



SOARING INTO A NEW SCHOOL YEAR!

**RAE C. STEDMAN ELEMENTARY
STUDENT HANDBOOK
2025-2026**

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OUR MISSION:

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

A message from the principal...

Welcome to Stedman Elementary School! We are off to the start of another new year and are so glad your children will be with us.

By reading this handbook, you are already showing a vested interest in your child's education. Parents are an integral part of the process for students to become lifelong learners. Research shows that a supportive home environment leads to successful student learning. Please start the year off by joining us in:

- Partners in Education (PIE) Meetings (pg)
- Nightly reading routines
- Checking your child's backpack & planner daily
- Encourage positive habits for routines
- Volunteering in our Stedman community (pg)

This handbook outlines guidelines that are meant to clearly outline our routines, procedures, and expectations, which will foster our children's learning to the fullest. Items in this handbook are subject to change and at times there may be missing pieces. If you find something missing please feel free to email, write a note, or stop by the office.

I believe our mission statement paints a clear picture of who we are as educators and what we want our students to accomplish here at Stedman. When we are all dedicated to continuous growth and provide an environment that is healthy and diverse, there are no limits to what can be achieved.

I really look forward to seeing each of you personally in the coming weeks and then getting to work side-by-side with you through the coming years as we help our students and Stedman community grow. You are always welcome to visit us. Remember that communication is the key to success in everything we do.

Mrs. Heather Conn

2025-2026 STEDMAN STAFF

Kindergarten:	Counselor: David Fonken
Erin Willis	Administrative Assistant: Cena Worhatch
Kacey Hammer	Special Education Services PreK - K Grade:
First Grade:	Rosal Concepcion
Hillary Mullen	Special Education Services 1st - 2nd Grade:
Jolie Norman	Sharon Balcos (Substitute Carol Wegener until Arrival)
Second Grade:	Special Education Services 3rd - 5th Grade:
Noelle Bell	Heidi Cabral
Erin Hofacre	Gym/Swim: Tyler Thain
Third Grade:	Swim Instructional Aide: Blaine Volk, Pam Speck, and Danya Davis
Mary Midkiff	Music: Chelsea Corrao
Becky Martin	Paraprofessionals:
Fourth Grade:	Christy Ware
Alice Williams	Rocky Peeler
Trevor Wilson	Marketa Ith
Fifth Grade:	Tanya Thynes
Sharon Paulson	Julie Sheldon
Vanessa Miller	Audra Netro
Librarian/Media Specialist: Debi Tice	Kylie Mattingly
Title 1 Interventionists: Kerri Curtiss and Substitute until filled	Ruth Litsheim
Literacy Coach: Lee Ann Jenkins	Rose Villazor
Migrant: Heather Conn and Carlee McIntosh	MacKenzie Larson

ACADEMIC INFORMATION & PERMANENT RECORDS:

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

- *Personal data such as names of parents or legal guardians, date of birth, immunization records, birth certificate, home address and phone number.
- *Previous grades and/or copies of report cards.
- *Student's yearly attendance records.
- *Behavioral data
- *Intervention Plans
- *Reading, writing, and math portfolios.

ADMISSIONS:

Kindergarten students must be five years of age by September 1. There is a registration period for kindergarten students every spring. Families are welcome to come in and register before school officially begins in the fall. Further information about the registration process may be obtained by calling the elementary school office between August 18th, 2025 and June 12th, 2026. Hours of operation are 8:00-4:00, Monday - Friday.

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

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

ATTENDANCE AND ABSENCE REPORTING PROCEDURES:

Regular and consistent attendance is necessary for a student's success in school. Makeup work does not replace all of the instruction and classroom activities that are essential to keeping up with the rest of the class.

1) The bell rings at 8:00 a.m. and students may enter the building at this time.

- School officially begins at 8:00 a.m. We ask that students arrive no sooner than 7:50.
- Please make every effort to have your children here by 8:00 am. When your child is tardy, they miss the most important part of the day and feel anxious or awkward coming in late and not knowing what to do because instructions have already been given. If your child will be tardy and needs a school lunch, let us know so s/he can be included in our lunch count.

Tardies and absences affect a child socially and academically. Other children notice that a child is not present to rely on as a friend and a collaborator on group projects. If a student's tardiness or attendance

becomes disruptive to their education, a meeting will be scheduled with parents to make a plan so that attendance will not continue to negatively impact the child's education.

2) All absences are documented daily by staff and verified by the parent through a phone call or note. If we have not been notified by the time attendance is recorded in the office (9:00 am), we will call to verify the absence. This procedure ensures student safety and is a requirement of the Alaska Statute 14.30.010. (Compulsory Attendance Statute) . You are welcome to use our online [Student Absence Form](#) rather than calling in.

3) Our calendar has built-in leave time, if families decide to take leave outside this allotted time we will not provide missing work. Please use our [Stedman Trip Slip](#) 3 days prior to leaving for communication purposes. The link can be found here: <https://www.pcsd.us/page/stedman-elementary-school>

In accordance with the Every Student Succeeds Act (ESSA), the state of Alaska holds schools responsible for Chronic absences as a measurement of school quality and student success. Chronic absence, defined as missing 10 percent of school days within one academic year (17.2) for any reason, is a powerful early warning predictor of student performance. Attendance is marked by full or half days.

For more information regarding the Alaska State Compulsory Attendance Law (**Alaska Statute 14.30.010**) you may visit the Alaska Legal Resource Center online or contact the school for a copy of the statute.

BUS TRANSPORTATION/RULES:

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

First Citation:

- Conference with student and driver.
- Parents contacted.

Second Citation:

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

Third Citation:

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

CELL PHONE USE:

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

CHANGE OF ADDRESS OR PHONE:

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

COMMUNICATION:

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

- Rooms by Apptegy is a secure messaging tool that lets families and school staff communicate directly, share updates, and ask questions in real time. It helps everyone stay informed and connected. Be ready to install this app and communicate with us!
- Safety issues require that all visitors must check into the school office before going to their child's classroom.
- Please call ahead to make an appointment with your child's teacher. Each teacher has a daily plan of instruction and activities. Unexpected visitors require the teacher to shift attention from the students, instructional time is lost, and the children become distracted. It would be much appreciated if you could call ahead to arrange a time to visit with your child's teacher.
- Please call ahead to make an appointment to talk with the principal. She may be away from the office attending meetings, greeting children in the hallway as they arrive or leave the school, or meeting with individual students. She may be elsewhere in the building working with the staff or observing in one of the classrooms. If you call ahead, she will be more than happy to schedule a time to meet with you.
- It is our goal to minimize disruption to the school and classroom routine as little as possible while maintaining the flow of communication between home and school.
- We appreciate it when you send absence notes, permission slips, and lunch money to school when it is due.

Our students show “Eagle Pride” when they are **Respectful, Responsible, and Safe.**

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

Throughout the year, students are taught specific expectations from a school-wide matrix based on these three behaviors. Staff members model and role-play in order to teach and reinforce expected behaviors. *Please see the attached matrix in Appendix B of the student handbook.* Students are called out for making respectful, responsible, and safe choices.

There are also times when students make poor choices and may face disciplinary consequences. The main goal of any disciplinary action is to help the student learn from their mistake and make better choices in the future. If students choose to continue to be disrespectful, irresponsible, and unsafe their loss of privileges will be seen in extended learning opportunities as well as in alternative choices for lunch, recess, music, library, and physical education times. Consequences may include:

Possible Classroom Consequence, (Minor Offenses):	Possible Classroom Consequence, (Major Offenses):
Warning	Warning
Re-teach behavior	Re-teach behavior
Loss of privilege	Loss of privilege
Parent contact	Parent contact
Behavior contract	Behavior contract
Lunch in a quiet room	Lunch in a quiet room
Walking Track instead of PE or Recess	Walking Track instead of PE or Recess
Sitting out of Extended Learning Opportunities	Sitting out of Extended Learning Opportunities
Office referral: May result in ISS or OSS	In School Suspension (ISS)
	Out of School Suspension (OSS)

Please see attached Minor/Major Behavior Definitions in Appendix D of the Student Handbook. See attached Stedman Behavior Matrix in Appendix C.

DISMISSAL:

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

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

DRESS AND GROOMING:

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

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

Educator Qualification:

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

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

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

EMERGENCY DRILLS:

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

EMERGENCY PROCEDURES and Emergency Commands:

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

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

ALERT: Get the word out that a threat exists.

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

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

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

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

Traditionally, schools have used a procedure known as "lockdown" which essentially means locking the school building and classrooms and having students and teachers take shelter in their classroom. We believe that offering additional age-appropriate options will allow our students and teachers to be better prepared if a crisis situation occurs. Providing a constant flow of information to everyone in the building can allow opportunities to safely evacuate the building. An important goal of the A.L.I.C.E. program is to evacuate as many people as possible to a safe place.

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

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

1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the Petersburg City School District to amend the record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the students education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company in whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

HEALTH SERVICES

1) ILLNESS

If students become ill during the school day, they will be sent to the office for the nurse or secretary to determine what action should be taken. If necessary, the parent or guardian will be contacted for advice or information or to take the child home. At this time Stedman would like to continue to be a symptom free school. Students with fevers, diarrhea, and vomiting will be asked to stay home for 24 hours after the last incident. Other symptoms not welcomed at Stedman include extreme coughing or extreme running nose.

Please keep your children home if they have a temperature of 100.4 or higher, cough, sore throat, shortness of breath, chills, muscle pain, run or stuffy nose, headache, vomiting, diarrhea, loss of taste or smell, undiagnosed rash or skin condition, or taking antibiotics for the first 24 hours.

2) FIRST AID AND EMERGENCY CARE

A) A nurse will be on site **Monday & Wednesday 10:00-3:00, Tuesday & Thursday 11:00-3:00, and Friday 9:30-1:30**

B) The secretary and other staff may have First Aid and CPR training, but they are not nurses.

C) In case of a serious accident or injury, appropriate first aid and emergency care will be provided by the most accessible and qualified first aid care giver. Parents or guardians will be contacted as soon as possible. If deemed necessary, the Emergency Medical System (911) will be activated to provide additional assistance. (Please be sure that all emergency information on your child's school records is current and complete.)

3) MEDICATION

A) If it is necessary for your child to take any **prescription** or **over-the-counter** medication during the school day, you (**and your doctor for prescription medication**) must complete a medication form indicating what is to be administered to your child, when, why, the dosage and the duration. Medication is to be sent to the school in the original bottle or packaging.

B) All medication must be stored in the office. Please deliver the medication directly to the office and do not send it to school in your child's backpack.

C) It would be best to ask your doctor for dosages that do not require taking medicine during school hours. Most children's prescriptions can be given at home outside of school hours.

D) You can contact the school for a medication form.

4) COMMUNICABLE DISEASES

A) Examples: strep throat, chicken pox, lice, pink eye, scabies, ringworm, impetigo, covid, etc.

B) Students will be sent home if suspected of having a communicable disease and will be advised to remain out of school until a doctor's note is provided with a return date.

C) Please notify the school any time your child is kept home for suspected contagious conditions. This will help us observe other staff and students for signs and symptoms.

5) FEVER or DIARRHEA

If a child has a fever or diarrhea they need to stay home. If a child develops a fever or diarrhea while at school we will call his/her parent or guardian. Students must be fever and diarrhea free for 24 hours before returning to school.

6) VOMITING (due to illness):

Children may return to school 24 hours after the last vomiting incident.

7) LICE: **UPDATED based on 2020 Research from National Association of School Nurses**

A) Head lice infestation is a common concern worldwide, with both social and medical implications. In the United States it is estimated that 6-12 million head lice infestations occur in children 3-11 years of age each year. The infestations are most likely to occur in preschool and elementary age students and their household members, regardless of socioeconomic status or geographic region (Centers for Disease Control and Prevention [CDC], 2019, Who Is at Risk section, para. 1).

The cost of treatment in the United States has been estimated to be \$500 million dollars per year (Cummings et al., 2018). A head lice infestation is not a communicable disease and no health risks have been associated with head lice (Pontius, 2014; CDC, 2015, para. 2; CDC, 2019, Do Head Lice Spread Disease section). Current research indicates that families are over- or incorrectly treating pediculosis, which may be a contributing factor in lice resistance (Cummings et al., 2018; Koch et al., 2016). Head lice infestation, including “no live lice” and “no nit” policies, causes unnecessary school absences for students and loss of parent workdays and family wages. Exclusion from school can adversely affect students emotionally, socially and academically (Devore et al., 2015; Pontius, 2014).

For more information please visit:

<https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-head-lice>

B) Both the American Academy of Pediatrics (AAP) and the CDC advocate for the following practices to be **discontinued**:

- whole classroom screening
- exclusion for nits or live lice
- notification to others except for parents/guardians of students with head lice infestations (Devore et al., 2015; CDC, 2015b, para. 3)

C) To prevent the spread of lice, we take many precautions at school. The students are taught about lice and not to share combs, brushes, hats, clothing, etc. We take special precautions with coats, earphones, carpeting, stuffed animals and anything that may contribute to the spreading of the lice.

D) YOU CAN HELP!

- Inspect your child's head on a regular basis looking for lice or nits. Checking after each bath/shower is the best way to remember – establish it as a routine. Make sure you check the first week of school so we don't start off the year spreading them.
- Notify any groups, neighbors, friends or playmates or anyone who has been in close contact with members of your family who have head lice. This could prevent the re-infestation in your own family and the other families.
- If you ever have questions, or would like assistance, please call the school and we would be happy to help in any way we can.

HOMEWORK POLICY:

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

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

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

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

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

The purpose of school work at this age is to cement new skills. The purpose of homework at this age is to practice skills already mastered and practice bringing things back and forth between home and school. If your child is routinely spending more than the recommended time a night on homework (including reading) please let your teacher know!!

LABELS AND LOCKS:

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

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

LIBRARY:

The Rae C. Stedman library provides an ever-expanding resource center containing a healthy collection of books and other media tools, which support the curriculum (i.e. computers with internet access, video tapes, books on tape). There are also a variety of fiction and non-fiction books designed to meet the needs of emerging and developing readers.

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

Book Checkout looks like:

All grade levels will start with one book for checkout.

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

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

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

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

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

4th: 4 books

5th: 5 books

LUNCH/BREAKFAST PROGRAM:

Our award-winning hot lunch and breakfast program is served on full school days and early release days. Students bringing cold lunch will also eat in the lunchroom. BREAKFAST & LUNCH prices are FREE for ALL students. Menus are published in the weekly newsletter, in the newspaper and on the app, and all menus *exceed* state and federal nutritional guidelines.

The school district offers reduced lunch/breakfast prices based on family size and income. Free and reduced meal forms are available at the school office and on the school district website. Please keep filling them out, so we can continue to get FREE Breakfast and Lunch.

Students may leave the school during their scheduled lunchtime, but MUST have a written note from a parent. We encourage families to prepay meals.

Breakfast is being served in the cafeteria starting at 7:50 to 8:10 for ALL Grades. Breakfast is offered to everyone and is FREE of charge.

Recess/Lunch Schedule M-F

Kindergarten	11:40-12:00	Recess	11:20-11:40	Lunch
1st Grade	11:20-11:40	Recess	11:40-12:00	Lunch
2nd Grade	12:20-12:40	Recess	12:00-12:20	Lunch
3rd Grade	12:00-12:20	Recess	12:20-12:40	Lunch
4th Grade	1:00-1:20	Recess	12:40-1:00	Lunch
5th Grade	12:40-1:00	Recess	1:00-1:20	Lunch

****Parents are welcome to have lunch with their child.**

To join your child for lunch, have your child sign you up in the morning or call the office to order that day's lunch.

Lunchroom rules and courteous behavior:

- Observe good dining room manners at the table.
- Put your trash in the garbage containers.
- Leave the table and surrounding area clean.
- Return trays to carts.
- Do not take food from the lunchroom.
- Do not crowd others in line in the lunchroom.
- Leave the lunchroom in an orderly fashion when dismissed.

PARENT VOLUNTEERS:

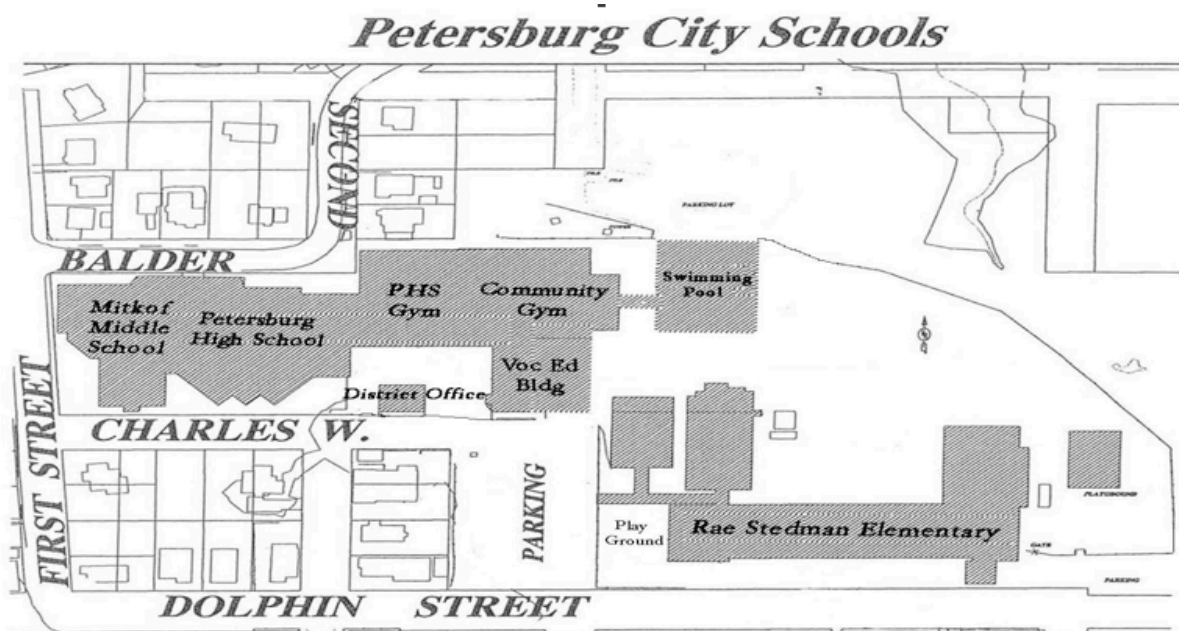
We encourage parents to volunteer time to help both inside and outside the school building. We appreciate the support you give whether it is in the classroom during the regular school day, after school hours, or helping with special projects on the weekends. We do have an active parent/teacher organization called "Partners in Education" (PIE) if you are interested in joining. We welcome your support and involvement! We also recognize that you make valuable contributions to your child's success at school every day when you see that your child completes his or her homework, gets plenty of rest, and eats nutritious meals.

If you are interested in being a volunteer at the elementary school, please let us know.

Volunteer Opportunities:

- Creative Writing Assistant: Helps students write, edit, and bind original books.
- Community Resource Volunteer: On call for special presentations and demonstrations about jobs, special talents, hobbies, etc.
- Library Volunteer: Assists the librarian with filing, shelving books, checking materials in and out, and working on cataloging on-line.
- Classroom Volunteer: Works closely with teachers to coordinate class parties, help with field trips, and other special projects.
- Computer Volunteer: Assists with technology projects.
- Reading Volunteer: Listens to children read and helps children with book reports or other classroom reading activities.
- Yearbook compilation
- Fundraisers
- Partners in Education (P.I.E.)

PETERSBURG SCHOOL DISTRICT MAP



REPORT CARDS, PARENT CONFERENCES, and POWERSCHOOL:

Report cards are given to families at the end of each trimester. Scheduled conferences are held at the end of September, then the end of the first and second trimesters. If needed, conferences can be arranged at other times during the year. Call your child's teacher to set up an additional conference or to request a progress report. "Introduction to My Child" conferences take place at the beginning of the school year in September. This is an opportunity for parents to exchange information about their child with the classroom teacher and for classroom teachers to share the 1st set of testing results with families.

Parents and students can also access current grades and attendance through the internet. The following PowerSchool website will allow you access to your information: **pcsd.powerschool.com/public**. For security purposes, parents are assigned unique usernames and passwords for each individual student at Rae C. Stedman Elementary. To receive your ID and password, please contact the elementary office.

SOCIAL MEDIA Opt-Out Policy:

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

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

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



SNACK/CELEBRATION GUIDELINES and Gifts:

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

SUPPORT PROGRAMS:

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

- **Hearing and Speech:** Our speech therapist screens all kindergarten for speech articulation every fall. We provide hearing screenings throughout the year as specialists are available.
- **Special Education Program:** Students who qualify for special education services have academic, physical, and/or emotional needs that require specialized learning programs. The special education staff works closely with parents and classroom teachers to identify, test, and develop programs for these students. Our district also contracts occupational and physical therapy for students who require these services.
- **Title I and Migrant Education:** The Title I and Migrant Education programs have been consolidated. This helps provide instructional aides in our classrooms and support early literacy programs for all students.
- **ESL/ELL Program:** This program provides services in the regular classroom to students learning English as a second language. Services include translation (when available), English as a second language instruction, and assistance with regular academics.
- **Counseling Services:** Petersburg School District would like to introduce Mr. F., David Fonken came to us from Oregon and will be an instrumental part of our Stedman Team. All counseling services are determined on a needs basis.

- **Eagle Soar:** We are fortunate to have a full-time counselor, Mr. F, to teach from the Wayfinder Curriculum. Wayfinder focuses on helping young people build resilience, gain a sense of purpose, and understand their emotions in order to navigate life's challenges. This will be a weekly lesson for All grades.
- **Sources of Strength:** The Petersburg School District and Petersburg Medical Center have partnered to bring the Sources of Strength program to local schools, promoting wellness, resilience, and strong connections. This collaboration supports students and families by encouraging healthy relationships, open conversations about mental health, and access to trusted resources, creating a supportive network for success both in and out of school.
- **After School Math Support:** Our paraprofessionals are trained in math interventions. This is for students who qualify as Tier 2 or 3 support for services. Please reach out to the office for additional information.
- **After School Reading Support:** Our paraprofessionals are trained in reading interventions. This is for students who qualify as Tier 2 or 3 support for services. Please reach out to the office for additional information.

PHYSICAL EDUCATION:

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

Clothing needs for each student:

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

Swim Locker Rooms:

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

1st Citation: Whole class Group Conversation

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

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

TECHNOLOGY:

Stedman Elementary is networked with the district office, the middle school, and the high school. Each classroom has supervised internet access, laptop computers and ipads. Students are taught basic computer skills, word processing skills, internet navigation skills, as well as online safety. Students have the opportunity to explore a variety of age-appropriate software programs and apps. Our technology program continues to grow, progress, and adapt as the student and staff needs change. The emphasis is shifting from “computer instruction” to “technology integration,” as students enter school with more advanced computer skills.

TEXTBOOKS AND SUPPLIES:

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

TRANSFERRING TO A NEW SCHOOL:

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



PETERSBURG School District

Stedman Elementary Learners R.O.C.C

Resilient

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



Open-minded

I am curious.
I wonder.
I ask questions.



Confident

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



Connected

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



When we ROCC,
we balance life and learning.



Appendix B

In Petersburg, we take pride in being a community of lifelong learners who take responsibility for ourselves and for the world around us. We maintain a safe and positive educational environment through respecting others, and ourselves, as displayed by our efforts and attitudes toward learning and behavior.

	HALLWAYS	BATHROOM	LUNCH AREA	SCHOOL GROUNDS	SCHOOL BUS	AUDITORIUM	COMMUNITY
RESPECTFUL	Use appropriate language and volume. Be kind and courteous. Acknowledge personal space. Respect Surroundings.	Use appropriate language and volume. Respect others' personal space and privacy. Use facility properly. Wait patiently.	Use appropriate language and volume. Hands to yourself. Practice good meal manners.	Use appropriate language and volume. Be kind.	Use appropriate language and volume. Listen to the driver. Keep hands, feet, and other objects to self. Be polite and courteous.	Use appropriate language and volume. Be attentive. Participate appropriately.	Use appropriate language and volume. Be kind and courteous to others. Display good citizenship. Be considerate of others' property.
RESPONSIBLE	Keep it clean. Be on time. Use acceptable noise level.	Keep it clean. Use in a timely manner. Choose appropriate time.	Take what you want; eat what you take. Keep it clean.	Practice self-control. Keep it clean.	Electronic use only when seated. Take care of personal belongings. Communicate change of plans with parents/drivers. Keep it clean.	Keep it clean.	Practice self-control. Take care of personal belongings. Timely communication with chaperone/teacher. Follow rules/laws.
SAFE	Keep hands, feet, and other objects to self. Walk.	Keep hands, feet, and other objects to self. Practice good personal hygiene. Report concerns or inappropriate behavior.	Practice good personal hygiene. Move through line in a calm, orderly fashion.	Comply with rules. Be aware of others. Be aware of your surroundings.	Stay seated. Walk up and down steps. Wait for driver's signal to cross. Keep aisles clear.	Walk. Use aisles. Follow directions.	Appropriate use of electronics. Follow directions. Stay with the group.

STEDMAN BEHAVIOR MATRIX

Classroom Management
Minor

Office Referral
Major

VERBAL WARNING

RESTATE
EXPECTATION/RULE

2ND OFFENSE

POST-IT IN MILEPOST
TRY INTERVENTION

3RD OFFENSE

POST-IT IN MILEPOST
TRY INTERVENTION
PARENT CONTACT

4TH OFFENSE

MAJOR REFERRAL
POST-IT TO OFFICE
PARENT CONTACT

REFERRAL

DOCUMENT INCIDENT
POST-IT TO OFFICE

PARENT CONTACT

ADMIN DETERMINE
COURSE OF ACTION

ADMIN FOLLOW UP
WITH REFERRING STAFF



Minor Offenses

Defiance/Disrespect/Non-compliance - student engages in brief or low-intensity failure to respond to reasonable adult requests.

Disruption - student engages in low-intensity, but inappropriate disruption to educational setting

Dress Code Violation - student wears clothing that is not within the school's dress code guidelines

Inappropriate Language - student engages in low-intensity instance of inappropriate language

Inappropriate Location/Out of Bounds Area - student is not where they're supposed to be

Physical Contact/Aggression - student engages in inappropriate physical contact (depending on the level could be a Major)

Property Misuse - student engages in low-intensity misuse of property

Off Task - student does not engage in expected behavior after prompting, but is not disruptive

Technology Violation - student engages in inappropriate use of technology equipment and/or failure to comply with the school district's Electronic Use Agreement (depend on level, could be Major)

Major Offenses

Arson - student plans and/or participates in malicious burning of property

Bomb Threat/False Alarm - student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosions

Defiance/Disrespect/Insubordination - student engages in refusal to follow a "reasonable request," directions, talks back, and/or delivers socially rude interactions

Disruption - student engages in behavior causing an interruption in a class or activity. Includes sustained loud talk, yelling, or screaming, noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior.

Fighting - student is involved in mutual participation in an incident involving physical violence

Forgery/Theft - student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.

Harassment/Bullying - The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Student may deliver disrespectful messages (verbal, written, or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. This includes through the use of electronics and/or social media. Includes negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

Inappropriate Language/Profanity - student delivers messages that include swearing, name-calling, or use of words in an appropriate way with intent to harm or cause disturbance/disruption.

Inappropriate Location - student is in an area outside of reasonable school boundaries (defined by school) that places that student or others in a potentially dangerous situation

Cheating/Lying - student delivers message that is untrue and/or deliberately violates rules or engages in plagiarism

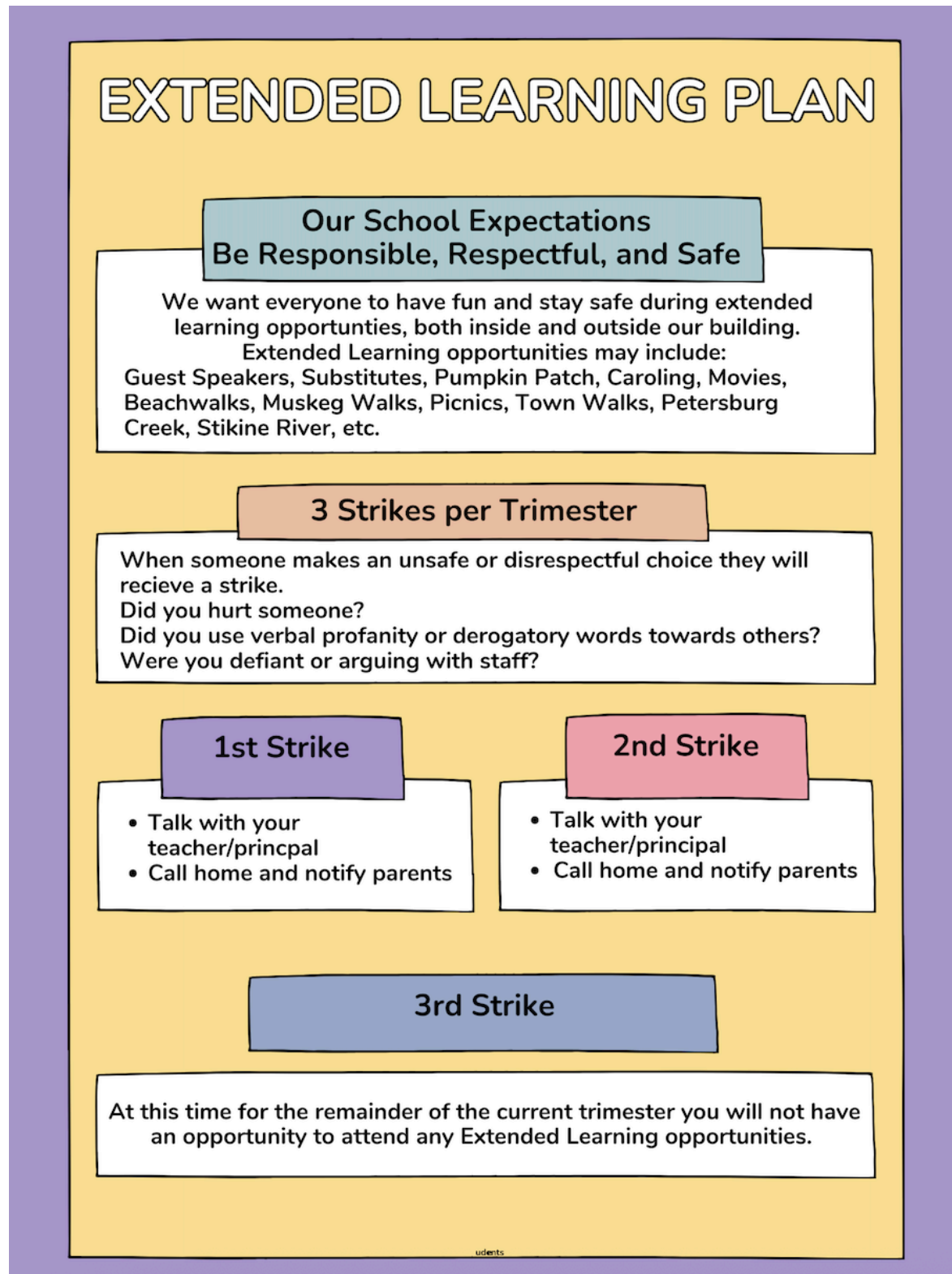
Physical Aggression/Assault - student engages in actions involving serious physical contact where injury may occur (hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

Property Damage/Vandalism - student participates in an activity that results in destruction or disfigurement of property

Technology Violation - student engages in inappropriate use of technology equipment and/or failure to comply with the school district's Electronic Use Agreement

Use/Possession of Alcohol/Drugs - student is in possession of or is using alcohol or drugs while on school property, school-sponsored trips, or otherwise on school jurisdiction or control.

Use/Possession of Combustible/Weapon with Intent to Harm - student is in possession of substances/objects readily capable of causing bodily harm and/or property damage with intent to harm.



Appendix F

Stedman Elementary School

Home of the Stedman Eagles

Dear Families,

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

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

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

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

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

Sincerely,

Heather Conn, Principal

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

Appendix G



Parents of Incoming Kindergarteners,

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

Kindergarten will start on Wednesday, September 3rd, 2025. The hours for kindergarten are still being discussed as an administration at this time. The bus is an option in kindergarten, but we will need very clear communication between teachers, the office, and the bus drivers to make this happen.

Next school year will be approaching rapidly and we need your help in making this transition as smooth as possible. Our kindergarten teachers will be focusing on routine, consistency, and independence this upcoming year. We need your help!

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

Support them in being independent with:

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

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

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

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

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

Academics is also another piece that is introduced in kindergarten. Building the foundational skills for reading, writing, and math is a very important part of kindergarten. There are a few laws and requirements in regards to how we proceed in academics. I have included a screener they are required to take, information about the screener, as well as an article about our reading curriculum. We use a sounds first approach, which means kindergarten students are introduced to a symbol and taught that a sound goes with that symbol. Children do not need to know letter names in order to read, so the idea is to teach them the sounds then letters at a later point. Please read the attached article for more information.

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

Sincerely,

Heather Conn

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

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

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

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

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

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

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

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

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

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

DIBELS Tips for Families

Why DIBELS?

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

What are Risk Categories?

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

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

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

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

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

What About Percentiles?

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

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

Should I Be Worried if My Student is at Risk?

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

Here are some things to ask about:

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

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

My Student Failed DIBELS! What Should I Do?

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

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

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

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

Letter Naming Fluency (LNF) is a standardized, individually administered test within mCLASS with DIBELS 8th edition used as an indicator of risk for reading difficulty rather than an instructional target. The ability to recognize and name letters in preschool and at the beginning of kindergarten is a strong predictor of later reading achievement (e.g., Badian, 1995; Walsh, Price, & Gillingham, 1988). Prior to formal education, some students have the benefit of being exposed to words, stories, and books. In those cases, caretakers often teach the alphabet and letter names, particularly those

associated with the child's name. Students who do not demonstrate this ability may be at risk for later reading difficulties; thus, performance on LNF is included within the DIBELS Composite Score in kindergarten and first grade.

However, studies have failed to show that teaching letter names to students enhances their reading ability (e.g., Ehri, 1983) and, in fact, have demonstrated that successful learning of letter-sound correspondences that lead to reading acquisition can occur without the knowledge of letter names (Bruck, Genesee, & Caravolas, 1997; Mann & Wimmer, 2002).

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

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

Note that while letter names are not utilized in the initial units of Kindergarten CKLA

instruction, they are introduced in Unit 6. By that unit, students have learned many letter sounds, and since letter names are no longer likely to interfere with decoding, letter names are introduced.

Please note that this is not to say that teachers should discourage parents from instructing their children at home. But in the classroom, LNF does not yield a high return on investment when providing targeted remediation for students that are already at risk.

