

# RICHMOND ELEMENTARY SCHOOL

CALIFORNIA DISTINGUISHED SCHOOL  
TITLE I ACADEMIC ACHIEVEMENT AWARD SCHOOL

# CELEBRATE LEARNING

Attendance  
Attitude  
Achievement



PARENT INFORMATION HANDBOOK

2022-2023

Richmond Elementary School, 348 Rowe Street, Ridgecrest, CA 93555  
(760) 499-1840



**"Home of the Tigers"**

## TABLE OF CONTENTS

Richmond Mission & Goal	3
School Accountability Report Card Notice	3
School Information	4 - 9
School Hours	
Nutrition	
Attendance	
Bus Information	
Classroom Interruptions	
Classroom Visitation	
Dress Code	
Homework	
Lost or Damaged Books	
Lost and Found	
Medication	
Parent Requests for Class Placement	
Parent-Teacher Organization (PTO)	
Publicity	
Student Progress Reports	
Telephone Usage	
Volunteers	
School Discipline Policy	8
Anti-Bullying Policy	10
Positive Recognition Program	11
Safe Arrival and Departure	12
Emergency Preparedness Information	13
Emergency Dismissal from Campus	
Emergency Dismissal Off Campus	
Home-School Communication	13
Title I Parent Participation	14
Building Capacity For Involvement	17
Projects At Richmond	18
Richmond Programs	19 - 20
AAA Reader	
Accelerated Reader	
Accelerated Math	
Battle of the Books	
FAME	
Lunch Clubs	
PBIS	
Student Council	
Targeted Assistance Groups (TAG Groups)	
What I Need Now (WINN Groups)	
Staff List	21

### ***RICHMOND'S MISSION AND GOALS***

Our mission is to provide a safe, orderly, and nurturing environment where students are expected to:

- \* Demonstrate respect for self and others
- \* Develop responsibility and proper citizenship
- \* Acquire academic skills and the knowledge and self-motivation to learn
- \* Apply critical thinking and express creativity

These goals can be accomplished through cooperation and support from parents and community.

### **SCHOOL ACCOUNTABILITY REPORT CARD NOTICE**

**Anyone that wants a hard copy of our School Accountability Report Card (SARC) may pick one up in our school office anytime during business hours. The SARC can also be viewed online at our school website:**

[http://richmond.ssusd.org/parent\\_resources/school\\_accountability\\_and\\_reports](http://richmond.ssusd.org/parent_resources/school_accountability_and_reports)

Dear Parents,

Welcome to Richmond Elementary School. This handbook and discipline policy is designed to give you information about the rules, regulations procedures, and programs at our school. It has been developed, with input from parents and staff, under the guidelines of the California Education Code and the policies of the Sierra Sands Unified School District Board of Education.

Richmond's motto is "***CELEBRATE LEARNING AT RICHMOND THROUGH ATTENDANCE, ATTITUDE, AND ACHIEVEMENT.***" By following those three tenets, Richmond has made tremendous progress in the past years. We have qualified as a California Distinguished School and two times a Title I Academic Achievement Award School. Richmond has also been identified as a Leadership Site in the area of general and special education collaboration. Through cooperation between home and school, we are looking forward to another productive year for your student.

We recognize that communication is an important element in the education of your child. Many questions can be answered best by your child's classroom teacher, and I encourage you to contact your child's the teacher with specific thoughts or questions regarding the classroom. For other concerns, or for the overall school operation, please contact me directly.

We encourage you to become involved in your child's school experiences through participation in PTO, the School Site Council or as a visitor or volunteer in the classroom. We thank you and your child for being a part of Richmond Elementary School!

Sincerely,

*Michael Yancey*

Principal

# SCHOOL INFORMATION

## SCHOOL HOURS

**Students may NOT be on campus before 8:45 a.m. on Monday, Tuesday, Thursday, and Friday and NOT before 9:15 a.m. on late start Wednesdays**  
**This is a safety issue - we have no supervision before these times.**

TK - 5<sup>th</sup> grades                      Classes start 9:00 a.m.

Lunch	Kindergarten	11:00 – 11:45 a.m.
	1 <sup>st</sup>	11:00 – 11:45 p.m.
	2 <sup>nd</sup> – 3 <sup>rd</sup>	12:15 – 1:00 p.m.
	4 <sup>th</sup> – 5 <sup>th</sup>	11:30 – 12:15 p.m.



TK - 5<sup>th</sup> grades                      Dismissal 3:15 p.m.

Late Start Wednesdays - beginning the second week of school teachers will participate in weekly collaboration meetings prior to the school day. Every Wednesday thereafter, except for minimum days, school will begin at 9:30 a.m. Parents are asked to bring their students to school no earlier than 9:15 a.m. on those mornings unless in a school program that begins earlier. Students are expected to be off campus by 3:30 p.m.

- Every minute counts! Please plan to have your students at school the full day.
- When students arrive late or leave early they miss important instruction and assignments.
- Students may not leave campus within the school day unless signed out in the office by parents, guardians, or other adults listed on the emergency card. \*\*
- **END-OF-DAY PLANS - Unless your child gives the teacher a written note, OR you contact the office in person or by phone, your child will be expected to go home after school the usual way.**
- The classroom teacher cannot make changes that have not been verified by the office.

***Please keep your emergency card contact information updated at all times***  
***Unexpected emergencies never happen at convenient times!***



\*\*If you are a military family who needs help providing local emergency contact information, please let the front office know – we will have the base School Liaison Officer call you to help.

### **Some School Facts:**

Our school mascot: Tigers

Our school colors: Royal blue and white

Grades: Transitional Kindergarten (TK) to 5<sup>th</sup> grade, and Special Day Classes.

Our school has a library with 20,000 books AND the largest circulation of any elementary school in the district. ☺

We motivate student achievement with our Super Stars program! Page 11.

We have a computer lab for student use with 32 computers.

There are Chromebooks for every student 2<sup>nd</sup> – 5<sup>th</sup> in every classroom.

We have a very active Parent-Teacher Organization! Meetings once a month. Ask in the office for details.

We have Family Nights once a month with various activities for you and your children! Page 6.

We have a student council that helps run different programs and activities.

## NUTRITION

School breakfast Free  
School lunch Free  
Milk (separate from lunch milk) \$0.40  
Juice (separate from lunch) \$0.75  
Water bottle \$1.00  
Adult breakfast \$3.25  
Adult lunch \$4.50

The menu is available at [ssusdschools.org](http://ssusdschools.org).

**IMPORTANT REMINDER – breakfast is served from 8:45 – 8:55 a.m. Students may eat till 9:00 a.m.**  
*Please make sure your child is at school in time to eat breakfast!*

## ATTENDANCE

**Absences** - Please make every effort to have your child in school, on time, every day. If your child is absent, contact the school by telephone (760) 499-1840 or send a note on his/her return to school. Reasons for excused absences include illness of the child, doctor or dentist appointments, funeral of a family member, court appearances or religious observation. **Please provide a note from the doctor or dentist to excuse doctor appointments for Super Stars eligibility.** If your child is going to be out for reasons other than illness (family emergency or trip, etc.) contact the school to arrange for an independent study contract. The latest legislation requires study contracts to be five or more days in length.

**Tardies** - We are making a strong effort to eliminate the loss of instruction and the disruption caused by students who are arriving at school late. Not only are we trying to utilize the teaching time more effectively, but we also feel that promptness is a good trait to teach children for future life experiences. Students with repeated tardiness will serve detention.

**A note from the doctor or dentist will be needed to excuse a tardy for doctor appointments.**



**Full-day attendance** – School hours are from 9:00 a.m. – 3:15 p.m., and we stress *bell-to-bell instruction*. Please plan doctor and other appointments outside of school hours, if possible. Teachers are using every minute of the day and even those last thirty minutes are important! If you pick up your student because it is more convenient for you, your child may be missing important instruction and assignments. Teachers cannot stop instruction to individually give homework assignments to students who are leaving early. Perfect attendance and Super Star status is affected by tardies and early dismissals.

**Beginning instruction** – Five minutes before school begins, 8:55 a.m., a bell will ring to signal students they have five minutes to get a drink and use the restroom before class begins. **This is the time that all parents need to begin leaving the campus.** Students in the breakfast area should go to the playground at that time. The bell will also alert visitors it is time to leave campus so that students and teachers may prepare to begin the instructional day.

## BUS INFORMATION

Transportation is offered by the district on a parent pay basis. A pass may be purchased for the year, \$150.00. Students who qualify for free or reduced lunch may also qualify for free or reduced bus passes for up to \$75.00 per year, and passes are pro-rated on a monthly basis if a student enrolls or transfers in mid-year.

In order to ride the bus, students must demonstrate responsible behavior. Drivers issue “tickets” for students not following the basic rules. Students are expected to stay seated, remain reasonably quiet, keep hands, feet and objects to themselves and inside the bus, and to cross the streets with the driver. These rules are in place to keep your child safe around motorized vehicles. Students who cannot follow bus rules will not be allowed to continue riding the bus. On the fourth bus ticket, a student will be suspended from riding the bus beginning with three days; with more tickets, more days are added to the suspension.

If a special education student will not be riding the special education bus, please call both transportation and the school.

## CLASSROOM INTERRUPTIONS

Schools are required by law and school board policy to provide students with sustained, uninterrupted instruction. Schools must restrict unnecessary interruptions and distractions to ensure that teachers can dedicate classroom time

to the instruction of students. While we recognize that emergencies may arise, parents are asked to make lunch and after school arrangements with students before they arrive at school, whenever possible. A parent bringing an item to school for a child should bring it to the school office. Office personnel will notify the teacher that it is in the office. (Education Code 33212, School Board Policy 6116)

### CLASSROOM VISITATIONS

Parents are encouraged to visit Richmond School. Visits may be initiated by school personnel or parents to observe the teaching and learning process in action, as long as the principal has been notified 24 hours in advance and such visits do not disrupt classroom activities. Visits must be arranged in advance and teachers notified before visitors arrive. Parents are welcome to come to share lunch with their children. If parents are purchasing a school lunch, please notify the office by 9:15 a.m., so the lunch count will be accurate. **Preschoolers, infants, toddlers, and/or older students from other schools may not accompany parents who are walking students to classrooms, visiting a classroom, volunteering at school, on field trips or having lunch with their child.**

### DRESS CODE

1. Revealing or excessively short garments including bare midriffs shall not be worn. Clothing shall be worn at an appropriate length for sitting and bending, as well as standing. **Spaghetti straps, less than 2 finger width or shirts revealing undergarments are considered unsuitable for school wear. Pants must cover the hip bones, may not show underwear, and must remain up 'hands free' while student is running. Shorts/skirts must reach mid-thigh.**
  2. Articles displaying vulgar words, symbols, pictures, derogatory remarks, or refer to inappropriate (violent) video games which are contrary to a positive educational climate shall not be worn.
  3. Bare feet or shoes that do not hold both the front part of the foot and the heel securely to the sole shall not be permitted. **(Students are expected to wear shoes appropriate for daily P.E. activities, high heels and 'wedges' are not considered appropriate for P.E. Recess and P.E. activities require shoes that are laced and tied firmly to the foot. Heelies or 'skate' shoes may not be worn.)**
  4. Extremely tight fitting garments, backless halters, and strapless tops or dresses shall not be worn.
  5. Students will not wear make-up except for costume events.
  6. Earrings with protruding, long, or sharp backs are not allowed.
  7. Sunglasses will not be worn in the classroom except for medically necessary prescription lenses.
  8. Hats (baseball style, beanies) may be worn outdoors only. Hats/hood may not be worn indoors at any time during the school day. Hats must be worn facing forward.
  9. The administration retains the sole discretion to make the final determination whether clothing, jewelry, accessories and/or appearance are consistent with the regulation.
- \* It is suggested that children wear shorts under skirts/dresses.

If students have not followed the dress code, parents will be called to provide appropriate clothing.

### FAMILY NIGHTS

Once a month during the school year, we host a Family Night activity for students and parents. Each grade level set of teachers takes a turn hosting the event. Themes vary from 'Game Night' to 'Starry Night at the Maturango Museum'. Family nights begin with the Ice Cream Social in August and end with the Open House/Art Show/Science Fair in May. Your student will bring home flyers with information during the school year.

### HOMEWORK

The School Board recognizes the importance of regular homework as a means of extending classroom instruction, which is reflected in the district homework policy. Through homework, students can reinforce academic skills taught at school and learn how to conduct research effectively, develop ideas creatively, and become life-long learners. Each grade level has developed appropriate homework according to suggested grade-level guidelines. Loss of recess or special activity time may result for students not turning in homework. (School Board Policy 6154)

### LOST OR DAMAGED BOOKS

Every child is held fully responsible for all textbooks and library books assigned and checked out to him/her during the school year. These books must be returned at the end of the year or before a student transfers out. All lost or damaged books must be paid for at the end of the year or before transfer. The final report card will be released upon payment or return of the books.

## LOST AND FOUND

Lost items are held in the cafeteria. Students are encouraged to check frequently for lost items. **Please put names on student clothing and other items.** Items marked with the student's name are more likely to be retrieved.

## MEDICATION

Schools may not legally administer medication to pupils-whether it is a prescription medicine or simply aspirin-without appropriate documentation. If a student must take medication at school, please contact the office manager for the necessary forms and procedures. **ALL MEDICATION MUST BE LEFT IN THE SCHOOL OFFICE BY AN ADULT. STUDENTS MAY NOT BRING THE MEDICATION TO SCHOOL.**

## PARENT REQUESTS FOR CLASS PLACEMENT

We have an excellent staff of teachers at Richmond. We make every effort to use our professional judgment for the best possible placement of each child, taking into consideration the individual needs of the child as well as the need to provide balanced classrooms at each grade level. Other considerations include GATE clusters, RSP clusters, EL clusters and students who need to be in different classes. We are aware that occasionally a parent may feel that one particular teacher's style may best meet their child's needs. Parents may submit a letter of request to the principal for the following school year stating why they feel a particular learning environment is best for their child. This letter needs to be submitted by the end of the school year (last day of school for students) as class lists are put together over the summer months. ***Parents need to be aware that requests may not be granted as the first priority is to achieve balanced classes and many factors are involved.***

## PARENT-TEACHER ORGANIZATION (PTO)

We have an active Parent-Teacher Organization that hosts our annual book fair events, does fundraiser activities, and hosts certain celebrations at school. You are welcome to join the PTO! Our meetings are held once a month on the first Thursday at 5:00 p.m. in room 21. Joining the PTO is a \$10.00 per school year for a family.

## PUBLICITY

In the normal course of the year, newspapers visit schools for news stories or publicity on events of interest. If you wish to have your child excluded from these stories or publicity shots, please notify Richmond School in writing to the front office.

## STUDENT PROGRESS REPORTS

Transitional Kindergarten, Kindergarten, first, and second grade teachers use a developmental profile to report student's growth and progress. Third, fourth, and fifth grade teachers use a progress report. Pupil progress will be reported three times a year on a trimester basis, and parents will receive three formal reports. The first progress report will be shared with parents at the fall parent-teacher conference scheduled in November. The second formal report will occur in March, with an optional conference. The final report will be sent home with students on the last day of school in. A deficiency notice will be sent home to alert parents of a failing grade prior to the end of each trimester. Parents with students on an Individualized Education Plan (IEP) will receive an assessment of goals and objectives each report card period.

## TELEPHONE – CELL PHONE USAGE

Student use of the school telephone is permitted for emergencies only. Students are allowed to phone home for illness and at the discretion of the teacher or administrator regarding unforeseen circumstances. By Board Policy 5131:

### **Possession of Cellular Phones and Other Electronic Signaling Devices**

**Students may not use cell phones or other electronic devices from the start of the school day to the end of the school day. Any cell phone or electronic device must be off and out of sight from the start of the school day to the end of the school day. If such items are found to be on or are seen they will be held in the front office for parent pick-up.**

## VOLUNTEERS

At Richmond School we welcome and encourage volunteers throughout the school. In addition to the classroom, parents may volunteer in the media center, parent center and office or assist with events such as FAME, Richmond Tiger Readers (RTR) activities, Junior Olympics and field trips. We also invite parents to offer lunch club sessions for enrichment and remedial support. Parents may also do projects at home. ***Volunteers must sign in at the office and may not bring younger children or older school-aged students on campus while volunteering or visiting classroom activities, or on field trips.***



## **SCHOOL DISCIPLINE POLICY**

The school discipline policy was developed with input from staff and parents and approved by the Sierra Sands Unified School District Board of Education. The plan is reviewed annually by staff and parent groups. The rules you are about to read supplement, or are in addition to, our broad discretionary power to maintain safety, order and discipline.

### **THE GOALS OF THE RICHMOND SCHOOL DISCIPLINE POLICY ARE:**

- To provide for a safe and orderly learning environment**
- To foster responsibility and self-discipline in students as demonstrated by good citizenship**

### **GUIDANCE/COUNSELING POLICY**

- \* Students need to know ***WHAT TO DO***
- \* Students need to know ***WHAT NOT TO DO***
- \* Students need to be consistently and systematically ***INSTRUCTED AND REINFORCED*** with a set of good choices whenever they have a problem. Students receive instruction on ‘conflict resolution’ in lessons from the classroom teacher, principal and counselor.

### **ACCEPTABLE CHOICES - WHAT STUDENTS SHOULD DO IF THEY HAVE A PROBLEM**

- Go to another game
- Share and take turns
- Rock, paper, scissors
- Ignore it
- Walk away
- Talk it out
- Apologize
- Tell them to stop
- Wait and cool off

AFTER YOU HAVE TRIED 2 SOLUTIONS OR IN AN EMERGENCY **GET AN ADULT TO HELP**

### **WHAT TO DO TO CALM DOWN WHEN YOU ARE ANGRY**

- Take three deep breaths
- Think nice thoughts
- Talk to yourself
- Count backwards slowly

**\* FIGHTING IS NOT ACCEPTABLE AT SCHOOL UNDER ANY CIRCUMSTANCES – hitting, kicking, scratching, biting, spitting, pushing, etc.**

**\* BULLYING IS NOT ACCEPTABLE AT SCHOOL UNDER ANY CIRCUMSTANCES – we do not tease or make fun of others for any reason, especially those that may be different.**

### **ASSISTANCE ON THE PLAYGROUND**

The noon duty supervisor’s responsibility is to provide for the immediate safety of all students. This does not allow for prolonged mediation. Students with more complicated or continuing problems should ask the classroom teacher for assistance. If the problem persists, students may ask the principal for help. Parents are invited to talk with the principal if there is any situation which requires further assistance. The school has a staff committee trained to help develop a behavior program for students needing extra assistance. Transitional Kindergarten– fifth grade students receive instruction in appropriate behavior (developing empathy, impulse control and anger control) and anti-bullying.

### **PARENT SUPPORT**

*It is our hope that parents will also support the choices outlined above, and will reinforce them at home. Students are more secure and successful when they have limits and guidelines consistently enforced by everyone.*



## **CLASSROOM POLICIES**

Each teacher has developed a classroom discipline policy that includes classroom standards, consequences, positive reinforcement, and communication plan for parents. These plans are somewhat different depending upon the age, grade level, and individual classroom needs.

## **SCHOOL RULES - We emphasize STAR rules for students**

**S – Safety first, T - There and ready, A – Act responsibly, R – Respect self and others.**

### **GENERAL SCHOOL RULES**

#### **SAFETY FIRST**

- NO AGGRESSIVE PHYSICAL CONTACT - KEEP HANDS, FEET, AND OBJECTS TO YOURSELF
- DO NOT BRING DANGEROUS OBJECTS TO SCHOOL – NO SKATEBOARDS, ROLLER BLADES OR HEELIES, MATCHES, LIGHTERS, KNIVES, BULLETS, WEAPONS, ZAPPERS, OR PLAY GUNS

#### **THERE AND READY**

- BE AT SCHOOL, ON TIME, EVERY DAY
- COME WITH THE PROPER ATTITUDE AND MATERIALS, READY TO LEARN

#### **ACT RESPONSIBLY**

- WATER ONLY IN WATER BOTTLES- Water is to drink, not to throw on other students, no matter what the weather!
- DO NOT BRING DISTRACTING ITEMS TO SCHOOL – NO CELL PHONES, GUM, TRADING CARDS, RADIOS, TAPE OR CD PLAYERS, WALKIE-TALKIES, LASER POINTERS, ELECTRONIC GAMES, OR OTHER ELECTRONIC DEVICES
- OTHER THAN APPROVED SCHOOL FUNDRAISERS, ITEMS MAY NOT BE BOUGHT, SOLD, OR TRADED AT SCHOOL

#### **RESPECT SELF AND OTHERS**

- FOLLOW DIRECTIONS THE FIRST TIME GIVEN
- TREAT ADULTS AND STUDENTS WITH KINDNESS AND RESPECT
- NO INAPPROPRIATE LANGUAGE SPOKEN OR WORN. KEEP NEGATIVE COMMENTS TO YOURSELF
- RESPECT THE PROPERTY OF SCHOOL AND OTHERS
- HATS OFF INDOORS

These general rules are listed for parent and student information. Items listed are examples of dangerous and distracting items and are not meant to be a complete list. School staff is responsible for determining if a particular item is distracting or dangerous. **Such items will be confiscated by staff.**

**DETENTION** - As outlined in School Board Policy and Administrative Regulation #5144, students may be required to remain after school up to one hour for detention. Parents will be notified in advance; transportation is the responsibility of the parents.

**SUSPENSION** - Students may be suspended from school for one to five days when there is “good cause” as defined in Education Code #48900:

- caused, attempted to cause or threatened to cause physical harm
- possessed, sold or furnished firearm, knife, explosive or dangerous objects
- possessed, used, sold or furnished any controlled substance
- offered, arranged or negotiated the sale of a controlled substance
- committed robbery or extortion
- caused or attempted to cause damage to school or private property
- stole or attempted to steal school or private property
- possessed or used tobacco and other such products
- committed an obscene act, habitual use of profanity or vulgarity
- possessed, offered drug paraphernalia
- disrupted school activities, defied school authorities
- knowingly received stolen school or private property
- sexual harassment/sexual assault/battery
- hate violence
- harassment/threats/intimidation, in person or cyber-bullying
- harassment/threatening/intimidation of a witness

**EXPULSION** - Education Code mandates that a principal shall recommend expulsion, or make a report as to why expulsion is not appropriate for the following acts: causing serious physical harm to another person, possession of any firearm, knife, explosive, or other dangerous object; sale of a controlled substance; robbery; or extortion. Further, Federal law mandates a one year expulsion for any student with a firearm at school.

## ANTI-BULLYING POLICY



Everyone at Richmond School is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying in any form.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils... (Ed code 48900).

Examples of bullying include:

- Hurting someone physically by hitting, kicking, tripping, pushing, and so on.
- Stealing or damaging another person’s things.
- Ganging up on someone.
- Teasing someone in a hurtful way.
- Using put-downs, such as insulting someone’s race
- Making fun of someone for being a girl or boy.
- Touching or showing private body parts.
- Spreading rumors about someone.
- Leaving someone out on purpose or trying to get other kids not to play with someone.

Staff at Richmond will do the following things to prevent bullying and help children feel safe at school:

- Closely supervise students in all areas of the school and playground.
- Watch for signs of bullying and stop it when it happens.
- Teach the Positive Behavior Intervention and Supports System to all students.
- Respond quickly and sensitively to bullying reports using the PBIS and coaching models.
- Take seriously parents’ concerns about bullying.
- Look into all reported bullying incidents.
- Assign consequences for bullying based on the school discipline code.
- Provide immediate consequences for retaliation against students who report bullying.

Students at our school will do the following things to prevent bullying:

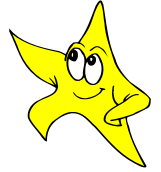
- Treat each other respectfully.
- Refuse to bully others.
- Refuse to let others be bullies.
- Refuse to watch, laugh, or join in when someone is being bullied. Be an advocate.
- Try to include everyone in play, especially those who are often left out.
- Report bullying to an adult



## POSITIVE RECOGNITION PROGRAM



**“CELEBRATE LEARNING THROUGH  
ATTENDANCE, ATTITUDE, ACHIEVEMENT”**



**SUPER STARS**

1. All class work and homework completed
2. No referrals, or bus tickets

\*\*\*\*\*

ADDITIONALLY, UP TO TWO STUDENTS PER CLASSROOM MAY BE  
**TERRIFIC TIGERS**  
IN RECOGNITION OF EFFORT AND IMPROVEMENT



\*\*\*\*\*

**STUDENTS OF THE MONTH**  
ARE RECOGNIZED FROM EACH CLASSROOM

\*\*\*\*\*



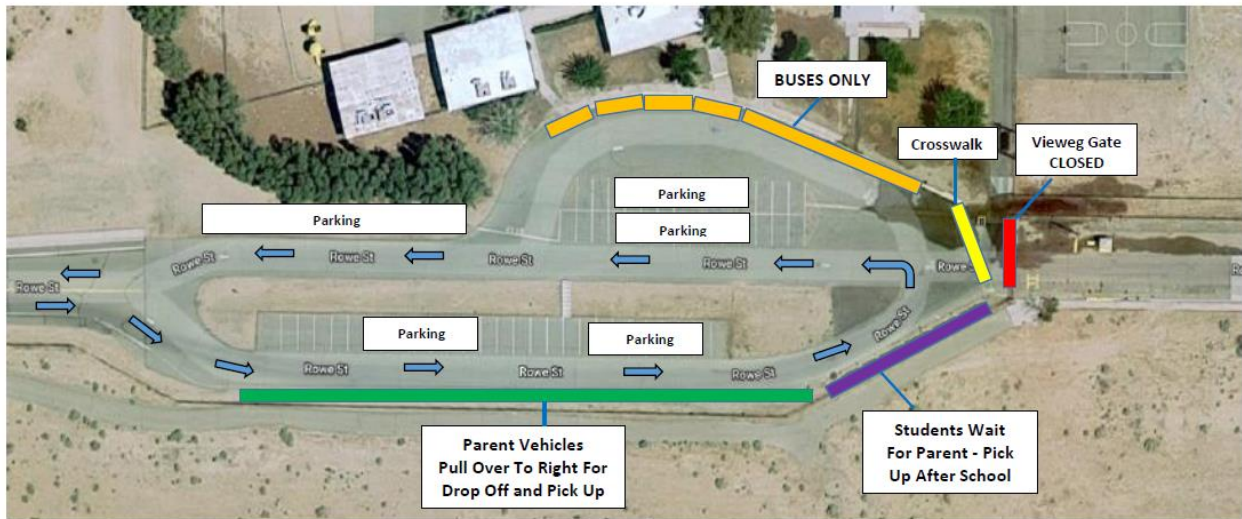
THE CUSTODIAN AWARD – **SILVER BUCKET** IS EARNED BY THE  
CLASSROOMS WHO HAVE BEST TAKEN CARE OF THEIR AREAS

\*\*\*\*\*



**SAFE ARRIVAL & DEPARTURE**

*Please help make arrival and departure times safe for all students by using the following procedures.*



Parents / Guardians may not drop off or pick up students in the BUSES ONLY zone

## EMERGENCY PREPAREDNESS INFORMATION

Please read this notice and discuss it with your child. It provides helpful information should an emergency situation occur while your child is at school.

### THE ROLE OF THE SCHOOL

- provide for maximum safety of all children and adults on campus
- reunite school children with families
- make school facilities available to assist community

### PROCEDURES AT SCHOOL

#### PRIOR TO EMERGENCY

- School Safety Plan is in place.
- Safety Committee meets monthly.
- Emergency teams are designated and trained.

#### IN THE EVENT OF AN EMERGENCY

- Students will remain at school until the emergency situation no longer exists and/or it is safe for children to go home.
- The school will announce via ParentSquare to alert parents of **EARLY DISMISSALS OR EMERGENCY SITUATIONS**.
- Teachers will be responsible for accounting for each child in his/her class.
- Students will be held in a safe building or area.
- Phone lines will be kept open for emergency use only.
- Students will be released when it is safe to do so.
- *Students will not be released to anyone other than parent, guardian, or other authorized adult listed on file at school.*
- All staff will remain at school until all children are released to go home, or they are in a place of safety.

### INSTRUCTIONS TO PARENTS

- **Keep your address, phone and emergency contacts current in the school office.**
- Discuss emergency information with your child.
- Provide the school with a 'comfort bag' for your child.
- If your child needs medication, you may wish to arrange to keep an emergency supply at school.
- In an emergency, tune in to ***KLOA AM 1240*** and the district website [www.ssusd.org](http://www.ssusd.org), for information on when it is safe to pick up children. A ParentSquare message will go out to all phone numbers on file; it is IMPERATIVE that we be able to reach you in an emergency.

### EMERGENCY DISMISSAL – ON CAMPUS

- Emergency release adults will be listed on the sign out sheet
- Parent or other adult on emergency card will sign out students at the front table

- adults will move to the cafeteria to wait for students to be called
- students will enter through side cafeteria door
- cafeteria monitor will call out student name so parents can retrieve student(s)
- adults and students will exit the *street side cafeteria door and use outside sidewalk to go to parking lot*

- If students need to be evacuated, the area south of the kindergarten buildings has been designated as a student check out area. Please follow posted signs and do not attempt to take students without checking out with the proper staff members. The same procedure listed above will be followed except that parents will wait in the parking lot by the portables to pick up children.

### **EMERGENCY PROCEDURES – OFF CAMPUS**

If the base is closed to parent access, students will be picked up or released from the parking lot at the Sierra Vista Shopping Center (the old Albertsons). Parents will be notified via KLOA AM 1240, the district website ([www.ssusd.org](http://www.ssusd.org)), and the district ParentSquare.

**BEFORE SCHOOL** - Parents will drop off students at Sierra Vista Center between 8:30 a.m.-8:50 a.m. School personnel will be there to receive students. A district bus will transport students to school.

**AFTER SCHOOL** - A district bus will transport students living off base to the Sierra Vista Center. School personnel will direct parents where to line up and sign out children for parent pick-up.

The following groups will proceed in the usual manner.

- Parent pick up – if parents are on base
- Bike/walk students – after verification from parent
- Day care - MOU
- Bus students – both general and special education

## **HOME-SCHOOL COMMUNICATION**



Recognizing that the communication between home and school is an important step in providing the best education possible for your child, several means of communication are offered by the school.

### **X MARKS THE SPOT**

Parents can support communication between home and school by establishing an ‘X MARKS THE SPOT’ in your house, where students know each night to put school work, newsletters, and communication from school. Parents can sift through the information, be aware of important dates and events, and items such as permission slips.

### **PARENTSQUARE**

ParentSquare is a two-way private communication platform used by all the schools in our district. It provides a safe way for administrators, teachers, staff, groups and parents to connect and effectively communicate. With ParentSquare parents are able to:

- Receive all school and classroom communication via email, text or mobile app
- View the school calendar online
- Easily sign up to volunteer and/or bring items for events
- Access important resources and links online
- All school, grade level and classroom information is sent from one centralized place to your computer or mobile phone via email and/or text

### **\* BACK-TO-SCHOOL NIGHT/OPEN HOUSE NIGHT**

Each year, schools host Back to School Night in August. In May, we have an Open House. On these special nights, parents are invited to visit their child’s classroom. The teacher will discuss goals for the year, the curriculum, homework policy, discipline plan, and school procedures. Parents are encouraged to attend these most important nights. The dates vary from year to year. Please check the school website, newsletters from your child’s classroom, or ask in the front office for the next Back to School/Open House night event.

### **\* COMMITTEES AND COUNCILS**

At the beginning of each school year, there are opportunities for parents to join committees and councils such as the School Site Council or PTO. Parents are also encouraged to visit or volunteer in the classrooms. You can discuss this with your child’s teacher, fill out a volunteer form, and sign in at the front office each day that you would like to volunteer. You must sign in and

wear a visitor badge at all times on campus.

\* **INFORMAL CONFERENCES**

Any time there is a problem or concern parents are encouraged to contact the classroom teacher by note or by calling the school office to arrange for a conference time. The principal is also available to join parent-teacher conferences.

\* **PARENT/TEACHER CONFERENCES**

Twice a year, student release time is designated for formal Parent/Teacher Conferences. You will receive an invitation from your child's teacher to schedule a time for a conference during these times. These personal conferences offer you an opportunity to better understand the progress your child is making in school, and have an opportunity to ask questions about the school program. Conferences are scheduled by the teacher. Contact your child's teacher with questions.

\* **INDIVIDUAL EDUCATION PROGRAM TEAM MEETINGS (IEP) / ANNUAL REVIEWS.**

Parents with students in the Resource Specialist Program or in Special Education Classes are involved in IEP meetings. These meetings are used to determine the least restrictive environment and appropriate educational placement of a student for a specific length of time. Goals and objectives are written at this time which can be used to measure progress. There are two kinds of IEP meetings: the Initial Meeting where placement is determined and the follow-up meeting or Annual Review where progress and placement are reviewed and recommendations are made for the following year. Parents are notified of these meetings which are by appointment, beginning in August and ending in May.

## **RICHMOND ELEMENTARY SCHOOL TITLE I PARENTAL INVOLVEMENT POLICY**

Title I School-Level Parent and Family Engagement Policy

**RICHMOND ELEMENTARY SCHOOL**

### **Title I, Part A School Parent and Family Engagement Policy**

Richmond Elementary School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing and distributing, a written school parent and family engagement policy, agreed upon by such parents/guardians for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

The school has developed a written Title I parent and family engagement policy with input from Title I parents and family members. Parents are asked to review the policy and provide input for revisions to the policy in a variety of venues, including the annual Title I meeting. Input is processed through the School Site Council meetings held during the fall. The school has distributed the policy to parents and family members using ParentSquare or through parent-teacher conference opportunities. Parents new to the school are provided a copy during the registration process.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

The planning, review, and amendment of a parent and family engagement school policy is discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the policy will be discussed and reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b] [3]):

Sierra Sands Unified School District has a parent and family engagement policy that applies to all parents and family members in all schools. The Superintendent's Council reviews the policy in November and makes any necessary adjustments. The district annually meets with the District English Learner Advisory, Superintendent's Council, and LCAP educational partners to review results of the annual evaluation of the policy and input from educational partners. This information is then used to

develop, revise, and review the parent and family engagement policy.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the state (ESSA Section 1116[b][4]):

Families can provide comments and suggestions during ELAC, Title 1 Annual Meeting, and community forums. Parents and family members of children participating in Title I, Part A programs can contact the school site principal if they find the plan unsatisfactory. The school site principal will relay the concerns to the Coordinator of State and Federal Programs.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c] [1]):

The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. A flyer is sent out that states the date, location, and time of the annual Title I meeting.

At the annual Title I Parent Meeting, parents are encouraged to request more Title I parent meetings as needed. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about school programs. Parents are encouraged to provide ongoing input concerning academic programs and the parent engagement policy. Parents are also encouraged to feel comfortable in communicating with their child's teacher regarding any concerns about their child's progress.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening, or other ways, and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

The annual Title I meeting is held in conjunction with the Back to School Night in the fall or with a family night. All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via the monthly newsletter and posting of meeting notices on the school marquee and in the office. The agenda is posted in the school office at least 72 hours in advance of the meeting. Child care is provided for families if necessary.

Describe how parents and family members of participating children are involved, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of a schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The planning, review, and improvement of Title I programs are discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent engagement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy. The schoolwide program plan is also jointly developed through the School Site Council with input from the English Learner Advisory Committee (ELAC) and parent input submitted to the principal.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]):

The school provides parents of participating students with timely information about the Title I program through: parent-teacher conferences, Title I parent meetings, School Site Council, and the English Learner Advisory Committee.

A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards are provided through: Back to School Night, Open House, parent conferences, Student Study Teams, School Site Council, the English Learner Advisory Committee (ELAC), School Plan for Student Achievement, school and district website information, report cards and information on local

and state assessments.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible are provided through requesting a meeting with a child's teacher at any time throughout the school year. A meeting can be requested via a phone call, email, or letter.

Parent conferences are specially designed to address student needs. Formal parent conferences occur two times per school year (November and March as needed). At least one week prior to the scheduled conferences, a notice is given to the students to give to their parents. These notices are provided in English and Spanish. Parents can request a translator if needed. Parents are also reminded of parent conferences via the monthly newsletter and posting of meeting notices on the school marquee and in the office. If a parent cannot attend a meeting, a phone conference is encouraged and the teacher ensures that information such as report cards and Compacts are sent home. Whenever possible, teachers will reschedule a parent conference to meet the parent's needs.

Parents and staff can request a Student Study Team meeting to discuss student concerns.

Scheduled meetings are planned for students with Individual Educational Plans (IEPs) and/or 504 Plans.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

Parent concerns will be brought to the attention of the principal and School Site Council.

Richmond Elementary School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on October 14, 2022. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before October 17, 2022.

## **SUGGESTIONS FOR IMPLEMENTATION OF THE POLICY:**

### **STUDENTS:**

Take advantage of every opportunity to learn.

Actively participate in classroom discussions and projects.

Listen carefully to lessons and directions.

Ask the teacher for help if you don't understand something.

Spend time at home completing homework, reading, and studying.

Talk with your teacher, principal, or other adult if you need to.

Tell your parents what you learned in school.

*See that school notes, calendars and newsletters to parents get home.*

Have one "X marks the spot" for papers for parents, and one spot for homework when it is completed and ready to go back to school for the next morning.

Get plenty of rest and eat breakfast, so you will come to school ready to learn.

### **PARENTS:**

Make sure the school always has a way to contact you in an emergency. Keep information current.



Send students to school with adequate sleep, food, and clothing so they can concentrate on learning.

Talk with your child about his/her activities daily.

Communicate directly with the school when expressing a concern over a school action, program, or policy.

Provide a regular time, place, and supervision for homework completion.

Cooperate with the school in resolving student academic or behavioral problems.

Volunteer, participate, or observe in your child's classroom.

Read and respond to all school communication in a timely manner.

Know how your child is progressing by attending conferences, looking at schoolwork, talking to the teacher, and being involved with school.

Encourage your child to read by reading to him/her and by reading yourself.

Limit TV viewing and help select worthwhile programs.

If there are ways we could better work with you to meet the needs of your student, please let us know. You may address ideas to "Principal – Suggestions," and send to school with your student. If you want to discuss any ideas, please add your name and phone number.

## **BUILDING CAPACITY FOR INVOLVEMENT**

Richmond School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Parent/teacher conferences
  - Back-to-School Night
  - Family Nights
  - Weekly newsletters and reports sent by teachers to parents
  - Weekly bulletins sent electronically to parents about upcoming events
  - Monthly calendars, newsletters sent home to parents
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
  - Family Nights
  - Parenting Classes - offered through the district at Pierce or Faller School
  - Parent/teacher conferences
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
  - Principal/Title I teacher phone call/teacher conference
  - SSC, PTA, parent survey

4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - All programs aligned in Single Plan for Student Achievement
  - Family Nights
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - School forms, report cards – available in Spanish
  - Documents from district office available in Spanish
  - Weekly newsletter – translated if needed
6. Provides support for parental involvement activities requested by Title I parents.
  - Review annual surveys, work with PTO & SSC to provide activities requested by parents

#### **ACCESSIBILITY**

Richmond School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. This includes providing information and school reports in a form and language parents understand.

- Translators are made available for IEPs, parent/teacher conferences and other meetings, if necessary
- Kern Regional Center or case workers attend meetings with adult clients to assist in meetings
- Meetings are arranged off base at SELPA or Pierce School for parents without base access



## A THUMBNAIL SKETCH OF PROJECTS AT RICHMOND

### **TITLE I**

Richmond is a school wide Title I school. This means that the school plan is designed to help meet the needs of *all* students. Many school wide programs, such as Accelerated Reader have been implemented at Richmond School. The Title I program includes collaboration in the classroom, intervention, the computer lab, special materials, and staff development. As a part of the parent involvement component, the plan is developed, implemented and monitored by the School Site Council.

### **GIFTED AND TALENTED EDUCATION (GATE)**

The purpose of the Gifted and Talented Education program is to provide challenging educational opportunities for identified third through fifth gifted and talented students. Students are provided extension and acceleration within the classroom curriculum.

### **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

The ELD program is a district-wide program. Students with limited English are identified and tested. Teachers are trained in strategies to provide instruction to English as Second Language students at the school site.

### **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

The Single Plan for Student Achievement is developed, based on a needs assessment of the school program K-5. The quality of subject areas is assessed and improvements are planned as needed by the School Site Council. The School Site Council is made up of parents, teachers and other school staff. This council implements, monitors, and evaluates the program. Interested parents are being sought to serve on this council.

### **SCHOOL COUNSELING**

As a part of the Title I program, the counselor and teachers implement two programs designed to help students develop social skills. These programs also include bullying prevention strategies. The school counselor also provides two seven-week sessions for parents to increase parenting skills; those classes are held through a Sierra Sands Elementary School off base.

### **PAWS: PARENTS ARE WELCOME SUPPORTERS**

There are many opportunities for you as parents to work with the Richmond staff to enhance the education of your children.

We can use parents in the following areas:

- \* School Site Council membership
- \* PTO membership
- \* Library volunteers
- \* Classroom volunteers
- \* Computer lab volunteers
- \* Occasionally, we need parents for district-level committees.

**Please call Richmond School, (760) 499-1840 to volunteer.**

## **RICHMOND PROGRAMS**

Throughout the year you may hear reference to programs in place at Richmond School. We have listed and described some of the most common or widely used programs in this section for your information. If you are interested in more information regarding these or any other programs, please feel free to call the school, 760-499-1840.

**BATTLE OF THE BOOKS (BOB)** is a voluntary reading incentive program for students in grades 3-5 intended to encourage students to enjoy reading good books. A student participates by reading from the book list provided for that year's Battle of the Books. Each student participating in the battle must read a certain number of books from the list. A typical "Battle" is a tournament, in which student teams earn points by answering questions about the books. A tournament is held at the district level for 3<sup>rd</sup> graders, and at the district and county level for 4<sup>th</sup> and 5<sup>th</sup> graders.

**PBIS** is a system for schools to encourage children to get along well with others. The program teaches children to think about others' feelings, to solve problems cooperatively, and to manage their anger in a positive way.

Richmond begins each day with the positive student pledge, *"I promise to do my part to make Richmond School a safe place where all children can learn. I will do this by following directions the first time given, doing my best work and keeping my hands, feet, other objects, and negative comments to myself."* Our school counselor will present lessons to Transitional Kindergarten through fifth grade classes.

PBIS methods are used in a bullying prevention program which will be presented by the counselor to third, fourth, and fifth grade students. It is designed to decrease bullying at school and help students build more supportive relationships with each other. The program's dual focus on bullying and friendship is based on research showing that friendship protects children from the harmful effects of bullying. *PBIS methods* teach children skills for coping with bullying, including recognizing bullying, using assertive behaviors to refuse bullying, and reporting bullying to adults. Our *Second Step* counseling curriculum focuses on teaching social/emotional learning. Our positive behavior program extends through charitable programs such as the Canned Food Drive, participation in the Cystic Fibrosis "Walk for a Cure", and help with the local Woman's Shelter needs.

The **STUDENT COUNCIL** offers students the opportunity to develop and demonstrate leadership skills at Richmond School. The Student Council organizes events such as the monthly Flag Raising Ceremony, Spirit Days, and Red Ribbon Week. They also assist at Super Stars, student programs and charitable programs.

### **WINN GROUPS (What I Need Now)**

WINN (What I Need Now) is a program offered during the school day. It gives teachers another opportunity to teach a math or English language arts lesson to small groups of students that may not have understood the concept the first time it was taught. The teacher teaches a lesson, the students work through the lesson and activities, and then the students take a short assessment (usually 4-6 questions). If students do not pass the short assessment, then they are assigned to a specific WINN intervention group. These groups are taught by a grade-level classroom teacher, the Resource teacher, or the Title I teacher. Each WINN group size varies based on student needs. WINN groups can also include an enrichment group. WINN is a great way for students to get that extra instruction with a teacher. These groups vary from lesson to lesson, depending on student performance on each assessment. A student who participates in one WINN intervention lesson may not need it again depending on the focus for the intervention. The important thing is that students get the opportunity to learn concepts fully before moving on to another lesson.

### **TARGETED ASSISTANCE GROUPS/ (RTI GROUPS)**

Student assessment is ongoing and results are used to drive curriculum selection and instructional practices. Assessment data are collected from state-mandated testing, district assessment tools and school-wide assessments (phonemic awareness, decoding, comprehension, fluency, and writing) and evaluated continually at weekly collaborative grade-level meetings, staff meetings, and district in-service sessions. Based on these assessment results, students are provided with targeted assistance or instruction tailored to meet their needs. This instruction may take place in the classroom in small groups, across grade levels, with a Resource or Title I teacher, or in before- or after-school intervention programs. Depending on individual needs, instruction may include pre-teaching or re-teaching of the core curriculum, computer-assisted learning, or focused instruction on an area of need. Student groups are fluid, allowing students to enter and exit based on continual evaluation.

## Richmond School Staff

Grade	TEACHER	RM
TK	Kim Van Nevel	16
K	Kim Van Nevel	16
	Tami Piatt	K1
1	Susan Wood	8
	Erin Courtemanche	9
2	Alas Tarin	11
	Felicia Field	10
3	Kim Washburn	14
	Kathryn Stein	13
4	Mark McKinney	24
	Rainbow Wong	25
5	Arwen Kyte	26
	Tia Hillewaert	27
	Alice Ontiveros	16
	Charlotte Barlow	K2
	Jeana Fraser	6
	Janis Kunz	K3
	Deidra Loudin	4
	Tracy Miller	17
	Elda Bojorquez	20
	Roberta Lee	5
	Nathan de Jong	22
	Jennifer Stack	30
	Benn Hoyrup	31
	Kim Kennedy	18
	Brandy Keehan	21
	Kristin Bruce	12