



SOARING INTO A NEW SCHOOL YEAR!

**RAE C. STEDMAN ELEMENTARY
STUDENT HANDBOOK
2026-2027**

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OUR MISSION:

Petersburg Schools will advocate for continuous growth, promote a healthy environment, and provide diverse educational opportunities where all students achieve.

A message from the principal...

Welcome to Stedman Elementary School! We're excited to begin another year of learning and growing together. It's a privilege to welcome your children into a community built on connection, curiosity, and care.

At Stedman, relationships are the foundation of learning. When students feel known, valued, and supported, they build confidence and resilience. Guided by Visible Learning and the research of John Hattie, our teachers focus on making learning clear and meaningful, helping students understand what they are learning, why it matters, and how to know they are successful. Together, we strive to create a learning environment that truly makes an impact.

Our R.O.C.C. framework captures who we are as learners and as a community:

- Resilient (Haa Latseen): Persevere and keep trying.
- Open-minded (Haa Latseen): Stay curious, wonder, and ask questions.
- Confident (Haa Latseen): Take charge of learning and believe in yourself.
- Connected (Haa Shuká): Share ideas, listen, and learn together.

These values align beautifully with the core cultural teachings of the Tlingit, Haida, and Tsimshian peoples:

Haa Aaní: Protecting and honoring our land

Haa Latseení: Strength of body, mind, and spirit

Haa Shuká: Our ancestors and future generations

Wooch Yáx: Social and spiritual balance

By reading this handbook, you're already showing your commitment to your child's success. Research shows that when families and schools partner together, students thrive.

When we R.O.C.C., we balance (Wooch Yax) life and learning, honoring our connections to one another and to this place we call home. I look forward to working alongside you this year as we help our students grow strong in both heart and mind.

Heather Conn

Principal, Stedman Elementary School

2026-2027 STEDMAN STAFF

Kindergarten: Erin Willis	Special Education Preschool Services
Kindergarten: Kacey Hammer	Rosal Concepcion
1st Grade: Hillary Mullen	Special Education Services
First Grade: Jolie Norman	Seth Johnson
Second Grade: Noelle Bell	Special Education Services
Second Grade: Rose Villazor	Heidi Cabral
Third Grade: Diane Rodriguez	Gym/Swim: Tyler Thain
Third Grade: Becky Martin	Swim Instructional Aide: Blaine Volk and Danya Davis
Fourth Grade: Alice Williams	Music: Chelsea Corrao
Fourth Grade: Trevor Wilson	Paraprofessionals:
Fifth Grade: Sharon Paulson	Christy Ware
Fifth Grade: Vanessa Miller	Rocky Peeler
School Nurse:	Marketa Ith
Librarian/Media Specialist: Jill Lenhard	Tanya Thynes
Title 1 Interventionists: Kerri Curtiss and Mary Midkiff	Julie Sheldon
Literacy Coach: Lee Ann Jenkins	Audra Netro
Migrant: Heather Conn and Carlee McIntosh	Kylie Mattingly
Counselor: David Fonken	Ruth Litsheim
Administrative Assistant: Cena Worhatch	MacKenzie Larson
CLSD Administrative Assistant:	Nina McCay

ACADEMIC INFORMATION & PERMANENT RECORDS:

An active record of student progress is kept at school. These records are available for parents to review and are not shared with others unless a release is signed by the parent.

School records contain:

- Personal data: names of parents or legal guardians, date of birth, immunization records, birth certificate, home address and phone number.
- Previous grades and/or copies of report cards.
- Student’s yearly attendance records.

ADMISSIONS:

Kindergarten students must be five years of age by September 1. There is a registration period for kindergarten students every spring. Families are welcome to come in and register before school officially begins in the fall. Further information about the registration process may be obtained by calling the elementary school office between August 11th, 2026 and June 4th, 2027. Hours of operation are 7:30-4:00, Monday - Friday.

To be eligible for the first grade, a student must be six years of age by September 1.

New students who are entering our school for the first time need to be enrolled by their parents or guardians, who will sign a confidential record release form and other specific permission forms (i.e. field trips, etc.). A copy of the student’s BIRTH CERTIFICATE and IMMUNIZATION RECORDS will be needed as certain immunizations are required by Alaska State Law before a student may attend school. Parents are encouraged to enroll their children in school as soon as they arrive in Petersburg. Please call the school office if you have any questions.

SCREENINGS:

At Stedman Elementary, we use screening tools to better understand each student’s development and academic progress. Screeners help us identify strengths, provide early support when needed, and ensure every student is set up for success. [For more information please visit this link.](#)

Disclaimer: Screening information will not be used for providing rewards or sanctions to individual children or to exclude children from enrollment or participation in program.

ASSESSMENT:

At Stedman Elementary, assessments help teachers understand student learning and growth. Teachers use a variety of classroom, growth, and state assessments to guide instruction and support each student’s needs. These tools help ensure students are learning important skills and making progress at every grade level. [For more information please visit this link.](#)

Disclaimer: Assessment information will not be used for providing rewards or sanctions to individual children or to exclude children from enrollment or participation in program.

ATTENDANCE AND ABSENCE REPORTING PROCEDURES:

Regular and consistent attendance is necessary for a student's success in school. Makeup work does not replace the instruction and classroom activities that are essential to keeping up with the rest of the class. Remember to report your child's leave to the office, you can call in or use the [Student Absence Form](#) . If your child is leaving on a scheduled trip please use the [Stedman Trip Slip](#).

Please see the attached attendance letter in Appendix D of the student handbook.

[For more information about attendance and Alaska Law please visit this link.](#)

Cell Phone/Personal Device Usage:

Cell phones and apple watches need to stay at home. They are not to be used for any reason throughout the school day. Please call the office to get messages to your children. We ask that all parents and visitors observe the same standard in order to minimize disruptions in the hallway and in classrooms. Cell phones and apple watches will be taken from students and held in the office for parent pick-up if this standard is not followed. Staff cell phone use is to be restricted for school use only, such as group communication texts, school email, and apps that require cell phone technology.

CHANGE OF ADDRESS OR PHONE:

In order to maintain accurate records, it is important to inform the school of any changes in telephone or post office box numbers. In case of an emergency, the school needs current phone numbers where family members can be reached during school hours.

COMMUNICATION:

Family members play a major role in helping us efficiently manage the day to day activities at school. We want our school to be a safe and productive environment for learning. We ask that parents and/or guardians observe the following considerations:

- Stedman Elementary has two communication plans that we follow. You can find both at <https://www.pcsd.us/page/stedman-elementary-school> there is a [Communication Protocol and Communication Plan](#) located towards the bottom of the page.
- The School App by Apptegy is a secure messaging tool that lets families and school staff communicate directly, share updates, and ask questions in real time. It helps everyone stay informed and connected. Be ready to install this app and start to communicate with our staff!
- All visitors must check into the school office before going to their child's classroom for safety reasons.
- Call ahead or message via the School app to make an appointment with your child's teacher. Each teacher has a daily plan of instruction and activities. Unexpected visitors require the teacher to shift attention from the students, instructional time is lost, and the children become distracted.
- Call ahead to make an appointment to talk with the principal. If you call ahead or message via the School app, she will be more than happy to schedule a time to meet with you.
- It is our goal to minimize disruption to the school and classroom routine as little as possible while maintaining the flow of communication between home and school.
- As partners in your child's education we appreciate it when you submit absence forms or call the front office and turn in, permission slips in on time.

STUDENT DISPOSITIONS:

At Stedman, learning dispositions are a core part of who we are. Our staff, students, and community work together to uphold a shared vision of what it means to be a learner. Our motto, ROCC, stands for Resilient, Open-Minded, Confident, and Connected. When learners embody all four qualities, they find balance, both in life and in learning.

Please see the attached dispositions in Appendix A of the student handbook.

POSITIVE BEHAVIORAL SUPPORT:

Throughout the year, our Eaglets and Eagles are taught specific expectations from a school-wide Positive Behavior Intervention Support System (PBIS). These lessons include our Tlingit Values and Learning Dispositions. Staff members model and role-play in order to teach and reinforce expected behaviors. Students are recognized for making respectful, responsible, and safe choices that reflect the ROCC dispositions.

DISCIPLINE/ROCC/Eagle Pride:

Disciplinary actions are used to help students learn from mistakes and make better choices. Parent conferences may be required for additional support. [Discipline procedures](#) are attached and aligned with Alaska State Law as well as School Board Policy and Administrative Regulations. Continued unsafe, disrespectful, or irresponsible choices may result in loss of privileges. Tier 1 universal positive behavior supports are implemented in all classrooms in alignment with our [Stedman Elementary Intervention and Support Strategies](#).

Please see the attached behavioral flow chart, discipline grid, in Appendix B and C of the student handbook.

BUS TRANSPORTATION/RULES:

The bus drivers have the responsibility for the safety and conduct of all students riding the bus to and from school. Students are expected to obey the driver at ALL times. If students do not heed warnings from the bus driver, they may receive a bus misconduct citation.

First Citation:

- Conference with student and driver.
- Parents contacted.

Second Citation:

- Conference with student and driver.
- Parents contacted.
- Student may be denied bus privileges for 2-5 days.

Third Citation:

- Conference with student, driver, and parents.
- Student may be denied bus privileges for the remainder of the school year.

DISMISSAL:

PreK students will be dismissed at 1:00pm Monday - Thursday and No School on Friday's. Parents **MUST** stay with preschool students upon the bell ringing so they can drop them off inside the classroom.

K-5 students will be dismissed at 3:00 pm Monday - Thursday and 1:30 pm on Fridays.

****Students should not arrive at school before 7:50 am unless they go directly to the cafeteria for breakfast. Students are not to remain at school after 3:00pm, unless in an after school club, as there is no supervision available****

DRESS AND GROOMING:

The dress code for all students shall meet school board requirements. The dress and grooming of students shall contribute to the health and safety of the individual, promote a positive educational environment and good school spirit, and is non-disruptive of the educational activities and processes of the school.

- Shoes or boots shall be worn. Heely wheel shoes are not allowed in the building or outside at our recess and clubs for safety reasons.
- Inside shoes must be worn while inside the school. This helps protect our carpets.
- Clothing that exposes the entire shoulder, strapless tops, spaghetti straps, or similar type clothing, may be worn only with a blouse or shirt. We have the two to three finger rule for tank tops, we don't want to see undergarments. All genders need to be treated equally.
- Clothing exposing the torso or the midriff, either front, back, or sides, shall not be worn. Underwear shall not be visible.
- Headwear can be worn in the main areas of the building. Each teacher has discretion in their classrooms. Sweatshirt hoods are to be removed at all times in the building which includes each classroom.
- Mini skirts, mini dresses, and short shorts are to be worn only with leggings or tights.
- Garments and/or jewelry which display or suggest sexual, vulgar, drug, gang, or alcohol-related wording or graphics, or which provoke or may tend to provoke violence or disruption in the school, shall not be worn.
- We ask that students dress for being out in the rain, snow, or sun.

Educator Qualification:

In compliance with federal requirements, parents may request information on the professional qualifications of their child's teachers to include whether the teacher

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived: and
- is teaching in the field of discipline of the certification of the teachers.

All of our current teachers have meet these requirements. Additionally, any paraprofessional serving as a reading instructor has passed the State paraprofessional qualifying exam or is taking the necessary classes and is trained in all our reading programs.

EMERGENCY DRILLS:

Periodic emergency drills are required by law and are an important safety precaution. We practice these drills and take the possibility of a fire, need for evacuation, or need for lock-down or lock-out at school very seriously. Students are taught the run, hide, or fight concepts for safety. The children quickly learn that everyone must look to the trusted adult in the room for instructions during emergency situations.

EMERGENCY PROCEDURES and Emergency Commands:

A.L.I.C.E. is a school safety program created in the year 2000 to offer additional options to students and staff in dealing with an armed intruder situation.

A.L.I.C.E. is an acronym that stands for:

ALERT: Get the word out that a threat exists.

LOCKDOWN: Secure a place to stay as much as possible as a starting point to buy time.

INFORM: Give constant, real-time information throughout the building using all available technology.

COUNTER: This is a last resort. Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.

EVACUATE: The goal is to move students out of the danger zone. It's important to be prepared to escape.

An important goal of the A.L.I.C.E. program is to evacuate as many people as possible to a safe place.

FERPA NOTIFICATION FOR ELEMENTARY AND SECONDARY INSTITUTIONS (60 Fed. Reg. 59291, 59297)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

[For more information about FERPA Notification please visit this link.](#)

HEALTH SERVICES & INFORMATION

Remember to report your child's absence to the office, you can call in or use the [Student Absence Form](#) . If your child is leaving on a scheduled medical trip please use the [Stedman Trip Slip](#).

[For more information about our health services please visit this link](#)

HOMEWORK POLICY:

The Stedman staff believes that the practicing of skills is an important part of the educational process. Therefore, skill practice will be assigned during the school year inside the school day. If families would like to establish a routine at home for nightly reading or math here is our recommendation:

Grades K-3: Recommended 20 minutes of reading a night

Grades 4-5: Recommended 30 minutes of reading a night with 20 minutes of math practice

The purpose of school work at this age is to cement new skills. The purpose of homework at this age is to practice skills already mastered and practice bringing things back and forth between home and school.

[We have specifically asked that no teacher provide homework to any student.](#)

NOTE: Here is a great article on homework to consider as a parent:

<https://www.edutopia.org/article/whats-right-amount-homework/>

LABELS AND LOCKS:

It is not unusual for elementary students to have problems managing their personal belongings. To avoid lost lunch bags, swimsuits, hats, boots, coats, etc., we suggest labeling. If parents/guardians put the child’s name and phone number on all items that could be misplaced at school they can be easily identified and returned to the owner.

There is a bike rack for students who ride their bikes to school. To be sure that the bike is safe, parents/guardians are encouraged to invest in a good lock that is large enough to lock the bike to the rack. It is also recommended that students wear bike helmets.

LIBRARY:

The Rae C. Stedman library provides an ever-expanding resource center containing a healthy collection of books and other media tools, which support the curriculum. There are also a variety of fiction and non-fiction books designed to meet the needs of emerging and developing readers.

During library time, students in kindergarten, 1st, and 2nd grade will be able to check in and out books. Students in 3rd, 4th, and 5th grade will be learning research skills, online catalog, locating books using the Dewey Decimal system, internet navigation skills and safety, and book care. They also learn a variety of information literacy skills. The librarian and teachers coordinate as much as possible to link library lessons in all grades with grade level curriculum.

Book Checkout looks like:

All grade levels will start with one book for checkout.

They may increase as individual students settle into the routine of returning books

Kindergarten: 3 books (Starts with 1 and increases when they get the idea of returning.)

1st: 3 books (Starts with 1 and increases when they get the idea of returning.)

2nd: 3 books (Starts with 2 and increases when they get the idea of returning.)

3rd: 4 books (Starts with 3 and increases when they get the idea of returning.)

4th: 4 books and **5th:** 5 books

LUNCH/BREAKFAST PROGRAM:

All lunch is served and eaten in the Stedman Cafe. Menus are published in the weekly bulletin and sent out via the School App. All menus *exceed* state and federal nutritional guidelines. Free and reduced meal forms are available at the school office and on the school district website. BREAKFAST & LUNCH prices are FREE for ALL students. Keep filling them out, so we can continue to qualify for FREE Breakfast & Lunch.

Breakfast is being served in the cafeteria starting at 7:50 to 8:10 for ALL Grades.

Recess/Lunch Schedule M-F

Kindergarten	1045-1105	Recess	1105-1125	Lunch
1st Grade	1130-1150	Recess	1110-1130	Lunch
2nd (Villazor) / 3rd (Rodriguez) Grade	1155-1215	Recess	1135-1155	Lunch
2nd (Bell) / 3rd (Martin) Grade	1220-1240	Recess	1200-1220	Lunch
4th (Wilson) / 5th (Miller) Grade	1245-105	Recess	1225-1245	Lunch
4th (Williams) / 5th (Paulson) Grade	110-130	Recess	1250-110	Lunch

*Parents are welcome to have lunch with their child, please email ahead of time: foodservice@pcsd.us

FAMILY ENGAGEMENT:

There are many opportunities that Stedman Elementary can use your help with. We encourage parents to volunteer time to help both inside and outside the school building. We appreciate the support you give whether it is in the classroom during the regular school day, after school hours, or helping with special projects on the weekends. Please inquire at the Office in regard to:

- Volunteering in the Classroom

Reach out to your child’s teacher using the Petersburg School messaging system.

- Volunteering in the Building

Reach out to the principal using the Petersburg School Messaging System or visit the Office to learn more about how you can help in our school.

- Preschool Family Visits

All preschool families will be offered to partake in a family visit prior their 1st day.

- PreK-5 Family Conferences

All preschool through 5th grade families will be invited to 2 annual conferences which include September and February. If needed, conferences can be arranged at other times during the year. Message your child’s teacher, via messenger on the School App. to set up an additional conference or to request a progress report. If an interpreter is needed please reach out to the front office at Stedman Elementary.

- Schoolwide Title 1/Migrant Education Evenings (adult family members must accompany students)

There will be 6 annual events to look forward to:

September	Annual Event
October	Math Night
November	Literacy Night
January	STEAM Night
February	Book Fair
May	Consolidation

- Partners in Education (P.I.E.)

We do have an active parent/teacher organization called “Partners in Education” (PIE) if you are interested in joining. Our Stedman Parents have the opportunity to engage in our Schools events and activities. P.I.E will be meeting the 1st Tuesday of every month @4:00pm in the Stedman Library.

- Perceptions of Stedman Survey

Annually in February Stedman Elementary seeks input through the Perceptions of Stedman Survey. This survey is 1 of many opportunities for families to share their input with our staff. It is recommended for families to take time to fill this survey out in order to help provide guidance and opportunities for growth within the walls of Stedman Elementary.

REPORT CARDS, PARENT CONFERENCES, and POWERSCHOOL:

Report cards are given to families at the end of each trimester. Scheduled conferences are held at the end of September, then the end of the second trimesters. If needed, conferences can be arranged at other times during the year. Message your child’s teacher, via messenger on the School App to set up an additional conference or to request a progress report. Parents and students can also access current grades and attendance through the internet. The following PowerSchool website will allow you access to your information: pcsd.powerschool.com/public. For security purposes, parents are assigned unique usernames and passwords for each individual student at Rae C. Stedman Elementary. To receive your ID and password, please contact the elementary office.

SOCIAL MEDIA Opt-Out Policy:

Rae C Stedman Elementary School follows an opt-out policy. Student work, photographs, video images, and/or recorded statements may be posted on District websites, social media pages, and other electronic media to highlight student achievements or showcase educational experiences.

Please complete the online opt-out form if you prefer to opt your student out. This will exclude your child and their work from being posted on the District’s website (PCSD.US), Facebook, Instagram, and Twitter. Please note that only first names will be used in posts.

The opt-out form is available at the website address- <https://www.pcsd.us/page/optout> or scan the following QR Code with your phone-



SNACK/CELEBRATION GUIDELINES and Gifts:

The FFVP program will be served around 10:00 am Monday through Thursday. This will NOT fill up your child, as the purpose of this program is to introduce students to fresh fruit and vegetables. If your child needs more of a snack please have students bring in their own. Parents are asked not to bring in birthday treats on individual student birthdays, as there will be a monthly celebration in each classroom (focusing on healthy food choices and activities, in accordance with district Wellness Policy). Student birthdays will be recognized during morning announcements, as well as receiving a special certificate and gift from the principal (summer birthdays will be recognized during the school year). Gifts brought to the school for students will be kept at the office and students may pick them up after school to avoid disruption in the school day.

SUPPORT PROGRAMS:

Our school offers a variety of support programs to provide the most appropriate learning opportunities for all of our students. Students are identified for programs through careful evaluations administered by qualified personnel. Teams of parents, teachers, students, and appropriate professionals meet to determine which of the following programs might be prescribed to meet the particular needs of students:

- **Hearing and Speech:** Our speech therapist screens all kindergarten for speech articulation every fall. We provide hearing screenings throughout the year as specialists are available.
- **Special Education Program:** Students who qualify for special education services have academic, physical, and/or emotional needs that require specialized learning programs. The special education staff works closely with parents and classroom teachers to identify, test, and develop programs for these students. Our district also contracts speech, occupational and physical therapy for students who require these services. No student who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act will be excluded from the program on-the-basis of disability.
- **Title I and Migrant Education:** The Title I and Migrant Education programs have been consolidated. This helps provide instructional aides in our classrooms and support early literacy programs for all students.
- **Dual Language Program:** This program provides services in the regular classroom to students who qualify as Dual Language Learners. A survey is conducted in our enrollment packet and can be available upon request. Please see our Districts [Dual Language Survey](#).
- **Counseling Services:** Mr. F., David Fonken is an instrumental part of our Stedman Team. All counseling services are determined on a needs basis.
- **Eagle Soar:** We are fortunate to have a full-time counselor, Mr. F, to teach from the Wayfinder Curriculum. Wayfinder focuses on helping young people build resilience, gain a sense of purpose, and understand their emotions in order to navigate life's challenges. This will be a weekly 15-20 minute lesson for All grades.
- **Sources of Strength:** The Petersburg School District and Petersburg Medical Center have partnered to bring the Sources of Strength program to local schools, promoting wellness, resilience, and strong connections. This collaboration supports students and families by encouraging healthy relationships, open conversations about mental health, and access to trusted resources, creating a supportive network for success both in and out of school.
- **After School Math Support:** Our paraprofessionals are trained in math interventions. This is for students who qualify as Tier 2 or 3 support for services. Please reach out to the office for additional information.

PHYSICAL EDUCATION:

All students will spend August through December in the community swim pool as part of their physical education program. From January to the end of school all physical education will take place in the gym. The Physical Education program both in the gym and pool helps develop fundamental skills, water safety, physical fitness, game play, and sportsmanship.

Clothing needs for each student:

- Swimming suit and towel for swimming class.
- Inside shoes that will remain in the classroom throughout the year. (Outside shoes are removed when children enter their classroom).
- Indoor gym shoes for P.E. class (lace-up or Velcro; no slip-ons). These shoes can be the same ones used for “inside shoes” in the classroom.

Swim Locker Rooms:

Students are being held to a high standard for locker room usage and this includes keeping it clear of urine in order to keep the doors open. Here is our policy for this problem.

1st Citation: Whole class Group Conversation

2nd Citation: The gender group who has this issue will be pulled from swim for one day.

3rd Citation: The gender group who sat out will have a bathroom break halfway through their swim class for four days.

TECHNOLOGY:

Stedman Elementary is networked with the district office, the middle school, and the high school. Each classroom has supervised internet access, with either laptop computers or ipads. Students are taught basic computer skills, word processing skills, internet navigation skills, as well as online safety. Students have the opportunity to explore specific age-appropriate software programs and apps.

TEXTBOOKS AND SUPPLIES:

All classroom textbooks and materials, and library materials are loaned to students free of charge. However, students are responsible for lost or damaged books and materials, and will be expected to pay for them. Students are urged to take good care of their books. Many of the consumable supplies are furnished by the school, but the students will be required to bring some personal supplies. The classroom teacher will indicate what personal materials will be necessary.

TRANSFERRING TO A NEW SCHOOL:

When a family is planning to move, we ask that parents or guardians notify the child’s teacher and the principal as far in advance as possible so we can make the transfer to another school as smooth as possible. Library books and textbooks must be returned and outstanding meal balances paid before leaving so that school records can be forwarded.



PETERSBURG School District

Stedman Elementary Learners R.O.C.C

Resilient

- I persevere.
- I find ways to do my best.
- I try again if something doesn't go right.



Open-minded

- I am curious.
- I wonder.
- I ask questions.



Confident

- I am in charge of what I learn and do.
- I try new things, even if they feel a little scary.
- I can do things by myself.



Connected

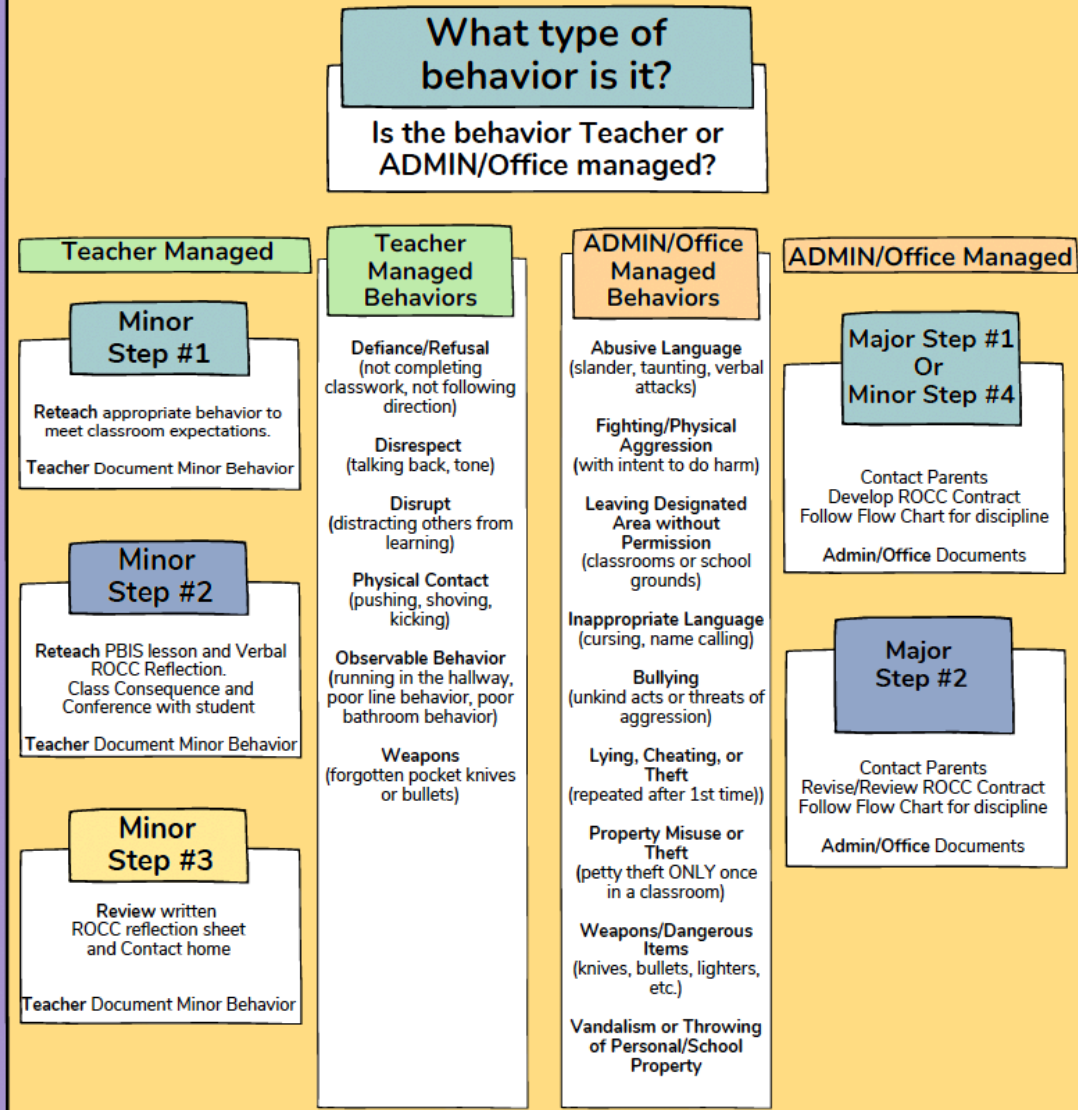
- I share my thoughts.
- I listen to others.
- I learn with others.



When we ROCC,
we balance life and learning.



STEDMAN ELEMENTARY BEHAVIOR FLOW CHART



Please Note: Steps start over at the beginning of each Trimester.

The severity of a consequence may increase or decrease depending upon aggravating and/or mitigating circumstances.

STEDMAN ELEMENTARY DISCIPLINE GRID

When a student has progressed in the classroom behavior management plan to the "ADMIN/Office Management" phase, the Counselor and Principal will use the following framework as a guideline to navigating unwanted behavior. The severity of a consequence may increase or decrease depending upon aggravating and/or mitigating circumstances.

Bus incidents will be dealt with differently, see Stedman Discipline Grid.

Problem Behavior	1 st Offense	2nd Offense	3rd Offense
Disrespect	Time out and written reflection in office	Half day in office. Work completed before returning. Lunch/Recess swap.	Full day ISS or OSS Individualize Behavior Plan
Class Disruption	Time out and written reflection in office	Half day in office. Work completed before returning. Lunch/Recess swap.	Full day ISS or OSS Individualize Behavior Plan
Defiance/Refusals	Time out and written reflection in office	Half day ISS. Work completed before returning. Lunch/Recess swap.	Full day ISS or OSS Individualize Behavior Plan
Inappropriate Language Toward Staff/Students	Time out and written reflection in office	Half day in ISS Work completed before returning. Lunch/Recess swap.	Full day ISS or OSS Individualize Behavior Plan
Physical Aggression Toward Staff/Students	Warning and written reflection OR other action at Counselor/Principal discretion.	OSS Time to be determined by Principal	OSS Time to be determined by Principal
Bullying	Time out and written reflection in office	Half day ISS Work completed before returning. Lunch/Recess swap.	Full day ISS or OSS Individualize Behavior Plan
Lying, Cheating, Theft	Time out and written reflection in office	Half day ISS Work completed before returning. Lunch/Recess swap.	Full day ISS or OSS Individualize Behavior Plan
Weapons, Dangerous items, Vandalism, Property Damage	Time out and written reflection in office	Half day ISS Work completed before returning. Lunch/Recess swap.	OSS Time to be determined by Principal

ISS = In School Suspension. OSS = Out of School Suspension.
 After 2 offenses managed via an ADMIN/Office Referral, admin and teacher will discuss and implement an Individualized Behavior Plan for Student. Also, at this time for the remainder of the current trimester, the student, will not have an opportunity to attend any Extended Learning Opportunities.
 We want everyone to have fun and stay safe during extended learning opportunities, both inside and outside our building.
 Extended Learning opportunities may include:
 Guest Speakers, Substitutes, Pumpkin Patch, Caroling, Movies, Beachwalks, Muskeg Walks, Picnics, Town Walks, Petersburg Creek, Stikine River, etc.

Appendix D

Stedman Elementary School

Home of the Stedman Eagles

Dear Families,

We are looking forward to a great year, with students in classes and ready to learn every day.

We have learned that students who miss even a few days of school each month are at far greater risk of academic failure and dropout than students who attend regularly. We have set a goal that every student in our school attends regularly (has nine or fewer absences in a year).

Because attendance is so important, please send your child to school every day unless he or she has a contagious illness or is running a fever.

We have included a chart with this letter that will help you keep track of your student's absences. If your child is at risk of missing too much school, please feel free to contact me. We will also monitor each student's attendance across the year so we can work with families when the number of absences puts a student at risk.

We will be happy to work with you to help your student(s) attend regularly and have greater opportunities for success.

Sincerely,

Heather Conn, Principal

Date	Date	Date	Date	Date	Date	Date	Date	Date	Absences 10+
Absence 1 Reason	Absence 2 Reason	Absence 3 Reason	Absence 4 Reason	Absence 5 Reason	Absence 6 Reason	Absence 7 Reason	Absence 8 Reason	Absence 9 Reason	Note: Your child is at an increased risk for academic difficulties and school failure with each absence beyond this point

Appendix E



Parents of Incoming Kindergarteners,

I am so excited to be on this journey with you! Kindergarten is such a wonderful experience and sometimes the 1st experience that children have in our school system. It is our goal to make this the BEST YEAR EVER for the kids and for parents!

Kindergarten will start on Wednesday, August 26th, 2026. The hours for kindergarten are still being discussed as an administration at this time. The bus is an option in kindergarten, but we will need very clear communication between teachers, the office, and the bus drivers to make this happen. Next school year will be approaching rapidly and we need your help in making this transition as smooth as possible. Our kindergarten teachers will be focusing on routine, consistency, and independence this upcoming year. We need your help!

What can I do to support them at school and at home to help themselves?

Support them in being independent with:

- Carrying their own belongings
- Serving themselves at breakfast or lunch
- Zipping and unzipping their coats and pants
- Buttoning and unbuttoning their coats and pants
- Taking outside gear on and off
- Taking their shoes on and off

- Tying, Velcroing, or Slipping on their own shoes
- Getting dressed and undressed in everything they wear

While at school we would like to have you encourage these skills and allow kindergartners the space to put all their gear away on their own in their cubbies. This will allow them to transition independently into their classrooms. This doesn't mean you can't be present, just allow them the space to do this without help.

These types of life skills are skills we will work on every day in kindergarten. These are skills that help our kindergarteners to become independent and grow. We need your help in helping them become independent by allowing them the time and space to do it on their own. This may at times require much patience.

We look forward to partnering with you on this journey from kindergarten to adulthood.

Academics is also another piece that is introduced in kindergarten. Building the foundational skills for reading, writing, and math is a very important part of kindergarten. There are a few laws and requirements in regards to how we proceed in academics. I have included a screener they are required to take, information about the screener, as well as an article about our reading curriculum.

We use a sounds first approach, which means kindergarten students are introduced to a symbol and taught that a sound goes with that symbol. Children do not need to know letter names in order to read, so the idea is to teach them the sounds then letters at a later point. Please read the attached article for more information.

This is a BIG year and we look forward to walking beside you!

Sincerely,

Heather Conn

Appendix F

Here are the DIBELS assessments that will be done at the beginning of the school year for kindergarten. All three of these assessments will be completed in ONE MINUTE.

o r u v C M O L h k
 E U e f A B c I D i
 y N F s g P G d S x
 t p T H a m R j n b
 E L h g x t m S O o
 p T U r v R j n b M
 e c A H i f I B s k
 N G d y P F a u C D
 o h c b r v e p f a
 k d g s i u t m n y

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DIBELS 8th Edition
 Benchmark LNF.K.Beginning

Above Picture: This is what is called the LETTER NAME FLUENCY (LNF). At the beginning of the kindergarten year it is said to be able to identify 25 + letters in ONE MINUTE to be proficient.

my /m/ /ɪ/	year /y/ /ear/	the /TH/ /u/
new /n/ /oo/	an /a/ /n/	at /a/ /t/
mine /m/ /ɪ/ /n/	wait /w/ /E/ /t/	made /m/ /E/ /d/
then /TH/ /e/ /n/	both /b/ /O/ /th/	chain /ch/ /E/ /n/
man /m/ /a/ /n/	store /s/ /t/ /or/	blue /b/ /l/ /oo/
ride /r/ /ɪ/ /d/	board /b/ /or/ /d/	hill /h/ /ɪ/ /l/
piece /p/ /E/ /s/	south /s/ /ow/ /th/	rich /r/ /ɪ/ /ch/
safe /s/ /E/ /t/	good /g/ /oo/ /d/	half /h/ /a/ /t/
wrote /r/ /O/ /t/	week /w/ /E/ /k/	few /f/ /y/ /oo/
stay /s/ /t/ /E/	hole /h/ /O/ /l/	other /u/ /TH/ /er/

AbovePicture: This is what is called the PHONEMIC SEGMENTATION FLUENCY (PSF). At the beginning of the kindergarten year it is said to be able to identify 5 sounds in ONE MINUTE to be proficient.

sep	rop	lan	tup	nen
het	dem	som	tig	nup
tum	nep	nop	lun	hon
lut	nem	san	dut	nin
dit	sem	rin	nam	fon
reg	yan	yed	tud	dib
fet	yit	fem	rud	seg
pom	pim	mem	dap	nud
teb	hib	sud	pid	gim
gid	seb	vad	mig	yom
wap	yad	lem	yun	reb
vom	wod	fub	mip	wum
yod	vut	wid	wem	kun
kom	pag	wim	dob	bim
vid	vun	yab	pob	vot

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Benchmark WRF & Beginning

Above Picture: This is what is called the NONSENSE WORD FLUENCY (NWF). At the beginning of the kindergarten year it is said to be able to identify 9 sounds and blend three of them together in ONE MINUTE to be proficient.

by	and	but	has	are
a	in	of	there	have
it	no	more	we	is
help	hold	bring	two	top
put	late	face	front	young
light	left	white	got	speak
need	far	game	point	see
small	out	voice	street	big
free	like	line	sound	play
come	job	same	down	short
needs	some	once	man	did
turn	does	known	find	high
lot	my	four	both	field
who	call	few	start	cut
place	home	end	friend	book
done	get	soon	part	less
years	feel	most	life	much

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Benchmark WRF & Beginning

Above Picture: This is what is called the WORD READING FLUENCY (WRF). At the beginning of the kindergarten year it is said to be able to identify 1 word in ONE MINUTE to be proficient.

What is DIBELS? What does it mean to be proficient?

DIBELS Tips for Families

Why DIBELS?

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. DIBELS is a series of short, quick assessments that some schools use to determine if students may be struggling with reading and need additional help. Teachers use DIBELS to inform their reading instruction. In other words, DIBELS tells teachers if students are at risk in reading and the type of help they may need.

What are Risk Categories?

Results of DIBELS subtests are categorized according to the risk, or likelihood, that students will meet end-of-year grade-level goals in reading. The categories were determined based on research in which DIBELS and end-of-year reading tests were administered to many students across the country.

Blue - Negligible risk: Students with negligible risk are on track for reading success and should continue to receive the instruction they are getting – sometimes called “Core Support.” We might call these students “Above Benchmark.”

Green - Minimal risk: Students with minimal risk are on track for reading success and should continue receiving the instruction that they are getting – sometimes called “Core Support.” We might call these students “At Benchmark.”

Yellow - Some risk: Students with some risk may be struggling with one or more components of reading. They need additional instruction, usually in a small group setting. Their progress should be monitored in the area in which they are struggling. In other words, these students need “Strategic Support.”

Red - At risk: Students at risk are struggling with reading, either scoring well below the benchmark or struggling with more than one component of reading. They need extra instruction in a small group or one-on-one setting. Their progress should be monitored in the areas in which they are struggling. In other words, these students need “Intensive Support.”

What About Percentiles?

First, percentiles are not like grades. If your child's score is at the 40th percentile, that's not the same as getting 40% on an assignment at school. If your child's score is at the 40th percentile on DIBELS that means they scored as well as or better than 40% of students in the same grade at the same time of year. Scoring 40% on an assignment means your child got 40% of the points possible on that assignment. Most students who fall in the 40th percentile or above on DIBELS are in the minimal or negligible risk categories. That means with regular instruction in reading, they are likely to be a successful reader.

Sometimes percentiles can be confusing if your child is a very good reader – say in the 90th percentile for Oral Reading Fluency Words Correct – but has a much lower percentile in Accuracy – say the 43rd percentile. Many students have excellent accuracy (99-100%) so even if your child has very good accuracy, their percentile could look lower than you expect because most students are also very accurate. Rest assured, in second grade and beyond, if your student's accuracy is high – say above 96% – the percentile on accuracy is not cause for concern.

Should I Be Worried if My Student is at Risk?

The best answer we can provide is maybe. If your child is at risk or at some risk based on their DIBELS scores, there is reason to be watchful. We recommend talking with your child's teacher.

Here are some things to ask about:

- The instruction your child is receiving.
- The intervention provided for students who struggle with reading.
- How they monitor students' progress in reading.
- How you can support your student's progress.

Partnering with the school is one of the best ways to ensure your student's success in reading.

My Student Failed DIBELS! What Should I Do?

Don't panic! DIBELS is an indicator of risk, but it's not a test with a grade. Put another way, students cannot "fail" DIBELS. DIBELS gives teachers information, so they know how to proceed with instruction. It can be thought of as one indicator of reading health, just like taking your student's temperature is an indicator of their physical health. If your student is "at risk" or "at some risk" that tells you and the teacher that your student needs additional or more explicit reading instruction.

Please read the article below in order to understand what our philosophy is and what we are recommending to parents of kindergarten students.

mCLASS DIBELS Letter Naming Fluency (LNF) and CKLA Kindergarten Instruction

Many students enter Kindergarten already knowing some letter names. Letter names are widely taught in homes and preschools, on educational television, and by educational toys and games. Knowing the letter names, however, is no guarantee that students have phonemic awareness (knowing the sounds the letters represent) that leads to accurate phoneme-to-grapheme mapping, a critical component of early reading instruction.

Letter Naming Fluency (LNF) is a standardized, individually administered test within mCLASS with DIBELS 8th edition used as an indicator of risk for reading difficulty rather than an instructional target. The ability to recognize and name letters in preschool and at the beginning of kindergarten is a strong predictor of later reading achievement (e.g., Badian, 1995; Walsh, Price, & Gillingham, 1988). Prior to formal education, some students have the benefit of being exposed to words, stories, and books. In those cases, caretakers often teach the alphabet and letter names, particularly those associated with the child's name. Students who do not demonstrate this ability may be at risk for later reading difficulties; thus, performance on LNF is included within the DIBELS Composite Score in kindergarten and first grade.

However, studies have failed to show that teaching letter names to students enhances their reading ability (e.g., Ehri, 1983) and, in fact, have demonstrated that successful

learning of letter-sound correspondences that lead to reading acquisition can occur without the knowledge of letter names (Bruck, Genesee, & Caravolas, 1997; Mann & Wimmer, 2002).

The LNF measure at the beginning of the year does not assume students have had previous letter-naming instruction, whether in Amplify Core Knowledge Language Arts (CKLA) or any other program. If students' DIBELS LNF and Composite Scores indicate that they are at-risk for reading difficulty, teachers should use data on the priority skills assessed by DIBELS to plan instruction for students, and should not plan to emphasize letter naming for the purpose of raising LNF scores. This prioritization of skills is in direct alignment with CKLA, which, particularly in kindergarten, focuses on the use of letter sounds over letter names. The DIBELS 8th Edition Composite Score takes into account performance on each measure and places a substantial weighting on the Nonsense Fluency score.

If students respond to the activities in Kindergarten CKLA units by calling the letters by names, instead of sounds, please gently redirect them; for example say, "That's the letter name. Can you tell me the sound we have been practicing?"

Note that while letter names are not utilized in the initial units of Kindergarten CKLA instruction, they are introduced in Unit 6. By that unit, students have learned many letter sounds, and since letter names are no longer likely to interfere with decoding, letter names are introduced.

Please note that this is not to say that teachers should discourage parents from instructing their children at home. But in the classroom, LNF does not yield a high return

on investment when providing targeted remediation for students that are already at risk.

