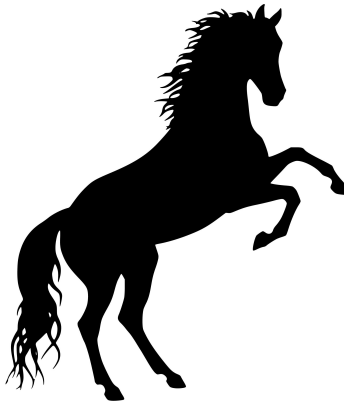


Geyserville Elementary School  
21485 Geyserville Avenue, Geyserville, CA 95441  
(707) 857-3410 Office  
<https://www.gusd.com/ges.html>

# Geyserville Elementary School Student Parent Handbook

2023-2024



*"Small Town, Small School, Big Future"*

Welcome Geyserville Elementary Parents and Guardians,

We are excited to have you and your children be part of the Geyserville community! At Geyserville, we are committed to every student's success and that our students learn and grow in a safe and supportive environment.

Our committed and highly qualified staff supports and motivates our students to grow in knowledge, skill, and character. Geyserville students develop into lifelong learners, equipped with the education to succeed in academics and beyond.

Everyone here at Geyserville knows the importance of parental involvement and community support. We encourage you to get to know your child's teacher and to volunteer as your schedule permits. Together, we can make the very best elementary school experience for your child.

This handbook contains important information about Geyserville's policies and procedures. If you have any questions, please do not hesitate to contact us. Current information regarding instructional schedules and safety measures are available [online \(https://www.gusd.com/\)](https://www.gusd.com/).

Thank you for trusting Geyserville Elementary with your child's education. Go Mustangs!

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#### Mission and Vision Statement:

Geyserville Unified School District as a whole is committed to providing the opportunity for all students to acquire the skills and values necessary to become responsible and contributing adults in our community and beyond. *We believe true excellence results from the collaboration of a passionate, committed staff, involved families, and the broader community.*

## **School Hours**

*Mon., Tues., Thurs., Friday*

8:10am-2:35pm

*\*breakfast in the multipurpose room opens at 7:45am*

Wednesday

8:10am-1:37pm

*\*breakfast in the multipurpose room opens at 7:45am*

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## **Mustang Memo**

The Mustang Memo is a weekly newsletter that will be sent out via *Parent Square* (our district-wide communication platform) as well as in paper format with your child's Wednesday Folder.

## **Wednesday Mail**

A Wednesday folder will go home with your child every Wednesday with important information.

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## **Office/Support Staff**

Piedad Flores (GES Site Secretary)

[pflores@gusd.com](mailto:pflores@gusd.com)

Erika Sauder (GES Principal & District ELD Coordinator)

[esauder@gusd.com](mailto:esauder@gusd.com)

Deborah Bertolucci (GUSD Superintendent)

[dbert@gusd.com](mailto:dbert@gusd.com)

Shannon Marckx (Administrative Assistant)

[smarckx@gusd.com](mailto:smarckx@gusd.com)

## **Board of Trustees**

Mr. Michael Johnson (President)

Ms. Anna Bernier (Clerk)

Mrs. Sara Lopez

Mrs. Chelsea Rickard  
Ms. Robin Doherty

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## **Attendance**

### **Absences**

Arriving at school on time and attending each day will set your child up for a positive educational experience. Outside of illness or emergency situations, we hope that all students will attend school each day. An excused absence shall be granted for the following reasons: student illness, medical or dental appointments, or funerals of immediate family members. All other absences are unexcused. A parent or guardian must clear absence with the office. You may write a note, call the office, or email the office to clear your child's absence. The note should include the following: date, teacher's name, full name of student, date of absence, specific reason for the absence, and a parent or guardian signature. An absence that is not cleared will be considered unexcused.

### **Tardiness**

At GES, students are expected to arrive at school on time. Late arrival is disruptive to both the student and the class. If your student arrives late to school (after 8:15am), they must check in at the office. Three or more tardies exceeding 30 minutes may result in a truancy letter.

### **Truancy**

Students who are absent or miss more than thirty minutes of a school day without a valid excuse for three or more times in one school year are considered truant (Education Code 48260). Students with patterns of unexcused absences, chronic excused absences (10% or more), and/or habitual tardiness may be referred to the School Attendance Review Board (SARB) for discussion and/or disciplinary action. Students with excessive truanancies will be referred to SARB.

### **Independent Study**

Independent Study can be requested with a two week notice to the office. Parents will sign a contract covering the guidelines of Independent Study. Your student must be absent a minimum of five days and not to exceed 20 days in a school year to qualify. Independent Study may be declined if work is not completed on previous Independent Studies contracts.

### **Permission to Leave School**

To take a child before school is dismissed, parents must come into the office and sign their child out prior to leaving. Students will only be released to a parent or guardian unless prior notification is given to the office.

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## **Student Health and Safety**

### **Immunizations**

“NO SHOTS, NO SCHOOL.” With few exceptions, that’s the rule for any pupil entering school in California for the first time. Current law requires all students to be immunized against diphtheria, whooping cough, chicken pox, tetanus, measles, mumps, rubella, Hepatitis B, and polio prior to entering any classroom. Children entering first grade must show evidence that they have received a complete health assessment within 18 months prior to entry, or 90 days after entry into the first grade. Pupils may no longer be exempt from these rules for religious reasons. A notice from a physician is the only possible exception.

### **Emergency Contacts**

Your child’s emergency contact information is a critical safety item. In the event of an emergency, students will only be released to the people listed as emergency contacts. Please make sure that all contact names and phone numbers are current. If you move from your present address, change phone numbers or email address, please let the office know immediately.

### **School Lunch/Morning Recess Snacks**

Lunch can be ordered through the school or students may bring lunch from home. All students should bring a nutritious snack to be eaten at morning recess time. We encourage a healthy lifestyle. Please do not send your child with candy, soda or energy drinks to school

### **Medication at School**

If your child needs medication administered at school, California Ed. Code 49423 allows the school nurse or other designated school personnel to assist students who are required to take medication during the school day, provided that the school receives a written statement from the child’s physician and a written request from the parent. Medication must be in the original pharmacy labeled prescription container. Please bring the medication with the signed form to the office for safe storage. Any change to medications needs to be reported to the office immediately.

### **Sunblock**

Please apply sunblock to your child before the school day. If you are concerned about sun exposure, we recommend that your child wear protective clothing such as a sunhat, cotton long sleeved shirt, etc. If your child must reapply sunscreen at school, it will need to be submitted to the office with a note from a parent. Children must not share sunscreen with other children for safety reasons.

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## **Dress Code**

Appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

Responsibility for the proper attire of all students attending Geyserville Elementary School rests with parents and guardians. Parents/Guardians of students not adhering to the dress code will be contacted by the principal or office staff and asked to bring appropriate clothing.

### *Rules:*

- Shoes and sandals must protect the feet; no thongs/flip-flops or backless shoes and sandals. High heels are not permitted.
  - Transparent shirts or blouses and halter tops are not appropriate attire. Straps should be at least 2 inches wide, no spaghetti straps.
  - Skirts and shorts must be as long as the bottom of the fingertips.
  - All tops must be full length; bare midriff is not permitted.
  - All clothing should fit and be worn appropriately. Undergarments should not be showing.
  - Gang clothing is not permitted, including pocket chains and gang jewelry. Clothing depicting designs with alcohol, weapons, inappropriate language, etc. are not permitted.
  - Hats may be worn on campus, but should be removed indoors at the teacher's discretion.
  - Leggings should be worn with long shirts/blouses.
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- Changes may be made to the dress code in the future with parental notification.
  - Special costumes or spirit days may occur during the school year.
  - The Principal and teachers may impose more or less stringent dress requirements to accommodate the special needs of certain sports, classes, or individuals.

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## **Curriculum and Homework**

### **Curriculum**

Geyserville Elementary School follows the district's adopted course of study which is based upon the Common Core State Standards and utilizes instructional materials adopted by the California State Board of Education. Teachers use the Standards as guides to what students are expected to learn at each grade level. This provides coordination and sequence through the grades. Specific questions concerning the curriculum and the materials which your child will use during the school year should be discussed with your child's teacher.

### **Homework**

Meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework is a reinforcement of skills already

learned, and should be completed without the assistance of a teacher or adult. Homework, in this view, is a way of forming habits to set students up for success later in their education by teaching responsibility, time management, and how to complete a task. Geyserville Elementary School focuses on quality over quantity, and uses the guidelines of ten minutes per grade level as a gauge when assigning homework.

### **Parent-Teacher Conferences**

Parent/Teacher conferences are held twice each year, during the fall for all students and as needed in the spring. Report cards are sent home three times a year for each trimester.

### **MTSS (Multi Tiered System of Support) Team**

“In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI2 processes, support for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students” (*California Department of Education. (2016). MTSS components. [Web page]. Retrieved from <http://www.cde.ca.gov/ci/cr/ri/mtsscomperti2.asp>*).

Often there are times when parents and teachers need an opportunity to seek assistance from others. The MTSS Team offers parents and staff the opportunity to work collaboratively in evaluating the strengths and needs of students having academic, social/emotional, attendance or behavioral difficulties and in identifying strategies and programs that may assist the students.

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## **Statewide Testing**

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child’s learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents and guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

### **CAASPP**

Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3–8 and grade 11 take these tests.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards.

### **California Alternate Assessments (CAAs) for ELA and Math**

Who takes these tests? Students whose individualized education program (IEP) identifies the use of alternate assessments take the CAAs for ELA and Math in grades 3–8 and grade 11.

What is the test format? The CAAs for ELA and Math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? Alternate achievement standards called the Core Content Connectors derived from the California Common Core State Standards.

### **California Science Test (CAST)**

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).

### **California Alternate Assessment (CAA) for Science**

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a computer-based series of four embedded performance tasks. The test is administered one-on-one by a test examiner who is familiar with the student shortly after the science content is taught.

Which standards are tested? Alternate achievement standards called the Core Content Connectors derived from the California Next Generation Science Standards (CA NGSS)

### **California Spanish Assessment (CSA)**

Who takes the test? The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.

What is the test format? The CSA is computer-based.

Which standards are tested? The California Common Core State Standards en Español.

## **ELPAC**

### ***Initial ELPAC***



Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English.

What is the test format? The Initial ELPAC is computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

### ***Summative ELPAC***

Who takes the test? Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative ELPAC is computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

### ***Initial Alternate ELPAC***

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English.

What is the test format? The Initial Alternate ELPAC is computer-based.

Which standards are tested? Alternate English Language Development (ELD) Connectors derived from the 2012 California English Language Development Standards.

### ***Summative Alternate ELPAC***

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative Alternate ELPAC is computer-based.

Which standards are tested? Alternate ELD Connectors derived from the 2012 California English Language Development Standards.

### **Physical Fitness Test**

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

What is Reported? Student participation (by component, by grade level) shall be reported in the local educational agency's Student Accountability Report Card.

## **Campus Safety**

### **Visitors and Volunteers**

We welcome visitors and volunteers! We believe that parent involvement increases student learning and success. We invite and encourage parents to be involved in their children's education. All visitors and volunteers must report to the office, sign in the volunteer/visitor's log and obtain and wear a volunteer/visitor's badge. It is imperative that we know who is on campus at all times. This complies with the site safety plan. If you are interested in volunteering in your child's classroom, please contact the teacher.

There are many opportunities to volunteer in Geyserville Unified School District; ELAC/DELAC, GES Parent Club, The Geyserville Educational Foundation, in the garden, etc. Please contact the office if you are interested in getting involved, or visit the "Parent Hub" bulletin board in the office for more information on any upcoming opportunities.

### **Drop-off and Pick-up**

Adult supervision begins on the playground and in the cafeteria at 7:45 a.m. each morning. Students should not arrive before 7:45 a.m. as there is no adult supervision. Immediately after school, a parent or caregiver must pick up students if they are not attending the Boys and Girls Club after school program. Please be sure that your child always knows how he/she will be getting home after school. If there is a change in the after school pick up routine, please make sure to send a note in the morning with your child or call the office. If there are unforeseen changes throughout the day, please call the office as soon as possible so that we can inform your child and the teacher. Students who are not picked up within ten minutes of dismissal are sent to the Boys and Girls Club after school program.

Please pick up and drop off your child in the roundabout area on the north side of campus. The roundabout in front of the school (on Geyserville Avenue) is *not* to be used to pick up/drop off students or park. *This roundabout is for school buses and vans only*, as indicated on the no-entry sign.

### **Releasing Students in an Emergency**

If we do have an unforeseen emergency, the procedures for picking up your child are different than a normal day. You will receive a robocall and/or communication via Parent Square with a specific location to pick up your child. *You may not walk on campus and go to your child's classroom.* Once at the pickup location at the school, you will need to bring a photo id and check in with staff at the student release area. The staff member will then release your child to you and document that you have picked them up. While this process may take time, it is important that all parents follow these protocols to ensure the safety of our students and staff during an emergency.

### **Items Not to Be Brought to School**

Gum, soda, unshelled nuts or seed and drinks in glass containers, as well as any toys, makeup, or other personal items are not permitted on school grounds. Bringing a weapon of any kind to school is grounds for suspension and/or expulsion. Geyserville Elementary School is a tobacco free campus.

**Principal Designee**

In the absence of the principal either the Superintendent or the Teacher-in-Charge (TIC) will become the “Principal’s Designee” to serve in the Principal’s position.

**Comprehensive Safety Plan**

Every year Geyserville Elementary updates and implements our Board approved Comprehensive Safety Plan. The safety plan includes all procedures related to keeping our students safe. A complete copy of our safety plan is available in the office or on our [website](#).

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**Transportation****Bus/van service**

Bus/van service is provided to and from school for those students who live within the Geyserville Unified School District boundaries. Those students who live beyond our District’s boundaries must be picked up ten minutes after dismissal or enroll in the Boys and Girls Club after school program.

**Field trips**

Parents must notify the teacher if the student will be picked up directly from the field trip and not returning to school and they will need to be signed out with the teacher.

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**Technology****School Property**

All students and parents are required to read and sign Geyserville’s Technology Pledge and Acceptable Use policy before any access to technology will be granted. Cyber safety for all students is our goal.

**Personal Property**

All personal technology devices (cell phone, iPads, iPods, Smart Watches. etc.) should be left at home. Due to possible disruption to the educational process, any devices brought to school must be turned off/silenced and remain in the students’ backpacks the entirety of the school day. Teachers may make exceptions when deemed appropriate, and any inappropriate use of a device will not be tolerated and devices will be held in the office for later parent retrieval.

## **After School Care/Boys and Girls Club**

The Boys and Girls Club of Sonoma/Marin is an afterschool program here on the Geyserville Elementary School campus. The BGC offers homework help, healthy habits, and outdoor activities. They are open on school days from the time school ends until 6:00pm. Please complete an [online application](https://www.bgcsonoma-marin.org/geyserville-registration) to secure your child's spot. <https://www.bgcsonoma-marin.org/geyserville-registration>



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### **Miscellaneous**

#### **Labeling Personal Items**

Please be sure that all clothing, water bottles, backpacks, and lunchboxes are marked with your child's name. Unidentified items left by students will be placed in the lost and found. Unclaimed items from lost and found are donated.

#### **Concerns/Complaints**

If you have any questions or concerns regarding your child, school and/or classroom policies and procedures, please first reach out to your child's teacher to discuss. If further discussion is necessary, please contact the Principal for a meeting prior to contacting the district or GUSD school board.

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### **Positive Behavioral Interventions and Supports (PBIS)**

#### **What is it?**

(PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

#### **Tier 1**

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide using positive reinforcement.

#### **Tier 2**

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

#### **Tier 3**

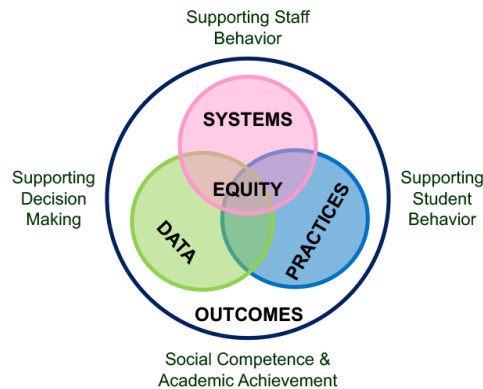
At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

### **Classroom PBIS**

Classroom PBIS practices are preventative and responsive. They are strategies you can implement with all students needing support at any tier. When implemented with fidelity, classroom PBIS practices lead to fewer disruptions, improved student behavioral and academic outcomes, and more time spent teaching,

Positive classroom practices include:

- An effectively designed physical classroom
- Predictable classroom routines
- 3-5 posted positive classroom expectations
- Prompts and active supervision
- Varied opportunities to respond
- Acknowledgements for expected behavior



## **Behavioral Expectations**

At Geyserville Elementary School, our rules are to be safe, be respectful, be responsible, and be kind. We expect students to follow these rules at all times to ensure a positive school culture. We use PBIS strategies to teach our students expected behaviors and reinforce with positive acknowledgement for these expected behaviors. We use a school-wide positive reinforcement program, awarding students Mustang Bucks for positive behaviors. Students will retain their mustang bucks and at the end of each month will have an opportunity to “shop” from a school-wide and classroom menu of prizes.

We also recognize students via trimester awards assemblies, honoring Mustang Award winners (students who exemplify being safe, respectful, responsible and kind in their day-to-day interactions, work hard at school, and always try their best), we will also give out awards to students who exemplify our school rules, exhibit leadership skills, make growth, and honor students both making progress and excelling in reading.

## GES Behavioral Expectation Matrix

Setting	Safe	Respectful	Responsible	Kind
Arrival/ Dismissal	<ul style="list-style-type: none"> <li>Go to a supervised area</li> <li>Walk to your class line</li> </ul>	<ul style="list-style-type: none"> <li>Stay on the playground and/or in the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time</li> <li>Keep track of your belongings</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Greet others "Good morning!"</li> </ul>
Setting	Safe	Respectful	Responsible	Kind
Recess	<ul style="list-style-type: none"> <li>Walk to and from the playground/in the hallway</li> <li>Feet first going down on the slide</li> <li>Walk on the play structure</li> <li>Stay in view of adults</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Follow adult directions</li> <li>Follow game rules</li> <li>Include everyone</li> <li>Play fairly</li> <li>Treat recess equipment with care</li> </ul>	<ul style="list-style-type: none"> <li>Pick up litter</li> <li>Throw away snack garbage/clean up after yourself</li> <li>Use the bathroom</li> <li>Share equipment</li> <li>Use and return equipment appropriately</li> <li>Walk to class line after whistle</li> <li>Use the bathroom and drink water</li> </ul>	<ul style="list-style-type: none"> <li>Include others</li> <li>Use kind words</li> <li>Play fair</li> <li>Use I statements to solve problems</li> <li>Take responsibility for your actions</li> </ul>
Setting	Safe	Respectful	Responsible	Kind
Bathroom	<ul style="list-style-type: none"> <li>Walk</li> <li>Both feet on the ground</li> </ul>	<ul style="list-style-type: none"> <li>Toilet paper in toilet</li> <li>Paper towels in the garbage</li> <li>Use quiet voices</li> <li>Give everyone privacy</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands</li> <li>Flush toilet</li> <li>Soap and water stay in the sink</li> <li>Report any issues to staff</li> <li>Promptly return to class</li> <li>Ask an adult before you leave your class.</li> </ul>	<ul style="list-style-type: none"> <li>Only use what you need (soap, water, paper towels, toilet paper)</li> <li>Use kind words</li> </ul>
Setting	Safe	Respectful	Responsible	Kind
Hallways	<ul style="list-style-type: none"> <li>Be aware of doors</li> <li>Hands, feet and objects to yourself</li> <li>Look forward or eyes up</li> </ul>	<ul style="list-style-type: none"> <li>Only touch your own things</li> <li>Walk quietly</li> </ul>	<ul style="list-style-type: none"> <li>Stay with your group/class</li> <li>Go where you need to go and come right back</li> </ul>	<ul style="list-style-type: none"> <li>Greet others quietly (wave)</li> <li>Make room for passer-bys</li> </ul>
Setting	Safe	Respectful	Responsible	Kind
Hydration Stations	<ul style="list-style-type: none"> <li>Keep mouth off</li> <li>Stay hydrated</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Water for drinking only</li> </ul>	<ul style="list-style-type: none"> <li>Take a 5 second drink and step aside</li> </ul>	<ul style="list-style-type: none"> <li>"1, 2, 3, 4, 5...step aside please"</li> </ul>

Setting	Safe	Respectful	Responsible	Kind
Cafeteria	<ul style="list-style-type: none"> <li>• Stay seated until your table is dismissed</li> <li>• Raise hand if you need to get up</li> </ul>	<ul style="list-style-type: none"> <li>• Use indoor voice</li> <li>• Talk with your neighbor</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on eating</li> <li>• Clean up your trash and place in the correct bin</li> </ul>	<ul style="list-style-type: none"> <li>• Use table manners</li> <li>• Close your mouth while eating.</li> </ul>