

# ELLEN FEICKERT ELEMENTARY

Student-Family Handbook  
2025-2026



Catherine Brink, Principal  
Shannon Young, Vice Principal  
9351 Feickert Drive  
Elk Grove, CA 95624  
Phone: 916-686-7716

# MESSAGE FROM THE ADMINISTRATIVE TEAM

Dear Parents and Guardians:

Welcome to the home of the Feickert Dragons! We are excited to have you as a member of our learning community and look forward to an outstanding year! Our primary goal is to create a safe and welcoming learning environment where every child has the support they need to reach their highest potential.

Our Student-Family Handbook provides important information regarding our school and district policies and procedures. Please take some time to read and review the contents of this handbook with your children. **SIGN and RETURN the confirmation portion sent home by the end of August.**

Our families are partners in educating children and we strongly encourage your involvement. Ongoing communication is a vital component to the success of ALL our students. Important information can be found on our website, Dragon Monthly Newsletters, Weekly Updates, our marquee outside campus, our Facebook page and on our INSTAGRAM page. Our teachers and staff also communicate using Talking Points (text) and email, and messages can always be left with our front office.

Our 2025-26 school year is going to be INCREDIBLE! We will continue to focus on active participation in the classroom while building strong communication and writing skills. Our goal is to support all students' academic growth as well as social emotional development. We look forward to working in partnership and thank you in advance for helping provide the best education possible for your child. *Together* we CAN make a positive difference in the lives of our students. We look forward to seeing every Distinguished Dragon learn and grow with us academically and socially throughout the school year!

Sincerely,  
Catherine Brink – Principal  
Shannon Young- Vice Principal

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I have read and understand the contents, information, and policies stated in this handbook. I agree to observe and uphold the conditions described and set forth to the best of my ability.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



#### Our Mission

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



#### 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



EGUSD is a learning organization made up of interconnected processes and practices linked to the classroom, school, district, and community. E4 represents the District's comprehensive and cohesive integrated learning system. It is inclusive of key stakeholders, is systematic in design, implementation, and evaluation, and supports our goal of ensuring that every child is adequately prepared for post-secondary education, life-long learning, successful employment, and responsible citizenship.

Elk Grove Unified School District - Excellence by Design

## EGUSD Strategic Goals

High-Quality Classroom Instruction & Curriculum

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Assessment, Data Analysis, & Action

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Wellness

All students will have an equal opportunity to learn in a culturally responsive, physically, and emotionally safe environment.

Parent, Family & Community Partnerships

All students will benefit from programs and services designed to inform and involve family and community partners.

# ELLEN FEICKERT ELEMENTARY

## 2025-26 DAILY BELL SCHEDULE

Breakfast service begins (MP)	7:20 a.m. - 8:10 a.m.
Gates open	7:20 a.m.
1st - 6th Grades	8:20 a.m. - 2:40 p.m. (M, T, Th, F)
AM TK/K Early Out Wednesdays	8:20 a.m.- 11:25 a.m.
PM TK/K Early Out Wednesdays	10:45 a.m.-1:50 a.m.
1st - 6th Early out Wednesdays	8:20 a.m. - 1:50 p.m.

**\*Preschool and Level 2 classes will be on a regular schedule.**

Morning TK/K	8:20 a.m. - 11:45 a.m.
Afternoon TK/K	11:15a.m. - 2:40 p.m.

Level 2 TK-K Class	
AM Session	8:20 a.m. - 11:50 a.m.
PM Session	11:10 a.m. - 2:40 p.m.
Level 2 Grades 1-6	8:20 a.m. - 2:40 p.m.

### Morning Recess:

1st/2nd Grade	10:00 - 10:15 a.m.
3rd/4th Grade	10:20 - 10:35 a.m.
5th/6th Grade	10:40 - 10:55 a.m.

### Lunchroom:

1st/2nd Grade	11:20 a.m. - 11:40 a.m.
3rd/4th Grade	11:45 a.m. - 12:05 p.m.
5th/6th Grade	12:10 p.m. - 12:30 p.m.

### Lunch Recess:

1st/2nd Grade	11:40 - 12:00 p.m.
3rd/4th Grade	12:05 -12:25 p.m.
5th/6th Grade	12:30 - 12:50 p.m.

## MINIMUM DAY SCHEDULES

AM/PM TK and Kindergarten	8:20 a.m.- 11:25 a.m.
Grades 1st- 6th (includes TAC and Level 2)	8:20 a.m. - 12:45 p.m.

*\*All Preschool and Level 2 TK/Kindergarten classes will be on the regular schedule. No minimum days.*

### Morning Recess:

1st/2nd Grade	9:40 a.m. - 9:55 a.m.
3rd/4th Grade	9:55 a.m. - 10:10 a.m.
5th/6th Grade	10:10 a.m. - 10:25 a.m.

### Lunch:

1st/2nd Grade	10:20 a.m. - 10:40 a.m.
3rd/4th Grade	10:50 a.m. - 11:10 a.m.
5th/6th Grade	11:20 a.m. - 11:40 a.m.





# **2025-26 IMPORTANT DATES**

## **SCHOOL HOLIDAYS**

Labor Day  
Veteran's Day  
Thanksgiving Break  
Winter Break  
Martin Luther King, Jr. Day  
Lincoln's Birthday  
President's Day  
Memorial Day

Monday, September 1, 2025  
Tuesday, November 11, 2025  
Monday, November 24 - Friday, November 28, 2025  
Wednesday Dec. 24, 2025 - Friday, Jan. 2, 2026  
Monday, January 19, 2026  
Monday, February 9, 2026  
Monday, February 16, 2026  
Monday, May 25, 2026

## **IMPORTANT EVENTS**

Class Lists/Meet and Greet  
First Day of School  
Back to School Night  
Family Movie Night  
Fall Picture Day  
PTO Family Movie Night  
Dragon Dash  
Family Lunch on the Quad  
Harvest Festival  
Fall Book Fair  
Red Ribbon Week  
Fall Picture Day Retakes  
Ruby Bridges Walk to School Day  
Minimum Conference Week  
Trimester 1 Awards Assembly  
PTO Parent Night Out  
PTO Family Night  
Friendship Dance  
Spring Photos/Promotion Pics  
Spring Book Fair  
Read Across America Week  
Special Ed Fair  
Trimester 2 Awards Assembly  
Silent Disco  
Open House  
Staff Appreciation  
6th Grade Picnic Day  
Talent Show  
Field Day/BBQ  
6th Grade Promotion  
Last Day of School

Tuesday, July 11, 2025  
Wednesday, August 14, 2025  
Tuesday, August 19, 2025  
Friday, August 22, 2025  
Monday, September 8th, 2025  
Friday, September 12, 2025  
Friday, September 19, 2025  
Friday, October 3, 2025  
Friday, October 17, 2025  
October 20-24, 2025  
October 27 - October 31, 2025  
Tuesday, October 28, 2025  
Friday, November 14, 2025  
November 17-21, 2025  
Friday, November 21, 2025  
Friday, December 12, 2025  
Friday, January 23, 2026  
Friday, February 27, 2026  
Friday, February 27, 2026  
March 2 - March 6, 2026  
March 2 - March 6, 2026  
Wednesday, March 11, 2026  
Thursday, March 12, 2026  
Friday, April 3, 2026  
Thursday, April 23, 2026  
May 4- May 8, 2026  
Wednesday, May 13, 2026  
Tuesday, May 26, 2026  
Wednesday, May 27, 2026  
Thursday, May 28, 2026  
Friday, May 29, 2026

## **MINIMUM DAYS**

November 7, 2025  
November 17-21, 2025  
February 23, 2026  
March 9-13, 2026

## **OFFICE INFORMATION**

### **Office Hours**

Monday-Friday                      7:50 a.m. – 3:10 p.m.

School Phone:                      916-686-7716

### **Office Staff:**

Brianne Brieno, Secretary  
Ashley Clemons, School Office Assistant  
Stephanie Homen, School Office Assistant

\*Please note that the office is unable to interrupt classes to give students messages unless it is an absolute emergency. It is especially difficult to give students messages within 10 minutes prior to dismissal.

**To assist with this issue we are asking for parents to please make arrangements for rides to and from school, lunch arrangements and after school activity plans before your child leaves home in the morning.**

## **VISITORS**

In the interest of safety for our students ALL campus visitors are required to sign in at the office and obtain a visitor's badge. **If you would like to visit your child's classroom, please email, call, or send a message to the office or your child's teacher to request the visit no less than 24 hours prior.**

## **PHONES, CELL PHONES, ELECTRONIC SIGNALING DEVICES**

- ❖ Students may use the office phone for emergency calls only. **Please make any special arrangements for after-school activities prior to the beginning of school.**
- ❖ **Students ARE NOT ALLOWED TO USE CELL PHONES DURING THE SCHOOL DAY.** Students may only use cell phones after school once they are outside school gates. Students may not display or turn on these devices during the school day. During the school day, phones must be turned off and in the student's backpack. ***The school is not responsible for broken, lost or stolen items.*** Failure to follow these rules may result in the device being taken from the student and returned only to a parent or guardian.
- ❖ You are always welcome to call the school and leave messages for teachers and students. Messages are left in the teacher's voice mail to avoid interrupting classroom teaching. **There is no guarantee that messages can be delivered to your student if received after 2:00 p.m.**

## **ATTENDANCE**

One of the most important elements of successful learning is regular, on-time attendance at school. STATE LAW permits the excuse of an absence for the following reasons:

- ❖ Illness
- ❖ Quarantine, as directed by the Health Dept.
- ❖ Medical, dental, chiropractic or eye services rendered
- ❖ Attendance at funeral of **immediate family member** ONE DAY in California, and NO MORE THAN 3 DAYS outside of California.

Absences may be excused due to illness for up to three days with a call or note from a parent. Extended absences of 5 days or more require special procedures and must be approved/coordinated by the teacher and administration. ***Please plan vacations during times that school is not in session to avoid interruption in your child's academic progress.*** Excessive absences will be reported to the School Attendance Review Board.

**Be sure to call the office (916-686-7716) or send a Talking Point message or email any time your child is absent.**

### **Student Checkout**

- ❖ Any adult checking out a student must do so through the school office. All children leaving early must be signed out on the proper form in the office.
- ❖ **Identification will be required.** Adults not listed on the child's emergency card will not be allowed to sign the child out from school.

### **Tardiness and Early Dismissal**

- ❖ When students arrive to school late or when they leave school early they miss critical academic instruction and they disrupt the flow of the class. Students who are late must report directly to the office to receive a tardy slip. A tardy that exceeds 30 minutes is considered a truant tardy. If your child is late due to a medical or dental appointment a note from the doctor is required in order to excuse the tardy.
- ❖ Parents/Guardians must sign out students who are picked up early. Early dismissals will be recorded in your child's attendance records. Excessive tardiness and/or early dismissals will be reported to the School Attendance Review Board.

### **Attendance Interventions**

- ❖ Our automated system will notify you when students are marked absent. Because attendance is such a high priority at Ellen Feickert Elementary, teachers and/or office staff will call families with attendance or tardy problems to discuss solutions. We find that a positive home-school partnership can go a long way to improve student attendance.

## **ARRIVAL AND DISMISSAL PROCEDURES**

**General Information:** The Ellen Feickert Safety Committee has worked closely with district police services and local law enforcement to develop arrival and dismissal procedures that will ensure the safety of ALL of our students.

- ❖ **Arrival for Breakfast** – Students participating in the breakfast program may be on campus beginning at 7:20. Please do not drop off students before 7:20 as there is no supervision provided prior to this time. Breakfast will be served from 7:20–8:10. Students will wait in front of the multi-purpose room until a staff member escorts them into breakfast. Students will be dismissed to their classrooms at 8:10am. **Please note that breakfast is no longer served after 8:10am.**
- ❖ **Arrival for School** - Students who are **not** eating breakfast should plan to arrive **no earlier than 8:10**. At 8:10, students report directly to their classroom. **There is no recess before school.**
- ❖ **Dismissal Procedures**– Students are expected to go directly home at dismissal time unless they are enrolled in one of the after-school programs or they are participating in organized after-school activities.
- ❖ It is important that parents/guardians pick up their students as soon as school is dismissed or after their after-school activity. **The office cannot provide child care for your student.** If you need after school care, please contact the child care program on site.

### **Walkers**

- ❖ Students who walk to school should follow all traffic safety and use provided crosswalks. Under no circumstances are children walking through the parking lot. Children are to cross the streets in the painted crosswalks even if they are walking with a parent or adult. **Help us teach your children to obey the law and be safe by using the crosswalks!**

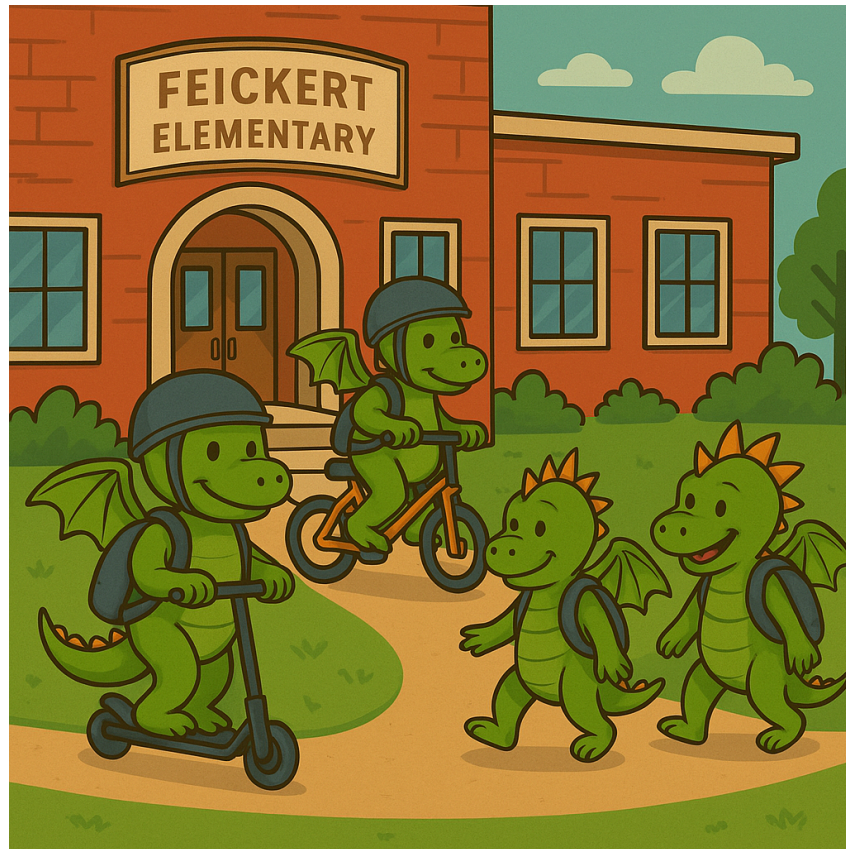
### **Bike, Scooter and Skateboard Riders**

- ❖ All bike, scooter and skateboard riders are expected to enter campus, disembark and WALK along the main walkway near the bike racks. Students must lock their bikes in the bike rack area. Students who ride scooters or skateboards to school must carry them once they enter the campus. Students **MAY NOT** ride their bikes, scooters or skateboards **any time** they are on campus. The school does not take responsibility for lost or stolen bicycles, scooters or skateboards.

### **Car Riders**

- ❖ **Arrival**– Students arriving in cars are to be dropped off in either the front or back parking lot. Those using the parking lot for drop off must **pull forward as far as possible before letting their children exit the car.** Please ensure that children exit the cars on the passenger (curb) side only. Once children have safely exited the car, drivers are to pull into the exit lane and proceed to the lot 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.
- ❖ Parents/guardians needing to attend to business on campus or who wish to walk their children onto campus **must park in the front of the school parking lot or on the side streets.**

- ❖ **The RED CURB is a FIRE LANE and NOT a drop off or parking area!** Please use the yellow drop off area or the visitor parking areas for the safety of our students and the smooth operation of our campus.
- ❖ **Dismissal-** At dismissal time, students will exit their classroom and exit out one of the two gates provided. . Students waiting for a ride will line up along the fence in the back parking lot or under the tree in the front of school. As you drive in, continue to pull as far forward as you can. Your child will walk to you once you pull forward and stop.



## **COMMON CORE STATE STANDARDS**

- ❖ The Elk Grove Unified School District will continue implementing the Common Core State Standards (CCSS) at all grade levels. These national academic standards, adopted by the State of California, reflect the most significant change in public education in over two decades. In addition to being aligned at a national level, the CCSS are focused on preparing students to have the skills and knowledge that will enable them to compete in a 21<sup>st</sup> century global marketplace.
- ❖ These academic content standards address English Language Arts (ELA) and mathematics, with ELA standards including literacy standards for science and history/social sciences. Standards define the concepts and skills that every child learns.

### **How does CCSS impact California's Standardized Tests?**

California joined with a number of other states to design assessments that reflect the skills necessary to meet the Common Core State Standards. These assessments were designed to meet federal and state-level accountability requirements and provide teachers and parents with timely and accurate information to measure and track individual student growth.

Each spring students participate in the California Assessment of Student Performance and Progress (CAASPP). These statewide tests for students in grades 3–8 and grade 11 are an academic check-up in English language arts/literacy and mathematics. These tests have replaced our former tests to provide better information to help improve teaching and learning.

The test is different from past testing in many ways. Some highlights include:

- ❖ Computer Based: Some questions are interactive, and a greater variety of supporting tools can be provided to eligible students, such as magnification of text, and text-to-speech read-aloud of questions.
- ❖ Computer Adaptive: Students receive test questions that help pinpoint what students know and can do. A correct answer is followed by a more difficult question, and an incorrect answer is followed by an easier question. This provides a more precise estimate of student understanding.
- ❖ Realistic Context for Tasks: Knowledge is assessed in context—for example, students are asked to select a word of the same meaning to replace a word in a paragraph, rather than to choose a synonym for a word standing alone. In addition, students provide open-ended answers for some questions, rather than selecting from multiple options, and are asked to write short essays that are scored by hand.
- ❖ No Time Limits: Students can take the time they need to do their best.

Pursuant to California Education Code 60615, parents may annually submit to the school a written request to excuse their child from any or all of CAASPP.



### **Where parents can learn more about CCSS**

EGUSD's CCSS website has more information and resource links for parents at <http://blogs.egusd.net/ccss/>. If you have questions about the CCSS specifically in relation to your student, please contact your student's classroom teacher.

### **CURRICULUM**

**Language Arts** - The language arts program involves teaching reading, writing, listening, speaking, spelling and grammar together so that each can reinforce the other. It is based upon standards and benchmarks for reading, writing, listening, speaking, spelling and grammar for every grade level.

Teachers use a variety of materials as they help children to achieve these learning benchmarks. These materials include the *California Wonders* reading program (K-6), library books, and computer programs.

**California Wonders** - The *CA Wonders* program 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](http://Connected.mcgraw-hill.com).

Through *CA Wonders*, students read a wide variety of texts, including both literature and real world informational text. The program materials are designed to meet the needs of all students as they learn to read and comprehend all selections. Teachers are provided with specially-designed lessons and materials to use with students who:

- ❖ need extra support with a particular phonics, comprehension, or language arts skills
- ❖ are working below grade level and need more intense support
- ❖ are working above level and need accelerated instruction
- ❖ are learning English and need additional support.

**Mathematics** - *enVision Mathematics* is a K-5 program written specifically to support the Common Core State Standards for Mathematics with an emphasis on developing student understanding through problem-based learning. 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.

**Physical Education** - The Physical Education Content Standards for California provide the framework for physical education instruction each year. The P.E. program includes student participation in psychomotor activities, individual games and group games. Good sportsmanship and a positive attitude are stressed throughout the year.

After-school sports teams may be offered to fifth and sixth grade students in football, basketball and volleyball. A team representing our school competes against teams from nearby elementary schools. A track and field event may be offered in the spring.

**History/Social Science** - Students will utilize *Impact: California Social Studies* in grades Transitional Kinder through 6th Grade. The newly adopted curriculum focuses on teaching the whole child, moving beyond foundational literacy and numeracy, incorporating all facets of learning: equity, diversity, inclusion, language learners, cultural responsiveness and social-emotional learning. Academically, students will learn about inquiry, multiple perspectives, literacy, global perspective, citizenship, and reading the word to read the world.

**Science** - On September 4, 2013, the State Board of Education (SBE) adopted the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* (CA NGSS) as required by Education Code 60605.85. The NGSS Appendices A-M were also adopted to assist teachers in the implementation of the new science standards and to aid in the development of the new science curriculum framework. The science curriculum includes life, earth and physical sciences. Students learn to observe, compare, organize, infer, communicate and apply scientific processes by conducting large group, small group and/or individual experiments, demonstrations, and investigations. Instruction focuses on critical thinking skills and problem solving in addition to memorization of facts and vocabulary. Students are involved in: (1) using graphs and charts to portray data; (2) reading, writing and presenting material orally; (3) writing, reports and results of experiments and investigations; and (4) working in cooperative learning groups.

**Computers** - Students in grades 1-6 are introduced to computers through our school computer lab. Classes are scheduled for regular computer instruction based on the EGUSD Technology Proficiency Standards. All grades are taught Digital Citizenship lessons in accordance with EGUSD policy. Keyboarding is introduced at the end of second grade, and reinforced third through sixth. Internet research and website evaluation are also addressed. *Our site additionally provides one-to-one access to chrome books for students in their classrooms. Classroom teachers incorporate the use of technology tools into their daily instruction.*

**Visual and Performing Arts** - Throughout the year teachers incorporate music and art into their curriculum. After school band instruction, drama, drums, and dance for interested students may be offered during the year.

## **HOMEWORK POLICY**

The District homework policy states that homework can be 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 may require time and effort outside of the regular classroom for successful completion.

The purpose of homework is to:

- ❖ Reinforce concepts already taught and strengthen skills
- ❖ Provide additional independent practice
- ❖ Promote student responsibility and independence
- ❖ Extend and enrich concepts
- ❖ Promote parental awareness of school work
- ❖ Build effective study skills

Grade level homework policies are explained at Back to School Night and may be obtained from your child's classroom teacher.

## **HOME SCHOOL COMMUNICATIONS**

- ❖ Teachers most frequently communicate through Talking Points or through email.
- ❖ Teacher contract hours are from 7:35 AM to 3:05 PM. Teachers may, but are not expected to respond to calls, text messages, emails, or Talking Points messages outside of these hours. Please expect a response within 24 hours of a sent message.
- ❖ If you need to contact your child's teacher before school, please send a note with your child, send the teacher an email, communicate through Talking Points or leave a message on the teacher's voicemail. The office staff will not put calls through to classroom teachers unless the classroom teacher has made prior arrangements with the school secretary.
- ❖ You are welcome to accompany your child through the gates at 8:10, but please do not go to your child's classroom or attempt to conference with the teacher in the classroom. Your child's teacher will be happy to schedule a conference with you at a mutually convenient time.
- ❖ If you have any questions or concerns:
  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.

### **Communication Folders**

- ❖ These "DRAGON" folders may be sent home each week with classroom and/or school newsletters, office notices, and other important home/school communication. Please help your child remember to return the folder according to his/her classroom teacher's schedule.

### **Talking Points**

- ❖ Talking Points is a communication tool used by both classroom teachers and school administrators to communicate with families. School as well as classroom announcements may be shared via Talking Points frequently.
- ❖ Should you need to communicate with the classroom teacher directly, direct message is also available via Talking Points.

- ❖ You can download the Talking Points app and respond to Talking Points messages via text.

### Parent Conferences

- ❖ Teachers will contact families early in the year to establish strong relationships. Initial contact may be through a phone call, Zoom visit, or Back to School Night. Teachers will schedule conferences with families during the first trimester and may also ask for an additional conference during the second trimester. A parent-teacher conference can be requested at any time throughout the year.

### Progress Reports

- ❖ Six weeks before report cards are issued teachers send progress reports to parents of students who are falling below expected goals. If your child receives a progress report, please make an appointment with the teacher to create an action plan that will support your student in reaching his/her goals.

### Report Cards

- ❖ We have three reporting periods (trimesters) during the school year. On the final instructional day of each trimester, report cards are posted to **ParentVue**. Parents may request a printed copy by contacting their teacher or the front office.

### Student Positive Recognition

- ❖ Excellent citizenship and academic progress are expected of all students. We hold all students accountable for knowing school rules and adhering to them.
  - **Monthly Distinguished Dragon Award** - Students from each class who best exemplify these habits are recognized throughout the year at Monthly Spirit Assemblies.
- ❖ Students also deserve recognition for academic achievement, outstanding citizenship and conduct. To accomplish this, students are presented with award certificates each trimester in the following areas:
  - **District Honor Roll** (4<sup>th</sup> – 6<sup>th</sup> grades) - A Grade Point Average of 3.5 or better, with no current grade below a C, in the following subjects: reading/language arts, writing, mathematics, spelling, science, & history/social science.
  - **Principal's Award** (3<sup>rd</sup> – 6<sup>th</sup> grades) - A Grade Point Average of 4.0
  - **Honor Roll** (3<sup>rd</sup> grade) - A Grade Point Average of 3.5 or better,

*Academic awards are presented near the end of each trimester.*



## **SPECIAL PROGRAMS & SERVICES FOR STUDENTS**

- ❖ **Academic Intervention for K-2 students** - Using data from frequent assessments, Academic Intervention Teachers (AITs) work with small groups of students in Kindergarten through 2<sup>nd</sup> grade to address needs in literacy skills. The AIT works in conjunction with the classroom teacher to provide specific lessons, tailored to the needs of each student, to help students who are at risk of falling behind their peers in learning to read. For more information about the intervention services, please contact your child's classroom teacher.
- ❖ **Learning Center** - The Learning Center provides instruction and services to students who have been referred by the C.A.S.T or our MTSS process and demonstrate eligibility through an evaluation process. Student instructional plans based upon individual testing/evaluation and committee input are reviewed yearly or more often with the parents(s) and staff to ensure that the goals are appropriate and that maximum progress is being made. The primary goal is to support students to meet grade level standards.
- ❖ **L.S.H. (Language, Speech, Hearing)** - The Speech and Language Specialist screens all children referred by teachers or parents. In addition to working with children who need speech or language therapy, the specialist assists teachers with students whose primary communication disability may be in the auditory comprehension or processing areas. All testing and evaluations are individualized and begun only with prior parental consent.
- ❖ **School Psychologist** - The school psychologist is assigned to schools based on enrollment. Our psychologist is on campus approximately 2 days per week. The 3 main duties of the psychologist are:
  1. Assess students for special programs;
  2. Serve on our Tier II/III Team and assist with program planning;
  3. Briefly counsel students/parents who need assistance.
- ❖ **Multilingual Learners** - Students speaking a primary language other than English are classified as English Learners or Multilingual Learners. Multilingual Learners are supported in the classroom through designated English learner development support and may also be supported by our Academic Intervention Teacher. Each Year, our Multilingual Learners are assessed using the ELPAC, English Language Proficiency Assessments for California. Initials will be completed within the first 30 days of attendance, if students have never been assessed. Annual assessments of all English Learners will occur in the spring, unless student(s) has been designated proficient in English.
- ❖ **Student Study Team** - The goal of the Student Study Team is for every child to reach his/her greatest potential in the regular classroom. The team meets at teacher or parent request to review students who are experiencing challenges (academic, behavioral, social, attendance, etc.) in the classroom. The Student Study Team consists of the parent/guardians, teacher, administrator, Learning Center staff, and school psychologist. This team discusses previous school experiences, student strengths and concerns, and the results of modifications attempted. The team recommends additional modifications to be tried and available support services. When appropriate, referrals are made for assessments to determine special education eligibility.

## **OPPORTUNITIES FOR PARENTAL INVOLVEMENT**

- ❖ **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. 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 ELL 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. We welcome any parents of English Learners to be a part of the Ellen Feickert English Learners Advisory Committee. Please contact the school office if you are interested in being a part of this committee.
- ❖ **Parent-Teacher Organization (PTO)** - Parents are a vital part of the Ellen Feickert Elementary School family. We strongly encourage parents, grandparents and other interested community members to join our Association.
- ❖ **Goals of PTO:**
  - To promote parent involvement in our school.
  - To purchase additional school supplies and equipment, and fund special programs
  - To assist parents in developing additional skills to nurture children.
    - The executive board meets once a month at the school. The general parent meetings are held monthly in the multi-purpose room in the evenings.
- ❖ **School Site Council** - The School Improvement Program at Ellen Feickert Elementary is a state-funded program designed to improve the educational offerings of the school. The Local Control Accountability Plan (LCAP) is supported at our school by a joint committee of teachers and parents called the School Site Council (SSC). Parents are elected to act as representatives for the school and teachers volunteer to serve on the School Site Council. The primary purpose of the SSC is to assist the Principal in the development of the LCAP. The SSC helps to identify the needs of the school and prepare goals and objectives using that plan to prepare a budget on available funding. The School Site Council meetings are open to the public. Watch the school website, marquee and PTO message board for meeting dates and times.



## **SCHOOL ACTIVITIES**

- ❖ **Back to School Night (Fall)** - At the start of the school year the site hosts a night for parents to visit the school and discuss with teachers the school program for the year. Teachers make presentations of their own classroom programs, policies, procedures, and activities. Back to School Nights are held in August, at the beginning of the school year.
- ❖ **Open House (Spring)** - Open House occurs in the spring. This is a time when parents and students can come together to visit the classrooms and celebrate the year of learning. The dates for Open House will be announced later in the year.
- ❖ **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 transportation and associated fees for the trip. No child will be prohibited from participating in field trips that are a required part of the curriculum. Please contact your child's teacher if the cost of these trips will pose a financial burden for your family.
  - To attend a school field trip, students must return a correctly completed field trip permission form. **Please note the following change in District Policy:**
  - No student will be permitted on the Field Trip unless the Field Trip Authorization form is completed and signed by the parent. It will then be given to the Supervising Teacher, Sponsor, or School Main Office at least 48 hours prior to Field Trip. Verbal Authorizations, or Authorizations not on this form, cannot be permitted. If students are not able to demonstrate appropriate behavior in the structured atmosphere that we provide at the school it would not be fair to expect that they could behave in the more loosely structured setting that would be provided on this trip.
  - Parent volunteers are needed on most school field trips to ensure a safe 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. 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 normal school discipline consequences and may lose the opportunity to participate in future field trips.**
  - **Volunteer Fingerprinting Policy** - To provide for the safety of students, Elk Grove requires all volunteers to be fingerprinted. The fingerprint check by the Department of Justice looks for the same thing employees are checked for - convictions for drug crimes, sexual crimes, or violent felonies.
  - Volunteers can be fingerprinted free of charge. To make it as convenient as possible, fingerprinting is available in Room 103-A at the Robert L. Trigg Education Center, 9510 Elk Grove-Florin Road, Elk Grove, from 8:30 to 10:30 a.m., Monday and Wednesday and from 2:30 to 4:30 p.m. Tuesday and Thursday. For more information, call 916.686.7797. ext. 67172 during the hours listed above.

## **ELLEN FEICKERT DRESS & GROOMING CODE GUIDELINES**

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 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 the educational program of the school.

All clothing items and accessories cannot be disrespectful in nature for they disrupt the school environment. They may not contain vulgar, derogatory, discriminatory, or suggestive language or images. This includes pictures, slogans, and words promoting violence or drugs/alcohol, racially, ethnically, or sexually offensive.

Ellen Feickert's Dress Code is in accordance with the guidelines established by the Elementary Education TK-6 Division.

[Elementary Education TK-6 Dress and Grooming Guidelines](#)



## **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 [www.mypyramid.gov](http://www.mypyramid.gov).
- ❖ The Community Eligibility Provision (CEP) provides the School Nutrition Program (SNP) the ability to provide our school site with free, nutritious meals for ALL students for both breakfast and lunch. Students do not need to apply in order to receive free breakfast and lunch at our site.
- ❖ 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 breakfast/lunch menus and Nutrition Education, please contact Food and Nutrition Services at (916)686-7735 or refer to the website at: <http://blogs.egusd.net/fns/>

### **Peanut Allergies**

- ❖ For many years, the Elk Grove Unified School District has had procedures in place to make accommodations for students with food allergies. Outlined below are the procedures that will continue to be in place for students with food allergies. As the number of students with peanut allergies has increased, several years ago, the district made the decision to remove peanut products from all EGUSD elementary school cafeteria menus.
- ❖ Please know that individual students will still be allowed to bring peanut products from home. At schools that have a student with a peanut allergy, the principal works with staff to establish a “peanut-free” table in the cafeteria. Students with peanut allergies and their friends, who have a peanut-free lunch, are invited to sit at this table.
- ❖ When parents register their students, there is a place on the registration form to indicate if a student has an allergy. The information provided is used by the school nurse to prepare a School Health Emergency Plan when necessary. This plan covers the signs and symptoms of the allergy, as well as what to do if a student suffers an allergic reaction.
- ❖ Parents, who have a student with any food allergy that requires a substitution in a school cafeteria, need to complete a Medical Statement – Food Substitution and/or Accommodations Form and have it signed by a licensed physician. The form is reviewed by the district’s registered dietitian who gives direction to the cafeteria and school staff in order to make the appropriate accommodation for the student.

# SCHOOLWIDE EXPECTATIONS

Ellen Feickert Elementary School is a PBIS (Positive Behavior Intervention and Support) school. It is our goal to provide a safe and positive learning environment for our students. At Ellen Feickert, students follow three rules to be Kind, Safe, and Responsible. These rules are actively taught and reinforced by all adults on our campus.

## ELLEN FEICKERT ELEMENTARY SCHOOL EXPECTATIONS MARTIX

EXPECTATIONS	Arrival	Walkways	Classroom	Playground	Bathrooms	Cafeteria	Dismissal/ Bus	Office	Library	Computer Lab	Assemblies
<b>Be Kind</b>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Respect all property</li> </ul>	<ul style="list-style-type: none"> <li>Smile and say "hello"</li> </ul>	<ul style="list-style-type: none"> <li>Raise hand and wait patiently to speak</li> <li>Use appropriate language and inside voice</li> <li>Respect people's and school property</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Share and take turns</li> <li>Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voices</li> <li>Wait your turn</li> <li>Give people privacy</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Use indoor voice</li> <li>Wait your turn in line</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Smile and say "hello"</li> <li>Say "please" and "thank you"</li> </ul>	<ul style="list-style-type: none"> <li>Raise hand and wait patiently to speak</li> <li>Use appropriate language and quiet voice</li> <li>Respect people's and school property</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand for help</li> <li>Use appropriate language and a quiet voice</li> <li>Respect people's and school property</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to the speaker</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Keep body to yourself</li> <li>Walk bikes, scooters, and skateboards to the holding area</li> </ul>	<ul style="list-style-type: none"> <li>Walk and stay on the path</li> <li>Stay out of the red zones</li> <li>Keep body to self</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Keep body to self</li> <li>Sit in chair correctly and keep chair flat on floor, remain in seat</li> <li>Use material appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Keep body to self</li> <li>Stay in designated areas</li> <li>Report issues to yard supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Use bathroom appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Stay seated and keep body to self</li> </ul>	<ul style="list-style-type: none"> <li>Walk on paths</li> <li>Keep body to self</li> <li>Walk bikes, scooters, skateboards until completely off campus</li> <li>Cross street at crosswalks</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Keep body to self</li> </ul>	<ul style="list-style-type: none"> <li>Walk and sit quietly</li> <li>Keep body to self</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Use materials appropriately</li> <li>Keep walkways clear</li> <li>Enter and exit in an orderly manner</li> <li>Sit in chair correctly with chair legs on the floor</li> <li>Keep body to self</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Stay seated</li> <li>Keep body to self</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Go straight to your classroom</li> </ul>	<ul style="list-style-type: none"> <li>Silent</li> <li>Hold equipment still</li> <li>Go directly to their destination</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to learn</li> <li>Pay attention and participate</li> <li>Clean up after yourself</li> <li>Leave cellular devices off and in backpack</li> </ul>	<ul style="list-style-type: none"> <li>Follow game and yard rules</li> <li>Return equipment to carts</li> <li>Remember: STOP, WALK, and TALK</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Throw trash in the garbage can</li> <li>"In and out, don't hang out."</li> </ul>	<ul style="list-style-type: none"> <li>Raise hands to leave seat</li> <li>Eat properly</li> <li>Keep area clean; throw trash away in proper bins</li> <li>Wait to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Be on time and go directly to your pick-up spot</li> <li>If your ride is late, wait at the flagpole</li> </ul>	<ul style="list-style-type: none"> <li>Silent</li> <li>Wait patiently to be helped</li> </ul>	<ul style="list-style-type: none"> <li>Return books on time</li> <li>Use a marker to hold your place when selecting books</li> <li>Treat books with respect</li> <li>Pay for or replace missing or damaged books</li> </ul>	<ul style="list-style-type: none"> <li>Access only approved websites</li> <li>Report computer issues to an adult</li> <li>Put materials back where they belong</li> </ul>	<ul style="list-style-type: none"> <li>Cheer appropriately</li> </ul>

## **POSITIVE BEHAVIOR INTERVENTION & SUPPORT (PBIS):**

- ❖ Positive Behavior Support is a data-driven, team-based framework that enhances the capacity of schools, families, and communities to respond to the unique needs of each student. This Multiple Tiered System of Supports (MTSS) focuses on creating and sustaining universal/school-wide, targeted, and intensive systems of support that improve lifestyle results for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.
- ❖ At Ellen Feickert, students learn procedures and expectations that follow the following matrix:
  - **Feickert Dragons are Kind, Safe, and Responsible.**
- ❖ Students that uphold the behavior expectations and follow the common procedures are rewarded with DRAGON scales and/or Golden Tickets. These are later used in schoolwide raffles and at the DRAGON store.
- ❖ At Ellen Feickert, we have a PBIS Team consisting of administration, teachers, parents, and support staff that meets regularly to ensure a positive school environment.

Each classroom teacher has a classroom management plan and interventions as steps to assist the student to achieve appropriate and expected behaviors. At Ellen Feickert Elementary a schoolwide behavior plan is implemented. Interventions and behavior redirections are as follows:

Step 1- Verbal Reminder

Step 2- Student/Teacher conversation

Step 3- In-class Reflection, Calming Space

Step 4- Buddy Room or Calming Space (parent contacted by teacher),

Step 5- Admin. Visit or Conference (parent contacted by teacher/admin).

- ❖ Every student shares the responsibility for maintaining a safe and productive environment at school.
- ❖ Ellen Feickert has a **“hands-free”** policy. Students are expected to keep their hands, feet, and objects to themselves at all times.
- ❖ Students will be responsible for all school and private property.
- ❖ Students will be respectful to all school staff and to other students through their actions and words.
- ❖ Students are to leave personal sports equipment, electronic devices, playing cards, and toys at home. These items can create problems of distraction, ownership, loss, or damage. **If brought to school, items will be secured by staff and will be returned to students after school or to parents.**
- ❖ Students are to inform any Ellen Feickert staff member of any situation that would pose a danger to self or others.
- ❖ Students are encouraged to bring healthy snacks.
- ❖ Snacks are to be eaten at designated snack tables on the playground during instructional breaks, in the classrooms at teacher approved times, or the cafeteria.

## **CAFETERIA EXPECTATIONS**

1. Students are expected to use respectful table manners.
2. Students will leave the lunch areas/tables clean by throwing away their garbage whether it is on top of or under the tables when they are excused.
3. Students will walk at all times in the cafeteria.
4. Students will remain seated at tables unless they have permission from staff.
5. Students may talk in the lunch area with indoor voices.
6. Students are expected to finish all food at the cafeteria tables.
7. Quiet tables will be dismissed.

## **PLAYGROUND EXPECTATIONS**

1. Students will participate in school-approved activities at all times.
2. All sports/activities are to be contact-free.
3. Students will remain in designated play areas at all times.
4. Students need to use the restroom and/or get a drink of water before the whistle to end recess.
5. Students will follow all established rules in the restrooms.
6. Students are to use playground balls away from all classroom buildings to reduce noise interruption in classrooms in session.
7. Recess balls are to be used for their intended purposes only. Basketballs are used for basketball games or basketball skills practice, soccer balls are the only balls that may be kicked and only on the field, rubber playground balls are used for four-square or simple bouncing games.
8. Yard Supervisors will blow the whistle two minutes before the end of recess bell to give students an opportunity to use the restroom and get a drink of water. Students are to **WALK** to their lines at the sound of the final whistle.
9. Specific rules for basketball, tetherball, four square and playground play structure are posted on the playground near the play areas.

## **EDUCATION CODES RELATED TO DISCIPLINE**

Please refer to the District Parent Handbook mailed to each family for Education Codes related to student discipline. The District Parent Handbook is also located on the district website at <http://www.egusd.net/students-families/district-handbook/>

