FOSTER ELEMENTARY SCHOOL

Student / Family Handbook
2023 – 2024

Foster Elementary

Home of the Wildcats

Foster Elementary
6550 51st Street
San Diego, CA 92120

Main office: 619-510-4100

https://www.sandiegounified.org/schools/foster

"Our PAWS leave a lasting impression. What prints do your PAWS make?"

ATTENDANCE

DAILY SCHEDULE

Monday,Tuesday, Thursday, Friday 7:45 a.m. – 2:10 p.m. Wednesday: Minimum Day 7;45-12:05 **(Students are tardy at 7:50 a.m.)** **BREAKFAST:** 7:30 – 7:45 Daily	**LUNCH & RECESS** M, T, Th, Fri 11:15 - 11:50 UTK 11:30 - 12:05 Kindergarten and 1st 11:50 - 12:25 Gr. 2, 3 12:25 - 1:00 Gr. 4, 5

MORNING ARRIVAL

We will be following current District and CDC guidelines for parents to be on campus. (this changes with case rates and protocols) The front office is open from 7:30 to 3:00 p.m. daily. The front gate opens at 7:30 a.m. Students may not be dropped off before 7:30 because there is no supervision. Students enter campus and go directly to outside lunch tables for breakfast or to designated playground areas to line up and wait for the 7:45 bell to go to class. Play structures are closed in the morning. **Students who arrive after 8:00 am must be signed in at the office by an adult.**

ATTENDANCE

Regular and prompt attendance is required and is the responsibility of both student and parent for students in all grade levels (UTK-5th). Students who are absent fall behind in their academic skills and miss important learning opportunities. If a student is absent, his/her parent must call the attendance office at (619) 510-4100 option 2 before 7:30 a.m. or e-mail cbeal@sandi.net "attendance" in the subject line. When leaving information, state your child's name, room number, reason for absence, and your relationship to the child. Any absence not cleared by phone requires a note delivered to the front office and written by a parent.

Students who will be absent from school for 3 days or more due to illness, religious, or personal reasons should obtain a contract for independent study from the front office one week prior to the absence so students get credit for work completion and attendance. Once a student reaches a total of 15 contract days for the year, they are offered asynchronous instruction to receive attendance credit.

COVID SAFETY PROTOCOLS

A separate communication will be shared for the 22-23 school year and updated regularly. Because CDC guidelines change regularly, these protocols will not be fully published in this handbook. Please refer to SDUSD website for information at https://sandiegounified.org/covid-19_status.

CHILDCARE

Prime Time is available at no cost. Contact the program directly for more details. Email: **fosterpt@saysandiego.org**

SAY is available after school each weekday for a fee. Contact the program directly for their current time schedule and for required pre-registration: E-mail: fosterlic@saysandiego.org

LEAVING DURING SCHOOL HOURS

Leaving during the school day is discouraged and will reflect as a partial absence on the student's attendance record. We understand that there are times when you will need to take your child home early, but encourage you to make appointments for your child outside of school hours. Any person picking up a student during school hours **must present a photo ID and their name must appear on the current enrollment card.** For the safety of your child, they will not be released during school hours to any adult that you have not listed on the emergency card. Adults (18 and older) must come to the office and complete required documentation before the student will be called to the office and released.

BIRTHDAY CELEBRATIONS

If you choose to have your child celebrate their birthday at school, you need to arrange to do so with the teacher at least one day ahead of time. The teacher must also notify the main office if you intend on visiting the class for your child's birthday. In support of the district's healthy schools initiative, birthday celebrations will only be celebrated with **non-food items**. Parents can bring non-food items such as pencils, stickers, books, etc. to celebrate their child's birthday. Items need to be dropped off with the teacher before or after school or in the school office during school hours.

TARDIES

Students who are not in class by 7:50 a.m. bell are considered tardy. Teachers will take attendance at 8:00 am and mark anyone not in their seat at 7:50 as tardy. All students arriving after 8:00 am must have a parent or adult sign them in at the office. Parents may not escort tardy students to class.

TRUANCIES

A truant student is one who is absent from class without permission or is tardy to class by more than 30 minutes. Truancies will be reported to the attendance office immediately for parent contact. **State law dictates that truancies, excessive absences and/or tardies be referred to the SARB Office of the San Diego Unified School District.**

DISMISSAL

Students should go directly home at the end of the school day unless attending an organized after school program. Those students not with a parent or guardian within 20 minutes of dismissal will be asked to come to the front office to contact a parent. Students brought to the front office must be signed out by parents. Phone messages to students about end of the day pick up arrangements should not be made during the last 20 minutes of school and due to the high volume of activity in the front office at the end of the day, delivery of last minute messages cannot be guaranteed. NO STUDENT CAN BE ON THE PLAYGROUND AFTER SCHOOL UNLESS THEY ARE ENROLLED AND ATTENDING AN AFTER SCHOOL CLUB WITH SUPERVISION.

STUDENT PICK-UP

In order to maximize learning time, parents who arrive at school early to pick up students at dismissal are asked to please wait **outside in front of the school or at the gates on the grass by the Kindergarten playground**. These areas are situated around the campus away from the classroom windows and doors so students can continue to concentrate. Gates will be opened when the dismissal bell rings. Thank you for supporting student achievement at Foster by waiting in these designated areas. Students will be dismissed by grade level in a staggered manner. There can be no gatherings on campus at dismissal time. Please pick up students promptly. If students are walking home, they will be directed by staff to start walking upon release to discourage loitering.

TELEPHONE MESSAGES / STUDENT MATERIALS

Personal messages for students or staff will be left for teachers to pick up at recess and lunch times. Students will be called to the office at recess or lunch times to pick up any materials which are brought to school for the student after class begins. Students are encouraged to take responsibility for ensuring all of their needed supplies are with them when they report to school each morning. **Classrooms will not to be interrupted during instructional time except in an emergency.**

EMERGENCY PHONE NUMBERS

Names and phone numbers **must be on file** of those persons who are legally empowered to take charge of an injured child in the event that the parent(s) cannot be reached. Failure to provide this information could result in a call to emergency services. **This information must be kept current.** During the school year, if you have a change of address, home phone, health information, emergency contact, or work number, be sure to notify the office.

BATHROOM POLICY

All students are encouraged to use the restroom before school, during morning recess and during lunch recess. Using the restroom during class time means a student is missing learning time. Students will be allowed to use the restroom during class time, if needed. If bathroom use during class time becomes excessive you will be notified so that you may work with your child and their teacher to address the concern. If you have questions, contact your child's teacher.

LEGAL PAPERS

In order for Foster Elementary to honor any legal custody orders, copies of all court papers must be on file in the front office. They must be kept up to date; expired court orders cannot be enforced.

BICYCLES / SCOOTERS / ROLLERBLADES / SKATEBOARDS

Bicycles / scooters / rollerblades / skateboards may be ridden to school only if students are in **grades 4 or 5, unless the student is accompanied by a parent.** All **of these modes of transportation must be walked** to and from the nearest gate to the bike rack and riders must wear helmets. Bicycles are to be securely locked in the bike racks. The student assumes all liability for theft, damage, or loss of use, to any bicycle/scooter, or other modes or equipment, or articles left attached. Motorized bicycles / scooters are NOT ALLOWED at any time.

LOST ARTICLES

Lost articles are more easily returned if they are marked with the owner's full name. Sack lunches, lunch boxes, and removable garments are most often lost, and should be **labeled with student's first and last name and room number.** The lost and found cart is located near the front office. Lost eyeglasses, keys, jewelry, money, and valuables are kept in the office. The lost and found cart will be cleared out at the end of each trimester and all items will be donated.

CELLULAR/SMART PHONES AND WATCHES

District Policy states that elementary school students may possess and use cell/smart phones, watches, and other electronic signaling devices on school grounds while under the supervision of school district employees ***before and after school***. These devices must be kept in the classroom, kept out of sight, and turned off during the school day. Teachers can provide a safe place inside the classroom for students to store phones. **Cell/smart phones and watches should NOT be left in a backpack kept outside of the classroom or in a student's unattended desk.** School officials will take the device away from students if used during the times not permitted and parents will be required to pick the phone up. Cell phones that are confiscated will be locked up in the front office. Repeated unauthorized use of such devices may lead to disciplinary action. The school is not responsible for lost or stolen electronic devices.

HOMEWORK POLICY

San Diego Unified School District has a homework policy. Meaningful homework is assigned on a regular basis to reinforce or extend subject matter, to develop good study habits, to encourage responsibility, and to provide families with an opportunity to monitor their child's work. The amount and kind of homework assigned will vary according to grade level and course material. It is the student's responsibility to strive to do his/her best and to complete all assignments on time. Families should encourage systematic study and provide the proper conditions for doing homework effectively. It is the responsibility of the child to see that the homework is completed, signed (if required), and returned to the teacher. Grade level homework expectations will be given out by classroom teachers at the beginning of the school year.

HOME READING

At Foster Elementary, all students are expected to read a minimum of 15 - 30 minutes at home each night depending on grade level. Daily reading will significantly increase a student's academic achievement. **Families are asked to encourage students to read at home.**

CLASSROOM CONCERNS

All classroom concerns must be discussed with the classroom teacher before seeking assistance from the principal per the San Diego teachers' contract. Contact the teacher directly to schedule an appointment to discuss any classroom concerns. It is important to make a scheduled appointment to discuss concerns to make sure the teacher sets time aside to hear your concerns and help problem solve any situation. Please avoid "drop-in" conferences or conferences during drop off or pick up to discuss concerns since these usually lead to misunderstandings.

PARENT CONFERENCES - COMPLETED FOR THE 22-23 SCHOOL YEAR (Virtual or in person)

Fall Parent Conference Days are on **November 14-18** in the afternoon**. All parents should schedule a time to meet with teachers during this conference time.** Spring Conference Days are **March 20-24** in the afternoon on an as needed basis. **Student dismissal time for all conference days is 12:05 p.m**. Parents and teachers may need to meet for additional conferences; parents are urged to initiate conferences by sending a note or email to the teacher. Students are encouraged to be a part of the parent teacher conference meeting.

HEALTH OFFICE

Each year the school nurse must perform state and district required health assessments and collect mandated health forms. Foster is staffed with a nurse five days per week. Students must have a pass to visit the health office. Please contact the health office if you have questions regarding the mandated tests that need to be conducted each year. When a student presents a Doctor's note to the classroom teacher, the teacher will send student to Health Office with Doctor's note for documentation purposes. If a student arrives to school with a cast or crutches, they will not be allowed to engage in normal recess activities and will sit out and read a book or chat with friends away from play area to protect from further injury.

MEDICATION

Prescription medication can only be given at school if the following guidelines are met:

- For medications to be given at school you must obtain a "Physician's Recommendation for Medication" form from the health office which must be completed by parent and physician. **A new form must be completed at the beginning of each new school year and before a new medication or a different dosage is given.**
- For inhalers to be given at school, you must obtain an "Asthma Action Plan" form from the health office, which must be completed by the parent and a physician.
- Medication is in the original container and kept in the health office until medication is gone or discontinued.

HEALTHY SNACK PROGRAM

Foster Elementary staff cares about students and is encouraging families whose children bring snacks to make sure that the food provided is nutritious. Below is a suggested list of healthy snacks that students can eat during the first five minutes of recess, as well as a list of snacks that students are discouraged from eating. Snacks should be limited to an amount that can be consumed in 5 minutes. Students may bring their own water bottle to leave at school on their desk. Sodas are not allowed. Only single size serving bags of snacks are permitted. No oversized bags of snacks are allowed. Students are not allowed to share food due to allergies and dietary restrictions.

Encouraged: Fruit, Vegetables, Nutrition Bars, Cheese & Crackers, Low Salt Pretzels, Nuts, Yogurt
Discouraged: Donuts, Chips, Cookies, Candy, Cupcakes, Hot Cheetos, Pork Rinds, Takis

STUDENT DROP OFF & PICK UP

There is a drop off zone in the front of the school on 51st Street. This zone is for immediate drop off and pick up of students (you cannot wait for children in this zone or leave your car unattended during posted hours). It is highly recommended that parents park and walk their child onto campus due to the location of the school in a quiet residential area, no visitor parking, and U-turns being illegal. There is no parking or dropping off of students in any red zone around the school or in either staff parking lots. Do not enter staff parking lots as, extra unauthorized traffic in our lots causes unnecessary staff delays. San Diego Police will ticket drivers with a moving violation who are dropping off students in a red zone. Student safety is our first priority, so please remember that making a U-turn in school zones is not only unsafe but also a traffic violation and police will ticket offenders. PLEASE REMEMBER YOU ARE MODELING PATIENCE AND RESPECT FOR OTHER DRIVERS IN FRONT OF YOUR CHILD AND OTHER CHILDREN.

CAFETERIA

Breakfast is served every morning at 7:30 am. Hot lunch is served daily. While meals are still served to all students at no charge, students will be asked to enter their SSID number for record keeping and billing purposes so that the District can recover come funds from the state. Students will be asked to fill out their free and reduced lunch and LCFF forms to help the school with this accounting process. All students are expected to eat lunch daily. If there is a reason your child will not be eating lunch, please contact the office. All questions concerning food service should be directed to the cafeteria manager. Students are not allowed to consume carbonated drinks (sodas/energy drinks) or coffee at school. If your child brings lunch to school, please remember these guidelines.

VOLUNTEERS – At this time we can have volunteers who are vaccinated for COVID and have a cleared volunteer packet on file.

Volunteers are an important part of the Foster Elementary community. We welcome all adults to volunteer in supporting the educational program at Foster. Our volunteer coordinator is located in the front office. An application form must be completed, a valid ID and a current TB test, and compliance with our COVID protocols are also required. All volunteers must check in and out through our Identi-Kid Security System and wear a volunteer badge visible to all staff on campus.

Volunteers are needed in many areas including: (committee meetings will be hybrid this year so everyone can participate)

- **Science and Engineering focus:** The STEM program at Foster includes both in class and STEM lab activities. We welcome all those knowledgeable in the science and engineering area to assist with the program. We also welcome parents that are willing to help set up, assist and break down the different science labs that will be occurring in all grade levels. Please contact the front office or your child's teacher.
- **Garden volunteers:** Foster is continuing work in our beautiful planter gardens on the kindergarten playground, and around the snack area of our campus. If you are interested in gardening and would like to adopt a garden area, please contact the front office.
- **Classroom volunteers:** All adults are welcome to come and share their talents with students. Classroom volunteers assist with various projects including reading with students, supporting small groups of students as they develop a deeper content understanding and assisting the teacher with classroom projects.
- ***EACH CLASSROOM will need an ART DOCENT PARENT for monthly lessons and a MUSIC SUPPORT PARENT for weekly music class.*** *These can also be a team effort and parents can share the role.*
- **Parent Teacher Association (PTA):** All parents are encouraged to join the Parent/Teacher Association and make a positive contribution to Foster and to stay informed about the programs and events occurring. The PTA assists with school fundraisers, academic programs, field trips, parent workshops, and other events. Please join the Foster Elementary PTA and like us on Facebook. For more information, email our PTA President at foster.pta.sd@gmail.com.

- **Governance:** The Site Governance Team is a collaborative group made up of the administration, teachers, support staff, classified staff, and parents. It's purpose is to consider recommendations and make decisions with respect to developing, reviewing, and monitoring long-range goals and plans that deal with curriculum, instruction, student achievement, school and community relations, and organizational issues. Parents are nominated yearly to serve a two-year term. The Governance Team meets monthly and meetings are open to everyone. Agendas are posted on a bulletin board by the front of the office and in the staff workroom.
  SITE EQUITY TEAM: This is an extension of our Governance Team. We are inviting all interested parents to join meetings this year to connect with the community and learn alongside our staff about the families we are serving. We will be working with our District Restorative Justice Team to build capacity for this group.
- **School Site Council (SSC):** Three teachers, one classified staff member, five parents, and the principal serve on the School Site Council (SSC) to assist in setting school goals. They monitor the School Improvement Program and budget for the current school year. Parents are nominated yearly to serve a two-year term. The SSC meets monthly and are open to the public. Agendas are posted on a bulletin board by the front of the office and in the staff workroom.
- **English Learners Advisory Council (ELAC):** ELAC advises the principal, school staff and SSC on programs and services for English Learners. The percentage of parents on this committee is the same as that of the English Learners at our school. This includes the principal, parents of English learners, parents of a non-English learners, school staff members and interested community members.

SUPPORTS FOR STUDENTS

Current research emphasizes the need for both preventive and remedial approaches to guidance. Foster's preventive program includes activities designed to promote positive behavior incentives, anticipate future problems, and provide early intervention strategies, while our remedial program includes activities that deal with existing problems or immediate needs. There is a counselor on site 1 day every week and a guidance assistant who is here daily.

Awesome Attendance Achievers Program (AAA): Each month, students who have perfect attendance for the month will receive an attendance spirit tag/achievement bracelet. (Perfect attendance means being in school all day, every day, without arriving late or leaving early.)

Caught Being Good Tickets: All students can receive "Caught with Kind PAWS" tickets from any adult on campus when they are caught doing something that exemplifies a good character trait. Our Foster Elementary motto is: PAWS (Personal Best, Accepting All, Working Together and Staying Safe: Our PAWS leave a lasting impression. What prints do your PAWS make? Students whose tickets are pulled from the box at our Friday Assembly get a prize of their choice from our prize bin.

Supportive Individualized and Group Counseling
This service may be short-term, or children may be scheduled for regular appointments. This can also be check-ins with our guidance aide.

Computer programs: All students will have access to computer programs designed to enhance and support the common core curriculum. These programs will also be accessible to students to use at home. Parents will be required to sign an internet usage permission slip in order for their child to access the program at school.

Small Group Instruction: Students that are significantly below grade level in reading will be provided with intensive small group instruction focused on their specific needs at every grade level. All primary grade students receive daily guided reading groups as part of their core instruction. We have Everyone A Reader (EAR) trained volunteers in 2nd grade to provide a double dose of reading one on one to struggling readers, in addition to their reading group with their classroom teacher.

Parent Conferencing and Education available upon request. Referrals to community agencies are also available.

Student Success Team (SST)

This team meets to address special needs or concerns of students (academic, personal, social, health, and language development) and to plan interventions that can be utilized in the general education classroom. The team consists of the parents, an administrator, counselor, and classroom teacher. Sometimes other staff members are invited to join based on the concerns.

Problem Solving

Students having difficulty socially, emotionally, or for other reasons, may be referred for counseling and problem solving activities to support them and get them engaged in their learning.

Guidance Groups

Guidance groups are available for the student who needs support in dealing with family issues, learning conflict management, handling peer relations, and making good decisions.

Buddy Classroom

Students may need time away from the classroom for a temporary change of environment with a chance to think things over. Students will be sent to another classroom for a break to refocus and then return to their classroom to continue learning.

DRESS CODE

The purpose of a school dress code is to keep the school environment wholesome, safe, and focused on instruction. Students are to be appropriately dressed at all times. In keeping with that intention, we ask that parents consider carefully what is purchased for school wear. Students engage in physical education activities daily, so clothing should be comfortable and enable participation without being immodest. Please be sure clothing, particularly jackets and sweaters, is identified with the student's name.

1. We recommend wearing **regular athletic shoes** with low heels and soles to allow participation in daily physical activities. All footwear must remain securely on the foot. Shoes with wheels are not allowed **(wheels will be removed).**
2. Dangling or sharp earrings, long necklaces, chains, body-piercing jewelry, makeup, and glitter are not allowed.
3. Hats must be worn with the brim forward and removed while inside buildings.
4. Clothing must cover shoulders (1 inch strap or wider), cover torso, and be appropriate length to cover undergarments.
5. If students arrive improperly dressed, parents will be contacted and asked to bring a change of clothing to school. If parents cannot be contacted, students will be sent to the health office for a change of clothing, if available.
6. Foster Friday Spirit day: Student and staff are encouraged to wear Foster School colors (black, red & white) and/or a Foster T-shirt.
7. **Administrative discretion may be used in determining appropriate school att**

CODE OF CONDUCT

Every student at Foster has the right and obligation to learn in a safe environment. When these very important rights and obligations are threatened or taken away, the staff will act to protect students and their rights. Foster's PBIS Behavioral Expectation Matrix and restorative discipline plan is intended to protect the rights of our students by stating those acts that are illegal and/or threaten the rights of others. **It is every student's responsibility to follow the expected student behavior codes and report infractions to adults.**

Foster Elementary Wildcats

Our prints leave a lasting impression. What prints do your PAWS make?

	Classroom	Breakfast/Lunch	Bathrooms	Hallways	Playground	Library/STEM Lab	To and From School
P Personal Best	-Be an active participant -be prepared -complete your assignments have a positive attitude	-Use table manners -Eat your food -Remain seated -Raise hand to leave seat	-Give others privacy -Clean up after yourself -Wait your turn -Return to class promptly	-Walk -Respect Other Classes -Go to your destination	-Stay in your area -Be a role model for others -Follow the rules -Line up quickly	-Bring books on library day -Use quiet voices -Use a shelf marker -Put books back where they belong	-Watch, listen, and follow directions -Bring your materials -Ready to learn
A Accepting All	-Respecting others -Include all -Kindness-words and actions -Respect differences	-Polite Talk -Table manners	-Respect Privacy -Social distance	-Be quiet -Personal Space -Share the hallway	-Play with everyone -Sportsmanship-- "good job, nice try" -Let others have a turn	-Let others try their best -Support ideas of others -Encourage others	-Share the sidewalk -Respect
W Working Together	-Taking Turns -Cooperation -Share responsibilities -Help each other	-Keep area clean -Cooperate -Follow Directions -Polite conversations	-Respect Property -Remember to flush -Wait your turn	-Stay with your class -Keep bodies and feelings safe -Be a friend in line	-Ask and answer questions -Play by school rules -Rock Paper Scissors to solve a problem (1 round) -Be a good sport -Take turns and share -Invite others to join in	-Share materials -Give others a chance	-Know who is picking you up -Have a meeting place -Help younger siblings -Eyes watching for your family or car
S Stay Safe	-Follow Directions -Hands and feet to self -Stay COVID safe	-Listen to adults -Stay Seated -Eat only your own food -Healthy food choices	-COVID Safe -Wash your hands	-Walking only -Watch -Listen -Follow Directions	-Have self control -Tell when people are in danger	-Respect materials -Watch, listen, follow directions	-Report problems to family or teacher -Only cross the street with an adult at crosswalk -Follow your family plan for getting home

What is Bullying? FOSTER IS A NO PLACE FOR HATE SCHOOL!!!

Most children have been teased by a sibling or a friend at some point. And it's not usually harmful when done in a playful, friendly, and mutual way, and both children find it funny. But when teasing becomes hurtful, unkind, and constant, it crosses the line into bullying. The U.S. Department of Health and Human Services defines bullying as, “Aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time.” Some parents may remember what bullying is from when they were children, and typically think of the bigger kids on the playground pushing down the smaller or younger ones; this is a form of physical bullying. However, the times are changing, and so has bullying. Bullying can be verbal or physical and has now extended to the new technologies available. There is an increase in cyberbullying. If you think your child is being bullied, please contact their teacher to address the issue and work toward resolution.

REINFORCING THE STANDARDS

The following guidelines assist school staff whenever unacceptable student behavior occurs. All classroom rules and expectations are to be followed at all times! Our school practices Restorative Justice discipline.

Restorative Discipline and Suspension Guidelines

Foster Elementary will work through progressive discipline steps with students who choose not to follow the positive behavioral expectations. The goal will always end in a restorative outcome ensuring that all students are safe at school.

- Students may receive a suspension for the following infractions in accordance with district policy and EDUCATION CODE, SECTION 48900: A student who has committed the following acts is subject to discipline by suspension or expulsion:
    - (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
    - (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
    - (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
    - (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
    - (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
    - (e) Committed or attempted to commit robbery or extortion.

Restorative Response Matrix
Level 1

Defining the Behavior - A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically addressed at the time that they occur, and do not require documentation in PowerSchool. Classroom documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.

Student Behavior Incident	Supportive Practices and Response
● Academic dishonesty ● Causes a break in community learning ● Eloping ● Inappropriate cell phone use ● Inappropriate use of technology ● Lack of understanding of physical boundaries (non assault contact) ● Lying ● Minor conflict ● Minor interruptions/distractions (1-1 disruption) ● Misuse or destruction of school property or equipment ● Not following classroom agreements/procedures ● Use of profanity, not directed at individual *Behaviors become habitual when the mutually agreed upon plan is adhered to with fidelity for an agreed upon time by student and person administering plan with no positive outcomes.	● Check in/Checkout ● Calming corner ● Correction techniques: ○ Prompt ○ Redirect ○ Reteach ○ Provide choice ● Mindfulness strategies or MindUp curriculum ● Peer mentors ● Restorative conferencing ● Role-play ● Seat change ● Student and parent/guardian interviews ● Social Stories ● Teaching of self-regulation strategies: ○ Breathing ○ Individual reflective time ○ Journaling ○ Peer support ○ Problem solving strategies ○ Speaking to an adult ○ Taking a break ○ Thinking of alternative solutions ● Use of affective statements by educator and/or student ● When-then strategies

Restorative Response Matrix
Level 2

Defining the Behavior - A Level 2 behavior is one which requires more intensive interventions than a Level 1 Behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures and parent/guardian communication is required to ensure students receive the support needed to understand and correct behavior. The reporting staff member may: 1) Request a correction that involves other staff members OR 2) Request administrative input on the incident OR 3) Notify the administrator and/or have a record of the situation

Student Behavior Incident	Supportive Practices and Response
● Attempted to cause property damage^ ● Caused minor injury, except in self-defense^ ● Caused or attempted to cause damage to school property or private property^ ● Committed an obscene act or engaged in habitual profanity or vulgarity^ ● Committed sexual harassment (1st offense)*^ ● Engaged in an act of *bullying defined as perpetrators who have a greater physical or social power than their victim and act aggressively towards their victim by verbal or physical means (1st offense)^ ● Reoccurring disruption to learning community despite the application of level 1 responses Habitual Eloping ● Habitual inappropriate use of technology ● Harassed, threatened or intimidated peers^ ● Harassed, intimidated, or threatened pupil or district personnel^ ● Knowingly received stolen school property or private property^ ● Possessed or used tobacco, or products containing tobacco or nicotine (1st & 2nd offense)^ ● Stolen or attempted to steal school or private property^ ● Under the influence of a controlled substance or an alcoholic beverage, or an	● Any lower-level interventions from Level 1 ● After school counseling or support group ● Classroom suspension - 1 to 2 days ○ Administrator-assigned intervention ● Change in schedule/class Champion check in ● Create a safety plan (if self harm) ● Daily or short term report card on behavior ● Loss of privilege ● Mini-course/training (e.g., conflict resolution, anger management) ● Modification of IEP, if applicable ○ Create a behavior intervention plan (BIP) ● No contact agreement ● Parent/guardian outreach ● Peer mediation ● Self-charting reflection of behaviors ● Substance-use intervention group or module ● Teacher/student Conference ● Written apology

intoxicant of any kind (1st offense)^ ^Requires administrator involvement and [NS] incident code in PowerSchool *Must be addressed through the District's Title IX process	

Restorative Response Matrix Level 3	
Defining the Behavior - A Level 3 Behavior is one which requires immediate administrative involvement and incident log in PowerSchool. Level 3 Behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual student and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required.	
Student Behavior Incident	**Supportive Practices and Response**
● Aids or abets infliction or attempted infliction of physical injury ● Assault/battery on a school employee^ ● Caused, attempted to cause, threatened or participated in an act of, hate violence ● Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense (non-deadly force) ● Caused major property damage ● Committed or attempted to commit robbery or extortion^ ● Committed sexual harassment (2nd or continuing offense)* ● Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding ● Made terroristic threats against school officials or school property, or both ● Possessed/sold/furnished a knife/dangerous object ^ ● Possessed an imitation firearm ● Possessed or used tobacco, or products containing tobacco or nicotine (3rd offense) Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind ● Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic	● Any lower-level interventions from Level 1 or 2 ● Community service ● Functional behavioral assessment, if applicable ● Implementation of restorative conferencing with student champion ● In-school counseling ● Increase access to mentor ● Re-entry practices ● Substance-use intervention group When Level 3 behaviors occur and alternative-to-suspension programs or other lower level interventions have been utilized, an out-of-school suspension can be assigned: ● Out-of-School Suspension—1 to 3 days ^Indicted Level 3 behaviors can be recommended for permissive expulsion or change of placement as defined in Section 3 *Must be addressed through the District's Title IX process

beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished an imitation of it ● Unlawfully possessed or unlawfully offered, vapes, arranged, or negotiated to sell drug paraphernalia ● Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma ● Willfully caused serious injury, except in cases of demonstrated self-defense (no-lethal force)	

Restorative Response Matrix **Level 4**	
Defining the Behavior - A Level 4 Behavior is one which requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 Behaviors require a mandatory recommendation for expulsion. Formal documentation in PowerSchool and parent/guardian communication is required. A staff member observing or being informed of a level 4 incident will notify administration immediately to start a process that compiles all interventions provided to the student and initiates investigation.	
Student Behavior Incident	**Supportive Practices and Response**
○ Committed or attempted to commit a sexual assault* ○ Possessed/sold/furnished a firearm ○ Possessed/sold/furnished an explosive ○ Brandished a knife to another person ○ Unlawful possession or sale a controlled substance *Should also be reported to the District's Title IX office	○ Conference with student, parent and administrator to explain options for student ○ Intervention program ○ Outside counseling and services ○ Recommendation to alternative educational placement ○ Referral to School Police supports When students have been provided with information on the expulsion process, supports available, and information on alternative instructional options, the following shall take place: ○ Mandatory 5-day suspension and ○ Recommendation for expulsion

SUPPLEMENTAL PROGRAMS

Special Education

Our resource specialists and instructional aides assist qualified special education students on an individual and small group basis. Students receive special assistance in basic skills and learn strategies to help them succeed in the regular classroom. The speech pathologist, occupational therapist, physical therapist, psychologist, and adaptive physical education instructors offer services for students with active Individualized Educational Programs.

English Language Learners

Children in grades K – 5 receive specialized English language instruction emphasizing a natural approach to language acquisition from their classroom teacher. Students receive small group instruction from the classroom teacher to increase their English language acquisition.

Teaching to High Potential (THP) for every student - Gifted and Talented Education (GATE)

GATE identified students in grades 3 – 5 as well as all students receive enrichment activities utilizing higher level thinking skills in all classes. Students also engage in special activities and events that enrich the learning experience and are differentiated to meet the learning needs of each student.

Villanova Music

Foster Elementary and PTA are partnering with Villanova music to provide every student with engaging music experiences weekly. Kindergarten/UTK: Music Exploration, 1st/2nd Grades choir, 3rd grade ukulele, 4th grade percussion, 5th grade electronic beats/composition.
PARENT VOLUNTEER OPPORTUNITY: We will be recruiting parents to volunteer weekly to support this program. This will provide for teachers to be able to run intervention groups for our literacy program.

4th/5th Grade Choir, Orchestra, or Band

Every 4th and 5th grade student will participate in weekly music lessons in choir, orchestra or band. Students will have the opportunity to learn to read music, play an instrument and play in a performance group with peers.

Arts Attack

Foster PTA is supporting the school-wide adoption of the Arts Attack curriculum. Arts Attack brings an entire art curriculum to the classroom on video. A fully validated and award-winning program developed in the classroom, designed to meet the needs of every teacher with or without special art training.
PARENT VOLUNTEER OPPORTUNITY: We will be recruiting parents to volunteer monthly to organize arts materials (supplied by school) and bring art lessons to each classroom. Artwork will be collected to create a portfolio for each student to be shared at our spring open house.

COMMON CORE STATE STANDARDS IN ENGLISH LANGUAGE ARTS

Foster Elementary uses the California Common core state standards. The Common Core State Standards for English–Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects define what it means to be a literate person in the 21st century. Students who master the standards will be fluent readers, critical thinkers, informative writers, effective speakers, and engaged listeners. They also will use technology as a source of information and a means of communication. The foundational skills standards for kindergarten through grade five foster students' understanding and knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language. Phonological awareness, phonics and word recognition, and fluency are the focus of these standards.

COMMON CORE STATE STANDARDS IN MATHEMATICS

Foster Elementary uses the California Common core state standards. The Common Core State Standards (CCSS) define what students should understand and be able to do in the study of mathematics. Students who master the CCSS for mathematics will be prepared for college-level courses and possess the skills necessary for success in today's workforce. The CCSS include a focused and coherent set of standards that provide students the opportunity to achieve proficiency in key topics that are introduced in early grades and built upon in successive years. By focusing on central concepts necessary for the study of more advanced mathematics in later years, students gain greater depth of understanding. All areas of study are approached with a hands-on, inquiry method that requires students to justify their thinking and provide evidence for their thinking.

The kindergarten through grade five standards provide students with a solid foundation in whole numbers arithmetic (addition, subtraction, multiplication and division), fractions, and decimals. Mastery of these skills prepares students for learning more advanced concepts and procedures in later grades. The CCSS provide students with time to master topics by developing procedural fluency as well as conceptual understanding. Students who achieve fluency with essential math facts involving whole numbers will be better able to focus on more complex skills and algorithms.

COMMON CORE STATE STANDARDS IN LISTENING AND SPEAKING

The goal of these standards is to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. These skills will coincide with the speaking and listening skills focused on the areas below. Teachers expect students to speak in complete sentences when speaking and will support them by scaffolding accordingly.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

For more information on the California Common Core State Standards, please visit **http://www.cde.ca.gov/re/c**

Parking, Pick Up and Drop Off

Safety in and around city schools is an important issue to all of us. In order to ensure the safety of our students, the parking lot is closed during morning entry and after school dismissal. The only exception will be those vehicles that contain a handicapped person with a current handicap placard displayed who need to park and come onto campus. No students should be walking in the parking lot during morning entry or dismissal. Thank you!

The following laws, all enforced by the San Diego Police Department, apply on streets in the City of San Diego. This list should clarify any misunderstandings you may have. *Questions: SDPD Juvenile Services Team: Eastern Division at (858) 495-7900 or San Diego Unified School District Police Department at (619) 291-7678.*

CROSSWALK

The driver of a vehicle shall yield the right-of-way to a pedestrian crossing the roadway within any marked crosswalk or at the corner of an intersection.

DOUBLE PARKING

No person shall bring a vehicle to a complete stop upon a street as to impede or block the normal and reasonable movement of traffic unless the stop is necessary for safe operation or in compliance with the law. * *Do not stop in the road to drop off or pick up passengers!* *

"NO PARKING" SIGNS & "RED CURBS"

Please follow the signs for pick up and drop off at the curb. Bus zone and handicap parking will be posted daily.

"WHITE CURB" MARKING/PASSENGER LOADING ZONE

In passenger loading zones "white curbs," drivers must remain WITH their vehicles.

A white curb indicates loading or unloading of passengers for the time specified.

Join the PTA and be a part of our wonderful community. You will be so glad you did!

Some of the events sponsored by the PTA are: (modified during COVID and we will update parents via messenger/email and PTA Facebook page.)

Pumpkin Palooza	Movie Night	Spring Auction
Pastries with Parents	Teacher Appreciation Week	Campout Night
Plastic & Can Recycling	Character Assemblies	Art Contest
Field Trip Buses	Teacher Enrichment Grants	Walk-Jog-A-Thon
All School Dance	Science Night	Dine Outs
Move-a-thon	Pumpkin Decorating Contest	Book Fairs

Get Involved! If you are interested in helping in any specific areas, please contact our PTA at foster.pta.sd@gmail.com.