

Stonegate Elementary Virtual Learning Handbook and Planner 2020/2021

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Office



Belinda Rabb-Patterson - Principal
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School Office Hours:
Monday-Friday 7:30am-4:00pm

Stonegate Website:
<https://stonegate.wusd.k12.ca.us/index.html>

Dear Stonegate Families:

Welcome to Stonegate Elementary School for the 2020-2021 school year. As the principal of Stonegate, I feel extremely fortunate and proud to be working with such a dedicated and professional staff, students and community. My focus this year is “Every Child, Every Day, Whatever It Takes!”

Our goal will be to sustain high expectations for students, maintain a quality educational program and provide a positive and caring school environment that will foster individual excellence and lifelong learning for our students.

Stonegate is a community school. It is a school where the children come first. Stonegate is the sum of all the pieces to the puzzle. In other words, school + student + parent(s) = success. If any piece of this puzzle is missing, then the level of success for students and school falters.

This year we will continue to implement the 10 pillars of Lion Character: Trustworthiness, Respect, Responsibility, Fairness/Justice, Caring, Citizenship, Honesty, Courage, Diligence, and Integrity. Stonegate will continue to implement an anti-bullying policy, and support through social injustice/race/equity. As a Stonegate family we will continue to model the 3B's: Be safe, Be responsible and Be respectful.

As a parent, you are always welcome in our school. Our Stonegate family invites you to play an active role in your child's education. For the start of the 2020-2021 school year we will be in a virtual learning setting. During this time, we will not be accepting any volunteers on campus until we return to an in person learning environment. We can help our families navigate the volunteer process, so that you can participate and support our school. This is the best guarantee for a successful school year. Regular communication with your child's teacher is essential. If we can be of any assistance, please feel free to contact us.

We look forward to a wonderful year. Together we can make a difference for the children at Stonegate.

Respectfully,

Belinda Rabb-Patterson, Principal

Marisela Romero, Assistant Principal

**Stonegate Pre-8th grade Parent and Student Handbook
2020-2021
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Section 1: Attendance Procedures

SB 277 Reminder

Effective July 1, 2016, students entering kindergarten (including TK) and 8th grade are required by law to have proof of up-to-date vaccines and can no longer rely on a personal belief exemption. Please discuss any questions you may have with our office staff.

Attendance

All students are expected to be in attendance each day in order to learn and succeed. Stonegate expects all students to have an attendance rate of at least 97% for the school year. This equates to no more than 6 absences for the school year. The State of California considers a student with more than 3 days of unexcused absences as a habitual truant. Also, being 30 minutes or more late for school for 3 days or more is considered truancy. Excessive absences, in all probability, will affect the child's educational performance. If a student accumulates three unexcused absences or a total of 10 absences, we are required to begin the process of submitting your child's attendance record to the Director of Student and Family Support Services.

Attendance Reporting

State law requires an official verification by the parent or legal guardian excusing absences. You may either call the office at (916) 375-0960 the day of your child's absence or leave a voicemail message after hours. Please include the following information when notifying the school of your child's absence: **child's name, date of absence, reason for the absence, and the name of the person reporting the absence.**

Truancy

State law requires that any student, who has been absent without a valid excuse for more than three days in one school year, shall be

reported as a truant to the Director of Student and Family Support Services.

Independent Study

The parents or guardians must complete an Independent Study Contract with the school secretary **2 weeks in advance** of their student leaving school, for the contract to be approved. This provides appropriate time to process the request and get student work submitted from teachers to the front office. (Independent study is available for students who will be away from school for a minimum of 5 days and a maximum of 10 days.) All work must be completed on time and returned to the office upon returning to school.

Stonegate Virtual Schedules

<u>Preschool</u> AM Class	<u>TK/K (180 minutes)</u>	<u>1-3rd grades (230 minutes)</u>	<u>4-5th grades (240 minutes)</u>	<u>6-8 (240 minutes)</u>
8:30-9:00 - Instruction (Circle Time)	8:30-11:30- Instruction (180 minutes, 25 minutes of break throughout the morning)	8:30-10:45 - Instruction (135 minutes, 15 minutes of break)	8:30-10:45 - Instruction (135 minutes, 15 minutes of break)	8:30-9:10 - 1st period (40 minutes)
9:00-9:30 - Snack Break		10:45-11:30 - Lunch	10:45-11:30 - Lunch	9:15-9:55 - 2nd period (40 minutes)
9:30-10:00 - Student Activity	11:30-12:25 -Lunch	11:30-12:55 - Independent Learning Time	11:30-12:45 - Independent Learning Time	10:00-10:40 - 3rd period (40 minutes)
10:00-10:30 - Literacy Instruction (Story Time, Letters, etc)	12:25-1:30- Independent Learning Time	12:55-2:00 - Instruction (65 minutes-No more than 10 minutes break)	12:45-2:00 - Instruction (75 minutes-No more than 10 minutes break)	10:40-11:25 - Lunch
10:30-11:00 - Student Assessment, Support, Enrichment, and Small Group Time	1:30-2:30 - Student Assessment, Small Group Support, and Enrichment Time (60 minutes)	2:00-2:30 - Student Support and Enrichment Time (30 minutes)	2:00-2:30 - Student Support and Enrichment Time (30 minutes)	11:25-12:20 - Independent Learning Time
				12:20-1:00- 4th period (40 minutes)
				1:05-1:45 - 5th period (40 minutes)
				1:50-2:30 - 6th period (40 minutes)

WUSD Calendar

Washington Unified School District TK-8 Instructional Calendar

Section 2: General Information

Parent/School Communication

Communication between the school and the parent is crucial. We encourage all parents to check Aeries regularly for missing assignments and grades. We encourage parents to contact their child's teacher via email or phone and we encourage parents to review the individual classroom newsletters sent home weekly in grade TK- 5. In order to use AERIES, you must pick up a letter from our school office, anytime throughout the year. Parents also will receive regular communication from Stonegate and WUSD through Catapult Connect messaging system. It is important we have current contact information for parents/guardians (phone, email, and address). Contact the school office to update your contact information.

Parent Concerns/Uniform Complaint Policy

We encourage the resolution of concerns and complaints early and informally whenever possible. Parents should direct any concerns to their child's teacher(s). If a problem remains unresolved, the parents should direct any concerns to the principal. If at this point a problem remains unresolved, parents should submit a formal written complaint, following the [Uniform Complaint Procedures \(UCP\)](#), as early as possible in accordance with the appropriate district procedures. Washington Unified School District Board Policy 1312.3, Uniform Complaint Procedures and the Administrative Regulation, provide the policy and information on the steps to be followed by the complainant and the District within the sixty (60) day timeline. District procedures are readily accessible by contacting the school office or district office.

Teacher Contact (Teacher Directory is on page 12 of this document)

Families may contact teachers by email or school phone. If you are trying to reach them during the school day, you will receive their voicemail. We ask that you allow our staff to respond in a timely manner, typically 24-48 hours.

Emergency Cards

Parents and guardians are **required by law** to provide the school with up to date emergency information at the beginning of each school year and as information changes. It is imperative that the school be able to reach you in case your child is ill or injured. In addition to the parent/guardian contact numbers, it is important that at least two additional numbers be listed in case of emergency.

Reporting Child Abuse

By law, if a school employee suspects any type of child abuse, the employee must contact Child Protective Services and file a report. Child Protective Services may visit the school and talk with your child. The school will not notify the parents. Child Protective Services will take the appropriate steps necessary to keep the child safe.

Transfers

If you are moving, please inform office personnel a few days prior to the withdrawal date. This will provide time for your child's teacher and our office staff to complete any necessary paperwork.

Student Success Team

The Student Success Team (SST) is an effective way to bring together all resources to support students. The team meets at the request of a teacher or parent for a concentrated problem-solving meeting. The team works together to develop additional

interventions to assist the student in having a positive educational experience at Stonegate. If you have any questions about the SST process or how to ask for an SST meeting please contact school administration.

Comprehensive School Safety Plan

Each school also has a comprehensive safety plan on site. The plan is available to view at the school site.

Uniforms/Dress Code

During Virtual Learning we will follow the WUSD dress code policy instead of a uniform policy and will continue for the 2020-2021 school year.

WUSD Dress Code policy

The Board of Education developed Board Policy 5131 as it believes that the development of attitudes and behavior patterns in dress and grooming should be a part of each student's total educational experience. Dress, hair style or makeup which are of a distracting nature or interfere with the study habits of students in the class or school, shall not be acceptable.

The district is legally and ethically responsible for the establishment of a classroom and campus atmosphere which creates the proper conditions and practice of orderly study. The grooming standards that follow are directed towards the fulfillment of this obligation, attending to the concerns of health and safety but granting, where possible, a reasonable expression of individual taste. Reflected with these standards is an appreciation of the current trends in style or fashion, but tempered with restrictions regarding extremes that are distracting, dangerous or simply out of place at school.

No restrictions on freedom of dress or adornment shall be imposed by the District which may violate a student's civil rights, which impose particular codes of morality or religious tenets, which attempt to dictate style or taste, or which do not fall within the direct or implied powers of the Board of Education.

Periodic review of these standards of personal appearance should involve parents/guardians, teachers, administrators and student representatives.

Clothing worn should correspond with the demands and attributes of the activity in which students participate. Footwear standards are concerned with prevention of accidents and injury. Shoes shall be worn at all times except under specified conditions. Students must also consider physical education requirements in their selection of shoes.

Parent Engagement

Stonegate welcomes volunteers and parent engagement. There are several committees where parents/guardians can get involved within Stonegate.

- *School Site Council: SSC*
- *English Learner Advisory Committee/District English Learner Advisory Committee: ELAC/DELAC*
- *Parent Teacher Organization: PTO*
- *Local Control and Accountability Plan/Parent Advisory Council: LCAP PAC*
- *Return to School Parent Work Groups*

Classroom Volunteers

When we are able to safely return to in person instruction we welcome classroom volunteers. Volunteers must submit a completed

volunteer packet to the WUSD District Office. Please see the volunteer process at:
<http://www.wusd.k12.ca.us/Departments/Human-Resources/Volunteers/index.html>

WUSD Parent Handbook

For further information about WUSD policies and procedures please go the WUSD Parent Handbook at
<http://www.wusd.k12.ca.us/Parents/Parent-Handbook/index.html>

Section 3: Academic Information

Report Cards

Report cards will be issued to students each trimester(TK-5) and quarter/semester (6-8th) and will contain information about academic achievements, effort, and conduct grades. While reviewing the report card with your child, please set learning goals for the next trimester and emphasize the importance of a solid education.

Student Progress Reporting

See schedules at the bottom of this document.

Student Led Conferences

Communication is essential to your child's educational success. We feel it is extremely important for parents to keep in close contact with their child's teacher concerning his/her progress. Student Led Conferences will be scheduled during the week of September 21st - October 2nd, 2020. It is important that you are continually aware of your child's progress. Do not hesitate to talk with your child's teacher when you think it is important. At any time, you may request a conference to meet with your child's teacher to discuss his/her academic success.

Homework Policy

The purposes of assigning homework is to strengthen academic skills, reinforce concepts taught by teachers, develop student responsibility and accountability, and to promote parent awareness. Homework is deemed to be an independent activity to be accomplished outside of school day. Homework will generally fall into one or more of three categories and may include, but are not limited to the following:

PRACTICE: This includes activities to reinforce skills.

PREPARATION: These are assignments designed to provide background information and focus on future class activities.

EXTENSION: Creative activities such as book reports, science projects, and research are examples of such homework.

The amount of homework assigned shall be related to the maturational and ability level of students in a given class. It is the responsibility of the student to note and understand the homework assignment, complete it, and return it to school on the required day. Students neglecting to do homework may lose class and/or school privileges and may face class/school consequences. It is the parents'/guardians' responsibility to monitor their child's homework, assisting as appropriate. If you have any questions, please contact your child's teacher as each teacher's homework policy is unique to his/her classroom.

Special Education Program

Least Restrictive Environment: If a student is found to be in need of special education services, he/she shall be educated in the regular educational environment to the maximum extent possible. A special class, separate schooling, or the removal from the regular classroom will occur when the nature or severity of the student's special need is such that education in the regular classroom with supplemental services cannot be achieved satisfactorily.

Fair Hearing

In the event a parent or guardian disagrees with any process related to identification, assessment, or placement of a student in a special education program, the parent or guardian may request a fair and impartial local hearing by contacting the department of Student & Family Support Services.

Right to Assessment at Public Expense

If a parent feels that the assessment obtained by the District or the County Office of Education is inappropriate, the parent has the right to an independent assessment. If a due process hearing shows that the agency's assessment is inappropriate, the independent assessment will be at public expense.

Section 4: Virtual Learning

Virtual Etiquette

To help set up our students for success, students should use the following tips to be prepared for their virtual classroom. **You are still subject to the behavioral expectations in the California Education Code, WUSD Parent Handbook, and your school's Student Handbook even though you are in a digital environment.**

What to Consider Before You Start:

- Find a quiet workspace to work without distractions and with good light.
- Be on time. Do not be tardy for class.
- Dress appropriately as if you were in a classroom on the school campus (follow dress code).
- Prepare for and behave during the virtual class session just like you would prepare for and behave in the classroom.
- Follow the same school rules as in the Student Handbook and the WUSD Parent Handbook.

Important Privacy Issues:

- Do not screenshot or record anything during the virtual meeting.
- When you participate in a virtual class session you are providing a "window" into your home.
- Consider what may come into camera view during the virtual class session. Is the background appropriate?

Joining the Meeting:

- Click on the virtual class meeting link that is provided by your teacher.
- Do not forward the virtual class session link to others outside the class.
- Attendance will be taken daily during virtual class sessions (WUSD attendance policies apply). Log in five minutes before the virtual class session begins.
- Use your real name to make sure you receive credit for attending the virtual class session.
- As you join the class, check in with your teacher then mute yourself.

Using Your Mic:

- Talk at your normal volume. Use an inside classroom voice.
- Avoid side conversations when unmuted.
- The mic will pick up noises in the room, so it's best to select a quiet place to join. Minimize background noise by turning off the TV and radio.

Using Your Camera:

- Position yourself close enough and centered to the camera so your teacher can clearly see you.
- If you can, avoid windows behind you or other lights directly in the camera view to keep a clear image.

- When speaking, try to look at the camera, not your screen, as direct eye contact improves communication

Staying Engaged:

- Nod or signal a “thumbs up” to acknowledge other student contributions to the class discussion. Listen actively and actively participate. Ask/answer questions.
- Avoid doing anything else when you are in the meeting. This is your time to stay focused.
- If the teacher allows it, use the chat to ask questions, request to speak, or share ideas.

Using Buttons/Extensions:

- If available, use the “raise hand” option to indicate when you want to speak.
- If available, use other engagement icons when appropriate: thumbs up, applaud, etc.
- When asked to work in a small group in a breakout room, classroom rules and behaviors apply.

Keeping Track:

- Take notes and follow along as you would in the classroom.
- Demonstrate your commitment to learning online by making extra effort to be engaged.

Unacceptable Behavior:

- Vulgarity (no cursing, vulgar language, or inappropriate gestures, memes, etc.)
- Negative feedback on other’s work and/or comments
- Posting negativity, bully others in chats
- Unacceptable noises in the background - loud music or noisy pets
- No smoking, vaping, drinking alcohol beverages

Final Thoughts:

- Always behave as if your camera and mic are on.
- Always be respectful and patient, especially when there may be technical challenges.
- Students choosing to virtually “bomb” a class will be dealt with accordingly.

Section 5: School-Wide Behavior Policies

Stonegate Staff want to ensure that all students are provided a safe and positive learning environment, “Every Student, Every Day, Whatever it Takes.” We strive to implement the 10 pillars of Lion Character: Trustworthiness, Respect, Responsibility, Fairness/Justice, Caring, Citizenship, Honesty, Courage, Diligence, and Integrity. Stonegate will continue to implement an anti-bullying policy, and support through social injustice/race/equity. As a Stonegate family we will continue to model the 3B’s: Be safe, Be responsible and Be respectful.

Virtual Learning Expectations

During Virtual Learning students are expected to follow the same behaviors that would be expected when in school. Students are to be respectful when in virtual meetings, and use technology in the appropriate manner. Virtual bullying will not be tolerated and district computers must be used for educational purposes only. The school will discipline inappropriate behavior and have a conference with parents. Students will be respectful and complete assignments in a timely manner.

Plagiarism: Plagiarism applies to all printed materials, video/audio materials, or web pages. It makes no difference where the text came from, or who wrote it, or which organization published it. All work will be the student’s own original work. Teachers utilize a third party program to check all written assignments and essays for plagiarism. All quotes, statistics, facts and sources will be appropriately cited, and any ideas or materials taken from another source for either written or oral use must be fully acknowledged whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
3. Borrowing facts, statistics, or illustrative material.

Cell Phones/Electronic Devices/Recordings

Cell phones and recording devices are not allowed in the virtual classroom. There is **absolutely no recording** of classroom instruction, student interaction, or the virtual classroom platform.

Use of Technology

The district will provide reasonable supervision of students using its access to the internet and attempt to do what is technologically reasonable with filtering software to prevent students from obtaining access to harmful matter as defined by state and federal law. Students using the district's internet access and technology resource shall have no right to privacy in their use of those systems. Staff may monitor all system activities to make sure that students are taking part in proper use of the system. Students who fail to abide by district policies and guidelines may be subject to disciplinary action, revocation of their privilege to use the systems

Stonegate Progressive Discipline Procedures during Virtual Learning:

Step 1: Warning/re-direction from teacher

Step 2: Five-minute break in the Zoom waiting room

Step 3: If the student continues to disrupt the class, the teacher will call and/or email home.

Step 4: If behavior continues, the student will be referred to administration. The student will be referred to a Zoom classroom hosted by administrators. A parent conference will be scheduled.

Alcohol and Drugs: The intent of district policy is to establish an atmosphere that will promote understanding of the use, abuse, and misuse of drugs, including alcohol and tobacco. To that end, a substance abuse education, prevention and intervention program is established to motivate individuals to make responsible choices with respect to the use of drugs, alcohol, and tobacco. Curricula shall be course-specific, as well as appropriately infused into various content areas.

Anti-Bullying/Cyberbullying: Should a student, parent or staff member believe that any student has been subjected to bullying, or harassment, he/she should file a Suspected Bullying Report with the school. The administrator will conduct an investigation to determine if the act fits the definition of bullying. If so, the site administrator will take the appropriate disciplinary and intervention steps. Students can be assured that the District will not tolerate retaliation as a result of filling out a Suspected Bullying Report. Forms can be accessed at the school sites or downloaded from the school or district website.

The board recognizes that it is the responsibility of program personnel to maintain a secure and safe school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior in school, school-sponsored activities on or off school grounds, and transportation to and from school. Therefore, bullying behavior, of any form, will not be tolerated. Consistent with legislative requirements the principal is authorized to develop and implement a Safe Schools Plan outlined in Section 32280 of California Education Code.

Bullying takes many forms and may include many different behaviors, such as, but not limited to:

1. Physical violence and attacks;
2. Verbal harassment or taunts, name-calling and use of disparaging language, including disability-, ethnically- or racially-based verbal abuse and gender-based disparaging language;
3. Sexual harassment including unwanted sexual attention or insulting or degrading sexual remarks or conduct;
4. Harassment, threats and intimidation;
5. Extortion or stealing of money and possessions;
6. Exclusion from the peer group; and/or
7. Using the Internet as a means of harassment and intimidation (i.e., Cyber-bullying). Definitions:

“Bullying” is defined as the repeated use by one or more students of a written, verbal, or electronic communication, such as cyber bullying, or a physical act or gesture directed at another student in the same school district that: (A) Causes physical or emotional harm to the student or damage to the student’s property, (B) places the student in reasonable fear of harm to himself or herself, or of damage to his or her property, (C) creates a hostile environment at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate), (D) infringes on the rights of the student at school, or (E) substantially disrupts the education process or the orderly operation of a school. This definition of “bullying” includes, but is not limited to, written, verbal, or electronic communications, or physical acts or gestures that are based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

“Cyber bullying” - Any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications. In order for it to be identified as “cyber bullying” requiring school/program intervention, the students involved must attend school in the same district.

“Electronic communication” - means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.

“Mobile electronic device” - means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Prevention and intervention strategy” - may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing 27 appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

“Off Campus Bullying” - The new law explicitly requires school districts to prohibit bullying which occurs outside of the school setting if such bullying 1) creates a hostile school environment for the victim; 2) infringes on the rights of the victim at school; or 3) substantially disrupts the education process or the orderly operation of a school.

“Harassment” – Any physical or verbal hostility toward someone with legally protected status. Such status pertains to race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (Including past or present history of mental disability), physical disability, learning disability, mental retardation, genetic information, prior criminal conviction, or other lawfully protected status. Such hostility can be severe, persistent, or pervasive. Any student who engages in the bullying of anyone at school or a school-related activity shall be subject to disciplinary action according to Dis

Sexual Harassment: Students who engage in any form of sexual harassment will be prohibited from attending school activities for a period from one to five days or more, or dis-enrolled from the school, whichever is appropriate. Sexual harassment includes unwanted touching, or verbal remarks/physical gestures of a sexual nature, which are unwanted and/or unwelcome. The District Sexual Harassment Policy can be found in the WUSD Parent Handbook.

Smoking/Tobacco Use: Washington Unified School District prohibits the use of tobacco and any e-cigarette/vaping products at all times on district grounds. The prohibition applies to all employees, students and visitors at any activity or athletic event. Students shall not smoke, chew or possess tobacco or nicotine products including, but not limited to e-cigarettes on school property or during school hours, at school-sponsored events, or while under the supervision of district employees.

Device Policy

In order to have the best virtual learning experience, students will need a device to access their digital classroom, keep in communication with their teacher and peers, and complete classwork. Students can check out a district issued Chromebook to complete their studies. If students need internet access, hotspots are available for check out as well. Contact administration to get a Chromebook or Hotspot checked out for student use.

Technology Support

WUSD Parent Resources for Technology Website:

<https://sites.google.com/wusd.k12.ca.us/wusdinstructionaltechnology/parent-resources?authuser=0>

The website above has video tutorials and information available for the following items:

- Logging into Chromebooks
- Logging into WUSD Portal and Apps
- Google Classroom
- Zoom
- Any new program additions for this year

Section 6: Teacher Directory

Teacher Name	Grade	Email	Phone Ext.
Capel, Lynette	Pre	lcapel@wusd.k12.ca.us	3724
Black, Jennifer	TK	jblack@wusd.k12.ca.us	3734

Arnold, Jennifer	K	jarnold@wusd.k12.ca.us	3722
Ngo, Pinky	K	pngo@wusd.k12.ca.us	3721
Nyberg, Rebecca	K	rnyberg@wusd.k12.ca.us	3723
Ratola, Kim	K	kratola@wusd.k12.ca.us	3733
Berger, Jennifer	1	jberger@wusd.k12.ca.us	3728
LaFortune, Michelle	1	miafortune@wusd.k12.ca.us	3737
Nguyen Costa, Trang	1	tnguyen@wusd.k12.ca.us	3726
Tran, Mai	1	mtran@wusd.k12.ca.us	3729
Almberg, Corrine	2	calmberg@wusd.k12.ca.us	3730
O'Donnell, Paige	2	podonnell@wusd.k12.ca.us	3735
Persons, Gretchen	2	gpersons@wusd.k12.ca.us	3731
Tague, Sandy	2	stague@wusd.k12.ca.us	3736
La Mar, Veronica	3	vlamar@wusd.k12.ca.us	3740
Phillips, Maci	3	mphillips@wusd.k12.ca.us	3737
Reeves, Monica	3	mreeves@wusd.k12.ca.us	3741
Rosales, Tina	3	trosales@wusd.k12.ca.us	3738
Owen, Kyle	4	kowen@wusd.k12.ca.us	3742
Parker, Frank	4	fparker@wusd.k12.ca.us	3743
Tushar, Haley	4	htushar@wusd.k12.ca.us	3739
Best, Heather	5	hbest@wusd.k12.ca.us	3745
Boyd, Renee	5	rtellier@wusd.k12.ca.us	3747
Williams, Angela	5	alwilliams@wusd.k12.ca.us	3746
Angel, Amanda	ELA 6/ AVID	abenoit@wusd.k12.ca.us	3752
Sofia, Karina	ELA 7	kkappmeyersofia@wusd.k12.ca.us	3760
Heinz, Anna	ELA 8	aheinz@wusd.k12.ca.us	3749

Pipes, Lauren	Math 6	lpipes@wusd.k12.ca.us	3758
Wiese, Steve	Math 7	swiese@wusd.k12.ca.us	3759
Valine, Amanda	Math 8	avaline@wusd.k12.ca.us	3750
Caves, Sarah	Sci 6	scaves@wusd.k12.ca.us	3755
Zwerdling, Jillian	Sci 7	jzwerdling@wusd.k12.ca.us	3751
White, Megan	Sci 8/ AVID	mwhite@wusd.k12.ca.us	3754
Domek, Pat	SS 6/AVID	pdomek@wusd.k12.ca.us	3753
Shields, James	SS 7	jshields@wusd.k12.ca.us	3756
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Clyma, Jason	RSP	jclyma@wusd.k12.ca.us	3748
Perez, Maria	RSP	mperez@wusd.k12.ca.us	3744
Perrin, Rachel	Speech	rperrin@wusd.k12.ca.us	3714
Henson, Delores	Band	dhenson@wusd.k12.ca.us	3717
Mihov, Neli	Psych	nmihov@wusd.k12.ca.us	3705
Jacquez, Maria	Soc. Worker	mjacquez@wusd.k12.ca.us	3706
Leon, Eli	Outreach	eleon@wusd.k12.ca.us	3706
Martinez, Ana	Secretary II	amartinez@wusd.k12.ca.us	3700
Monroy, Penny	Secretary I	pmonroy@wusd.k12.ca.us	3701

2020 - 2021 Elementary School Trimester Marking Periods

Trimester 1 Grade Dates: 8/12/2020 - 11/4/2020		
Monday	November 2, 2020	Grading Window Opens
Wednesday	November 4, 2020	1st Trimester Ends
Tuesday	November 17, 2020	Grades due by 11:59 PM
M2 Grade Dates: 11/5/2020 - 02/26/2021		
Friday	February 19, 2021	Grading Window Opens
Friday	February 26, 2021	2nd Trimester Ends
Friday	March 5, 2021	Grades due by 11:59 PM
M3 Grade Dates: 03/1/2021 - 05/27/2021		
Thursday	May 13, 2021	Grading Window Opens
Thursday	May 27, 2021	3rd Trimester Ends
Thursday	May 27, 2021	Grades due by 11:59 PM

2020-2021 Middle School Marking Periods

FALL SEMESTER 8/12/20 - 12/18/20 (86 days)		
Quarter 1 Grade Dates 8/12/2020 - 10/9/2020 (42 days)		
Tuesday	September 8, 2020	Grading Window Opens
Friday	September 11, 2020	1st Quarter Progress Report Ends
Wednesday	September 16, 2020	Grades due by 11:59 PM
Monday	October 5, 2020	1st Quarter Grading Window Opens
Friday	October 9, 2020	1st Quarter Ends
Wednesday	October 14, 2020	Grades due by 11:59 PM
Quarter 2 Grade Dates 10/12/2020 - 12/18/2020 (44 days)		
Monday	November 9, 2020	Grading Window Opens
Friday	November 13, 2020	2nd Quarter Progress Report Ends
Wednesday	November 18, 2020	Grades due by 11:59 PM
Monday	December 14, 2020	2nd Quarter Grading Window Opens
Friday	December 18, 2020	2nd Quarter Ends
Friday	January 8, 2021	Grades due by 11:59 PM

SPRING SEMESTER 1/6/2021 - 6/2/21 (94 days)		
Quarter 3 Grade Dates 1/6/2021 - 3/19/2021 (49 days)		
Monday	February 8, 2021	Grading Window Opens
Wednesday	February 10, 2021	3rd Quarter Progress Report Ends
Thursday	February 18, 2021	Grades due by 11:59 PM
Monday	March 15, 2021	Grading Window Opens
Friday	March 19, 2021	3rd Quarter Ends
Wednesday	March 24, 2021	Grades due by 11:59 PM
Quarter 4 Grade Dates 3/22/2021 - 6/2/2021 (43 days/45 days to June 2)		
Monday	April 19, 2021	Grading Window Opens
Friday	April 23, 2021	4th Quarter Progress Report Ends
Wednesday	April 28, 2021	Grades due by 11:59 PM
Thursday	May 20, 2021	Grading Window Opens
Friday	May 28, 2021	4th Quarter Ends
Friday	May 28, 2021	Grades due by 11:59 PM + 2 days to June 2

Stonegate Elementary Virtual Learning Handbook and Planner 2020/2021

2500 La Jolla Street West, Sacramento, CA, 95691 (916) 375-0960 FAX: (916)372-6057



Stonegate Parent and Student Handbook Signature Page

We have read and understood the information in the Stonegate Elementary School Parent and Student Handbook, and will review behavioral expectations to ensure their success.

Please complete the [Google Acknowledgement Form](#) in lieu of turning in the hardcopy. If you are unable to complete the Google Form, you may turn in a hard copy to the office.

Parent: _____
(Print name) (Signature)

Student: _____
(Print name) (Signature)

Grade: _____ Date: _____