

Grayson Elementary School



**Parent/Student School Handbook
2026-2027**

**301 Howard Road
Westley, California 95387
(209) 892-4725 FAX (209) 894-3393
<https://grayson.patterson.k12.ca.us/>**

**Find Us on Facebook
[Grayson Elementary School](#)**

**Mascot: Cougar
Colors: Purple and Dark Gray**

Welcome to Grayson Elementary School!

Please *review* the information in this handbook **carefully**. It has been prepared to help answer many of the questions that students and parents often have about school procedures and policies. We ask that you support these policies and procedures and reinforce them with your children. They are designed to create a sound and safe learning environment in which each child can develop to his/her full potential. After reading and discussing the information in this handbook, **please sign the required page and return it to your child's classroom teacher.**

Again, welcome to Grayson Elementary! We look forward to meeting and working with you.

Grayson Elementary School

VISION

What we strive for:

The Grayson School staff is dedicated to continual personal and professional excellence. Our Dual Language Immersion Program challenges our students to the highest levels of academic excellence. Our students are educated to be fully bilingual / biliterate participating citizens and leaders of the 21st century. With the unique partnership among parents, members of the community, and school staff, students learn to appreciate and understand the value of each individual as an essential part of the total community.

MISSION

What we will accomplish:

As a team, we will create a safe and supportive environment where all students excel academically in both English and Spanish. We are committed to nurturing each child's unique potential, preparing them for college and career readiness and success in a diverse and ever-changing world.

GOAL

The primary focus of all decisions that will impact the work of Grayson School include: creating fluent bilingual students to succeed in all areas of their lives; cultural diversity in the curriculum which can increase students' understanding of different peoples and cultures; and high expectations for academic excellence.

COMMITMENT

Every student at Grayson Elementary is a valued individual with unique physical, social, emotional, and intellectual needs. We, the Grayson staff, are committed to supporting all students in their growth and learning, empowering them to become confident, self-directed, lifelong learners who will thrive in higher education and beyond.

Grayson Elementary School Staff

Office Hours: 7:30 A.M. – 4:00 P.M.

Janet Lomeli - Principal	Stacey Albrecht- Assistant Principal
Brenda Valdez - Administrative Secretary	Yadhira Rios - Health Clerk District - Nurse
Jennifer Sisneros - Attendance Clerk	Resource Teacher - Norma Silva
Kindergarten Veronica Robles Jacqueline Zermeno	1st Grade Yuri Perez Lisa Renteria
2nd Grade Raquel Rangel Deyanira Lopez	3rd Grade Alondra Ibarra Jonathan Ruiz
4th Grade Sonia Vasquez Martha Sandoval	5th Grade Luis Castro Erika Garcia Rodriguez
6th Grade Sandra Martinez Alexis Angelica	School Counselor-Yazmin Moreno Mental Health Clinician- Lorena Esparza

CLASSIFIED STAFF

Fabiola Zapien
Noemi Guevara
Grecia Villafan
Santiago Cantu
Rosa Mendoza
Patricia Campos
Alma Alcantar
Judy Cisneros

Resource Paraeducator / Yard Duty
Paraeducator / Yard Duty Supervisor
Paraeducator / Yard Duty Supervisor
Library Clerk / Yard Duty Supervisor
Paraeducator / Yard Duty Supervisor
Paraeducator
Yard Duty Supervisor
Yard Duty AM

CUSTODIANS

Mike Reed
Jose Paez

DISTRICT PARENT HANDBOOK

Please review the information in this handbook carefully, it has been organized in alphabetical order. It has been prepared to help answer many of the questions that students and parents often have about school procedures, policies and discipline. We ask that you support these policies and procedures and reinforce them with your children. They are designed to create a sound learning environment in which each child can develop to his/her full potential to achieve academic excellence.

The Grayson Staff feel privileged to be a part of this school family. We thank you for your support and look forward to a productive school year.

DISTRICT PARENT HANDBOOK

The Patterson Unified School District's 2027-2027 Parent Handbook is available as a digital copy of the Patterson Unified School District's Parent Handbook can be accessed [Parent Handbook-Patterson Joint Unified](#). This handbook contains useful information related to district practices and procedures. [Parent Handbook-Patterson Joint Unified](#)

DISTRICT CONDUCT CODE HANDBOOK

The Patterson Unified School District's student conduct code handbook has been distributed to all households in the district. This handbook contains useful information related to district practices and procedures. A digital copy of the Patterson Unified School District's Parent Handbook can be accessed: [Student Conduct Code-Patterson Joint Unified](#). Please note that a signature page will need to be returned to your child's teacher to be turned into the school's office.

SCHOOL INFORMATION AND PROCEDURES

Read carefully and discuss this information with your child/children. Please return the signed page to your child's teacher.

ACADEMICS

Our goal is for all students to achieve academic excellence by meeting grade level standards at the end of the school year as measured by the state, iReady, program and classroom assessments and to be College and Career ready. In addition, students in the Dual Program have three additional goals to achieve: 1) Bilingualism/biliteracy, 2) High academic achievement in *both* program languages and 3) Sociocultural competence. Students must meet certain pathway criteria/points at the end of 6th grade to continue onto the Dual Maintenance Program at the Middle School level.

Student's academic performance will be recognized at the end of the semester through the following categories: most improved, Wildcats List, and Principal's List. If a student has A's and B's including rotation class, they earn the Wildcats List; to earn the Principal's List, a student must have all A letter grades and is deemed to be on grade level as measured by program assessments.

AERIES, ADDRESSES AND TELEPHONE NUMBERS

It is very important that all students' information is up-to-date at all times. If you have moved or have changed your home or work telephone number, please notify the office **immediately** about the changes. Also, please inform us if there are changes in the emergency telephone numbers of people to contact if you are not available. In case of an emergency, we need current information. All custody court orders must be current with our office.

AFTER-SCHOOL PICK-UP/METHOD HOME

Parents are responsible for picking up their children **on time**. Please make arrangements with your children **prior to the start of the school** day if someone other than you will be picking up your child and at which entrance they will be picked up. **If you are changing the method home, you MUST send a note with your child in the morning to the teacher.** Please **do not call** the office to change their method home. If a child does not have a note, they will not be allowed to change their method home.

The Office Staff does not provide after-school supervision. Students in grades K-1st may not be dismissed without a parent, guardian, or older sibling. Completed a **Method Home form** stating you released your child to walk home alone. **Kindergarten students are NOT allowed to walk home alone.**

Picking up your child late will jeopardize their spot at school if they are outside of school boundaries or on an IntraDistrict Agreement. Students left beyond school hours are considered abandoned. Office staff will either call the Police Department or Child Protective Services to take possession of your child.

APPROPRIATE APPEARANCE FOR SCHOOL

Each student's appearance is primarily the responsibility of his/her parents/guardians. However, the school expects that student's dress and cleanliness reflect a sensitivity to and respect for others. Clothing should not be distracting or offensive to staff or to other students. This is the time to begin teaching your child that dressing for play is different from dressing for school.

The Education Code which applies to both girls and boys is as follows:

Any dress, grooming, or appearance which tends to disrupt the educational process, or affect the health and safety of individuals shall be prohibited. (E.C. 48900)(k).

Please review the following district-wide guidelines with your child:

[Dress Code BP 5132](#)

[Dress Code BP 5132 AR](#)

In addition, Grayson School also includes the following guidelines for student dress that must be adhered to:

Please review the following district-wide guidelines with your child:

1. Shoes must be worn at all times. Rubber thongs (flip flops) and "heelys" are not appropriate. Sandals need to have a back strap.
2. Clothing should be free of any pictures, slogans, or advertisements that are not appropriate for any elementary school.
3. Bandannas or hair nets of any type are not to be worn at any time.
4. Halter tops, tank tops with straps less than 2 in. wide, and tops that show bare midriffs are not acceptable.
5. Pants are to be worn at the waist with no undergarments showing. No sagging or baggy pants will be allowed. All pants must be in an appropriate size.
6. Pants with tears/holes on the thigh and/or under the buttocks should be worn with leggings or shorts underneath.
7. Inappropriate shorts and skirts are defined as those being higher than mid-thigh.

Grayson School Guidelines:

1. Rubber thongs (flip flops), slides or "heelies" are **NOT** appropriate. Sandals are to have a back strap.
2. Spandex, short shorts, and elastic lace shorts are not appropriate.
3. Short shorts, short skirts, or pants with tears/holes on the thigh and/or under the buttocks should be worn with leggings or shorts to mid-thigh underneath.

ARRIVAL AND SCHOOL SCHEDULES

Playground supervision is provided for all students beginning at **7:30 a.m.**

Students should arrive at **school no later than 7:55 a.m.** Students are considered **tardy at 8:00 am.** The gate will be closed and students will need to enter through the office for a tardy slip at this time.

Breakfast is served from 7:30 am -7:50 am. Any student wishing to eat breakfast may go to the cafeteria during this time. **Grayson** has a closed campus, so adult family members are no longer allowed to walk students to class.

ASSESSMENT

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of, and assess the following:

- **California Assessment of Student Performance and Progress**

These computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness.

- **California Science Tests (CAST)**

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight.

- **California Alternate Assessments (CAAs)**

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks.

- **California Spanish Assessment (CSA) for Reading/Language Arts** The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics. Students participating in the Dual Program will be assessed using this test.

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

English Language Proficiency Assessments for California

The English Language Proficiency Assessments for California (ELPAC) is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English in the skill areas of reading, writing, listening and speaking.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

iReady Assessment (Local Assessment)

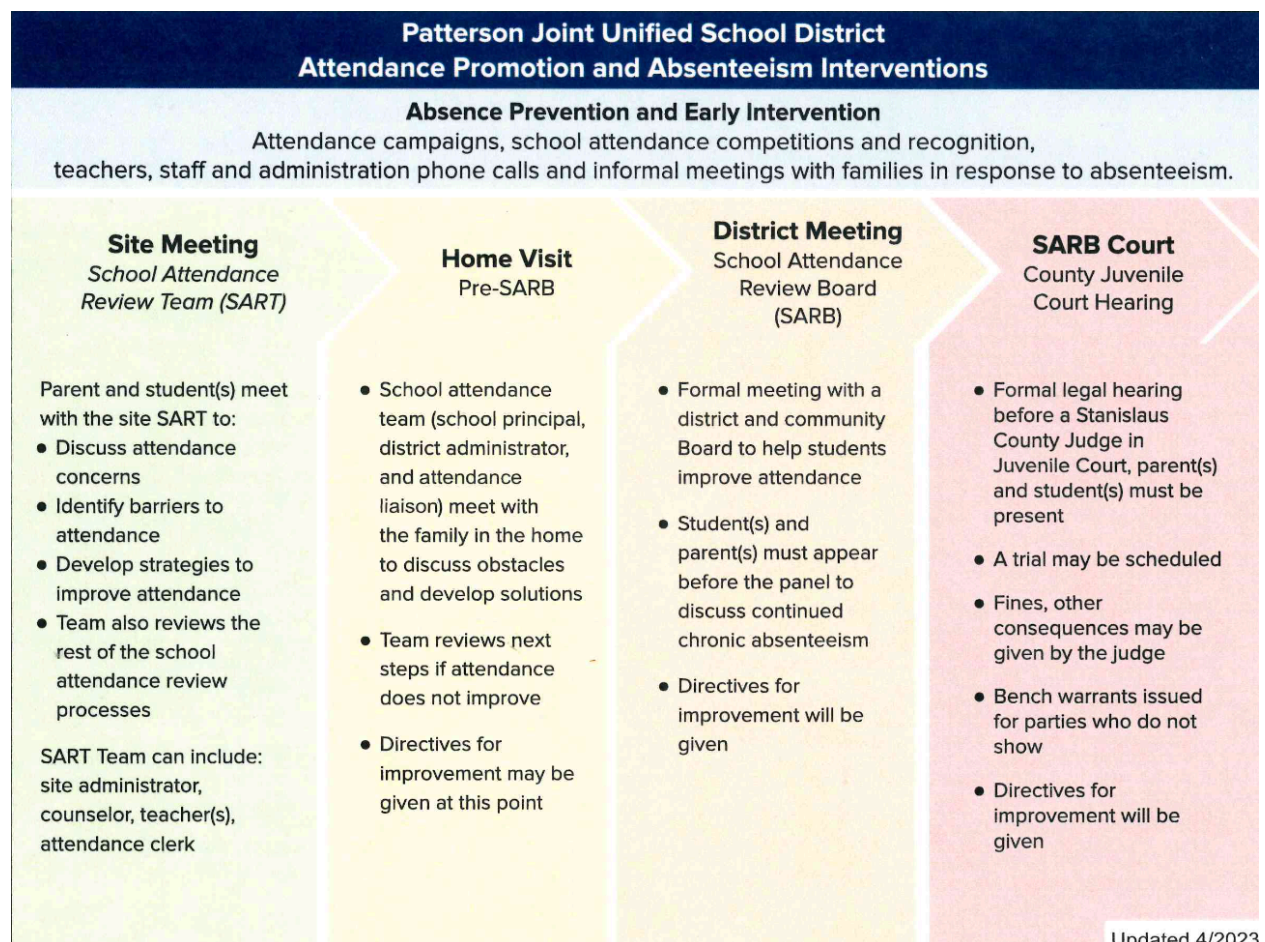
These computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered at all grade levels and provide information regarding the student's grade level status. This assessment is administered in English and Spanish three times a year.

ATTENDANCE, STUDENT ABSENCE AND TARDIES

One of the important factors in school success is regular attendance. Attendance plays an important role in student achievement and class participation is an integral part of a student's learning experience, whether it's in person learning, hybrid or distance learning. PJUSD's policy recognizes the responsibility of parents/guardians to ensure that their children attend school, abides by state laws and uses appropriate legal means to correct the problems of excessive absenteeism and truancy (Board Policy 5113). **Recognizing that there are times when a student must be absent, and reiterating the importance of keeping your child/children home if they're not feeling well, please contact the school office by phone or written note any time your child will be absent from school.** After 3 days of absences due to illness, a doctor's note will be required. Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, board policy, and administrative regulation (Education Code [48205](#)), however, please note that too many excused absences also impact the academic success of your child.

Both attendance and tardiness are verified and monitored carefully. Automated letters are sent out for excessive absences or tardies (after 3). The Attendance Review Process will be followed when students have excessive absences, tardies, or trancies. Continued excessive absences, tardies, or trancies will be referred to SART (School Attendance Review Team) or SARB (School Attendance Review Board), please see graphic below.

Please note picking students up early is documented and affects students' academics and attendance records. We highly encourage you to schedule appointments after school hours when possible.



Updated 4/2023

In addition, being absent on the day of an extracurricular activity will prevent the student from being eligible to attend. The following page outlines the intervention chart for attendance.



Patterson Joint Unified School District
Chronic Absence and Truancy
Intervention Chart



Elementary Site-Based Intervention History Chart

Actions Taken	Unexcused Absences/ %s	Excessive Excused/ %s	Combined Absences/ %s	Excessive Doctor's Excused	Tardies
Receive Letter #1	3	5	NA	NA	5
School will call to Notify of Letter & possible home visit	4	6	7	8	7
Administrator will call parent	<10%	<10%	<10%	10	9
Receive Letter #2	6	8	NA	NA	10
Attend SART Meeting at School Site	11-20%	11-20%	11-20%	15	15
Receive Letter #3	9	NA	NA	NA	NA
Administrator or Attendance Liaison will call regarding possible SARB	11-20%	11-20%	11-20%	16	20
Pre SARB Home Visit by Site Administrator and/or Attendance Liaison	18-20%	18-20%	18-20%	18	25
Attend SARB Meeting at District Office	<20%	<20%	<20%	20	30
Pre-Court Warning Letter Noting Child is Chronically Absent	<30%	<30%	<30%	21	35
Pre-Court Home Visit by Attendance Liaison	30-35%	30-35%	30-35%	22	40
Court Referral	<35%	<35%	<35%	23	45

DAILY SCHEDULE

Grayson School Schedules

<u>School Office Hours</u> 7:30-4:00 p.m.	
Daily Schedule	Minimum Day Schedule
7:30 Campus Opens Breakfast and Supervision Begins	7:30 Campus Opens Breakfast and Supervision Begins
7:55 First Bell Rings	7:55 First Bell Rings
8:00 Tardy Bell Rings	8:00 Tardy Bell Rings
2:40 DISMISSAL/SALIDA	12:30 DISMISSAL/SALIDA

CAFETERIA SERVICES

Patterson Joint Unified School District is pleased to announce that our district has been qualified for the Community Eligibility Provision for the 2022-23 school year. This means that all PJUSD students will be given One Breakfast and One Lunch at NO CHARGE each day; parents no longer need to pay for school lunches.

Please complete the income eligibility form to ensure our continued eligibility for this program in the future: [Lunch Application](#)

****Foster, Migrant, Homeless, and Directly Certified students are not required to complete this form.**

If you have any other questions, please feel free to contact Nutrition Services: 209-892-3702

CALIFORNIA HEALTHY KIDS SURVEY (Grades 3-6th)

Your child is being asked to be a part of our school's California Healthy Kids Survey (CHKS), sponsored by the California Department of Education (CDE). This is a very important survey that will help promote better health and well-being among our youth, improve the school learning environment, and combat problems such as drug abuse and violence. *Your child does not have to take the survey. Participation is voluntary and requires your permission.*

Survey Content. The survey gathers information on developmental supports provided to youth; school connectedness and barriers to learning, as well as behaviors such as physical activity and nutritional habits; alcohol, tobacco and other drug use; and school safety.

The results from this survey are compiled into district- and county-level CHKS Reports. To view a copy of your district's report, go to <https://calschls.org/reports-data/search-lea-reports/> (Outside Source) and type in the district name.

It is voluntary. Students who, with your permission, agree to participate do not have to answer any questions they do not want to answer, and may stop taking the survey at any time.

It is anonymous. No names are recorded or attached to the survey forms or data. The results will be made available for analysis only under strict confidentiality controls.

CELL PHONE USE

- Students are **not allowed** to use cell phones or smart watches during instructional time.
- If a student has a cell phone or smart watch, ***it must be turned off*** AND stored in the student's backpack at all times.
- If a child has a cell phone or smart watch out during instructional time, it will be taken away, parents will be notified, and disciplinary steps will be followed. If it continues to happen, parents will have to pick it up from the office.

****PLEASE NOTE:** The school is ***NOT*** responsible for any loss or damage to cell phones or other personal property brought to school by students.

CLASSROOM ASSIGNMENTS

Students' classroom assignments are based on the date of registration and available space. The number of students enrolled in school dictates to a large extent the organization of grades, levels, and programs within the school and classroom. Each classroom consists of students working at various ranges of academic levels. Since students learn at a different pace throughout their development, teachers have developed skills for grouping and regrouping students for learning based on mastery of skills. Requests for specific teachers will not be honored.

CLASSROOM VISITATIONS

We encourage parents/guardians to provide a 24-hour notification prior to visiting the school or classroom. All visitors must check in at the office before entering the school grounds or before

going to the classroom. You will need your ID or Driver's license to check-in. A "pass" will be provided for approved visitors.

Parent involvement and assistance in all classrooms is encouraged and appreciated. TB test clearance and Parent Volunteer Form must be filled out and on file. Administrative approval is needed before small children will be permitted in the classroom during volunteering.

CLASSROOM/PARENT VOLUNTEERS

Parent involvement and assistance in all classrooms is encouraged and appreciated. Please talk to your child's teacher for at home tasks you can support them with. To volunteer in the classroom, and field trips, a parent must comply with the following requirements: TB Test clearance, valid ID, completed forms.

Please note that a TB test clearance and Parent Volunteer Form must be filled out and on file. In addition, Assembly Bill 3458, Section 35021 was added to the Education Code to provide that persons required to register as sex offenders may not supervise students during breakfast and lunch periods or serve as non-teaching volunteer aides. Anyone interested in volunteering in school or on field trips is required to complete the Parent Volunteer form which requires tuberculosis (TB) clearance. Your form must be signed and on file in the office BEFORE you will be allowed to volunteer.

CLOSED CAMPUS/LOCKED GATES

Besides the front entrance, there are two designated gates for entering and departing our school grounds. These designated gates will be **opened from 7:30 to 8:00**. Please do not drop off students before 7:30, as there is no supervision available. At 8:00, the gates will be locked and all students will need to come through the office to get a late slip. These gates will open after school from 2:40 to 2:50. On early dismissal and minimum days, they will be unlocked at the dismissal bell and locked for 10 min. after. **Parents/guardians are not allowed on campus before or after school. If you have an appointment with a teacher, you must check in the office first before going on campus.**

COMMUNICATIONS HOME-SCHOOL/CONTACTING A TEACHER

Teachers welcome your notes, calls and emails. They are usually available to accept phone calls after school. The office will take messages anytime, and the teacher will return the call as soon as it is practical or **within 24 hrs.** Since teachers share after school duties and participate in committees or have meetings, your understanding is appreciated if the call is not returned the same day. Often the fastest way to communicate with a teacher is through **email or Parent Square**. We send all information primarily through Parent Square, PeachJar (digital flyers sent directly to parents via email) and monthly newsletters. Information will also be shared through our school website, Facebook page, and direct phone messages. Occasionally, K-6 students will take home a home-school communication folder that will contain important information and forms. Be sure to check your child's backpack for this folder and to complete and return the forms that are due back the next day or at the end of the week.

Classroom Concern: If you are concerned about a classroom-related issue, our protocol is that you **talk to the teacher first**. Besides you, the teacher has the most direct contact with your

child. If the situation is still not resolved, you are welcome to make an appointment to speak with an administrator.

CONFISCATED ITEMS

Any confiscated item (depending on the item) may be retrieved from the Office at the end of the day by the student. On the second offense, a parent must come to pick up the item. After the third time, the item will be kept in the office until the end of the school year and may be picked up on the last day of school.

DISCIPLINE POLICY

The teachers and administration have developed a policy which focuses on the student and helping to change behavior when it conflicts with the instruction in the classroom. The school policy generally follows this routine:

- The classroom teacher sets up class rules and procedures, including progressive consequences for behavior.
- Time is set aside for the student and teacher to discuss the problem.
- If the behavior continues, the teacher will contact the parent/guardian in person, by phone, or email.
- If the behavior becomes serious, a parent conference may be scheduled.
- The student may be referred to the principal or assistant principal if the regular classroom measures have not changed the behavior.
- The principal will have a conference with the student. If necessary, the parent will be called and a referral sent home.
- A behavior contract may be developed following a conference with the parents.
- **Suspension** results when there is a serious infraction of Education Code 48900, which includes a number of specific infractions. [See District Board Policy](#)
- **Expulsion** is the most serious consequence, as it denies the student the privilege of attending Walnut Grove Elementary and possibly any school in PJUSD. [District Board Policy-Suspension/Expulsion](#) [PJUSD Student Conduct Code](#)
- A matrix that we follow based on our PBIS tiers of support.

Observe Behavior			
Is the behavior a minor or major offense? Minor Offenses-Teacher support; Major Offenses-Amin support			
Teacher Managed	Minor Offense	Major Offense	Admin. Managed
1. Remind/Reset	- Disrespect - Defiance - Inappropriate language - Physical contact - Technology violation - Property misuse - Inappropriate bathroom behavior - Inappropriate playground behavior - Disruptive behavior	- Fighting/assault - Stealing - Harassment - Weapons - Bullying - Threats - Vandalism - Disrespect/Insubordination - Inappropriate/abusive language - Continual minor behavior	1. Office referral
2. Redirect/Reteach			2. Conference with Administrator, parent contact
3. Rethink/Reflection Time			3. Alternative consequences and parent contact
4. Loss of privilege, contact parent, reteach expectations			4. Consequences will be given with progressive discipline
5. If behavior continues and student receives at least 3 minor citations-office referral			5. Offense will be recorded
6. Refer to PBIS team-fill out request for assistance document			

Please note...

All major and minor offenses should be reported to the student's classroom teacher.
Everyday starts with a clean slate.

PBIS-Positive Behavior Intervention Supports

It is our goal to provide a safe and positive learning environment. Such an environment is enhanced by having well-chosen rules. As our school community evolves, so will our final school policies and procedures.

Restorative circles are a key component of our school's restorative practices, designed to foster a positive and inclusive learning environment. These structured gatherings allow students and educators to sit in a circle, ensuring that each voice is heard and valued. Through guided discussions, students, reflect on their actions, and collaborate to find proactive solutions to conflicts. This approach emphasizes empathy, accountability, and community-building, aiming to prevent issues before they arise and repair relationships when harm occurs. By integrating restorative circles into daily routines, we cultivate a supportive atmosphere where all students feel connected and empowered to contribute positively to the school community.

The following are school-wide expectations/rules we have for every child in every classroom. These are qualities we feel represent a well-rounded student

School Wide Expectation Matrix

Grayson Elementary School (ROAR)

	CLASSROOM	CAFETERIA	RESTROOM	PLAYGROUND	HALLWAY
R WE RESPECT OTHERS	Be on time. Accept differences . Treat others the way you want to be treated. Raise your hand when you need to ask a question.	Use good table manners. Use an inside voice. Only touch your own food.	Be quick, quiet and clean. Value privacy. Value property.	Invite friends to play. Play fairly. Pay attention to your surroundings. Use appropriate words.	Keep hands, feet and objects to yourself.
O WE OFFER KINDNESS	Use kind language. Take turns speaking without interrupting. Assist	Try to keep your area clean. Listen to the adults when they are talking to you.	Keep your bathrooms clean. Give other students privacy.	Walk students to an adult if they need help. Invite friends to play, especially if they are	Following the teacher's instructions in line. Help clean up if you see trash.

	others when they ask for help. .	Say “Please” and “Thank you” to the adults helping you.		alone. Say “Hi” and ask “How is your day?”	
A WE ACT RESPONSIBLY	Be a good listener. Be an active participant. Stay on task. Be prepared. Follow directions. Focus on learning.	Clean up after yourself. Use time to eat wisely. Eat healthy foods.	Return to class promptly. Always wash your hands. Use the restroom during recess.	Keep active and have fun. Go to the blacktop when the whistle blows. Follow directions. Walk to get in line.	Stay with the group. Walk in a straight line. Follow adult directions.
R WE REMEMBER SAFETY	Maintain personal space. Walk. Use materials and technology appropriately.	Stay seated until dismissed. Place all trash in the garbage cans. Walk. Use both hands to carry the lunch tray.	Always walk. Report problems to an adult.	Stay in play areas. Use equipment safely. Protect your body and play safely. Use words to problem solve with students.	Always walk. Face forward. Stay on the walking path. Watch for opening doors.

Discipline/Referral Policy

Referrals are issued for violations of [Education Code 48900 \(A-O\)](#) and for infractions of school rules. Students are seen by the principal for every referral. All referrals are sent home with the student. Phone calls to parents will be attempted either by the staff member reporting the violation or an administrator.

The following consequence options for referrals are assigned to the student by the administrator handling the referral. We wish to use the most effective intervention: they are arranged below by increasing seriousness. There are Education Code offenses for which students may be suspended or considered for expulsion, even on the first referral.

- **Parent Contact:** Phone call, or if unable to reach anyone, a message or note may be sent home with the student. If no response is made, a letter will be mailed home.
- **Recess Detention: SB-291 Pupils-Recess:** Commencing with the 2024-2027 school year, EC Section 49056 requires local educational agencies (LEAs) that offer recess to provide recess of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. It also requires that elementary students receive 30 minutes every day and prohibits school staff members from restricting a pupil's recess unless there is an immediate threat to the physical safety to the pupil or the physical safety of one or more of the
Students sit in the office during morning or lunch recess. If students misbehave during this consequence, they may be assigned to help out in the cafeteria or a referral may be written.
- **Lunch Detention:** Students sit in the office or outside the office during lunch and may have to eat lunch in the office. If students misbehave during this consequence, they may be asked to pick up trash in the cafeteria or a referral may be written.
- **After School Detention:** Students will stay after school, time of the student's stay, admin will notify parent/guardian.
- **"Time/Break":** Relocation of a student to another teacher's room for the duration of a particular activity or short time frame. The student follows the schedule of the room to which he or she is relocated. This may occur with or without referral. If a student misbehaves during this consequence, additional restriction will occur; suspension or the parent may be asked to pick up his/her child early.
- **Campus Beautification:** Students are assigned to sweep sidewalks or pick up campus litter after they have finished eating lunch. The noon supervisor verifies that the child performed the work. If a student misbehaves during this consequence, further restriction will be assigned.
- **Suspension:** A suspension is removal from school for up to 5 days at a time. They are earned for violations of [Education Code 48900](#). Suspensions are formal, legal documents and may only be imposed for up to 20 days in one school year. There are 5 areas for which students may be suspended on the first offense. Suspensions may not be appealed, but a conference may be requested of the parent. State law requires parents to attend such a conference for each suspension.
- **Behavior Contract:** When conferencing, restriction and suspension have failed to bring about the desired improvement in behavior, these contracts are used by administrators as a last resort before placing a student before the Board of Education for expulsion. These are signed by both the student and the parent and may be part of an SST process. Usually, full campus restriction is an automatic part of such a contract. This document may also be used in a limited fashion when adults see a pattern of continued aggression developing between two students. Students are asked to agree that they will have no contact with each other.
- **Expulsion:** Expulsion is the removal of a student from the school district for up to one year for serious or continued violations or [Education Code 48900](#). These occur after a formal hearing before the Board of Education. Expulsions may be appealed to the County Board of Education.

- **No Contact Contract:** Students agree to have no verbal or physical contact with each other for the remainder of this school year.

*****Please refer to the [Patterson Joint Unified School District Discipline Policy](#) for more information about Discipline policies and procedures in place at all schools.***

NO BULLY ZONE!

In order to make Grayson Elementary School an even better place for students to grow and learn, we work on eliminating bullying by implementing our Positive Behavior Intervention Supports program:

BULLYING: PEER ABUSE IN SCHOOL

Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school-sponsored events. For purposes of this policy, the term “bullying” among children is defined: **(1) Bullying means any severe or pervasive physical or verbal act or misconduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:** (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect to his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

We also prohibit “Internet bullying” (also referred to as “cyber-bullying”) including the use of instant messaging, email, websites, chat rooms, and text messaging when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or school employees.

Bullying: Its impact

All too often, someone will say that bullying is no big deal or just a stage of growing up. Both are false myths that can take a toll on the victim of bullying.

Bullying can lead to increased absences from school which can have dangerous academic repercussions in today’s increasingly demanding education environment.

Additionally, the US Health and Human Services Administration reports that as they advance through the school system, victims of bullying are more likely than their peers to:

- Drop out of school
- Drink alcohol
- Begin smoking
- Be involved in fighting

For those that bully, the result can be equally disturbing. Sixty percent of boys who were bullies in middle school had at least one criminal conviction by the age of 24, the administration reported.

Bullying: Parents tips

Encourage your child to share his or her problems with you, understanding that this may embarrass them. Assure them that they are not going to face the problem alone.

- Encourage your child to take part in activities, such as sports, clubs or civic groups
- Help your child with his social skills
- Praise your child often
- Keep in contact with your child's teachers
- Keep a record of the bullying episodes and your contact with the school about the issue.
- Check your child's social media platforms
- Help your child make friends

NOTE: Please help your student understand what true bullying is, as false reports will make it difficult for school officials to address bullying in an effective manner

Bullying: Tips for students

If you are being bullied, you can do something about it. You shouldn't be afraid to ask a trusted adult — whether it's a teacher, parent or adult friend — for help. If you are being bullied, please notify an adult immediately.

PBIS Lessons: These lessons go on throughout the year to help address bullying and any other issues that may come up on the playground or in the classroom.

EMERGENCY DRILLS

Students and staff will practice a variety of emergency drills during the school year. Fire drills are conducted once each month and earthquake drills, emergency evacuation and lockdown drills are conducted once each year. Evacuation routes are posted inside each classroom. Each class has an escape route to an outside area a safe distance from the building.

FIELD TRIPS

Students may have the opportunity to participate in class trips that are designed to build on the curriculum taught, celebrate team unity, and academic success. These trips are planned to ensure student safety in addition to increasing student understanding. Ideally, all students will be able to participate in field trips. In order to reinforce our expectations of students and promote a positive experience for all, the trips will be made available to those students who have demonstrated good

citizenship and responsibility. The school assumes a significant responsibility in taking these trips. A student's school behavior prior to the trip must be cooperative and positive in order to be eligible for the field trip.

*Students not attending field trips are expected to be at school.

*Parents/Guardians will be informed at least **two weeks prior** to the event that their son/daughter is in danger of losing the opportunity to participate in a school trip.

Permission slips will need to be returned at least one day before the event. Students are expected to ride to and from the field trip in the district-provided transportation as part of their experience unless their behavior is deemed inappropriate; in such cases, parents will be asked to pick up their child.

It is possible that students who receive 5 or more office discipline referrals and/or 3 or more days of suspension will not be able to attend their grade level field trip.

FOOD/DRINK POLICY

No outside/delivered lunch will be permitted. The new Health and Wellness guidelines restrict foods such as cakes and candy in the classrooms. When packing lunch, please be sure to pack healthy options for your child. Birthday cakes and balloons are not permitted during the school day. ANY Birthday items must be brought **in the morning by the student** and must be something store-bought. Students are allowed to bring bottles of water. No other drink of any kind will be permitted, except during lunch.

FREE AND REDUCED LUNCH APPLICATIONS

All students will receive a free lunch this school year. A new application must still be completed each year for every student regardless if they qualify for free or reduced-price meals. This information is used to assist families by offering breakfast and lunch to students who qualify and to collect information regarding the school's percentage of free and reduced lunch applications. A link to the application outlining the free and reduced meal program is distributed to all students and families each year as required by the State and Federal Government.

HEAD LICE

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse or designee shall examine the student and other students who are siblings of the affected student or members of the same household. If a student is found with active, adult head lice, he/she shall be excluded from attendance. The parent/guardian of an excluded student shall receive information about recommended treatment procedures and sources of further information. The student shall be allowed to return to school the next day and shall be checked by the nurse or designee before returning to class. The principal and school nurse shall work with the parents/guardians of any student who has been deemed to be a chronic head lice case in order to help minimize the student's absences from school. When **two or more students in any class** have been identified as having a head lice infestation, all **students in the class** shall be examined. In consultation with the school nurse, the principal may also send information about head lice home to all parents/guardians of the **students in that class**. [Board Policy](#) or click on Board of Trustees and then Board Policies (5141.33)

HEALTH/MEDICATION

In compliance with Education Code Section 49423, no medications will be accepted or administered at school without meeting the following requirements:

- Physician and parent/guardian request forms filled out completely including both physician and parent signature. You may pick up these forms at the school. No medication will be administered without detailed physician instructions.
- Medication taken to school must be furnished in its pharmacy-labeled bottle or in the original pharmacy-labeled injectable medication kit.
- Non-prescription medications such as aspirin, Tylenol, etc., **will not** be administered at school even at the parent's request. As a parent/guardian, you have the right to bring a medication to school and administer said medication to your child.
- Students may not carry medication in their backpacks or pockets.

HOME-SCHOOL COMMUNICATIONS

We hope you will find our various methods for home-school communication useful and informative. We send out all of the information primarily via PeachJar (digital flyers sent directly to parents by email) and ParentSquare. Information will also be shared via our school's website, Facebook page, and direct phone messages via ParentSquare. Parents will have an opportunity to obtain a paper copy of flyers by completing the request using the link found at the end of the handbook. Occasionally, important information and forms will be sent home with students. Please make sure you check your child's backpack and complete and return forms that need to be returned the following day.

IMMUNIZATIONS:

All Kindergarten students and first-grade students must have their immunizations up to date before the first day of school. First graders must also have their physical exam completed. All immunizations must be completed or they will be excluded from instruction.

LUNCHES

Office staff will not be holding lunches or allow for lunches to be dropped off for students. Please make sure that your child has their lunch with them in the morning. This year, all students are eligible to receive a school lunch for free. If a student forgets their lunch, they are welcome to pick one up from the cafeteria. **All students will receive a free lunch this year. *Please be advised only students and staff are permitted to enter the food service kitchen in the cafeteria and dining area.**

OUTDOOR EDUCATION:

All students in 6th grade will have the opportunity to participate and/or attend Outdoor Education through Foothill Horizons. This is a once in a lifetime learning experience for your child. The goals of the program are for children to grow personally and socially while learning about science and connecting to nature in a safe, nurturing environment.

► PARENT CLUB

We would like to have an active parent club. Parents in the parent club would meet regularly, follow district policies for fundraising on campus and meet with site staff to organize events. Please join the group and find out how you can help our school.

PREVENTION INFORMATION

- **National Suicide Prevention Lifeline: 988**
- **Crisis Text Line: Text HOME to 741741**
- **Trevor Project (LGBTQ youth): Call 1-866-488-7386 or text START to 678678 (24/7)**
- **California Youth (ages 12-24) Crisis Line: Call or text 1-800-843-5200 or chat online (24/7)**

PARENT VOLUNTEER/ VOLUNTEER FOR FIELD TRIPS

Assembly Bill 3458, Section 35021 was added to the Education Code to provide that persons required to register as sex offenders may not supervise students during breakfast and lunch periods or serve as non-teaching volunteer aides. **Anyone interested in volunteering in the classroom or on field trips are required to complete the Parent Volunteer form** which requires a Tuberculosis (TB test), and background check conducted by the office. Your form must be signed and on file in the office BEFORE you will be allowed to volunteer in the classroom. **In order to attend field trips, your form must be signed and on file at least two weeks BEFORE the scheduled field trip.**

*Chaperones must be at least 21 years of age and may **NOT** bring other children on the trip.

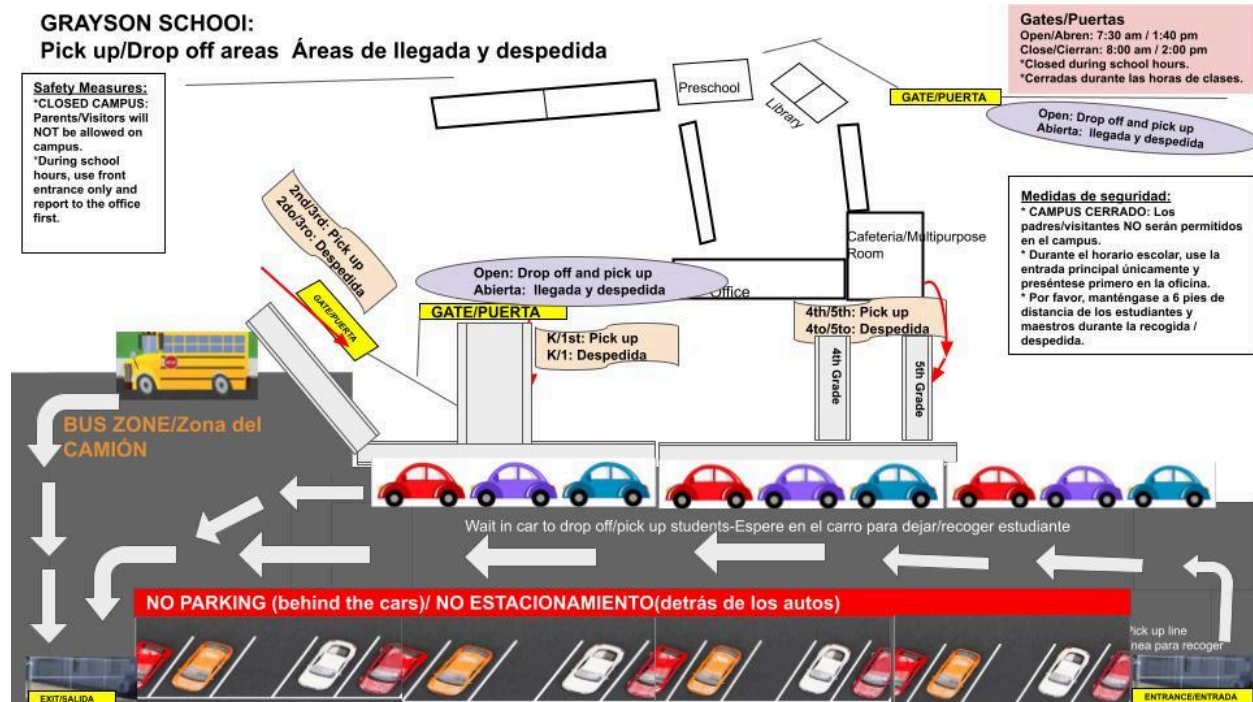
*Chaperones must sign in the office before going on the field trip.

*Students must ride the bus to and from the field trip. Parents/Chaperones can **NOT** transport student in their vehicle, unless there are extenuating circumstances and it has been approved by the administrator **one week in advance of the field trip.**

***Volunteers must sign in and out of the office; may not bring siblings or other children in the classroom, on campus to help at any time, or on trips; confidentiality is very important; volunteers are not allowed in the staff lounge at any time.**

PARKING LOT RULES & PROCEDURES FOR PICK-UP/DROP-OFF:

Parents and family members, please be respectful in these areas. Traffic safety rules and procedures have been developed with the safety of students in mind and secondly, to optimize the flow of traffic. All parents are expected to follow the rules and procedures at all times. Consider it a small investment of time in the safety of our children. If you don't drop off or pick up your children yourself, make sure that the parties that do (grandparents, babysitters, etc.) understand and follow our traffic rules.



SCHOOL WEBPAGE

Visit our school website at: <https://grayson.patterson.k12.ca.us/> for school updates!

Visit and “like” our school Facebook page, Grayson Elementary School

STUDENT CHECK OUT

Parents, guardians, etc., picking up children before regular dismissal time must first go to the office and sign them out. Teachers will direct the child to the office for check out.

Parent/guardian phone calls will not be accepted to release a student from the classroom during instructional time. **Students will not be called out of their classroom less than 10 minutes before dismissal time** due to transitional period (e.g. homework, end of day activities). **Any person picking up a child must be listed as an emergency contact in the office.** We appreciate your understanding that anyone picking up a student early **must be 18 years of age or older & must provide identification**

STUDENT EVENTS AND CEREMONIES

Parents will be notified by the teacher if their student will be recognized during an assembly.

Students will not be allowed to leave class to attend other siblings' “in-school” events and ceremonies during the school day. We have limited space in our cafeteria. Please do not bring balloons to events.

SURVEILLANCE CAMERAS:

In order to provide a safe environment, our school is under surveillance 24/7.

TEACHER QUALIFICATIONS

(The NCLB requires schools that receive Title I federal funding to notify parents of students attending the school that they can ask for and receive specified information about a teacher's qualifications.)

As a parent of a student at Grayson Elementary, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the California State Office of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the California State Office of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and if so, the subject(s) of the degrees.
- Whether any teachers' assistants or similar paraprofessionals provide services to your child, and if they do, their qualifications.

*If you would like to receive any of this information, please contact the Principal, Mrs. Villaseñor in the office.

TECHNOLOGY EXPECTATIONS:

CHROMEBOOKS - it is the student's responsibility to care for their chromebook. K-6 students will be using chromebooks during class and at home.

STUDENT EMAIL- Students are not to delete emails without permission. All emails should be academic in nature. Group emails are prohibited unless students are communicating about class assignments. Students sending emails that lead to negative interactions, instigation and other non-academic reasons may be assigned disciplinary actions. **SOCIAL MEDIA**- Any social media posts that disrupt the students ability to focus in class or at school may receive disciplinary action. **CELLPHONE EXPECTATIONS**- Cell Phone or "wat use is **NOT PERMITTED** during school hours. Students are expected to comply with directives given by adults in regards to Cell phones; if they do not comply they will face disciplinary action. Phones are expected to be **off and stored in backpacks at ALL times**; the exception being when students are given explicit permission by teachers in the classroom. Cell phone use is not permitted in the bathrooms, lunch recess or office. Students recording staff members/students without explicit permission and/or fights are in violation of cell phone expectations and may receive disciplinary action. **The school is NOT RESPONSIBLE for any lost, stolen, or damaged personal devices.**

TELEPHONE USE/CELL PHONE:

Students are allowed to use school phones for emergencies only. Special arrangements for activities outside of school or for transportation should be made before school. Forgetting homework is not judged as an emergency. Students needing to use the phone to call home after school must wait 15 minutes after school before calling.

CELLPHONE EXPECTATIONS- Cell phone use is **NOT PERMITTED** during instructional time. Students are expected to comply with directives given by adults in regards to Cell phones; if they do not comply they will face disciplinary action. Phones are expected to be **off and in backpacks at ALL times**; the exception being when students are given explicit permission by teachers in the classroom. Cell phone use is not permitted in the bathrooms, lunch recess or office. Students recording staff members/students without explicit permission and/or fights are in violation of cell phone expectations and may receive disciplinary action. **School is NOT RESPONSIBLE for any lost, stolen, or damaged personal devices.**

TEXTBOOKS, CURRICULUM AND LIBRARY BOOKS:

Each student is issued a numbered copy of the textbooks and assorted workbooks for his/her grade at the beginning of the school year. She/he is individually responsible for these books for the year. If a book is lost or damaged, the student will have to pay the full or partial price, depending on the original condition of the book when issued to the student. It is very important that you and your child discuss his/her responsibility for these textbooks and library books. If a book is reported missing immediately, the teacher can assist in locating the book. If a student waits until several weeks later, the chances of finding the book are slim. Students in grades 3 or higher will have access to digital textbook copies through their Google Classroom and assigned Chromebook device. Please note you are responsible for damages to their Chromebook, textbook, or library book. If any of those mentioned are lost or damaged, the student will have to pay the full or partial price, depending on the damaged part. If your student has unpaid fees, their report card will be held in the office until the fine is paid.

Toys/Items from Home:

Students should not bring toys, playground equipment, or other items from home. Students are **NOT** permitted to sell ANY items to one another on campus unless it is a site sanctioned activity.

Transportation: In order to not lose bus privilege, please follow these rules:

- Be courteous
- Do not use profane language
- Do not eat or drink on the bus
- Keep the bus clean
- Cooperate with the driver
- Do not smoke
- Do not damage the bus or equipment
- Stay in your seat
- Keep head, hands, and feet inside the bus
- Do not fight, push, or shove
- Do not tamper with bus equipment
- Do not bring pets on the bus
- Do not bring flammable material on the bus
- The bus driver is authorized to assign seats
- Have a safe trip

SARC (School Accountability Report Card)

You can find a copy of our SARC on our school website at the following link:

[SARC - Patterson Joint Unified School District](#)

Grayson Elementary

Title I School-Level Parent and Family Engagement Policy

Grayson has developed a written Title I parent and family engagement policy with input from Title I parents. Parents were provided the opportunity to give input during discussions at School Site Council and ELAC meetings. *The policy will be distributed to parents and family members of Title I students annually through the Parent Teacher Conferences and addendum to the Parent/Student Handbook will be distributed throughout the year to all new enrollees. This policy will also be shared electronically via parent square and Peachjar.* The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive]. A Title I video explaining the requirements was also released through our facebook page and website during back to school night.

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at Grayson Elementary, the following practices have been established:

- a. The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 USC 6318 (c)(1))
 1. That Grayson Elementary School participates in Title I,
 2. The requirements of Title I
 3. School Programs and Progress
 4. Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through school memos, newsletters, and the web page.
- b. The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 USC 6318 (c)(2))
 1. Annual Title I parent meeting
 2. Annual Back to School Night
 3. Regular parent/teacher conferences
 4. Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through school memos, newsletters, and the web page.
- c. The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. Parents will discuss and have input on the plan during school site council and English learner advisory council meetings. (20 USC 6318 (c)(3))

- d. The school provides parents of participating students with
 1. Timely information about the Title I program. (20 USC 6318 (c)(4)(A))
 - a. Through meetings, memos, newsletters and our website.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (20 USC 6318 (c)(4)(B))
 - a. Through annual Title I meeting,
 - b. Back to school night,
 - c. School Site Council and English Language Advisory Council meetings.
 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 USC 6318 (c)(4)(C))
 - a. through pre arranged meetings with the Title I Coordinator
 - b. through meetings with the student's teacher which may include the principal, and other staff as appropriate.
 - c. meetings will be scheduled at times that are convenient to encourage parents to attend.
 - d. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (20 USC 6318 (c)(5))
 - e. Parents will be able to give input and suggestions during the annual Title I meeting, School Site Council and English Language Advisory Council meetings.

Building Capacity for Involvement (Parental Involvement Policy continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds, the school has established the following practices:

- a. The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 USC 6318 (e)(1))
 1. Title I meeting, Bimonthly English Language Advisory Committee meetings, Parent-Teacher conferences, and School Site Council.
- b. The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 USC 6318 (e)(2))
 1. During Parent-Teacher conferences, parents are provided with ideas and materials to use to help their student succeed
 2. At Student Study meetings, parents are given materials, resources and assistance on how to help their student.
- c. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and

work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (20 USC 6318 (e)(3))

1. Welcome back staff meetings, and regularly throughout the year.

2. Teachers and staff call or email to help parents and answer their questions.

d. The school, to the extent feasible and appropriate, coordinates and integrates the parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 USC 6318 (e)(4))

1. Grayson works in collaboration with the county migrant programs to help and assist families that come only for seasonal work.

e. The school ensures that information related to school and parent programs, meetings, and other activities to parents is sent in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318 (e)(5))

1. All communication to parents is done in English and Spanish

f. The school provides such other reasonable support for parental involvement activities as parents may request. (20 USC 6318 (e)(14))

1. through pre arranged meetings with the Title I Coordinator

2. through meetings with the student's teacher which may include the principal, and other staff as appropriate.

3. meetings will be scheduled at times that are convenient to encourage parents to attend.

Accessibility

Grayson Elementary, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand. (20 USC 6318 (f))

1. All information and parent communication is provided in English and Spanish.

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Grayson Elementary School will build the school's and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement.

2. The school will incorporate the student/parent/school compact as a component of its School Parental Involvement Policy:

- a. The school-parent compact will be a part of the School Parental Involvement Policy and will be a part of the Student Handbook.

- b. During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.

- c. As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy.

3. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:

- a. the State's academic content standards,
 - b. the State's student academic achievement standards,
 - c. the State and local academic assessments including alternate assessments, d. the requirements of Title I,
 - e. how to monitor their child's progress, and
 - f. how to work with educators:
4. As appropriate, the school will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement.
5. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
6. The school will, to the extent feasible and appropriate, make sure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.



**FOR SCHOOL UPDATES
VISIT US ON
FACEBOOK!**



Phone Number:
209-892-4725



Email:
grayson.patterson.k12.ca.us



Address:
**301 Howard Road
Westley, CA 95387**

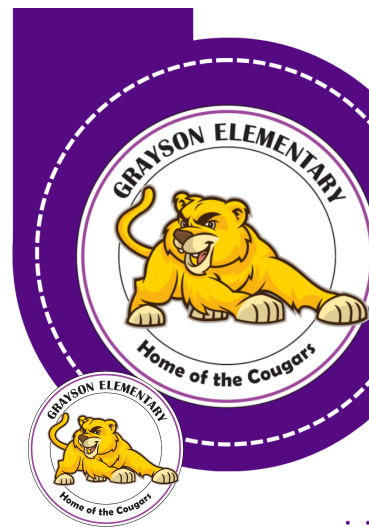
FAMILY/PARENT PLEDGE:

I understand that my child's education today is essential for their success in life. This experience will support him/her to become a successful and productive person. It will also prepare them for college if they so choose to attend. Because of this, I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for daily practice and limit TV viewing.
- Read to my child or ensure my child to reads every day (20 minutes K-3, and 30 minutes for grades 4-8).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences and all meetings.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Each of these responsibilities speaks to my commitment to support Grayson Elementary in order to ensure a bright future for my child.

Parent Signature: _____
Date: _____



MISSION:

Patterson Joint Unified School District

PJUSD, the Central Valley's vibrant educational community offering world class academics with a small-town feel, ensures that all students will graduate as resilient confident innovators and contributing citizens with the knowledge and the 21st century skills and experience to create their own futures and pursue personal and professional fulfillment. We will do this in a district characterized by:

- High quality, rigorous and relevant curriculum
- Exemplary, passionate and caring staff
- Innovative use of technology
- Partnership with family and community stakeholders

STAFF PLEDGE:

I understand the importance of fostering a positive school experience for every child. I am committed to creating a school that knows no limits to the academic success of each student. I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction. Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily practice assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Continually work toward effective and regular communication with parents and families
- Respect the school, students, staff and families.

Each of these responsibilities speaks to my commitment to teach to state standards, communicate regularly with parents, and strive to meet the individual needs of each student.

Teacher Signature: _____

Date: _____

GRAYSON ELEMENTARY SCHOOL COMMITMENT:

The commitment to continuous improvement is imperative if our school is going to enable students, who are valued individuals with unique physical, social, emotional, and intellectual needs, to become confident, self-directed, lifelong learners. Student learning is the chief priority of Grayson School, the teachers, administrators, parents, and community will share the responsibility for advancing the school's mission and vision.

Goal:

The primary focus of all decisions that will impact the work of Grayson School include: creating fluent bilingual students to succeed in all areas of their lives; cultural diversity in the curriculum which can increase students' understanding of different peoples and cultures; and high expectations for academic excellence.

Janet Lomeli
Principal

jlomeli@patterson.k12.ca.us
PATTERSON JOINT UNIFIED SCHOOL DISTRICT



STUDENT PLEDGE:

I understand that my education is very important to my future. It will help me develop the tools I need to become a successful and productive person. I know that my education now will prepare me for college in the future. Because of this I am committed to following the school rules and I also agree to carry out the following responsibilities to the best of my ability:

- Arriving at school every day on time unless I am ill
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and practice.
- Know and follow school rules: Be Respectful, Be Responsible, Be Safe and Be Kind
- Ask for help when I need it, in and out of school
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, electronic device, and video games; instead study or read every day after school.
- Respect the school, classmates, staff and families.

Each of these responsibilities speaks to my commitment to learn and become the best student I can.

Student Signature: _____

Date: _____

Consent for the California Healthy Kids Survey

2026-27 School Year

Dear Parent or Guardian:

Your child is being asked to be a part of our school's California Healthy Kids Survey (CHKS), sponsored by the California Department of Education. This is a very important survey that will help promote better health and well-being among our youth, improve the school learning environment, and combat problems such as drug abuse and violence. *Your child does not have to take the survey. Participation is voluntary, but highly encouraged and requires your permission.*

Survey Content. The survey gathers information on developmental supports provided to youth; school connectedness and barriers to learning; school safety; and health-related concerns such as physical activity and nutritional habits; alcohol, tobacco and other drug use; and risk of depression and suicide and perceived sexual orientation. You may examine the questionnaire in the school office or in your child's google classroom. The results from this survey are compiled into district- and county-level CHKS Reports. To view a copy of your district's report, go to <https://calschls.org/reports-data/search-lea-reports/> (Outside Source) and type in the district name.

It is Voluntary. Students who, with your permission, agree to participate do not have to answer any questions they do not want to answer, and may stop taking the survey at any time.

It is Anonymous. No names are recorded or attached to the survey forms or data. The results will be made available for analysis only under strict confidentiality controls.

Administration. The survey will be administered in class. It will take about 50 minutes to complete..

Potential Risks. There are no known risks of physical harm to your child. Risks of psychological or social harm are very small. None have been reported in 20 years of survey administration. In rare instances, some discomfort might be experienced from the questions. The school's counseling services will be available to answer any personal questions that may materialize.

For Further Information. The survey was developed by WestEd, a public, non-profit educational institution. If you have any questions about this survey, or about your rights, call the district at (209)895-7700 and ask for Paola "Lola" Solorio Negrete.

--- Parent Consent Form for the California Healthy Kids Survey (grades 3-6th)

A separate paper copy of this form was given to your child; please check below whether you grant permission, sign, and return this form within three days to your child's teacher.

___ I ***give permission*** for my child to be in the California Healthy Kids Survey.

___ I ***do not give permission*** for my child to be in the California Healthy Kids Survey.

Signature: _____ Date: _____

My child's name is: Teacher: _____

THANK YOU FOR COMPLETING AND RETURNING THIS CONSEN FORM.