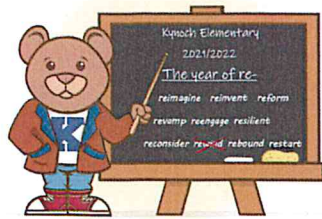


Kynoch Elementary School

Cub Guide 2021-2022



Equipping our students with tools for
success since 1950!



Walter A. Kynoch Elementary School
1905 Ahern Street
Marysville, California 95901
(530) 741-6141

August 2021

Dear Parents and Guardians:

On behalf of Kynoch Elementary School, we would like to welcome you and your family to a new school year. The purpose of the Cub Guide is to introduce you to Kynoch School, our expectations, and what we have to offer, including bell schedules and a calendar for the year. Please take the time to read and discuss the handbook with your child and return the buff colored page indicating that you have read and understand the expectations of Kynoch Elementary.

Please know that we will be making every effort to make this another great year at Kynoch Elementary. We are excited that you are entrusting your students to our care and education and look forward to working together to ensure that you and your students maximize any and all educational opportunities that come their way. Please do make an effort to get involved with your child's education, setting expectations and reading/participating with your child on assignments and projects. Research supports that parental involvement in their child's education raises student achievement. "Two of the patterns that emerged...were that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions (Jeynes, 2005)."

Along this vein, we are excited this year to introduce into all of our classrooms the TOOLBOX, a Social Emotional Learning curriculum from Dovetail Learning (www.dovetaillearning.org). All staff participated in a training March 11, 2019 and began introducing portions of the TOOLBOX, such as the breathing tool, the patience tool, the garbage can tool, etc. Our intent is in line with Dovetail Learning's "What is TOOLBOX" message: "TOOLBOX is a Kindergarten through 6th grade program (being used in preK-8) that supports children in understanding and managing their own emotional, social and academic success." We will be holding some TOOLBOX Parent Information Nights during the first half of the school year and will be sending home information throughout the year about lessons students are receiving in class so that you may also participate with your children in learning and growing.

Attendance and participation in school events/functions is important, but the attitude that you as a parent display towards education on a daily basis and helping your student to set realistic but challenging goals goes much further. President Gerald Ford said, "The future our schools provide is, in large measure, dependent upon our involvement." We would love for each and every one of you to get involved and are here to help make that happen. We have instituted a mandatory Volunteer Training that will be required of anyone wanting to volunteer in a classroom, on campus or chaperone a field trip. We are exploring the option of making this an online course that you could take at your convenience. Local guidance permitting, we would love to see more volunteers on campus this year. We will keep you updated via the school website and messaging platform. Should you have any questions about how to become involved, please ask!

Thank you for your support.

Derek Morrison
Principal
dmorrison@mjusd.net

Jordan Holmes
Assistant Principal
jholmes@mjusd.net

Kynoch Elementary School

Mission & Vision Statements

Our mission is to produce champions one cub at a time, which we will do utilizing the following vision:

- We believe that school should teach to the whole child with high expectations.
- We believe that a good school is one that values students as people, teaches a passion for learning, and provides quality education.
- We believe that a successful student is able to develop into a successful citizen, learn according to his/her ability, and take responsibility for him/herself.
- We believe that an effective classroom is one in which there is a safe, supportive, and caring environment that promotes self-directed, reflective learning and positive relationships.
- We believe that a good school/office staff member is one who provides a good first impression to anyone who walks onto campus and is approachable, kind, caring, and respectful.
- We believe that an effective school faculty is one that works together for the benefit of children.
- We believe that a quality instructional program includes a core curriculum as a vehicle to mastering the standards by teaching to different learning styles and interests.

KYNOCH INSTRUCTIONAL & SUPPORT STAFF 2021-22

Derek Morrison—Principal Jordan Holmes—Assistant Principal

Transitional Kindergarten:

Ms. Molly McKay Room 1

Kindergarten:

Mrs. Michelle Clavelle Room 2

Mr. Bill Hanan Room 9

Ms. J.J. Johal Room 4

Mrs. Caryn Malak Room 5

Mrs. Kim Mell Room 3

1st Grade:

Mrs. Heather Baker Room 8

Mrs. Katie Harvey Room 32

Mr. Elwyn Ordway Room 31

Mrs. Suzanne Villanueva Room 13

Ms. Jean Younggren Room 7

2nd Grade:

Mrs. Laura Anderson Room 14

Mr. Tobin Covert Room 16

Mrs. Erin Littlepage Room 13

Ms. Ina Lujan Room 10

Mrs. Daiquiri Sisney Room 15

3rd Grade:

Mrs. Stacy Anthony Room 19

Mrs. Mary Buck Room 11

Mrs. Michelle Cross Room 21

Mrs. Rebecca Lewellen Room 20

Mrs. Ngia Xiong Room 12

4th Grade:

Ms. Heather Mournal Room 22

Ms. Gena Pantoja Room 26

Ms. Bobbi Jo Sanchez Room 18

Mr. Kyle Sweeney Room 17

5th Grade:

Mr. Chris Babb Room 25

Ms. Virginia Bondelie Room 28

Mrs. Julie Ristow Room 27

Mrs. Micheyl Walker Room 38

Learning Centers:

Mrs. Christina Foster & Mrs. Sydney Claggett Rm. 35

Mr. Pierre Langecker Room 37

Music:

Mrs. Susan Farwell Room 34

Physical Education:

Mr. Jorge Cervantes—Teacher

Support Staff:

Mrs. Diane Lemstrom—School Secretary

Mrs. Sofia Santiago—Attendance Clerk

Mrs. Justie Asurmendi & Mrs. Billie Barnec

—Student Support Specialists

Mrs. Tedi Lattuca—Literary Resource Technician

Mrs. Julie Teesdale—Computer Ed. Instruction

Mr. Randy Fisher, Mr. Mario Garibay &

Mr. Osbaldo Espinoza—Custodial

Mrs. Jessica Irving & Mrs. Renu Khagura

—Speech Therapists

Ms. Olga Flores —School Psychologist

Ms. Jennafer Ahlberg—School Counselor

Mrs. Sandy McQuay—Nutritional Site Manager

Mrs. Angelica Carrasco, Mrs. Rhonda Conine, Mrs. Amy Cortez, Mrs. Janna Harris Mrs. Laura Lowery, Ms. Aly Shelton, Ms. Angel Shreves—Instructional Assistants

Mrs. Vanessa Endicott, Mrs. Becky Mendez, Mrs. Pat Sanchez, Mrs. Amy Wong—Yard Duty

Ms. Danielle Anderson, Mrs. Bonnie Cole, Mrs. Corina Ngai, Ms. Sirena Sandoval, Mrs. Anna Valdez—
Nutritional Assistants

Kynoch Elementary School

2021-2022 Daily Bell Schedule

Transitional Kindergarten/Kindergarten:

Start	8:30—11:00 (150)
TK/Kindergarten Lunch	11:00—11:20
TK/Kindergarten	11:20—12:20 (60)
Total 210	

Regular Day 1st Grade:

Start	8:30—10:05 (95)
Recess	10:05—10:20
	10:20—11:25 (65)
Lunch	11:25—12:05
	12:05—2:25 (140)
Total 300	

Regular Day 2nd Grade:

Start	8:30—10:25 (115)
Recess	10:25—10:40
	10:40—11:45 (65)
Lunch	11:45—12:25
	12:25—2:25 (120)
Total 300	

Regular Day 3rd Grade:

Start	8:30—10:25 (115)
Recess	10:25—10:40
	10:40—12:05 (85)
Lunch	12:05—12:45
	12:45—2:25 (100)
Total 300	

Regular Day 4th Grade:

Start	8:10—9:45 (95)
Recess	9:45—10:00
	10:00—11:55 (115)
Lunch	11:55—12:35
	12:35—2:25 (110)
Total 320	

Regular Day 5th Grade:

Start	8:10—9:45 (95)
Recess	9:45—10:00
	10:00—11:15 (75)
Lunch	11:15—11:55
	11:55—2:25 (150)
Total 320	

Minimum Day 1st – 3rd Grade

	8:30—1:15
Total 230	

Minimum Day 4th & 5th

	8:10—1:15
Total 250	

Transitional Kindergarten & Kindergarten will go home at 12:20 always, whether it's a Minimum Day or not.

School starting times, recess and lunch times do not change for any grade, whether it's a Minimum Day or not.

Staff Email Addresses

Transitional K & Kindergarten Teachers:

Molly McKay	mmckay@mjuds.net
Michelle Clavelle	mclavelle@mjuds.net
Bill Hanan	whanan@mjuds.net
JJ Johal	jjohal@mjuds.net
Caryn Malak	cmalak@mjuds.net
Kim Mell	kmell@mjuds.net

1st Grade Teachers:

Heather Baker	hbaker@mjuds.net
Katie Harvey	kharvey@mjuds.net
Elwyn Ordway	eordway@mjuds.net
Suzanne Villanueva	svillanueva@mjuds.net
Jean Younggren	jyounggren@mjuds.net

2nd Grade Teachers:

Laura Anderson	landerson@mjuds.net
Tobin Covert	tcovert@mjuds.net
Erin Littlepage	elittlepage@mjuds.net
Ina Lujan	ilujan@mjuds.net
Daiquiri Sisney	dsisney@mjuds.net

3rd Grade Teachers:

Stacy Anthony	santhony@mjuds.net
Mary Buck	mbuck@mjuds.net
Michelle Cross	micross@mjuds.net
Rebecca Lewellen	rlewellen@mjuds.net
Ngia Xiong	ngia_xiong@mjuds.net

4th Grade Teachers:

Heather Moural	hmoural@mjuds.net
Gena Pantoja	gpantoja@mjuds.net
Bobbi Jo Sanchez	bsanchez@mjuds.net
Kyle Sweeney	kysweeney@mjuds.net

5th Grade Teachers:

Chris Babb	cbabb@mjuds.net
Virginia Bondelie	vbondelie@mjuds.net
Julie Ristow	jristow@mjuds.net
Micheyl Walker	mwalker@mjuds.net

Learning Center Teachers:

Christina Foster	cfoster@mjuds.net
Sydney Claggett	sclaggett@mjuds.net
Pierre Langecker	plangecker@mjuds.net

Music Teacher:

Susan Farwell	sfarwell@mjuds.net
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PE Teacher:

Jorgé Cervantes	jcervantes@mjuds.net
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Speech Teacher:

Jessica Irving	jirving@mjuds.net
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School Psychologist:

Olga Flores	oflores@mjuds.net
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School Counselor:

Jennafer Ahlberg	jahlberg@mjuds.net
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Site Administrators:

Derek Morrison	dmorrison@mjuds.net
Jordan Holmes	jholmes@mjuds.net

Support Staff:

School Secretary:

Diane Lemstrom	dlemstrom@mjuds.net
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Attendance Clerk:

Sofia Santiago	ssantiago@mjuds.net
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Student Support Specialists:

Justie Asurmendi	jasurmendi@mjuds.net
Billie Barnec	bbarnec@mjuds.net

Literary Resource Technician (Library):

Tedi Lattuca	tlattuca@mjuds.net
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Computer Ed. Instructional Assistant:

Julie Teesdale	jteesdale@mjuds.net
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Nutritional Services Site Manager:

Sandy McQuay	smcquay@mjuds.net
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MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT 2021 – 2022 STUDENT CALENDAR



JULY 2021						
	MON	TUE	WED	THUR	FRI	
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
 4 Independence Day						

AUGUST 2021						
	MON	TUE	WED	THUR	FRI	
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
5, 6 Voluntary PD Days 9, 10 Site-based PD/Teacher workdays 11 SCHOOL BEGINS 25 District-wide Minimum Days Instructional Days: 15						

SEPTEMBER 2021						
	MON	TUE	WED	THUR	FRI	
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
6 Labor Day 15, 22, 29 District-wide Minimum Days Instructional Days: 21						

OCTOBER 2021						
	MON	TUE	WED	THUR	FRI	
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
6 Stull-Bill Goals Day 6, 13, 27 District-wide Minimum Days Instructional Days: 21						

NOVEMBER 2021						
	MON	TUE	WED	THUR	FRI	
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
3 District-wide Minimum Day 11 Veterans Day 12 Schools Closed 22 – 26 Thanksgiving Break 29-30 Parent Teacher Conferences Instructional Days: 15						

DECEMBER 2021						
	MON	TUE	WED	THUR	FRI	
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
1-3 Parent Teacher Conferences 8, 17 District-wide Minimum Days 20 – 31 Christmas/Winter Break Instructional Days: 13						

JANUARY 2022						
	MON	TUE	WED	THUR	FRI	
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
17 Martin Luther King, Jr. Birthday 26 District-wide Minimum Day 5, 12, 19 Kynoch Minimum Days Instructional Days: 20						

FEBRUARY 2022						
	MON	TUE	WED	THUR	FRI	
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
2, 9 District-wide Minimum Day 14-21 February Recess [Possible PSPS Make-Up Days] 23 Kynoch Minimum Day Instructional Days: 14						

MARCH 2022						
	MON	TUE	WED	THUR	FRI	
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
2, 23, 30 District-wide Minimum Days 9 Site-based PD/Teacher Workday 16 Kynoch Minimum Day Instructional Days: 22						

APRIL 2022						
	MON	TUE	WED	THUR	FRI	
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
11-18 Easter/Spring Break 6, 20, 27 District-wide Minimum Days Instructional Days: 15						

MAY 2022						
	MON	TUE	WED	THUR	FRI	
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
4, 11, 18 District-wide Minimum Days 30 Memorial Day Instructional Days: 21						

JUNE 2022						
	MON	TUE	WED	THUR	FRI	
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
1 Kynoch Minimum Day 3 District-wide Minimum Day/Last Day 6, 7 Voluntary PD Days 6-10 [Possible PSPS/Snow Make-up Days] Instructional Days: 3						

Total: 180

Minimum Days for the 2021-2022 School Year



Wednesday, August 25

Wednesday, September 15, 22, 29

Wednesday, October 6, 13, 27

Wednesday, November 3, 29, 30



Wednesday, December 1, 2, 3*, 8*

Friday, December 17

Wednesday, January 5, 12*, 19*, 26*

*Wednesday, February 2, 9, 23**

Wednesday, March 2, 16, 23, 30*



Wednesday, April 6, 20, 27

*Wednesday, May 4, 11, 18, 25**

*Wednesday June 1**

Friday, June 3



*Release times on Minimum Days are 1:15 for 1st through 5th grades.
TK/K are always released at 12:20.*

** Indicates a Kynoch Minimum Day & not necessarily a Minimum Day district wide.*





Kynoch Elementary School

August
2021

TOOLBOX TOOL: Please & Thank you - "I treat others with kindness and appreciation."

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9 -Teacher Work Day	10 -Teacher Work Day -Teacher Meet & Greet 4-5PM	11 -First Day of School -8:35-9:15 Kinder BooHoo Breakfast	12 -Back to School Assemblies	13 -Kynoch Community -Back to School Assemblies	14
15	16 -PBIS Week	17 -PBIS Week	18 -PBIS Week	19 -PBIS Week	20 -Kynoch Community -PBIS Week	21
22	23	24	25 -Minimum Day (Dist)	26 -Site Council Meeting 5:30PM	27 -Kynoch Community	28
29	30	31				



Kynoch Elementary School

September
2021

TOOLBOX TOOL: Breathing Tool — "I calm myself and check-in."

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 -Leadership Mtg. 2:45PM	3 -Kynoch Community & Monthly Awards	4
5	6 Labor Day No School	7	8	9 Staff Mtg. 2:45PM	10 -Kynoch Community - "Fun Friday" Reward Day	11
12	13	14	15 -Minimum Day (Dist)	16 -PBIS Mtg. 2:45PM -Title I Parent Info. Night 6PM	17 -Kynoch Community	18
19	20	21	22 -Minimum Day (Dist)	23	24 -Kynoch Community -Ask & Answer with Admin. 8:45AM -Kynoch Movie Night	25
26	27	28	29 -Minimum Day (Dist)	30		



Kynoch Elementary School

October
2021

TOOLBOX TOOL: Listening Tool - "I listen with my ears, eyes, and heart."

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 -Kynoch Community & Monthly Awards	2
3	4	5	6 -Minimum Day (Dist) -Yearly Goals (Stall Bill Day)	7 -Leadership Mtg. 2:45PM	8 -Kynoch Community - "Fun Friday" Reward Day	9
10	11 Columbus Day	12	13 -Minimum Day (Dist) -DELAC Mtg.	14 -Staff Mtg. 2:45PM -DAC Mtg.	15 -Kynoch Community	16
17	18	19	20	21 -PBIS Mtg. 2:45PM	22 -Kynoch Community	23
24	25 -Red Ribbon Week	26 -Red Ribbon Week	27 -Minimum Day (Dist) -Red Ribbon Week -Site Council Mtg. 6PM	28 -Red Ribbon Week	29 -Red Ribbon Week -Kynoch Community -Ask & Answer with Admin. 8:45AM -Trunk or Treat	30
31 Halloween						



Kynoch Elementary School

November
2021

TOOLBOX TOOL: Empathy Tool – "I care for others. I care for myself."

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 -Minimum Day (Dist)	4 -Leadership Mtg. 2:45PM	5 -Kynoch Community & Monthly Awards	6
7	8	9	10	11 Veterans Day No School	12 Schools Closed -1st Trimester Ends (65)	13
14	15	16	17	18 -Staff Mtg. 2:45PM	19 -Kynoch Community Ask & Answer with Admin. 8:45AM - "Fun Friday" Reward Day	20
21	22 Thanksgiving Break No School	23 Thanksgiving Break No School	24 Thanksgiving Break No School	25 Thanksgiving Day	26 Thanksgiving Break No School	27
28	29 -Minimum Day (Dist) -Parent Conf.	30 -Minimum Day (Dist) -Parent Conf.				



Kynoch Elementary School

December 2021 TOOLBOX TOOL: Garbage Can Tool - "I let the little things go."

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 -Minimum Day (Dist) -Parent Conf.	2 -Minimum Day (Kynoch) -Parent Conf.	3 -Minimum Day (Kynoch) -Parent Conf. -Kynoch Community & Monthly Awards	4
5	6	7	8 -Minimum Day (Dist)	9 -Staff Mtg. 2:45PM	10 -Kynoch Community - "Fun Friday" Reward Day	11
12	13	14	15	16	17 -Minimum Day (Dist) -Kynoch Community	18
19	20 Winter Break No School	21 Winter Break No School	22 Winter Break No School	23 Winter Break No School	24 Winter Break No School	25 Christmas
26	27 Winter Break No School	28 Winter Break No School	29 Winter Break No School	30 Winter Break No School	31 Winter Break No School	



Kynoch Elementary School

January
2022

TOOLBOX TOOL: Taking Time Tool - "I take time-in and time-away."

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 New Year's Day
2	3	4	5 -Minimum Day (Kynoch)	6 -Leadership Mtg. 2:45PM	7 -Kynoch Community & Monthly Awards	8
9	10	11	12 -Minimum Day (Kynoch)	13 -Staff Mtg. 2:45PM	14 -Kynoch Community - "Fun Friday" Reward Day	15
16	17 ML King's Day No School	18	19 -Minimum Day (Kynoch)	20 -PBIS Mtg. 2:45PM	21 -Kynoch Community	22
23	24	25	26 -Minimum Day (Dist)	27	28 -Kynoch Community - Ask & Answer with Admin. 8:45AM	29
30	31					



Kynoch Elementary School

February
2022

TOOLBOX TOOL: Patience Tool – I am strong
enough to wait.”

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 -ELPAC Testing Window Opens	2 -Minimum Day (Dist) -DELAC Mtg.	3 -Leadership Mtg. 2:45PM	4 -Kynoch Community & Monthly Awards	5
6	7	8	9 -Minimum Day (Dist)	10 -Staff Mtg. 2:45PM	11 -Kynoch Community - "Fun Friday" Reward Day	12
13	14 -February Recess No School	15 -February Recess No School	16 -February Recess No School	17 -February Recess No School	18 -February Recess No School	19
20	21 President's Day -February Recess No School	22	23 -Minimum Day (Kynoch) -Site Council Mtg. 6PM	24 -PBIS Mtg. 2:45PM -DAC Mtg.	25 -Kynoch Community Ask & Answer with Admin. 8:45AM	26
27	28					



Kynoch Elementary School

March
2022

TOOLBOX TOOL: Using Our Own Words Tool -
"I sue the 'right' words in the 'right' way."

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 -Minimum Day (Dist)	3 -Leadership Mtg. 2:45PM	4 -Kynoch Community & Monthly Awards -2 nd Trimester Ends (5B)	5
6	7 -CAASPP Testing Window Opens	8	9 -Teacher Work Day No School	10 -Staff Mtg. 2:45PM	11 -Kynoch Community - "Fun Friday" Reward Day	12
13	14	15	16 -Minimum Day (Kynoch)	17 -PBIS Mtg. 2:45PM	18 -Kynoch Community	19
20	21	22	23 -Minimum Day (Dist)	24	25 -Kynoch Community -Ask & Answer with Admin. 8:45AM -Report Cards Go Home	26
27	28	29	30 -Minimum Day (Dist)	31		



Kynoch Elementary School

April
2022

TOOLBOX TOOL: Apology and Forgiveness Tool-
"I admit my mistakes and work to forgive
yours."

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 -Kynoch Community & Monthly Awards	2
3	4	5	6 -Minimum Day (Dist)	7 -Leadership Mtg. 2:45PM	8 -Kynoch Community - "Fun Friday" Reward Day	9
10	11 -Spring Break No School	12 -Spring Break No School	13 -Spring Break No School	14 -Spring Break No School	15 Good Friday -Spring Break No School	16
17 Easter Sunday	18 -Spring Break No School	19 -TK/K Registration Window Opens	20 -Minimum Day (Dist)	21 -Staff Mtg. 2:45PM	22 -Kynoch Community	23
24	25	26	27 -Minimum Day (Dist)	28 -PBIS Mtg. 2:45PM	29 -Kynoch Community -Ask & Answer with Admin. 8:45AM	30



Kynoch Elementary School

May
2022

TOOLBOX TOOL: Courage Tool – I have the courage to do the right thing.”

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 -Minimum Day (Dist)	5 -Leadership Mtg. 2:45PM	6 -Kynoch Community & Monthly Awards	7
8 Mother's Day	9	10	11 -Minimum Day (Dist) -Site Council Mtg. 6PM	12 -Staff Mtg. 2:45PM	13 -Kynoch Community - "Fun Friday" Reward Day	14
15	16	17	18 -Minimum Day (Dist) -DELAC Mtg.	19 -PBIS Mtg. 2:45PM	20 -Kynoch Community	21
22	23	24	25 -Minimum Day (Kynoch)	26	27 -Kynoch Community -Ask & Answer with Admin. 8:45AM	28
29	30 Memorial Day No School	31				



Kynoch Elementary School

June
2022

TOOLBOX TOOL: Courage Tool – I have the
courage to do the right thing."

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 -Minimum Day (Kynoch) - "Leaving the Den" 9AM	2	3 -Last Day of School -Minimum Day (Dist) -Report Cards Go Home	4
5	6	7	8	9	10	11
12	13 -Summer Bridge Begins	14	15	16	17	18
19 Father's Day	20	21	22	23	24	25
26	27	28	29	30		



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

Kynoch Elementary School

1905 Ahern Street - Marysville - CA - 95901

(530) 741-6141 FAX (530) 741-6020

Derek Morrison, Principal ~ Jordan Holmes, Assistant Principal

August 1, 2021

Parents and Guardians of Kynoch Students:

It's hard to believe that school begins in just under two weeks. After spending nearly a year and a half of taking it day by day, we are excited about the promise of a new year and getting back to the basics here at Kynoch Elementary. When Mr. Preston and I started our journey here, we knew that Kynoch has all of the components to be the school that everyone wants to come to. Mr. Holmes and I are committed to that work and are excited to see what this year has in store for us here.

"Know your Why" has been one of the catch phrases in education recently and that is where we would like to focus our attention this school year. Our mission statement states "We are creating champions one cub at a time." One of the methods that our teachers use to produce these champions is to provide excellent first-time instruction. Our teachers use state adopted standards to guide their teaching throughout the year and review data to see how our students are progressing. A few years ago, during their collaboration time on minimum day Wednesdays, our grade-level teams worked on creating a list of "Essential Standards." These standards were ones that they felt were critical that our students master to be ready for the next grade level. The attached document is a result of their work, as is the sample below. Our staff will be using this document once again to help drive our instruction for the 2021-2022 school year. We will hold each other accountable based on these standards and expect you to hold us accountable as well. Additionally, should you desire to work with your child on any skills or concepts that are deemed the most important on our site, you now know what they are. As this is a cycle of continuous improvement, the essential standards selected by grade levels may change from year to year based on student need, but they will always be state standards.

On the sample below, the standard is highlighted at the top with the specific strands of the standard listed on the far left. The grade level progression moves from left to right. A box with text indicates an essential standard for that grade level.

We look forward to working with you and your child,

Derek Morrison
Principal

Jordan Holmes
Assistant Principal

Essential Standards Walter Kynoch Elementary 2019/2020 Aligned to CA Common Core State Standards						
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	
RL1	With prompting and support, ask and answer questions about key details in a text.		Ask and answer such questions as who, what, where when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL2	With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	



"Producing Champions One Cub at a Time"

- 2008 California Distinguished School
- 2008 Title I Academic Achievement School
- 2009 California Shining Star School



Essential Standards
Walter Kynoch Elementary 2019/2020
Aligned to CA Common Core State Standards

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
	Reading Standards for Literature K-5					
L1	With prompting and support, ask and answer questions about key details in a text.		Ask and answer such questions as who, what, where when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
L2	With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
L3	With prompting and support, identify characters, settings, and major events in a story.			Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		Compare and contrast two or more characters settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
L4	Ask and answer questions about unknown words in a text.				Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
L5			Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			

Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade

Reading Standards for Literature K-5

RL6			Distinguish their own point of view from that of the narrator or those of the characters.			
RL7	With prompting and support, describe the relationship between illustrations and the story in which they appear.		Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			
RL8						
RL9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.					Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL10	Actively engage in group reading activities with purpose and understanding.		By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards for Informational Text K-5

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
R11	With prompting and support, ask and answer questions about key details in a text.		Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
R12	With prompting and support, identify the main topic and retell key details of a text.		Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
R13	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		
R14	With prompting and support, ask and answer questions about unknown words in a text.				Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
R15	Identify the front cover, back cover, and title page of a book.		Know and use various text features (e.g., captions bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			

Reading Standards for Informational Text K-5

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.		
RI.7	With prompting and support, describe the relationships between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).					
RI.8	With prompting and support, identify the reasons an author gives to support points in a text.					
RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					

Reading Standards for Informational Text K-5

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
RI.10	Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA	With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Reading Standards for Foundational Skills K-5						
RF.1	Demonstrate understanding of the organization and basic features of print.					
RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
RF.3	Know and apply grade-level phonics and word analysis skills in decoding with both in isolation and in text.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.				
RF.4	Read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension.			Read with sufficient accuracy and fluency to support comprehension.	

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Writing Standards K-5						
W1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)		Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.		Write informative / explanatory texts to examine a topic and convey ideas and information clearly.	Write informative / explanatory texts to examine a topic and convey ideas and information clearly.
W3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Writing Standards K-5						
W4						Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
W6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.					
W7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).					

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Writing Standards K-5						
W8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					
W9						Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10						Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards K-5						
SL1			Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.			
SL2			Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
SL3						
SL4						

SL5			Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			
SL6			Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)			
Language Standards K-5						
L1		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L2		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L3			Use knowledge of language and its conventions when writing, speaking, reading, or listening.			

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Language Standards K-5						
L4			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.			
L5						
L6			Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).			

Mathematics

Counting and Cardinality (Kindergarten Only)

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
CC1	Count to 100 by ones and by tens.					
CC2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).					
CC3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).					
CC4	Understand the relationship between numbers and quantities; connect counting to cardinality.					

Operations and Algebraic Thinking

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
OA1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

OA2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
OA3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)		Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
OA4				Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		
OA5		Relate counting to additions and subtraction (e.g. by counting on 2 to add 2).		Apply properties of operations as strategies to multiply and divide.		

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Operations and Algebraic Thinking						
OA6		Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.		
OA7				Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		

OA8		Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.		Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.		
OA9				Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		
Number and Operations in Base Ten						
NBT1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings,	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
NBT2			Count within 1000; skip-count by 2s, 5s, 10s, and 100s.			Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Number and Operations in Base Ten						
VB T3		Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.		Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.		Read, write, and compare decimals to thousandths.
NB T4					Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Use place value understanding to round decimals to any place.
VB T5			Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relation-ship between addition and subtraction.		Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Fluently multiply multi-digit whole numbers using the standard algorithm.

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Number and Operations in Base Ten						
NBT6					Find whole-number quotients and remainders with up to four-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Number and Operations in Fractions						
NF1				Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.		Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

Kindergarten					1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
Number and Operations in Fractions														
NF2														

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Number and Operations in Fractions						
NF6						Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
NF7					Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model.	
Measurement and Data						
MD1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.					Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.

MD2	Directly compare two objects with a measurable attribute in common, to see which object has "more of" / "less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.					Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade						
Measurement and Data						
MD3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Tell and write time in hours and half-hours using analog and digital clocks.		Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.		Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
MD4			Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.			Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

MD5				Recognize area as an attribute of plane figures and understand concepts of area measurement.		Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
MD6				Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		
MD7				Relate area to the operations of multiplication and addition.		
MD8			Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.		

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Geometry						
G1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.			Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
G2	Correctly name shapes regardless of their orientations or overall size.					Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Kindergarten		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Geometry						
G3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").					Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
G4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).					Classify two-dimensional figures in a hierarchy based on properties.
G5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.					
G6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"					



Kynoch Elementary School

Playground Rules

Aside from the basic rules, there are a few rules we would like to reiterate and expand upon. Parents, please go over these rules with your students. We will be covering them here at school, but greatly appreciate your involvement and assistance.

1. Students need to stay on the playground areas during recesses and lunch. The bathrooms are not for playing and students need to remain in the line of sight of playground supervision.
2. The Yard Duty or teachers on duty during recesses and lunch are always the first people students should report to for assistance. Students are to remain out of the office area and hallways unless sent or called in for a reason.
3. Play safely at all times without screaming, kicking, hitting, pushing, etc.
4. We do not play Dodge Ball, wrestle, or engage in any other such activities at school, because they almost always result in somebody getting hurt or starting a fight.
5. Use the equipment correctly. Jump ropes are for jumping. Soccer balls are for kicking. Volleyballs, basketballs and red balls should never be kicked or sat on. Repeated misuse of equipment will result in not being able to use the equipment and possibly having to replace broken equipment.
6. Wait in line patiently for games and for equipment.
7. In the morning, place personal items like backpacks, books, coats and lunchboxes by your classroom door.
8. Always respect yourself and others. Try to think about how your actions might affect another. Remember, the best way to get a friend is to be a friend.
9. Have fun!

"We don't stop playing because we grow old; we grow old because we stop playing."

—George Bernard Shaw

Updating Emergency Contact Information—

At the beginning of each school year, or whenever a new student enters Kynoch Elementary School, the parent or guardian is given an Emergency Card to fill out with the student's current address, telephone number, parents' work numbers and emergency contact people to be notified in case the school cannot contact the parents. Please remember to keep your information current—any time your address or telephone number change, please let Sofia or Diane in the office know so that they can make the changes in our computer system (AERIES). Also, as emergency contacts change, please let us know of those changes as well. There's not much harder on a kid who is sick at school and we can't get ahold of anybody to come and get them.

The School Office—

Please remember that the school office is a working office and that it is necessary to maintain a pleasant and orderly working environment. We work with the students in an effort to limit their coming into the office when unnecessary, so please help us explain to them that people in the office have work to do and that their breaks don't coincide with those of the students. Similarly, if you are coming into the office and are excited or upset, please don't think twice about asking to step into one of our offices for a quieter conversation. We're happy to oblige.



School Telephones—

The school telephones are for school business. Students are not permitted to use the school telephones except in cases of emergency. This means that arrangements with your children regarding pick-ups, buses, rides home, etc. should be made in the morning on the way to school or the night before. We understand that life happens and that emergencies arise, but frequent interruptions into the classrooms impact student learning negatively.

Attendance—

If your child is absent from school for any reason, please call the office at 741-6141 and let us know on the day of the absence or send a note with your child upon their return. Attendance is key to your child's success in school and in life beyond school. Please help us to teach them the valuable life lesson of work ethic and of responsibility.



Dear Parents,

We are honored that you chose a school with Marysville Joint Unified School District for your child's education. We are dedicated to academic achievement and success for all students. In an effort to continue our dedication to improve academic skills and social and emotional growth, we need a commitment from you to send your child to school every day of the school year. Please schedule family vacations, or non-emergency appointments, during non-school hours.

If your child is out ill, please contact the school office to have the absence excused. If your child incurs absences in excess of 10% of days enrolled for the year, you must verify the following absences by a physician or school personnel (Education Code 46011). Failure to provide verification will result in the absence being recorded as unexcused.

Thank you for your support and dedication in making your child's education a priority. Together we can help your child reach their potential.

Sincerely,

Jolie Critchfield

Coordinator of Student Discipline & Attendance

(530) 749-6901

TARDY POLICY

It is important for your student to attend school every day and to be on time in order for them to be academically successful and a responsible student. All students who are tardy to school must report to the school office before going to class. The student must have a note from home explaining why they were late, or a parent/guardian may accompany the student to explain. Students are expected to plan their time effectively so that they will arrive to school and classes on time. Consequences for 5 or more unexcused tardies may result in one of the following:

- ✓Detention
- ✓Campus Beautification
- ✓Saturday School (site and/or district level)
- ✓In House Suspension

Any student 4th grade and above with 25 or more unexcused tardies is considered "excessive" and will result in a referral to either our site Saturday School or the District's Saturday School located at 1919 B Street, Marysville. Referrals will be sent to our Attendance and Discipline Office at 749-6901. Failure to attend Saturday School will result in a 1 day suspension and a citation to our Yuba County Student Attendance Review Board (SARB).

Please note that for Kynoch Elementary School Attendance Awards,
tardies and early sign outs count as absences.

Marysville Joint USD

Board Policy

Homework/Makeup Work

BP 6154

Instruction

The Board of Education recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

(cf. 6011 - Academic Standards)

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 3541 - Transportation Routes and Services)

(cf. 5148 - Child Care and Development)

(cf. 6112 - School Day)

(cf. 6142.4 - Service Learning/Community Service Classes)

Makeup Work

Students who miss school work because of an excused absence or suspension shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Marysville Joint USD

Administrative Regulation

Absences And Excuses

AR 5113

Students

Excused Absences

A student's absence shall be excused for the following reasons:

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic appointments (Education Code 48205)
4. Attendance at funeral services for a member of the immediate family (Education Code 48205)
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)
- b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household. (Education Code 45194, 48205)
5. Jury duty in the manner provided by law (Education Code 48205)
6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observation of a holiday or ceremony of his/her religion
 - d. Attendance at religious retreats not to exceed four hours per semester
 - e. Attendance at an employment conference
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)
9. Participation in religious instruction or exercises in accordance with district policy: (Education Code 46014)
 - a. In such instances, the student shall attend at least the minimum school day
 - b. The student shall be excused for this purpose on no more than four days per school month

(cf. 6154 - Homework/Makeup work)

Method of Verification

When students who have been absent return to school, they shall present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older. (Education Code 46012)
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification

Excessive Absences

When a student has had absences in excess of ten percent of days enrolled for the school year, any further absences for illness must be verified by a physician or school personnel. Failure to provide physician or school personnel verification will result in these absences being recorded as unexcused.

The district may, when a student with absences exceeding ten percent of the days enrolled, institute actions intended to improve the student's attendance. These interventions may include, but are not limited to, referral to the District Truancy Officer or other intervention personnel who will make a home visit, the school nurse reviewing illness claims, and/or referral to the School Attendance Review Board (SARB). (Education Code 46011)

Employees Authorized to Verify Absences

1. School nurse or public health nurse
2. Attendance supervisor, school secretary, or attendance clerk
3. Physician
4. Principal or other administrator
5. Teacher
6. Any other qualified employee of the district assigned to make such verifications

Verification Timeline

All absences must be verified within 5 days to be deemed "excused." All absences after this time will be recorded as "unexcused" and may result in a referral to SARB.

(cf. 6154 - Homework/Makeup work)

Regulation MARYSVILLE JT. UNIFIED SCHOOL DISTRICT

approved: March 11, 2008 Marysville, Calif

STUDENT SUSPENSIONS

Students may be suspended from school for 1 or more days if they do one of the following (Ed. Code Sec. 48900):

1. **Damage or theft of school property.**
2. **Physical injury to another person, actual or threatened.**
3. **Possession of tobacco or tobacco products, including snuff.**
4. **Disruption of school activities/Defiance of school authorities.**
5. **Possession of drugs and/or alcoholic beverages.**
6. **Possession of weapons, including pocket knives.**
7. **Committing obscene acts and/or use of profanity.**

A conference with parent, teacher and/or principal is required for each of these infractions.

APPEARANCE & DRESS STANDARDS FOR STUDENTS

We recommend student dress be clean, neat, safe, appropriate, and in good taste. Students violating the dress code will be given the opportunity to correct their dress, offered clothing that will correct it, or will call home to have parents bring them something appropriate to wear to school. The school's guidelines for proper attire are as follows:

1. **Hats may only be worn outside and are to be removed in the Cafeteria.**
2. **Heels (over 1") and flip-flops are not allowed at school; sandals must have a back strap.**
3. **Mesh shirts and tank tops with straps less than 1", including those with spaghetti straps, are not allowed at school.**
4. **Shorts must be no shorter than fingertip length and hemmed, and cut-offs are not allowed at school.**
6. **Make-up is not allowed at school. Lip gloss is ok, but students will be asked to remove any eye makeup, blush or lipstick if worn to school.**
7. **Earrings may be 3/4 inch in diameter, but dangling earrings/earrings over 3/4 inches long are not allowed at school because they pose a danger to the student wearing them.**
8. **Sunglasses may not be worn inside buildings or classrooms.**
9. **Pants must be worn around the waist.**

Arrival to and departure from school:

Students may be dropped off at school beginning at 7:45 a.m.—there is no adult supervision for them before that time. Student walkers should enter the front doors of the school, while those being dropped off should be dropped off in the loop on 19th Street. Bus riders will access campus through the double doors on Rideout Way. Upon arrival in the morning, students should go directly to the cafeteria for breakfast or line up in the hallway to be released to the playground. They should not loiter around the office area or in the classroom hallways. After school, students should go one of the following places: 1) to the bus area to ride the bus home; 2) to the drop off loop on 19th Street to catch a ride home with the designated person charged with their care; 3) to the STARS after-school program; 4) home using the crosswalks if walking. From the time a student leaves home until (s)he returns home, (s)he is under the jurisdiction of the school and all rules of the school regarding conduct apply (California Education Code 48900 (s) and Marysville Joint Unified School District Administrative Regulation 5060.1). Please remember that riding the bus in our district, although free, is a privilege and not a right. If student behavior/misconduct is such that the student receives a bus referral and the behavior would warrant suspension from school if it happened on campus, the student could be suspended from school. Additionally, “Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation” (Board Policy 5131.1). *Parents, especially those of you dependent on the bus for transportation to and from school, please go over this with your students, as bus referrals result in 1-5 days of no transportation and multiple bus referrals result in a student being disallowed from using the district’s transportation.*

Cell Phones at school:

If a parent would like their student to bring a cell phone to school for safety purposes, the following policy is in place: **students are allowed to bring a cell phone to school, but it must remain off and put away during the school day**, so as not to cause any interruptions to class instructional time. Additionally, students are not to use their cell phones to take pictures, access Facebook, Instagram, Twitter, SnapChat, etc, while on school grounds. Students may come into the office to use their cell phone to contact parents/guardians, but are not to use cell phones on school grounds otherwise. **First offense will result in the phone being confiscated until the end of the day. Second offense will result in the parent having to retrieve the phone from the school. Third offense will result in Saturday School or suspension** (Marysville Joint Unified School District Administrative Regulation 5131.2). Parents, in this age of “cyberbullying,” please discuss with your students proper cell phone etiquette and note that students across the nation have and will be disciplined up to and including potential prosecution for cyberbullying.

Marysville Joint Unified School District Suspension Appeal Guide

Students in the Marysville Joint Unified School District who violate school rules, district policies and/or educational codes are subject to suspension from school. All suspensions must be based on violation of the above-mentioned rules, policies and codes and each student is entitled to due process under the law. If your child has been suspended from school and you wish to appeal this suspension, the following procedures must be followed:

Step 1: Conference with the site principal. If he/she finds that there has been an error in enforcing the rules, policies, education codes or due process was not followed, the site principal has the authority to overturn or amend a suspension at the site. If the principal upholds the suspension and you are not satisfied with the decisions, you may appeal to the **District Suspension Appeal Officer, Jolie Critchfield @ 749-6901**.

Step 2: Your appeal must be based on fact and stated in writing. Your written appeal must be presented to the site principal within 24 hours after your conference with the site principal. The reason for the appeal can only be that there was no violation of rules or the administration has made an error in due process.

Step 3: The district suspension hearing officer will read and review the written requests for suspension appeal. The hearing officer will decide whether or not to hold the suspension appeal. If a hearing is in order, the hearing officer will contact the parent and set up a meeting with the parent and the school site administrator. If after review of the request for appeal it is determined that insufficient grounds exist for the hearing, the hearing officer will notify the parent that the hearing will not be held and the student will begin to serve the suspension.

The suspended student has the right to attend school after the conference with the principal, provided that the written request for suspension appeal has been delivered to the site principal. If the parent fails to submit in writing the request for appeal within the required 24 hours, the hearing will not be held and the student will begin to serve the suspension immediately.

If procedural requirements are found not have been met, the Coordinator must reverse the suspension and remand the matter to the Principal for correction of the procedural error.

If the Coordinator finds that all procedural requirements were met, and that the offense for which the student may be suspended was committed, the suspension cannot be reversed or altered.

The Coordinator shall render his/her decision within two (2) school days. The decision of the Coordinator regarding any appealed suspension shall be final and binding.

UNIFORM COMPLAINT PROCEDURES (UCP)

This document applies to the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation and bullying.

This document presents information about how the Marysville Joint Unified School District processes UCP complaints concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of harassment, intimidation and bullying. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation and bullying in programs and activities funded directly by the state or receiving any financial assistance from the state. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the public agency shall assist the complainant in the filing of the complaint.

Programs or activities in which the Marysville Joint Unified School District receives state or federal funding are:

Consolidated Categorical Aid Programs

Career Technical and Technical Education and Training Programs

Child Care and Developmental Programs

Child Nutrition Programs

Safety Planning Requirements

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).

Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

The responsibilities of the Marysville Joint Unified School District

The Marysville Joint Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with ap-

Name or Title: Assistant Superintendent/ Personnel Services or designee

Address: 1919 B Street, Marysville CA 95901

Phone Number: (530) 749-6144

We ensure that the person above, who is responsible and/or investigates, is knowledgeable about laws/programs that he/she is assigned to investigate.

We shall annually notify in writing our students, employees, parents or guardians of our students, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process, including the opportunity to appeal to our governing board and the provisions of this document by disseminating the UCP Annual Notice to all of the above required groups each school year. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

Filing a complaint with the Marysville Joint Unified School District

Except for Williams Complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, and individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of federal or state law or regulation governing a program.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date of the alleged obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by the superintendent or his/her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. Our superintendent shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Except for Williams Complaints, within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in the accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Marysville Joint Unified School District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- the findings of fact based on the evidence gathered,
- conclusion of law,
- disposition of the complaint,
- the rationale for such disposition,
- corrective actions, if any are warranted,
- notice of the complainant's right to appeal our LEA Decision to the CDE, and
- procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

State and Federal Laws cited:

1. 34 Code of Federal Regulations [CFR] §§ 300.510-511
2. California Code of Regulations [CCR] Title 5 §§ 4600–4687
3. California Code of Regulations [CCR] Title 5 § 4610(b)
4. California Code of Regulations [CCR] Title 5 § 4622
5. California Code of Regulations [CCR] Title 5 §§ 4630–4631
6. California Education Code [EC] §§ 200, 220, 262.3
7. California Education Code [EC] § 262.3(d)
8. California Education Code [EC] § 35186
9. Government Code [GC] §§ 11135, 11138

Home to School and School to Home Communication

Kynoch Elementary School is working hard on improving communications with our community in multiple ways. Please help us continue to improve in this area by:

1. Regularly checking your child's backpack or homework folder for fliers or notes home.
2. Listening to the All Calls we send home (telephone calls from the auto dialer). Check your voicemail and listen to the information being provided. Not getting the calls? Make sure we have your current phone number! We try to limit the number of calls, but find this to be the most effective way to reach the widest swath of our school community.
3. Liking our Facebook page at: <http://facebook.com/KynochElementarySchool>. This is an easy way to keep abreast of school happenings. We will include pictures, but never pictures that identify students. If you don't have a Facebook account, you can always check out the page by visiting our school website at www.kynoch.mjUSD.com.
4. Participating in the PTO. Their meeting dates should be published on their Facebook Page at: <http://facebook.com/KynochPTO20192020>. PTO is our single greatest asset in raising monies for the students of Kynoch Elementary for field trips and other such activities that enhance their education. Please consider joining to help make our school community even stronger.
5. Being involved in your child's education makes a huge difference. Study after study cites the positive impact that parental involvement has on student success. If you want or need help in learning how to be more active in this way, please don't hesitate to ask. We know that not everybody can volunteer all of the time, but the more you help out, the more it helps out your own student, other students, and creates a better school community! Please remember that to volunteer at Kynoch, you will need a current TB test, to be fingerprinted through the District Office and to attend a Volunteer Training (see school calendar for dates and times).
6. Attending all parent conferences and communicating with your child's teacher. The more we work together, the better we can meet your student's educational and socio-emotional needs. Don't be afraid to approach a teacher, leave a voicemail or send an email.
7. Please consider attending one of the TOOLBOX Parent Information Nights this school year to learn more about the Social Emotional Learning curriculum your children will be learning at school. The more that we use common language with our students/children, the more they realize we are all on the same page and trying to help them reach their potential both in and out of school.