

**Audubon Mission** - Audubon School provides a challenging learning environment, capitalizing on the



rich diversity of our community and the supportive involvement of our parents. Audubon school is committed to our implementation of Response to Intervention (RTI) model. RTI is a framework for the integration of academic and behavior supports for all students in our school community. Our school wide focus on RTI ensures high quality research based instruction in the general education classroom. The California Core Standards are our guide for what students should know and be able to do at each grade level. We teach to these standards implementing curriculum that emphasizes listening, speaking, critical thinking, reading, writing and mathematics. Our Elementary curriculum Includes: English language arts; mathematics; science; history/social science; health and physical education; music; art; technology. The RTI framework includes our school-wide Positive Behavior Intervention and Support (PBIS) program. PBIS supports social and emotional learning competencies for all students, cultivating a community committed to our Four Pillars of Excellence- Respect, Responsibility, Safety and Engagement.

Audubon

Principal's Newsletter

December 2018

PRINCIPAL MRS. MARIA BRADY, ASSISTANT PRINCIPAL MR. DOUG GARRISS

Dear Audubon Families,

Student Progress Reports were sent home on December 7, 2018. The first trimester report is to provide parents with a snapshot of your child's academic and social emotional learning progress at this point in the school year. A report of this type may differ from what you were used to as a child in elementary school. Your child's report shares your child's current progress for meeting end of year learning goals and standards for his grade level. It indicates what level of support your child will need to reach standard or exceed standard by the end of the year. Research tells us that a safe and caring learning environment promotes academic achievement and social growth. Understanding your child's progress report and how your child learns is an important factor in their school success, and promoting a safe and caring learning environment for your child at school and at home.

**What should I consider in reviewing my child's report?**

**Is my child needing significant (1) or some additional support (2) at this point in the year to meet progress?**

If so, do I as a parent understand what my student's strengths are academically and which strengths I can use to help him grow in other areas?

Am I in contact with my child's teacher to support improved progress? If yes, continue to monitor your child's progress and maintain a supportive relationship between parents, child and teacher.

If you are not currently in contact with your child's teacher, make a goal for yourself to check in with your child's teacher after winter break to support your child's growth. Good working relationships between schools and families that foster two-way communication about student growth and development is proven to support student achievement.

**How can I support my student at home?**

Celebrate your child's progress and reassure them that you are here to help, as is their teacher, as they make progress. Have your child set a goal for the next trimester such as reading together as a family for 10 minutes per night. Or play a math game weekly to solidify number sense and problem solving skills.

**Is my child making expected progress toward end of year standard (3) or exceeding expected progress toward end of year standard (4) at this point in the school year?**

Again, understanding how your child learns best and growing their interests are important in maintaining your child's progress. Encourage your child to select a learning goal and a social goal for the next trimester. For example for grades 3, 4 and 5 students have your child identify a subject they would like to know more about.

Engage your child in conversation about personal goals. Do they have a personal goal they would like to achieve? For example invite a new friend to play in a game at recess? As

parents supporting your child to be aware of their emotions and manage their emotions promotes caring relationships with peers and a concern for others in their community. Educating our children to be able to handle challenging situations and make responsible decisions supports academic progress.

Student progress reports are an opportunity for you to better understand your child's learning style, and their learning progress. An opportunity to reflect on your child's learning at home and at school. A time to reflect on how to partner with your child's teacher to support continued growth.

Sincerely,

Maria Brady, Principal

Check out our School Web Site click below

<http://audubon.smfcsd.net/>

#### Upcoming Dates:

No School on Friday  
December 21, 2018

Winter Break Friday,  
December 21, 2018 through  
Monday, January 7, 2019.

School resumes Tuesday  
January 8, 2019

District Wide Disaster Drill

**Wednesday, December 12,  
2018**

#### SCHOOLS SAFETY

Dear Audubon Families,

The safety and welfare of our students and staff are our highest priority. To provide schools an opportunity to practice emergency response procedures, we are planning a district-wide disaster drill **on Wednesday, December 12, 2018**, in which all students and staff will participate.

Regular practice of our emergency response procedures allows us to evaluate our emergency operations plan and improve our response skills.

**In order to protect students, in case of an actual emergency students will only be released to the parents and/or other adults listed on the student's Emergency Card.** It is always good practice to ensure that this card is regularly updated with accurate information. It is a good idea to have several trusted adults listed on the card, including one or two who live within walking distance of school. You should assume that in an actual emergency,

telephone communication may not be possible, and so you should discuss with your family a meeting place and reunification plans in advance with anyone listed on the student's Emergency card.



**In the event of an actual emergency any approved emergency contact person should be prepared to show identification and be informed where to go to wait for student release to sign them out. This procedure is designed for your child's protection and for your peace of mind.**

**Audubon's Designated Student Reunification is located at the Swan Gate.**

**We utilize « School Messenger » voice, email and text features to notify families during an emergency situation. Please be sure your contact information is up to date.**



<http://www.smfcsd.net/en/enrollment-student-registration/2019-2020-registration-for-the-next-school-year.html>

## Kindergarten and Transitional Kindergarten Priority Registration for enrollment 2019-2020

### AGE & GRADE LEVEL ELIGIBILITY

- **Kindergarten:** Children entering Kindergarten must be 5 years old by September 1, 2019.
- **Transitional Kindergarten (TK):** Children entering Transitional Kindergarten must be 5 years old on or between September 2, 2019 – December 2, 2019.
- Students who do not turn 5 by December 2, 2019 are *not eligible* to enroll in the SMFCSD for the 2019-2020 school year.

### Know The Big Five School Emergency Guidelines

#### IMMEDIATE ACTION RESPONSE: THE BIG FIVE ACTION DESCRIPTION

##### SHELTER IN PLACE

Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units

##### DROP, COVER & HOLD ON

Implement during an earthquake or explosion to protect building occupants from flying and falling debris

##### SECURE CAMPUS

Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned

##### LOCKDOWN / BARRICADE

Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement

##### EVACUATION

Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location