

STUDENT
Empowerment

THE REDWOOD HEIGHTS WAY

Education

Equity

Engagement

Empowerment

Students at the Center

A Place Where All Students
Thrive and Excel

Social Emotional Learning
Creative & Critical Thinking

Teachers
Equity

Families
Personalized Learning

Redwood Heights Family Handbook 2016 - 2017

Dear Redwood Heights Families and Caregivers,

Welcome to Redwood Heights Elementary School. Our goal is to create a welcoming and caring school community where all students are able to achieve. We provide an enriched and stimulating learning environment which supports the development of positive self-esteem. We encourage you to work together with us to make your child's experience at RHS a very special one by always keeping in contact, asking questions, offering suggestions, and expressing any concerns you may have. Please feel free to call or email any time.

*Cynthia Bagby-Ellison
Principal*

The Redwood Heights Family Handbook highlights important information regarding the Redwood Heights Elementary School program. Additional information about the policies, regulations, and practices of the Oakland Unified School District can be found in the 2015-2016 Guide to Oakland Unified School District for Families and Students. Neither publication is intended to be a complete directory of all laws and policies relating to students and parents. Federal and state laws, OUSD policies, regulations, and practices at the system-wide and school building levels are subject to change.

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Contact Information & Hours

RHS Address: Redwood Heights Elementary School

4401 – 39th Avenue

Oakland, CA 94619

RHS Phone: (510) 531 – 6644

RHS Office Hours: 8:30am-3:30pm

Student School Hours: 8:40am-3:00pm

Every effort will be made to answer all phone calls during school office hours. In the event that the call goes to voicemail, voicemail will be checked every hour. All calls will be returned within 24 hours. All emails will be responded to within a 48 hour period.

If you would like to make an appointment to speak to the principal, Ms. Bagby-Ellison, please email (cynthia.bagby@ousd.org), call (510) 531-6644, or fill out a Parent/Caregiver Communication form (available in the office).

District Contacts

OUSD Phone: (510) 434-7790

OUSD Website: <http://ousd.org>

Superintendent: Antwan Wilson

(510) 434-7790

antwon.wilson@ousd.org

Staff Directory

Role	Name
Principal	Cynthia Bagby-Ellison cynthia.bagby@ousd.org
STIP Substitute Teacher	Zoe Cronin zoe.cronin@me.com
School Secretary	Adelma Killingsworth adelma.killingsworth@ousd.org
Attendance Clerk	Modesta Rodriguez modesta.rodriguez@ousd.org
Day Custodian	Aurelia Molina
Night Custodian	TBD
Librarian	Natasha Moullen
School Psychologist	Nicole Rocchi nicole.rocchi@ousd.org
HUGS	Jennifer Wilson jenniferrhshugs@gmail.com
Speech Therapist	Melissa Marriott melissa.marriott@ousd.org
Community Support/Noon Supervisor	Margaret Moulding margaret.moulding@ousd.org

Teaching and Learning Staff

Grade/Assignment	Name	Room
Kindergarten	Nancy Fisher	1
Kindergarten	Kathy Irons	2
First	Colleen Gravelle	7
First	Colleen Boston	3
First/Second	Rosana Antonian	Portable C
Second	Christie Chu	4
Second	Wayne Abrahams	Portable B
Third	Lynly Kendricks	22
Third	Theresa Sanders	25
Fourth	Cathy Mahoney	26
Fourth	Anna Fisher	24
Fourth/Fifth	Jason Haubrich	27
Fifth	Sean Kohlas	28
Fifth	Amanda Harris	Portable A
TACLE 1	Maureen Gilhooly	5
TACLE 2	Stephanie Taymuree	6
Reading SDC	Kellie Stoddart	10
Resource	Paul Callis	10
Art	Claudia Goodman-Hough	Art room
Garden	Annie Hines	
Music	John Harrington	Stage/library
Physical Education	Michelle Remy	
Intervention Specialist-TACLE	Jason Gilbertson	
Intervention Specialist-TACLE	Jessica Lancaster	
Intervention Specialist-TACLE	Neary Nou	
Intervention Specialist-TACLE	Laura Strizel	
Aide-TACLE	Esther Alabi	
Aide-TACLE	Mojisola Tahir	

Instructional Assistant- Resource	Matt Butler
Intervention Specialist- Reading SDC	Sumoci Haynes
Intervention Specialist- Reading SDC	Cynthia McMillian

School Rules



*I take care of myself.
I take care of others.
I take care of my school.*

On the First Day of School

The first day of school is an exciting one for students, staff, and families. It is important that students understand the routines and purposes of school. Each

day our community will come together for our All School Morning Greeting on the Aliso yard at 8:40. This is a time when our community can have shared welcoming experiences, where students can become re-engaged in school, and where families and caregivers can wish their children a great day of learning.

We would like to suggest you bring your child to school on the first day, join them for the Morning Greeting and then join other parents, families, and caregivers at the PTA Sponsored First Day Coffee in the cafetorium. It is important that your child see you leave cheerfully when they walk to their classroom. This helps them to have an extra great first day.

Starting School as Kindergartners

Kindergarten is an important grade and a big step in your child's life! It is a time when your child begins to learn many skills in a large group environment. Working with new children, adults, classroom rules, and materials are meaningful activities that can be exciting. We believe kindergarten should signify a positive and enjoyable beginning of every child's school career.

Kindergartners need to be nurtured, praised, and supported while working in a school setting that is interesting, active, challenging, and stress free.

Parents have often said that their child, upon entering school, cries and becomes easily frustrated – behaviors that weren't very evident prior to the beginning of school. We feel that a student, particularly in grades kindergarten through third, usually needs extra hugs, kind words, additional help, and a few less responsibilities until he or she has adjusted to the new school setting. This adjustment may take as long as two or three months. We, as adults, often forget how much the new school year requires – car pools, long days, new friends, adults, and rules. So, if your child is showing any "strange new behaviors", you might want to increase positive affirmations and lend a helping hand more often!

Kindergarten Class Size

Kindergarten classes in Oakland may still have up to 24 students. Each classroom has a full-time teacher and support from parent volunteers. The student/adult ratio is dependent upon volunteers. Of course, if there are more volunteers, the student/adult ratio is lower.

Welcome to the Kindergarten Orientation Tea

In order to make your child's transition to school as smooth as possible, we have a parent – child Kindergarten Orientation Tea following registration in the spring. During the orientation, you'll learn about some basic elements in your child's academic program as well as our daily schedule. It's a time your child can meet the teachers, see other boys and girls, and begin to become familiar with the classroom. We look forward to Kindergarten Orientation because it's a pleasant time for your kindergartner; it's informative for you as a parent; and it may calm some fears your child may have about starting school.

Kindergarten Potluck

In the first weeks of school there will be a potluck picnic for the Kindergarten families. This is a good way to get to know each other and spend a pleasant evening eating good food. The date will be announced at the beginning of the school year.

Academic Program and Enrichment

Vision Statement

All RHS students will find joy in their educational experience who are creative, engaged, caring, collaborative, critical thinkers and innovators prepared for college, career and community success in our culturally rich and diverse 21st century communities.

Mission Statement

RHS will build a learning environment focused on high academic achievement, developing pro-social skills, positive self-definition and student agency. All teachers will use child-centered pedagogies that cultivate innovative and resilient problem solvers prepared for career or college with an entrepreneurial spirit.

We know that children are curious and eager to learn. All students must be engaged in a rigorous, meaning-centered curriculum that is activity-based and draws on a student’s higher order thinking skills. Through the collaborative efforts of the staff, we ensure that each child is successful in mastering the standards. Our students feel safe emotionally and physically and enjoy a clean, well maintained site.

We present a well-rounded program that is research-based, age appropriate, authentic, intellectually challenging, promotes creativity, and exceeds the standards set by the district and the state. We use a differentiated approach to learning in order to ensure that all students are able to be successful. Our lessons are developed based on the experiences of the child and work towards expanding their current intellectual horizons.

Core Values: What values unite us?

It was important to us to establish a solid foundation that all programs, strategies, and decisions are in alignment with this collective vision.

EQUITY: Every child thrives and excels.

We are relentless and do not give up in creating opportunities for *all* children to be college, career, and community ready. We are committed to actively countering systemic bias. We see personalized learning as a way to support more equitable access to learning resources. We know we can make a positive change in every child’s life and want every child to know that he or she is loved.

PERSONALIZED LEARNING: We meet the needs of all learners.

We use well-researched learning models that are developmentally appropriate, meet children where they are, and challenge them to reach their goals. We build styles, adjusting our classrooms and teaching styles. We believe that small groups and personalized learning work best for children.

INNOVATION AND GROWTH: We inspire a lifelong love of learning.

We are preparing children for success in the 21st century, helping them to be innovative, resilient and persevering problem-solvers with skills in STEAM subjects (Science, Technology, Engineering, Arts, and Math). We strive for balance between online and group learning opportunities so that students master technology while cultivating healthy relationships with their peers and adults.

AGENCY: We nurture compassionate and engaged global citizens.

At RHS, students build self-identity, confidence, critical thinking and collaboration skills that will help them advocate for themselves and others. Students set goals and have control over their own path and pace, increasing motivation, mastery and ownership of their learning. We create a myriad of opportunities for social emotional learning and growth. We inspire students to solve real-world challenges now and in the future.

INCLUSION: We value differences and treat each other with genuine kindness and respect.

We embrace all types of diversity and believe that each person’s uniqueness makes our community a better place. Our emphasis on inclusion not only promotes a welcoming environment, but also results in efficient use of school resources and prepares our students to be open-minded world citizens. We are committed to informing, honoring, and engaging all families.

Enrichment Classes

There are many classes before and after school that your child can participate in. You will receive multiple flyers at the beginning of each term so that you can sign up. These classes include drama, languages, chess, music etc. [This web page](#) has the schedule of classes being offered at this writing. It will give you a general idea of what is available.

Redwood Heights Balanced Literacy Program

Redwood Heights has become a member of the Oakland Unified School District Balanced Literacy Cohort. Together with 6 other elementary schools in the district, we are becoming a think tank and model school for using a balanced approach to literacy. We want our students to be independent readers, writers, and thinkers. Through our instruction, we strive to achieve a balance between explicit teaching of skills and the application of skills on authentic reading and writing tasks. We believe that reading and writing are reciprocal processes, which support understanding of encoding and decoding. Therefore, emergent writing and reading are given equal emphasis in kindergarten. We teach early reading skills by balancing decoding with use of meaning and syntax cues. We expect that students will become skillful at coordinating their uses of these three cueing systems to become fluent readers with automatic approaches to self-correcting those errors that interfere most with the comprehension of text. Important components of our program for accelerating and motivating struggling readers include the use of leveled texts for students to read at their own instructional levels and be able to select “just right” text.

The following sections describe the teaching principles that guide our balanced literacy program, and the specific teaching strategies and program components used to significantly improve student achievement at Redwood Heights.

Art

The Studio Art Program has been offering dynamic, hands-on art at Redwood Heights, with each of the 15 classes coming to the Art Studio for at least one hour each week for 30 weeks. This program has a focus on principles and fundamentals of art and design and uses the VAPA Standards. Studio lessons are integrated with classroom curricula and are grade, age and ability appropriate. Lessons provide varied and dynamic experiences that promote skills, critical thinking, problem solving and visual expression. Lessons are carefully designed and modified to be inclusive of all students including students with special needs. Students use a variety of media to create both 2-dimensional and 3-dimensional artwork. The curricula is planned to encourage student ownership, resulting in authentic, thoughtful, unique artwork and to give {creative/expressive} voice to students. Currently, through this experience our staff is able to receive professional development to increase arts integration in the classroom. Our intent is to make this professional development structure more explicit and further support the

development of the Habits of Mind (Develop Craft, Engage and Persist, Envision, Express, Observe, Reflect, Stretch and Explore, and Understand Art World) across all curricula.

Music

We believe that music supports academic growth. Students have opportunities for developing instrumental music and vocal music skills throughout the week. Our school has a strong band program that begins in the 3rd grade.

Motor Development/Physical Education

The children participate in a weekly motor skill program developed by Jack Capon. The children develop such skills as balance, coordination, body awareness, and laterality through a sequential series of stations. **Parent volunteers are a vital part of this program. If you are interested in volunteering, please talk to your child's teacher or the office about how to become a volunteer.**

Library Skills

Each week the children are taken to the library to check out one book of their choice. They are responsible for returning the book the following week in order to check out another.

Garden and Ecology

The study of science will bring your child into a closer relationship with the world around him/her and help him/her become more aware of his/her environment. In addition to the science instruction that students receive in the classroom, the garden and ecology program gives students the real life experiences with science that helps it to come alive. The garden and ecology program encourages self-discovery and emphasize observation and critical thinking.

Media and Technology Use

We are working hard to develop a strong technology program at RHS. All students will have access to classroom computers, the computers in our library, and our new Laptop portable library.

Using Laptop library

- The Laptop library can be used to support student writing, keyboarding skills, research, etc.
- All teachers will have at least one hour a week of technology use in their classroom.
- Upper grade classrooms will have first priority for additional time with the Laptops.

Movies and videos

Movies that are not connected to instruction will not be shown during school hours (this includes during rainy day recess and parties). All movies and videos that are connected to instruction must be approved by the principal.

Caring School Community, Responsive Classroom, and Second Step

Our school strives to be a welcoming environment for all students, families, and community members. For this reason we use various best practices from research based programs to support the creation of a positive school community. Our classrooms support this community building through the Caring School Community and Second Step curriculum. We also use structures from the Responsive Classroom.

Caring School Community:

Caring School Community (CSC) program is a nationally recognized, research-based K–6 program that builds classroom and school-wide community. It focuses on strengthening students’ connectedness to school—an important element for increasing academic motivation and achievement and for reducing drug use, violence, and delinquency. The U.S. Department of Education has recently highlighted the Caring School Community program’s research base and effectiveness.

<http://www.devstu.org/caring-school-community>

Responsive Classroom:

The Responsive Classroom is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school-wide practices for deliberately helping children build academic and social-emotional competencies.

<http://responsiveclassroom.org/>

Caring Community Policy

The RHS vision is: like redwood trees, our students will have widely spread roots, achieve great heights and be able to weather storms. Our students will be responsible academically and socially, and support each other like the redwood trees: in groves. Students will use critical thinking skills to make positive contributions to their community and the world. The collegial adult culture and passion that the adults’ exhibit for learning is the soil in which the saplings, our students, take root and soar.

In an effort to create caring, welcoming school community with clear, respectful, and positive communication all RHS community members will ensure that the RHS Caring Community Policy is followed.

School Responsibilities

Redwood Heights School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California’s student academic achievement standards as follows:
2. The school will provide developmentally appropriate teaching methods and materials that work best for your child.
3. The school will use a positive discipline program to support the emotional and social growth of your child.
4. The school will provide a learning program that promotes continual progress for each and every child regardless of their individual circumstances.
5. Hold parent-teacher conferences during which this policy will be discussed as it relates to the individual child’s achievement.
6. Parent teacher conferences are held in the fall of the year for every child and others are held as needed.
7. Provide parents with frequent reports on their children’s progress.
8. The school will provide report cards tri-annually and more frequent interim reports when needed.
9. Results of CST, CELDT and other state tests will be mailed or sent to the parents as results are received.
10. Provide parents reasonable access to staff.
11. Parents may call the school for appointments with their child’s teachers or arrange directly by email. Please see below for more information.
12. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

Parents are encouraged to volunteer in their child’s classroom and may arrange this directly with the teacher or through the Teacher Support Team coordinator. Please see Visitor/Volunteer protocol below.

Parent/Caregiver Responsibilities

1. Parents/Caregivers will support our children's learning in the following ways:
2. Monitor attendance and punctuality
3. Make sure homework is completed
4. Read with children or have children read for at least 30 minutes every day
5. Attend to children's wellness, including getting enough rest and good, healthy food to that they come to school ready to learn
6. Collaborate with teachers and school staff around the learning and behavior of students

Student Responsibilities

Students will share the responsibility to improve academic achievement and achieve the State of California's academic standards in the following ways:

1. Come to school ready to learn
2. Do schoolwork and homework
3. Read for at least 30 minutes every day outside of school
4. Ask for help when needed
5. Follow the school code of conduct and rules, always show respect and be responsible for own behavior.

Communication

School Office

School Office Hours: Monday-Friday, 8:30am - 3:30pm.

All visitors will be greeted and signed in to the school.

Every effort will be made to answer all phone calls during school office hours. In the event that the call goes to voicemail, voicemail will be checked every hour. All calls will be returned within 24 hours. All emails will be responded to within a 48 hour period.

If you would like to make an appointment to speak to the principal, Ms. Bagby-Ellison, please email (cynthia.bagby@ousd.org), call (510) 531-6644, or fill out a Parent/Caregiver Communication form (available in the office).

Each week a Monday Memo will be sent home via email and/or paper to provide information about what is happening in the school. Please provide this information on detachable portion of this policy and return to school.

School Staff

All school staff will check phone messages and email at least 2 times a week (individual teachers will give you their email information). All staff can be reached through the office (510) 531-6644.

Staff will make every effort to use email to set up meetings and share information Please make an appointment with staff to have a conference about your child or share any complaints.

A Parent/Caregiver Communication form is available in office for parents to fill out to help support making any and all appointments with staff.

Parents/Caregivers

All parents and caregivers will make every effort to communicate ideas, concerns, and complaints with the person/people in question.

Parent and caregivers will provide school with preferred form of receiving communication. Please provide this information on detachable portion of this policy and return to school.

Parents and caregivers will adhere to the RHS Visitor/Volunteer Protocol (below).

Appointments will be made via phone, email, or using Parent/Caregiver Communication form (available in the office) with all staff members.

RHS Visitor/Volunteer Protocol

We appreciate parent/caregiver support and volunteers! If you are interested in volunteering in the classroom or in other programs/areas of the school, you must register as a volunteer with OUSD.

Becoming a volunteer is quick and easy:

First, please let your child's teacher or office staff know that you would like to volunteer.

Next, fill out the online application at www.ousd.org (under Families). Depending on what kind of volunteering you want to do, you may be required to pass a TB or background check as well. These tests help us keep all our students safe AND healthy. You will be asked to attend a volunteer orientation/training at the school before you begin any volunteer work within the school.

Note: Not every volunteer requires fingerprints. If your volunteer responsibilities do not include unsupervised work with students, then you do not need to be fingerprinted. Please ask Margaret Moulding in the school office if you are not sure of whether or not you must be fingerprinted.

Please follow these protocols that support an uninterrupted learning environment for all students:

1. If you would like to visit or volunteer in a classroom or other area of the school, please arrange this with the office, your child's teacher, and/or the principal ahead of time.
2. All people interested in becoming volunteers will be asked to attend a volunteer training before they begin volunteer.
3. When you come to the site to visit or volunteer you will be greeted in the office.
4. All visitors to RHS will sign-in to the office and receive a visitor's badge.
5. Any visitor who does not have a badge will be asked to return to the office to sign-in and receive a badge.
6. Visits will not exceed 30 minutes unless you have spoken to the teacher and made pre-arrangements and/or you are volunteering in the classroom/school.
7. We request that you refrain from interacting with the students unless specifically related to your volunteer job.
8. When you are volunteering, please work with the students that the teacher has asked you to work with.
9. When on campus, whether visiting or volunteering, please follow our Caring Community policy when confronted with anything related to discipline.
10. The work that you do at the school is confidential. Please do not discuss students, staff, and other families with others.
11. Please remember to not interrupt teachers as they are teaching.
12. Remember that the model of being a welcoming and caring school community begins with you. Please model this for our children when you are interacting with them, other parents, staff, and community.
13. The adult restrooms are located in the entrance corridor. Please do not use the childrens' restroom.
14. For your safety, please remember to sign-out in the office when you leave.

If you have questions, please do not hesitate to talk to the office staff. Thank you for respecting the good order and peaceful conduct that is necessary for all children to learn at RHS.

Expectations for Behavior

Guiding Principles

All members of Redwood Heights will:

1. Take care of themselves
2. Take care of others

3. Take care of the school

RHS Code of Conduct:

All members of the Redwood Heights Community will:

1. Treat everyone with courtesy and respect.
2. Treat personal and school property with respect.
3. Create and maintain a positive, welcoming, and safe environment.
4. Help everyone in this school feel capable, connected, and contributing.
5. Come to school prepared for learning by wearing school appropriate clothing, having all classroom materials and homework, removing hats when inside of the building and classroom (except on special days), and not having toys, phones, games, etc.

Students are expected to follow the Redwood Heights Code of Discipline while on school grounds, during any school sponsored activity, while on school-provided transportation en route to or from school or school sponsored activities, while walking to or from school, waiting for school-provided transportation, while riding public transportation, or waiting for transportation to and from school.

When adults are supervising students the following should be occurring:

1. Adults will be watching student interactions
2. Adults will be monitoring behavior
3. Adults will be positively interacting with students
4. Adults will know where students are at all times
5. Adults will be aware of the body language and effect of students and respond proactively in order to avoid conflicts/escalations
6. Adults will be respectful of students by listening to student responses and trying to get to the bottom of student behavior
7. Adults will help students resolve conflicts/problems and make good decisions

RHS Discipline Policy

Students will be taught all communication and behavior expectations, rules, and discipline procedures at the beginning of the school year.

If Expectations for Behavior are not followed the following procedure will be followed:

The following are a list of behaviors that will be addressed by an adult at the time of occurrence without referral to Ms. Stone or the office, generally with redirection:

1. General off-task, slightly inappropriate behavior
2. Minor name-calling
3. "Playing" too much or inappropriately
4. Interrupting the learning of others by being too loud
5. Minor unsafe behavior in playground
6. Possible actions
7. Opportunity given to student to redirect himself/herself
8. Redirection by teacher
9. One-on-one conference as necessary (one-on-ones should always be private).
10. Time-out for reflection (can take place in another class and can be of varying length depending on severity of frequency). Office will be notified of room changes.
11. Phone call home if this behavior happens consistently

Note: An office referral is necessary when no other actions have an effect or occur every day without change and all of the above interventions have been tried.

Behaviors referred to Ms. Bagby-Ellison (Teacher should communicate with the family/caregivers about this behavior):

1. Continuous minor behavior problems (student does not seem able to redirect himself after various conversations and phone call home). It is important for the office to know that this is occurring with no change.
2. This would be a good time to design an intervention plan.
3. Serious verbal abuse – discrimination, bullying, offensive personal comments, intimidation, threats, more serious name-calling, constant name-calling, cursing at a person (If it appears minor, but the receiver of the abuse is upset, this should also be referred to the office)
4. Unwanted intentional physical contact – pushing, hitting, kicking, throwing things at, any playful behavior that can and will obviously lead to injury, pulling hair, pushing into or towards dangerous situations, using anything as a weapon
5. Alcohol, drug, or cigarette use, purchase, supply, ownership on or off campus
6. Possession of a weapon
7. Sexual harassment or abuse – unwanted touching, sexual innuendos and comments spoken or on paper, sexual motions
8. Inappropriate touching, inappropriate language spoken or on paper

All of these behaviors require greater intervention. Children are referred to the office at this juncture because we want to ensure consistency of message and the communication of the severity of these behaviors.

Possible actions

1. Opportunity given to student to reflect on behavior and to develop their own solution to the situation
2. Counseling/dialogue about severity of situation – develop consequences together
3. Phone call home – parent conference arranged
4. Classroom restriction
5. Constant adult supervision
6. In-school or out-of-school suspension
7. Recommendation to interventions team (SST)

Certain behaviors are generally a mandated in-school or out-of-school suspension with immediate referral to interventions team (SST) with parent conference. These behaviors include (to some extent the identification of these behaviors is at the discretion of administration in conference with the classroom teacher and will depend on the student’s discipline history):

1. Violence
2. Illegal Activity
3. Severe abuse to others/self (effecting safety)

Information about office referrals

1. If a student needs a “break” from the class they will first be sent to a “buddy” classroom. In the “buddy” classroom they will fill out a Reflection Form to reflect on their behavior. No two students will be sent to the same classroom at the same time.
2. If a student must be sent to the office for behavior issues in the classroom a Student Referral Form will be filled out. If a student is sent to the office without a Referral Form, he/she will be sent back to the classroom. Teachers will call the student’s home to report the behavior that evening.
3. In the office the student will complete a Reflection Form to reflect on their behavior. Every effort will be made to send a copy of the Referral Form home to parents/caregivers.
4. Depending on the infraction, the student will either be asked to return to class with a copy of the reflection, the parents of the student will be called, or another consequence will be considered.

In the office

An office staff member will work with the student to fill out the Reflection Form. The student/s involved will be given the opportunity to reflect on how they feel, what rule was broken, what happened, and how the problem can be fixed.

Depending on the infraction, an administrator or other staff member will work with the student to reflect on the behavior and make appropriate reparations.

If a student needs to be suspended, the Administration alone can make this decision.

Note: Willful intent to harm can result in a student being suspended.

Suspensions (sending students home) are to be used minimally. Students may be immediately suspended for extreme violence. In other situations we will use all other avenues before we suspend a child.

Redwood Heights Homework Policy

The Redwood Heights Elementary School Homework Policy corresponds to the Oakland Unified School District Homework Policy.

During the 2011-2012 school year, our School Site Council and teachers spent time researching the benefits and drawbacks of homework in K-5th grade classrooms. As a result of our research and policy pilot, our staff has developed the following Homework Policy:

Purpose of Homework:

Homework is used to teach students to manage their time, practice what they have learned in class, and practice reading. Homework is also an opportunity to allow students to build independence and problem solving skills on their own and learn how to find answers to questions. Through a reasonable amount of homework our students will take responsibility for their learning.

Parent/Caregiver Role:

Please provide a quiet space and the needed materials for your child.

Parents and caregivers should allow students to do the work on their own.

Please make sure that the teacher is aware of any struggles that a student has with the assigned homework. Also, please have your child stop after the allotted time. Parents/caregivers should sign/indicate where the student stopped (this will inform the teacher to provide support to that

student).

Book Bags and Reading Logs:

All students will have Book Bags that they are expected to bring to and from school daily. The Book Bags will contain books that students “shop” for in the classroom. These books are “just right books” and “dessert” books. Students in grades 2-5 will use a Reading Log to record their reading and interaction with books.

Weekends and Holiday:

There will be no homework given over weekends or holidays with the exception of long-term projects that are due near weekends and holidays(i.e. Science Fair project).

Kindergarten (≤ 30 minutes)

- Kindergarteners can read or be read to for 20-30 minutes a day.
- Once a month they will have a Caring School Community Homeside Activity.

First Grade (≤ 30 minutes)

- First graders will read to themselves for 20-30 minutes a day.
- First graders will have a math problem of the week that they must solve in two different ways so that they can learn different strategies for problem solving. Please allow your child to solve these problems in their own way. If needed, guide or suggest a second way.
- Once a month they will have a Caring School Community Homeside Activity.

Second Grade (≤ 45 minutes)

- Second graders will read for a minimum of 20 minutes a day. They will record their reading on a Reading Log.
- Second graders will have one math worksheet (students should stop working on this after 10 minutes and parents/caregivers should sign where the student stopped working).
- Second graders will study addition and subtraction math facts for 5 minutes a day (parents/caregivers will provide flashcards).
- Once a month they will have a Caring School Community Homeside Activity.
- There will be occasional long-term projects (students will learn time management from working over time on these projects). During these projects, there will be no math homework.

Third Grade (≤ 55 minutes)

- Third graders will read for a minimum of 30 minutes a day. They will record their reading on a Reading Log.
- Third graders will have one math worksheet (students should stop working on this after 20 minutes and parents/caregivers should sign where the student stopped working).
- Once a month they will have a Caring School Community Homeside Activity.
- Third graders will study multiplication math facts for 5 minutes a day (parents/caregivers will provide flashcards).
- There will be occasional long-term projects (students will learn time management from working over time on these projects). During these projects, there will be no math homework.

Fourth Grade (≤ 60 minutes)

- Fourth graders will read for a minimum of 30 minutes a day. They will record their reading on a Reading Log.
- Fourth graders will do 15 minutes of math problem solving a night (students should stop working on this after 15 minutes and parents/caregivers should sign where the student stopped working).
- Fourth graders will work on other assignments (word work, projects, writing, or Caring School Community Homeside Activity) for 15 minutes a night (students should stop working on this after 15 minutes and parents/caregivers should sign where the student stopped working).

Fifth Grade (≤ 60 minutes)

- Fifth graders will read for a minimum of 30 minutes a day. They will record their reading on a Reading Log.
- Fifth graders will do 15 minutes of math problem-solving a night (students should stop working on this after 15 minutes and parents/caregivers should sign where the student stopped working).
- Fifth graders will work on other assignments (word work, projects, writing, or Caring School Community Homeside Activity) for 15 minutes a night (students should stop working on this after 15 minutes and parents/caregivers should sign where the student stopped working).

Class Parties

We are a Nut Aware school. This means that certain classrooms, due to severe student allergies to nuts, must remain Nut Free. Class parties are always conducted by our Room parents. We ask that food goods not be sent to school unless you have checked with the Room Parents or the classroom teacher and understand the status of bringing nuts into the classroom. Children sometimes bring a treat to share with their classmates on their birthdays. However, check with the classroom teacher first. Also, if you wish to have a birthday party at home, please deliver the invitations by mail. Students may not understand why they are not all invited.

Family Involvement

Parents/Caregivers Are Teachers Too

Students' learning does not start when the school bell rings, nor does it stop when school lets out. Children are learning all the time and you are their teachers for much of that time.

Studies have shown that, when parents expect their children to do well in school, they do. Students who are encouraged by their parents to work hard in school are more likely to put forth the necessary effort than students who are encouraged only by teachers or not encouraged at all. Evidence suggests that the "curriculum of the home" (what your children learn from you and the way you interact with them at home) influences their academic success in school more than family income or the parents' education. So, regardless of your own educational background, you can play a major role in your children's learning. Researchers have found that children who do well in school have parents who often do the following:

- Offer encouragement to do well in school and low – key praise for successes and effort.
- Take an active interest in what is happening in school by talking with their children about school
- Encourage their children to ask questions and to think independently.
- Establish a clear set of rules and expectations about acceptable behavior.
- Emphasize the importance of hard work and responsibility.

No one can be expected to be as interested in or to spend as much time with your children as you, the parents. Your sustained involvement with their learning and their teachers is the best way to ensure that their needs are being met and will continue to be met.

You can focus most effectively on your children's educational needs by first recognizing the influence you have as parents on your sons and daughters. Children's ideas about learning and school are influenced by your own attitudes. Your children learn from you whether or not to value education, achievement, and learning.

The participation of the parents at RHS is one of the many things that make this such a good school. There is a First Day Coffee on the first day of school right after the children have gone into their classrooms. This is the first opportunity for parents to sign up for volunteer positions. If you miss this don't worry, no one is turned down. Speak with your child's teacher or with the room parent. If you already know that you want to work in the school as a volunteer it is useful for you to know that you will need to have a negative TB test before you can begin working in the classroom. Please contact your health care provider to arrange testing and submit the paperwork to the school office. If you have it done before school starts it will

be one less thing to do once school has started and you will be ready to jump into the volunteer position without delay as soon as the teachers are ready to start the volunteer program.

Parent Involvement Opportunities

Parents have many opportunities to be involved at Redwood Heights. All classrooms encourage parent volunteers to work with individual children and small groups of students during instructional time. We have the parent supported and staffed Teacher Support Team (TST) who coordinates volunteers who support academic instruction and interventions. Classroom parent volunteers also prepare classroom materials, coordinate special classroom activities, welcome new families and are a vital part of our program.

Parents are also crucial to our field trip programs. Each class goes on 3-10 field trips a year. We also have a number of parent organizations that encourage parental involvement.

School Site Council is the leadership body of the school responsible for ensuring that our students' educational needs are met. It is comprised of administration, faculty, parents and community members. It is the central point of site-based management.

The **Parent Teacher Association** is an active organization for parents, guardians, teachers and community members providing leadership for many school activities: enrichment programs, recognition of students and teachers, fundraising and legislation involving education. We welcome your time, talents and your perspectives.

Dads' Club (open to any gender) was founded more than 50 years ago and provides direct support to the school by conducting construction improvements to the school facility, organizing activities and programs that enrich our children's educational experiences.

There are several active parent committees such as the **Garden and Ecology Committee**, the **Library Committee**, Parents Advancing Children's Achievement (PACA), the **Safety Committee**, the Art Committee, and the **Technology Committee**.

Ten Tips for Parent Involvement (From the editors of PTO Today Magazine):

Prepare your child to be ready to learn:

1. Studies show that children who eat breakfast do better in school.
2. Avoid the morning rush by setting out clothes, books, homework, and other school needs the night before.
3. Make sure your child gets plenty of rest by setting a regular bedtime

Open lines of communication:

1. Talk with your child about school. Keep up with school announcements and events.
2. Talk with the teacher. Write a note to set up a time to confer with the teacher.
3. Attend school/family events. This creates a better connection between home and school that has long-term benefits for your child.

Pitch In:

1. Volunteer your time (an hour a semester can make a difference).
2. Look for creative ways to volunteer.
3. Volunteer when it fits into your schedule. There are jobs you can do at home or on weekends, just as the school!
4. Don't delay. The sooner you get involved, the sooner you, your child, and the school will benefit.

Visit www.ptotoday.com for additional information and tips!

Note:

We appreciate our parent/caregiver volunteers. It is important that all volunteers follow the volunteer guidelines (in the appendix) while working within the school.

Parent/Teacher Conferences

What you should know about Conferences:

Parent/Teacher Conferences are designed for you, the parent, to learn how your child is doing in class. These conferences are a time when you can give the teacher important information about your child and a place to ask the teacher questions to learn what they are doing to support your child and what you can do to support them in teaching your child. It is important for you to know a few things before going into this conference:

1. **All children learn in different ways.** They have their own individual personalities and their own listening and work habits. To help their students learn new knowledge and skills, teachers must know as much as they can about each child's likes and dislikes. No one knows more about these things than you, the parents. And no one has more influence over your children than you.
2. **It is important that parents and the teacher work together.** Working together, you and the teacher can help your child have a successful school year.
3. **Establishing an effective home-school partnership requires efforts from both teachers and parents to create a trusting, equitable relationship.** Sometimes parents must first deal with their own discomfort with schools and teachers. If parents have experienced difficulty in school, then they may have to overcome negative feelings that carry over from their own childhood. If parents are new to the community, come from another culture, or do not speak fluent English, then they may feel overwhelmed by the prospect of attending a conference with their child's teacher or participating in a PTA/Family Nights or School Open House.
4. **Try not to worry or be afraid of a conference with your child's teacher.** Even if you have talked frequently with school personnel about your child's failing grades or misbehavior, a conference may be an opportunity to start a cooperative partnership with teachers.
5. **Start the conference right:** be there on time, and plan not to run over the amount of time that has been set aside, usually about 20 minutes. Come with a list of questions you want to make sure the teacher answers during this conference. *Below are some important questions to ask.*
6. **If you are a working parent** who can't arrange to meet during regular hours, make this clear to the teacher and try to set up a time to meet that is good for both of you.
7. **The best conferences are those in which both teachers and parents stay calm** and try hard to work together for one purpose and one purpose only: to help your child do well.
8. **There are different types of Parent/Teacher Conferences:**
 - **Traditional Parent/Teacher conferences:** This is a conference between the parent and teacher. The student is not present. At this conference, the teacher generally goes over the report card and test results. The teacher and parent discuss learning goals for the student.
 - **Parent/Teacher Conference with Student in attendance:** This is a traditional conference except that the student is present and available to discuss learning goals.
 - **Student Led Conference:** In this type of conference the student leads the parent through how the student is doing in class. Usually the student will have a portfolio of work and has come up with learning goals for themselves with teacher guidance. The teacher is present to help support the student give information to the parent.

Getting Ready for the Conference

Each teacher will probably come prepared with samples of your children's work and with ideas to help them do even better in school. You should get ready for each conference, too.

Talk with your child before the conference. Children should understand why the conference is taking place (is it due to a problem or is it a routine meeting held for all parents) and be assured that parents are seeking ways to help and

learn about what their children are doing in school. Find out if your child has any specific concerns about schoolwork or relationships with classmates.

Be familiar with your child's homework assignments. If your child has homework, be familiar with the assignments and how your child has been performing. Is the work getting done? Does your child seem to understand the assignments? Does the work seem too easy or too difficult?

Referral to special education. If you or the teacher has concerns about referral to special education, find out about your rights ahead of time. State and community agencies and advocate organizations can provide this information, and all schools should also have a printed copy of parents' rights under state and federal law.

Before you go to the school, write notes to yourself about:

- things about your child's life at home, personality, problems, habits, and hobbies you feel it's important for the teacher to know
- your concerns about the school's programs or policies
- questions about your child's progress
- how you and the school can work together to help your child

During the Conference

Listen carefully. It is perfectly acceptable to take notes. This is particularly helpful if one parent or other involved relative cannot attend. It can also help you remember details so that you can ask questions later.

Offer your perspective. Many times teachers will ask you about your child's activities at home and your views of your child's strengths and areas where help might be needed. Even if the teacher does not ask, speak up and provide your observations and any concerns.

You want to hear good news about your child. If the teacher does not offer any positive comments, ask directly, "What does my child do well?" And remember that teachers often hear only negative comments, too. Be sure to try to offer a compliment, a thank you to let the teacher know you appreciate what they are trying to do to help your child—even when what the teacher is trying to do may not be working.

Do not be afraid to ask questions. If you do not understand something or feel your concerns are not being addressed, then ask the teacher. Teachers and other educators easily slip into jargon and forget that many parents are not familiar with the terms they use every day. Ask what test scores mean and what the results mean for your child. Stop and ask for explanation of unfamiliar terms or programs. Not understanding can quickly lead to misunderstanding.

Some good questions to ask are these:

- What are the areas where my child is doing well and what are the areas where my child needs to grow?
- Is my child working up to his or her ability? If not, what can we do to change that?
- Is my child in different groups for different subjects? Why?
- How well does my child get along with others?
- What are my child's best and worst subjects?
- Is my child working up to his or her ability?
- Does my child participate in class discussions and activities?
- Have you noticed any sudden changes in the way my child acts? For example, have you noticed any squinting, tiredness or moodiness that might be a sign of physical or other problems?
- What kinds of assessments are being done? What do the assessments tell about my child's progress?
- How does my child handle taking assessments?
- What can I do from home to extend my child's learning at home?
- What is the homework policy?

After the Conference

1. **Start immediately on the action plan you and the teacher worked out together.** Discuss the plan with your child. Make sure he or she knows that you and the teacher care. To see if the action plan is working, watch your child's behavior and check your child's class work and homework.
2. **Stay in regular touch with the teacher to discuss the progress your child is making.** Meeting with your child's teachers should help build strong parent-teacher partnerships—partnerships that are needed if you and your child's teachers are to reach your common goal of helping your child get the best education possible.
3. Home and school— remember that everyone shares the goal of helping children learn and feel successful. Research has proven that when parents and teachers work together, everyone benefits: Students tend to earn higher grades, perform better on tests, attend school more regularly, have better behavior, and show more positive attitudes toward themselves and toward school. School programs that include strong parent involvement are more effective. Yet, collaboration between parents and teachers is not always a smooth process.

Activities to do with the Family

There are many fun, free, educational activities that you can do with your family to help your child continue learning outside of the classroom. Below are some ideas. Also below are some resources to help find extra-curricular activities for your child.

Fun, Free, Educational Activities:

1. Read with your child or have your child read to you. If your child is not yet reading, have your child look at the pictures in a book and tell you a story about the pictures. If your child is a fluent reader and is already reading Chapter Books, have him/her read you one chapter a night.
2. Write with your child. Write stories with your child. If you do an outside family activity or go someplace special write a story about it. You can draw pictures together too.
3. Play math games with your child. When you go to the store, see who can figure out the closest estimate to how much the purchases will add up to in their head. Have your child count things he/she sees in the neighborhood (cars, houses, etc.).
4. Go to the Library or a Book Store. Many book stores will let you sit and read to your child without purchasing anything.
5. Go to the Park.
6. Take a walk in the neighborhood. Collect special rocks or leaves on this walk. Bring them home and make a collage, special box, or picture to remember your walk.
7. Play with your child. Playing is learning for children. Have your child be the leader and you be the follower. Do whatever your child does. Use this time to talk to your child about right and wrong behavior.

Daily Operations

Communication

The Redwood Heights Monday Bulletin is distributed every Monday via email and/or paper. It is an important document because it outlines all of the academic events, celebrations, meetings, and informational points for our school community. Included in this bulletin will be the information from our various committees and councils. It also summarizes the schedule of events for our school (although the dates are subject to change). Please look for the Monday Bulletin in your child's book bag or in your email. Please ask the office for a copy of you have missed yours! Teachers also send home a weekly/monthly letter.

The Redwood Heights website (www.redwoodheightsschool.com) is updated frequently with important information about the school. Please check the website regularly.

Joining RHS announce is also a great way to receive information. To join RHS announce, go to <http://groups.yahoo.com/group/rhsannounce/> and click the "Join This Group" button.

We always welcome comments, questions, and concerns! Please contact the office (510) 531-6644 or Cynthia.Bagby cynthia.bagby@ousd.org.

Please see the Caring Community Policy for further information about communication.

Attendance

Our school goal is to have at least 98% attendance each and every school day.

Attendance counts! Redwood Heights loses approximately \$25 per day per student absence. This directly impacts our school budget which then impacts class size. Punctual, regular attendance is expected of all students. Research suggests that students who attend school regularly achieve at significantly higher levels and are more likely to be eligible to attend college than are students who are absent excessively. We want all of our students to achieve at high levels and need your help to ensure that students come to school every day. Students should attend school every day (unless they are seriously ill, see below).

We ask that families make every effort to schedule medical appointments after school hours. Parents/caregivers are encouraged to take advantage of minimum day Wednesdays (1:30 dismissal), other minimum days (non-Wednesday dismissal is 1:30), and school holidays to ensure that students are not missing valuable learning opportunities at school. Long trips should take place over school holidays. Missing too many days of school could result in a student losing his/her enrollment at Redwood Heights or in having him/her retained.

If a student is absent, please remember to send a note, call the school (531-6644) or email Modesta Rodriguez (modesta.rodriguez@ousd.k12.ca.us) with the reason for the absence. Absences are considered excused if they are for an illness, doctor's appointments, bereavement, or court dates. Family trips and anything other than this is considered unexcused. A student is considered tardy if they do not walk in with their class. Any unexcused tardiness after 30 minutes is a matter of concern and you may be notified by OUSD.

If a student must miss school for a medical appointment, parents are expected to bring students to school before and after the appointment to maximize class time. When an absence is unavoidable due to serious student illness, medical appointments, or family emergencies (such as funerals), parents are expected to call the Redwood Heights office at their earliest convenience, and before 10:00 a.m. on the day of the absence to inform staff of the cause and expected duration of the absence. When returning to school, a student is expected to provide his/her teacher with a written note from his/her parent(s), guardian(s), dentist, or doctor explaining the reason for the absence. If a note is not received, a standard form may be sent home for parents to fill out and return to school the next day.

Please discuss Independent Study contracts with your child's teacher if you know that your child will be absent for 5 or more consecutive days.

Redwood Heights staff and teachers are expected to work together to support parents' efforts to minimize student absences. Staff and teachers will make phone calls home during the school day and/or in the evening to discuss student absences and make plans to help students catch up on work from missed class time.

More than three absences in a school year will be considered excessive. If a student is absent more than one time per month, a parent conference should be requested by the teacher. Together, the parent(s), teacher, student (if appropriate), and principal will work to find a solution to the problem. If this first meeting fails to result in more consistent attendance, A Student Attendance Review Team meeting (SART) will be necessary.

Student Tardy Policy

All students are expected to come to school on time each day. Like absences, tardiness disrupts student learning and negatively impacts student achievement. Parents will be notified if students are excessively tardy and appropriate action will be taken.

Yard supervision begins at 8:30. Students will line up at 8:40. The entire school will participate in the Morning Greeting. Teachers are to be with their class at this time, helping students to remain quiet. Parents and caregivers are welcomed to join our morning greeting and are expected to model the behavior we expect from our students. The lines will be taken in by 8:43,

so that all students are in their classrooms, ready to begin instruction by 8:45. Any student not in the classroom when roll is taken at 8:45 will be considered tardy.

Arrival Procedure

Students arrive at the school between **8:30 a.m. and 8:40 a.m.** **There is no supervision on site before 8:30 a.m.** Please do not bring students to school before 8:30 a.m. If you need before school care, please contact the Redwood Heights Recreation Center or another before school care provider (this information can be found on our website www.redwoodheightsschool.com or in our office). Students will line up on the Aliso Yard with their class when they hear the bell.

Parents and caregivers are able to walk students onto the yard and line up for our morning greeting or drop students off using our "Drop Off" lane. **There is no parking in front of the school during school hours.** This includes during drop-off and pick-up. Please be courteous to others, drive safely, do not double-park, do not use driveways to make U-turns, and do not park in the drop-off lane or Handicapped spaces (unless you have the legal permit). Please have students cross the streets at the cross-walks.

At 8:40 a.m. , as a community we will greet one another, state our school rules (*We take care of ourselves, We take care of others, We take care of the school*). **It is important that all students, parents, caregivers, and staff are quiet during this greeting.** Teachers will meet their class and bring them to the classroom.

Dismissal Procedure

Kindergarten students will be dismissed at 2:50 p.m. on Monday, Tuesday, Thursday and Friday. All first-fifth grade students will be dismissed at 3:00 p.m. on Monday, Tuesday, Thursday and Friday. Kindergarten is released at 1 PM, 1st-2nd at 1:20 PM and 3rd -5th at 1:30 on Wednesday. Parents/caregivers will meet students on the Aliso Yard or provide the school with other arrangements (**parents are not to wait inside the school for students to be dismissed**). As noted above, there is no parking in front of the school during school hours. Any car parked in front of the school at dismissal must have a driver present. **Please do not double park.** If you must wait for a student, please continue to drive around the block or find a legal parking space.

Please communicate your family's dismissal arrangements below so that your teacher is aware of where students should go after school. Please note: If your child's dismissal arrangements change, please inform the teacher in writing immediately.

****Another important note: Please do not use the staff parking lot for arrival or dismissal of students. ****

Please remember that all students who are picked-up early must be signed-out. Please check in with the office. We will call your child's teacher and have your child meet you in the office.

Rainy Day Arrival and Dismissal

On rainy days, students will walk straight to the classroom. Parents may drop-off and pick-up your children from the Cafetorium. Please do not enter other parts of the building for arrival or dismissal on rainy days. There will be no All School Morning Greeting on rainy days.

Daily Schedule

Kindergarten

- 8:10-8:40 Teacher Planning
- 8:40-8:45 All school greeting
- 8:45-10:00 Instruction
- 10:00-10:15 recess
- 10:15-12:00 Instruction
- 12:00-12:20 Lunch
- 12:20-12:45 Recess
- 12:45-1:45 Instruction
- 1:45-1:50 Recess
- 1:50-2:50 Instruction
- 2:50 dismissal

First-Second Grade

- 8:10-8:40 Teacher Planning
- 8:40-8:45 All school greeting
- 8:45-10:15 Instruction
- 10:15-10:30 recess
- 10:30-12:00 Instruction
- 12:00-12:20 Lunch
- 12:20-12:45 Recess
- 12:45-2:00 Instruction
- 2:00-2:10 Recess
- 2:10-3:00 Instruction
- 3:00 dismissal

Third Grade

- 8:10-8:40 Teacher Planning
- 8:40-8:45 All school greeting
- 8:45-10:15 Instruction
- 10:15-10:30 recess
- 10:30-12:00 Instruction
- 12:00-12:20 Recess
- 12:20-12:45 Lunch
- 12:45-2:00 Instruction
- 2:00-2:10 Recess
- 2:10-3:00 Instruction
- 3:00 dismissal

Fourth and Fifth Grade

- 8:10-8:40 Teacher Planning
- 8:40-8:45 All school greeting
- 8:45-10:15 Instruction
- 10:15-10:30 recess
- 10:30-12:00 Instruction
- 12:00-12:20 Recess
- 12:20-12:45 Lunch
- 12:45-3:00 Instruction
- 3:00 dismissal

Family Emergency Contact Information

During registration, you will be asked to fill out emergency cards. ***It is important that we have updated information about all emergency contacts for each student.*** Your child must have these documents filled out in order to attend school. If the numbers, contacts, or any other information changes throughout the year, please let the Redwood Heights office know immediately.

What can students bring to school?

Your child will need a backpack to hold her/his lunch and other school day essentials. Student may bring books, academic tools and any other things that promote learning but it is not necessary to buy supplies such as paper, crayons or markers. Your child’s teacher may have a list of items that they would like for students to bring on a daily basis.

Students may not bring: toys, electronics (games, iPods, cell phones), valuables, soda, candy, chips, anything unsafe or that can be used as a weapon, or anything that does not promote learning to school.

What if a student loses a personal item?

Most personal items, if found can be located in the office Lost and Found. If an inappropriate item is taken away from a student by a teacher or other staff member, a parent must come and request that item from the appropriate person.

Dress Code

The OUSD official dress code states: Students must wear clean clothes that do not have inappropriate symbols, or advertise harmful products. Tennis shoes are required for active play and no open-toed shoes or flip-flops are allowed on PE days.

Halter tops, short shorts, revealing tops (low cut or cropped so that midriff is exposed), clothes that are too tight or too loose are not allowed. Underwear should not be exposed. "Heelies" and other wheeled shoes are not allowed. Students may not wear hats inside of the building. They may wear hats outside for protection from weather,

At Redwood Heights we ask that students come clean and neat to school every day, ready to learn. Please dress students in weather appropriate clothing. Sandals and flip-flops are not recommended as they are not appropriate for physical education. There are no hats worn inside the building at Redwood Heights without special permission. **Write names in all outer wear.** On days when your child's class participates in the motor skills program or PE, girls should not wear dresses or tights.

Student Health

Redwood Heights Elementary School promotes healthy eating and lifestyles. Redwood Heights does not have a school nurse. You will be contacted if a situation arises for which a nurse is needed. **Be sure all of your emergency forms are promptly returned and the school has current phone numbers.**

Lunch and Snack Time

The children have two opportunities for eating and you need to provide them with a snack as well as lunch. There is no way to heat food so either send warm food in a thermos or pack food such as sandwiches that don't need to be heated. Please label all food containers and bottles with your name.

The cafeteria serves lunches for \$2.25. The menu is usually published each month but substitutions are common. Milk can be bought at the cafeteria and costs \$.40 (2008 cost).

We appreciate your cooperation in providing a nutritious lunch and snack. Please do not pack glass bottles.

We do not allow soda, candy, chips or other unhealthy foods onto the campus.

Nut Awareness:

The Redwood Heights is a Nut Aware, not a nut free school. We do ask that families try not to pack foods that are made with peanuts and other tree nuts. Students are not to share food during lunch. If your child has an allergy to any food items, they are invited to sit at our Nut Free table in the cafetorium during lunch. Please make your child's teacher and the office aware of this allergy.

Allergies

If your child has any allergies, we ask that you notify our school secretary and the classroom teacher. The allergy will then be noted on your child's health record.

Is My Child Too Sick to Attend School?

Our number one goal is to have all students attend school regularly, but sometimes students become ill.

What do you do if your child has some sign of illness? Is it safe to send him/her to school? Generally, if your child does not feel well, you should not send him/her to school. But for those days when your child's health seems somewhat questionable, use the following guidelines to determine if your child should be in school. As a rule, consult your pediatrician if your child has symptoms of an illness.

Fever

A fever occurs when a body temperature rises above normal, and is usually a reaction to infection or virus. A child's temperature should be normal (98.6 orally or 99.6 rectally) for at least 24 hours before the child goes back to school. The body temperature is usually lower in the mornings and may rise again during the day.

Vomiting

Vomiting is often the result of intestinal flu or a sign of food intolerance, but it can be a symptom of a more serious problem. Some children vomit when they are upset or frightened. If your child vomits during the night, do not send him or her to school the next day. Let your child rest and feed him/her liquids (except milk) and easily digested food.

Stomach Ache

Children frequently complain of abdominal pain, and their complaints should be taken seriously. However, most stomach aches go away within hours and do not generally signify a serious problem. Often, children complain of stomach pains when they feel nervous or tense. If stomach pain is intense or is accompanied by other symptoms, do not send your child to school. If the pain lasts more than a couple of hours or recurs, consult your pediatrician.

Diarrhea

Diarrhea can have a variety of causes. Children should not go to school if they have diarrhea. If diarrhea persists or is accompanied by other symptoms, consult your doctor.

Runny nose, coughing, sneezing

Colds and runny noses are very common, especially during the winter months. As long as your cold doesn't have other symptoms, such as fever or aches and pains, he or she may attend school with a cold. Be sure to teach your child to use tissues for coughing, sneezing, and blowing the nose so that the cold won't spread throughout the class. Also, teach your child good hand-washing techniques: more colds spread by contaminated hands and article than through the air. If cold symptoms are severe, with a thick, yellow or greenish discharge from the nose or frequent cough that interferes with classroom activities, keep your child home and consult your doctor.

Field Trips

There are many opportunities for our students to learn from the world around them. We encourage parents/caregivers to attend our field trips as chaperones. This is a very important role. It should be noted that parents and caregivers who chaperone are working to support student safety must care for the students in a responsible manner. Chaperones must follow the rules set by the teacher and the school.

Safety

We know that when students are safe, well taken care of, and are a part of a caring community, they are able to be successful and achieve. It is our primary goal to create a safe, caring, and welcoming school environment for all students and community members so that all students can achieve.

Please see our Caring Community Policy above for our Discipline Policy.

School Yard

Our playground is used at Redwood Heights by our students during the school hours. We try to allow our students plenty of exercise and fresh air. Our students will have recess and outdoor activity in all but the worst weather. Please send your child to school with weather appropriate clothing such as rain gear and coats or jackets.

Our staff is responsible for students during school hours. The Oakland Unified School District policy does not allow us to be responsible for students who have already been picked up by their families or for siblings who do not attend Redwood Heights. Please supervise children who accompany you to the school.

Official Four Square Rules:

Outs:

- Liners
- One hand hits
- Overhand hits
- Sidearm hits
- Double hits
- Holds
- Ball bounces twice in square before being hit
- Ball hit before bouncing in square
- Serve isn't hit directly to player
- Serve isn't playable

Playing on an out**

** A player should be called out if she/he plays the ball after the previous player has broken one of the rules. All players are responsible for watching the game closely and making sure that the rules are followed consistently.

Recess Bell Procedure:

When the bell rings at the end of recess, all students will freeze and crouch down on one knee. After all students have frozen, the yard duty supervisor will blow two short whistle blasts and students will walk to their line.

Dogs

Dogs are not allowed on the RHS campus unless they are approved for an instructional activity prior to arrival.

RHS Safety Plan

1. Goal: All students and adults respect one another and work together across cultures.
 - a. School Target: All students and adults are welcomed, supported, and can describe how they are a part of and contribute to our community.
 - b. School Target: Parents/Caregivers who have not previously been engaged or felt welcomed at the school will be connected to family leadership and be engaged in ongoing dialogue and idea sharing for closing the achievement gap.

Strategy 1: Implement Caring School Community curriculum school-wide, including parent education and buddy classrooms

Strategy 2: Staff will engage in inquiry and focal student work to determine strategies to create a welcoming and caring school for all students and families.

Strategy 3: Staff will follow the discipline policy when dealing with students who have broken rules.

Base Line Data Discussion:

RHS has had one suspension in the last year.

1. Goal: All schools are clean, healthy and safe.
 - a. School Target: All staff, students, parents, caregivers, and community members report that the school is clean and safe.
 - b. School Target: All community members are engaged in creating a healthy, ecologically friendly, and supportive school community.

Strategy 1: Staff and families will work together to encourage healthy eating and zero waste lunch.

Emergency Disaster Procedures and Drills

Earthquake Procedures

In the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground. You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position. You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not re-enter buildings until it is determined safe to do so.

While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.

Fire Procedures

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- **Call 9-1-1**, identify problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

- P** Pull safety pin from the handle
- A** Aim at the base of the fire
- S** Squeeze the trigger handle
- S** Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command.
- Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify State Administrator's Office of incident.

Emergency Lockdown

Emergency Lockdown

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District.

- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Staff without students will report to the office for instruction or as otherwise directed.
- Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
- Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
- When the emergency is over, a coded "all clear" will be announced.
- The Crisis Response Team will meet to determine needs of school.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

Shelter-in-Place

When instructed or when an alerting system triggers to shelter-in-place, please:

- **SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
 - Students should also be advised to do the following when possible:
 - Select rooms on higher floor levels and avoid basements.
 - Select an internal room or a room with as few windows as possible.
 - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.

EMERGENCY TELEPHONE NUMBER DIRECTORY

ALL EMERGENCIES	All Areas	
Law Enforcement	Oakland School Police	
Oakland Police Dept. EMERGENCY	City of Oakland	9-1-1 777-3211
Oakland Police Dept. NON-EMERGENCY	City of Oakland	777-3333
Non-Emergency Fire/Paramedics	City of Oakland	238-3030
Local Hospitals	Children’s Hospital	428-3240

Poison Control	Alameda County	1-800-222-1222	
Emergency Preparedness Program Manager	Jenny Wong	338-5322	338-5322 (cell)

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Plan for people with disabilities:

- Identifying the population of people with disabilities: 14 students in SDC program, 1 student in 3rd grade classroom need evacuation support
- Determine proper signage and equipment
- Signage and equipment denote egress and ingress areas.
- Training staff to assist individuals with disabilities

Name: Stephanie Taymuree

Title: SDC Teacher

Name: TBD

Title: SDC Teacher

Name: Jessica Lancaster

Title: Intervention Specialist

B. Planning

Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Aliso Yard (red numbers)

Off-Campus Evacuation/Assembly Location

First Covenant Church, 4000 Redwood Road

Established: September 2009

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures.

In Closing...

We hope you have found this Family Handbook helpful as you and your child begin a new school year. We want to encourage you to keep an open line of communication with your child's teacher and the school. If you have questions or concerns about our educational program, please feel free to give us your input. If your child is experiencing any major changes, we really want to know so we can give all the care and support necessary.

We look forward to a great year of learning and growing!

“Childhood is the most beautiful of all life's seasons.”

~Author Unknown