found.**

RACE AND EDUCATIONAL EQUITY

The elk grove unified school district and Elitha Donner ES believes that equity is a fundamental component to student success. Equity is when all staff focus on promoting equity to close persistent gaps of opportunity, access, achievement, expectations and resources where equality and nondiscrimination are:

- Integrated into the mindset, work and lives of every student, teacher and staff member.
- Recognized as core institutional values and informs thinking, policies and practices throughout our schools.
- Inherently intertwined with academic excellence and the goal of developing leaders for a globally inclusive society.

With this belief, elk grove unified will ensure that decisions, policies and practices are supportive of students' learning, growth, and development fostering the ultimate goal of all students becoming college, career and life ready.

<http://www.egusd.net/about/district/initiatives/race-educational-equity/>

STUDENT RECOGNITION

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At Donner, students can earn W.A.V.E. cards for meeting behavior expectations. Students can trade their W.A.V.E. cards for Beach Bucks to spend at the Surf Shop where they can purchase various tangibles or privileges.

Students receive positive feedback and special recognition in their classrooms, as well as at our school's "Track Off" Assemblies. These awards are intended to promote and recognize a variety of achievements including academic accomplishments and citizenship.

Parents are invited to attend. These assemblies take place on each track change, minimum day for the track that is going off. The assemblies begin at 8:30am in our school multipurpose room.

SERVICES FOR STUDENTS

CAFETERIA - See WAVE Expectations for Cafeteria

FOOD AND NUTRITION SERVICES

EGUSD participates in the National School Lunch and Breakfast Programs through Food and Nutrition Services. This department is committed to improving the nutritional health and academic success of students by offering lunch daily at all school sites and breakfast daily at the majority of school sites. Meals are analyzed to ensure that they meet the nutritional needs of students and the Dietary Guidelines for Americans. <http://egusdschoolmeals.com/>

The lunch price is \$2.75 at elementary schools. The breakfast price is \$1.75

Milk (white or chocolate) is \$0.50.

Families may qualify for free or reduced price breakfast/lunch. Students eligible for free or reduced price meals can eat both breakfast and lunch at no charge. To be eligible for free or reduced price meals, an application must be completed each school year. Once the application is processed, the family will receive notification by mail regarding their eligibility for that school year. Students who are verified as homeless are immediately eligible for free breakfast/lunch.

Your family must have a new application on file to qualify for free and reduced meals for the new school year 2018-2019. The applications will be available the last week of May 2018. During the 2018-2019 school year the charge for reduced price meals will be waived and there will be no cost to eligible students.

Food substitution accommodations will be considered for students with disabilities or medically documented food allergies. Families should obtain a *Medical Statement – Food Substitution and/or Accommodations* form from the school cafeteria or office. The form must be signed by a recognized medical authority. Return completed forms to the school cafeteria for review by the district dietitian.

For additional information about meal applications, eligibility, breakfast/lunch menus and Nutrition Education, please contact Food and Nutrition Services at 686-7735 or refer to the website at: <http://egusdschoolmeals.com/>

During breakfast and lunch times, students will be expected to follow the criteria below:

1. All food and drink must be consumed in the cafeteria or assigned eating area; any food/drink consumed outside these areas will be confiscated and thrown away. Students will deposit all litter in wastebaskets.
2. Students will be seated upon receiving their lunch. Students will raise their hands to be excused from the cafeteria. The tables and floor are to be left in clean condition. Failure to do so may result in the loss of privileges and/or assignment of school consequences.

NUTRITIONAL SNACKS/LUNCHES:

All students have a mid-morning recess/nutrition break followed by their scheduled lunch time. Children are allowed to bring a **nutritious** snack/lunch from home to eat at these times. **Please do not send candy, gum, soft drinks, or a snack that is high in sugar.**

CHARGED MEALS:

Elementary students are only allowed two charged lunches. The FNS Lead will provide a lunch and give the student a “charge reminder” note to take home to the parent the first time a lunch is charged. If a student forgets to bring money for lunch a second time, the FNS Lead will give the student a second charge reminder note. This note will inform the parent of the total amount owed and that the student will not be able to charge additional meals until the FNS Lead receives payment in full. **Children are NOT allowed to charge breakfast.** Children who have money on their account may use the money to purchase breakfast or lunch. Additional purchases of a la carte items such as milk, fruit or juice can be deducted from your child’s advance payment balance. If you do not want your child to have access to a la carte items, please let the site Food and Nutrition Services Lead know.

LUNCH PAYMENTS:

We encourage parents to make arrangements for their children to eat lunch daily by making advance payments, sending a lunch from home, or completing an application to receive free or reduced priced meals through the National School Lunch or the School Breakfast programs.

To reduce the need for sending cash on a daily basis, families are encouraged to purchase meals in advance. Putting money into your child’s lunch account is a convenient way to assure that your child always has money available when needed. Advance payments by check should be made out to “Food and Nutrition Services.” Please include your child’s name and pin number. Advance payments will

automatically be credited to your child's school meal account. Also, payment for school meals may be made at www.myschoolbucks.com where credit/debit cards are accepted.

There is a \$15.00 returned check processing fee for all checks returned for insufficient funds or stop payment.

The lunchroom is equipped with the CAFS (Computer Assisted Food Service) system. All students at Donner have been assigned a four-digit PIN (Personal ID number). This number is ONLY for internal, departmental use and is used strictly for tracking meal count information. If you have any questions, please feel free to contact June Franklin, Food and Nutrition Lead in the cafeteria @ 683-8138.

FIELD TRIPS

Field trips are planned to coordinate with the regular instructional program. Teachers will provide detailed information regarding field trips throughout the school year. Families are asked to pay the actual cost of entrance fees for the trip, in addition to donations for transportation costs. Please contact your child's teacher if the cost of these trips will pose a financial burden for your family. No child will be prohibited from participating in field trips that are a required part of the curriculum. Students who have violated school behavior expectations must be accompanied by a parent or adult to attend field trips.

To attend a school field trip, students must return a correctly completed field trip permission form **by 4:00 p.m. the day before the scheduled field trip**. Because attendance is required at school for students who are not going on the field trip, instruction will be provided in a guest classroom for students who are unable to attend.

Parent volunteers are needed on most school field trips to ensure an appropriate adult to student ratio. In addition, parents may be required to act as a chaperone for their child to ensure that their child behaves in a safe, responsible manner while on the field trip. **Parents/Chaperones are NOT to bring unauthorized guests, young children, others who are off-track or not currently enrolled at the school on any school supervised field trips.**

Students with significant school behavior problems may not be allowed to participate on field trips. While on school field trips, students are expected to behave in a safe and responsible manner and follow all adult directions. Students who exhibit poor behavior will receive school discipline consequences.

Field trip lunches are available to all students upon request. Payment for school meals including field trip lunches must be made directly to the Cafeteria.

To order a field trip lunch for your child, complete the portion of the field trip permission form and return to your child's teacher at least **2 weeks prior to date of the trip**. Students will pick up their sack lunches from the cafeteria prior to leaving school on the day of the field trip. Ice chests with ice packs will be provided to keep milk cold for field trips. **Students turning in "Lunch Requests" after the 1 week deadline will need to bring a sack lunch from home on the day of the field trip. Students without a lunch may have to remain at school to ensure lunch is provided.**

TEXTBOOKS

Each student is issued textbooks for his/her grade at the beginning of the school year. She/he is individually responsible for these books for the year. Students and parents will be held accountable for lost and damaged textbooks. Students are expected to return textbooks in good condition, allowing for wear occurring from normal use. Textbooks are to be returned at the end of the school year or when a student withdraws from school. We recommend that you tell your child to check at the end of each day for his/her textbooks. If a book is missing at that time, the class and the teacher can assist in locating the book. If a student waits until several weeks later, the chances of finding the book are poor.

The replacement cost will be charged for books not returned, lost, and/or damaged. Most textbooks cost between \$66-\$80 or more to replace. It is important that students cover textbooks, handle them with care, and keep them in a secure location. They will be charged for books that are damaged or not returned promptly at the end of the year.

TRANSPORTATION

To qualify for busing, a student must live within the eligible service area. Elitha Donner Elementary School is a walking neighborhood school and is not in an eligible service area. Inter-district and intra-district students are not eligible for transportation. Students who are "offloaded" due to overcrowding, may qualify for transportation. You will be notified at the time of off load if you qualify.

TRANSPORTATION POLICIES REGARDING BUS RIDERS:

This includes students who ride the bus during field trips.

Riding the Bus & Bus Safety:

Bus safety includes the time the student goes to the bus stop and returns home from a bus stop after school. The rules also apply at the bus stop. According to state law, the bus driver has absolute jurisdiction over the conduct of all students on the bus. Students who

do not follow the driver's directions and the district's Code of Conduct are subject to discipline, including not being allowed to ride the bus for the remainder of the year, as well as administrative action by the child's school.

Riders should also be aware of the following guidelines:

1. Stand in lines, facing traffic so you can see the bus approaching. Stand back 10 feet from where the bus will stop. Do not approach the bus until the driver opens the bus door.
2. Students must show a current bus pass in order to ride the bus and only the person whose name is on the pass may use it.
3. Be courteous and respectful to the bus driver, other students and adults at all times. When loading at a school, follow the directions of the driver and/or teacher on bus duty.
4. Make sure you are getting on the right bus.
5. Never go under or stoop down in front of any bus to retrieve papers or other items. The bus driver cannot see you in the "danger zone: under the bus.
6. Destroying property, playing in or running across the street or any type of horseplay or fighting at a bus stop or on the bus is dangerous and prohibited.
7. Profane language, obscene gestures, and excessive or unnecessary noise are not tolerated.
8. Large school projects, large band instruments, scooters, and skateboards cannot be transported on the bus unless contained in a backpack. Pets and hazardous or destructive objects of any kind are prohibited on the bus.
9. School buses can only stop at designated bus stops. If you miss the bus, have a parent/guardian take you to another bus stop or directly to school. Never run after your bus once it leaves.
10. A written request from the parent/guardian and signed by the school administrator will allow for the use of an occasional alternate bus stop.

CONSEQUENCES FOR INFRACTIONS OF BUS RULES:

Citations are issued by the bus driver if rules are not followed. The Principal supports the bus drivers in their attempts to provide the safest environment. In cases of severe misconduct, students may be assigned penalties more severe than provided for in the normal process. Parent may also be required to transport student to all remaining school field trips.

The normal progression of penalties for violations of the rules and regulations on the bus is:

First Violation - warning by school administrator, notification of parent.

Second Violation - 1-day suspension from riding bus, notification of parent.

Third Violation - 5-day suspension from riding bus, notification of parent.

Fourth Violation - 10-day suspension from riding bus, notification of parent.

Fifth Violation - suspension from riding bus for the remainder of the year, notification of parent.

ASSESSMENTS & TESTING

KINDERGARTEN & FIRST GRADES:

Teachers in grades K-1 will be giving formative assessments to their students throughout the school year. These assessments will be administered at the beginning of the year (entry-level) and at the end of each trimester. The purpose of these assessments is to assist teachers with informing their instruction based upon the data from these assessments in order to meet their students' needs. Parents will receive information from these assessments about their students that will help them know areas they can work on at home to help their student.

THIRD THROUGH SIXTH GRADES:

The CAASPP program is designed to give information to teachers, students, and their families about what students know and are able to do and whether they are on track to be ready for success in college or career when they graduate from high school. Test results will help identify and address gaps in knowledge or skills early on so students get the support they need to be ready for success in higher grades. California's new standards (i.e. Common Core State Standards or CCSS) set higher expectations for our students than ever before. These higher expectations were carefully developed by classroom teachers, community colleges, colleges, universities, and leaders in the workforce. They represent the skills that today's students need to succeed in college, career, and life. Skills like critical thinking, problem solving, and strong writing so that our children are competitive with peers from around the world.

Measuring these skills requires different types of test questions. Practice tests are available at

<https://www.caaspp.org/ta-resources/parent-resources.html>. The practice tests can be taken by parents, teachers, students, and others and will give information about the type of test questions that students will see in different grades and subject areas.

SMARTER BALANCED ASSESSMENTS

At the end of each school year, students in grades three through sixth will receive full-length summative tests for both English language arts/literacy (ELA) and mathematics, with approximately seven to eight hours of total testing time for each student. Additionally, The California Science Test, CAST, is required for all students in grades five. The CAST includes stand-alone or discrete items. The Smarter Balanced Summative Assessments, which are delivered by computer, consist of two sections: a computer adaptive test and a performance task (PT) based on the Common Core State Standards (CCSS) for ELA and mathematics. The computer adaptive section includes a range of item types, such as selected response, constructed response, table, fill-in, graphing, and so forth. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. The CAST includes stand-alone or discrete items. The discrete item types consist of selected response, constructed response, table, fill-in, graphing, and so forth. The district uses the CAASPP test results as one of several academic measures analyzed to determine areas of need and to guide program planning and development to support student learning.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA

The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency (ELP). It must be given to students whose primary language is one other than English. California and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten—or year one of a two-year kindergarten program, also referred to as transitional kindergarten—through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards and is comprised of two separate ELP assessments: The Initial ELPAC, and the Summative ELPAC.

INTERIM ASSESSMENTS

An interim assessment is a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as [standardized tests](#) or end-of-course exams. Interim assessments are usually administered periodically during a course or school year (for example, every six or eight weeks) and separately from the process of instructing students.

Students in grades 2-6 take interim assessments three times a year for fluency and spelling. K-1 students are given benchmark assessments three times a year for phonemic awareness, phonics, and reading fluency. Kindergarten also assesses math skills.