

Patwin Student Handbook 2018-2019

The Patwin Community is committed to:

Cultivating an environment where everyone learns and belongs.



Patwin Mission Statement

Patwin Fosters a Learning Environment that Respects Diversity, Engages Students in Challenging, Creative and Collaborative Learning and Prepares Them to Thrive in the 21st Century.

Patwin Daily Schedule

2222 Shasta Drive

Davis, CA 95616

(530)757-5394

Office Hours: 8:00-3:30

**PATWIN DAILY SCHEDULE
2018-2019**

**Kindergarten and TK Schedule
2018-2019**

School Begins

8:30 Grades am K -6

AM Recess

10:05 - 10:20 Grades 1, 2, 3

10:35 - 10:50 Grades 4, 5, 6

Lunch

11:45 - 12:30 Grades 1, 2, 3

12:15 - 1:00 Grades 4, 5, 6

PM Recess

1:35 - 1:45 Grades 1, 2, 3

2:05 - 2:15 Grades 4, 5, 6

Dismissal

2:35 Primary M, T, Th, F

3:05 Intermediate M, T, Th, F

1:30 Grades 1-6 Wednesday

School Begins

AM Session 8:15 - 11:35

PM Session 11:50-3:10

TK Session 11:15 - 2:35 (M, T, Th, F)

8:15 - 11:35 (Wednesdays)

2018-19 SCHOOL YEAR Patwin Calendar

August	29	First Day of School
September	3	Holiday
September	12	Back To School Night
November	5	No School – Teacher Work Day
November	12	No School- Holiday
November	9-16	Conference Week
November	10-23	Thanksgiving Vacation
December	24-Jan-4	Winter Holiday
January	21	Holiday (MLK)
February	11	Holiday
February	18	Holiday(Presidents)
March	18-22	Conference Week
March	25-29	Spring Break
April	10	Open House
May	27	Holiday
June	13	Last Day of School Dismissal 12:30

PATWIN SCHOOL STAFF
2018-19

Note: Subject to change as hiring process continues.

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Principal	Gay Bourguignon
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Transitional Kindergarten	Cyndee Nikzad
Kindergarten	Sheila Bean, Jennifer Moy
1st Grade	Ruthie Bowers, Stephanie Moore-Tealdi
2nd Grade	Linda Davis, Maria Ryken
3rd Grade	Cheri Burau, Harriet Gadisman
4th Grade	Laura Anderson/Kris Weir, Saryn Kirk, Leslie Zais
5th Grade	Sue Britz, Mary Dailey, Nikola Davis
6th Grade	Dominick Denardo, Jamie Kerr
Science	Pat Wong, Dina Flamik
Reading Specialist	Jean Salk
Math Specialist	Kris Weir
EL Specialist	Arlene Dendulk
Inclusion	Ali Lerch
RSP	Jill Ferguson, Jennifer Knudson
Behavior	
Learning Class	Christopher Learned
Librarian	Leslie Mc Cutcheon
Library Tech	Joyita Sen
Instructional Tech	Richard Marquez
Speech Therapist	Sarah Compaglia, Andrea Brown
Counselor	Melinda Coates
Psychologist	Karen Slabaugh, Tim Paulson
Nutrition Services	Angelica Herrera
Occupational Therapist	Katie Horn/Mary Brown
Custodians	Feliks Krupa, Edith Solis-Lopez
Nurse	Claire Farver
Secretaries	Tyshawn Harris, Suzanne Morgan,

Davis Joint Unified School District
PHILOSOPHY OF EDUCATION

DJUSD MISSION

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:

- Optimal conditions and environments for all students to learn
- A team of talented, resourceful, and caring staff
- Transforming teaching, learning, and operations in our continuing pursuit of excellence
- Resourceful, transparent, and responsible fiscal planning, and
- A diverse and inclusive culture

Adopted by the Board of Education March 6, 2014

WE ALL BELONG: SAFE AND WELCOMING SCHOOLS FOR ALL

On February 2, 2017, the Davis School Board approved a resolution providing a clear and transparent statement that DJUSD shall be a place where all students, employees and families feel welcome and safe regardless of their immigration status, race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression.

Specifically, the resolution addresses procedures for responding to federal immigration enforcement action as well as policy changes around data collection on student enrollment. The resolution marked an important, first step to begin the process of examining current policies and procedures, educating school employees, and working closely with community partners to ensure that all students and families, including those that are undocumented or marginalized, are able to receive education in a safe and supportive environment. For more information, see the [We All Belong](#) page on the DJUSD website.

Gender Identity and Expression

California law and District policy require that all programs, activities and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe and non-stigmatizing learning environment for all students and to ensure that every student has equal access to all school programs, facilities and activities.

State law requires that all students shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records.

School site administration shall coordinate with the District's Student Support Services Department whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression. For more information, see [LGBTQIA Supports](#) on the DJUSD website.

ATTENDANCE

The success and wellness of all students in DJUSD is important to us. Students are better able to thrive mentally, socially and emotionally when consistently attending and engaging in the daily learning opportunities provided at school.

Studies have shown that 83% of students who are chronically absent in Kindergarten and first grade cannot read at grade level by the third grade. This statistic illustrates how important and powerful consistent attendance is for all students. It is DJUSD's goal to offer student engagement and learning that promotes academic achievement. This can only be successful if students attend school daily and take full advantage of educational opportunities.

Attendance also has a direct effect on the budget of the district. The State of California funds roughly \$42.92 per student, per day and therefore, the higher the attendance rate, the more funding the district receives. If student attendance increases, there will be increased revenue for employee compensation and improved educational opportunities.

Below are some of the reasons that qualify as an **excused** absence for the State of California. For a more comprehensive list of reasons, please see [Attendance and Engagement](#) on the DJUSD website.

- Student Illness and/or medical, dental, optometry or chiropractic appointments
- Attending the funeral services of a member of the student's immediate family (one day if the service is in California and three days if the service is out of state)
- Observance of a holiday or ceremony of his or her religion, attendance at religious retreats
- Serving as a member of a precinct board of an election
- Spending time with a member of the student's immediate family, who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position

Having an absence excused allows a student to make up missing work but does not provide funding to the district. The only way the district receives attendance funding is for the student to be in class or a sanctioned school activity, to be receiving home or hospital services as requested by a licensed physician, or to participate in short-term independent study. Short-term independent study is available for students who know in advance that they will be absent for five or more school days and enables the student to stay current with coursework provided by their classroom teachers. For more information, see [Short Term Independent Study](#) and [Attendance and Engagement](#) on the DJUSD website.

STUDENT PROTESTS AND DISTURBANCES / EXPRESSIONS OF FREE SPEECH ON CAMPUS

Knowing there are widely held and differing opinions in our Davis community around controversial topics, DJUSD recognizes the rights of students to express their views in exercise of their First Amendment rights. In the case of on-campus student protests or expressions of free speech on campus, expectations for student behavior will be maintained in order to ensure safety. We also encourage families to discuss with students their views about controversial events.

Generally, normal instruction will continue during any voluntary, organized activity on campus and students who choose to participate in planned, on-campus activities are expected to return to class following such events.

Students who leave class to participate in off-campus or other unauthorized activities will be considered "unexcused." An initial unexcused absence will result in a phone call notification of the absence to the parent/guardian. Students who participate in a campus disturbance shall be subject to disciplinary action in

accordance with Board Policy and Administrative Regulations (See Board Policy 5131.4 and Administrative Regulation 5131.4).

GENERAL INFORMATION

FOOD SERVICES: The district maintains a hot lunch program that is available to all children. Milk is \$.35 and lunch including milk is \$3.25. Free and reduced-price lunches are available to students who qualify. We encourage parents to pay in advance by writing a check to the Davis Joint Unified School District to hand into the front office or by paying online. The lunch line goes much faster when students do not have to stop to exchange money. The menu is posted on the DJUSD website and in the lunch room.

FREE OR LOW-COST MEALS: It is very important to complete a new application for free or reduced lunch as soon as possible each year. The application form is with the “Paper Parade” forms at the start of the year. Additional forms are available in the office throughout the school year. Free or low cost meals are available for eligible students. For more information, see [Student Nutrition Services](#) on the DJUSD website.

LOST & FOUND: Items found in or around the school are kept on a cart near the Multi-Purpose Room. Children and parents are encouraged to check for articles as soon as they are missing. It is extremely helpful when personal property is labeled with a name. Unclaimed items are donated to a charitable organization every two months.

SCHOOL VISITS: Parents are welcome and encouraged to visit their child’s classroom and school events. Please make arrangements with the teacher before visiting the classroom. Parents wishing to take notes during the visit must explain the purpose of the note-taking and receive permission from the teacher. ***For safety reasons, we ask that all visitors sign in at the office and obtain a visitor’s name tag before visiting the campus.*** We also ask that you do not bring dogs onto campus.

The Davis Joint Unified School District’s number one priority is the safety of students and staff. As a result the district is currently implementing a digital visitor and volunteer check in system. When visitors or volunteers check-in they will be asked to present a valid state issued ID for entering into the check-in system.

The system will scan the ID and instantly screen for registered sex offenders in all 50 states. The system can also screen for individuals with restraining orders, custody issues, suspended or expelled students, or for any custom alert.

We are confident that this system will help us keep our students and staff safer and it will allow us to know who is on our campuses if an emergency situation were to take place. We ask for your cooperation in presenting your valid state issued ID when checking in at our campuses.

Pick up and Drop Off of Students

SAFETY FIRST

If you plan to drive your child to school this year, you should be aware of the traffic problems around Patwin. Below you will find some do's and don'ts that will be important for the safety and welfare of all Patwin students. **In the event that rules are not followed, the front lot will be closed to ensure the safety of our students.**

KEY RULES:

- No double parking/parking behind cars in lots

- No stopping AT ALL in red zones
- No unauthorized parking in special spots (handicapped, secretaries, principal, PTA)

DROP OFF AND PICK-UP ZONES: For 1st - 6th Grade Parents. The pick-up/drop-off zone is in front of the MPR at the lunch tables. We ask you to have your child meet you at the lunch tables to keep the noise level down when other classes are still in session.

When dropping off students pull as far forward as possible and ask that your child use the sidewalks. The sidewalks from the drop off point are ample and take students easily to the center of the school. Do not drop off in, or block, the driveways. Do not drop-off or pick-up in the curved driveway in front of the school.

PARKING: If you are entering the school to visit (not to pick up students) you may use the visitor lot in front of the school. There is also plenty of parking across the street from the school. Parking is at a premium. The short term green zone will provide a few spaces directly in front of the flag pole and grass area. Also, there are parking spaces available further down Shasta on the same side of the street as Patwin. **The Staff Parking lot is to be used by Staff only.**

The White Curb is for 2-3 minute loading only. **You may not leave your car.** Once school is out and many cars need access to this curb, we ask you to move on. You can avoid this hassle by arriving between 5 and 10 minutes after dismissal. The system works best if your child is waiting for you when you arrive. If you arrive early proceed to the traffic circle and park across the street from school. Please use caution if crossing Shasta.

The Green Curb (in front of the flag pole) is for short term (20 minute parking zone). This is to provide additional parking for those needing to enter the school. We ask that parents accompany students across the parking lot when entering from this location.

U-TURNS are dangerous, illegal and not permitted at any time in front of Patwin. To make a U- turn or to turn around, proceed to the traffic circle at the intersection of Shasta Drive and Olympic Drive. As U- turns are not permitted directly in front of Patwin, cars needing to return to the drop-off/pick-up zones may use Olympic to Glacier to Denali loop and return to Shasta in front of Patwin.

CONFERENCES AND REPORT CARDS: Conferences with teachers are scheduled at the end of the first and second report periods (November and March) for the purpose of discussing a pupil's educational needs and progress. At that time, parents will receive their child's report card. The final report card is sent home with the children on the last day of school.

EMERGENCY CARDS: New emergency cards are required each year. The emergency card is an extremely important item enabling school personnel to contact parents quickly if the need arises. Please provide the necessary information for those individuals who are authorized to take care of your child when you cannot be reached. Advise the office of any information changes during the year. We also suggest placing this information in your child's backpack.

BEFORE/AFTER SCHOOL CARE: Students who attend Patwin are eligible for on-site day care. This service is provided by the Child Development Center (CDC) and is available from 7:00 a.m. until 6:00 p.m. Parents interested in this service should call the CDC at 756-1369. Patwin will also host the ACCESS program after school, with supervision from 2:30-6:00 p.m. Visit their website for more information www.daviskidsklub.com or call 220-4731.

TELEPHONES: Students may use the office telephone only for emergencies or to communicate a serious

problem. Please make prior arrangements with your child regarding procedures they are to follow after school in the event of unexpected rain so that the office phone lines may remain open. Cell phones should not be seen or heard during the school day (before school, recess, and after school included).

TEXTBOOKS: Students will be issued textbooks which are numbered for inventory use. Students are expected to keep the book they are originally issued. Students who fail to turn in the books they are issued will be responsible for payment of the lost book. Report cards are held until payment is made.

LIBRARY: Patwin has an extensive library program made stronger through the efforts of parent volunteers. Students are allowed to check out books and materials and are responsible for their care and safe keeping.

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ARRIVAL: School begins promptly at 8:30 a.m. for all students in grades 1st-6th. Kindergarten students may report directly to their classrooms. Please be aware that yard duty supervision is not provided for students in grades 1 - 6 prior to 8:10 a.m. **Students may not enter the playground prior to that time.** On rainy days,

students 1st - 6th may go directly the Multi-Purpose Room at 8:10 a.m.

TARDIES: Students are required by law to attend school on time. A note or telephone call is requested when a student is tardy. Students must check in with the office staff when arriving late and obtain a “pass” to indicate that their name has been removed from the “absent list.” Students who are chronically/exceedingly late will be considered truant.

TRUANCY: Students chronically late or absent from school will be declared truant and will be placed on an attendance contract that could result in home visits, and/or police and district attorney mediation. More importantly, when your child misses school, it can have a negative impact on their academic and social growth. Attendance letters are automatically generated by an automated system if your child misses three or more days of school.

DISMISSAL: Students are expected to go directly home or to child care immediately after school. Parents will be informed if their child is being kept longer than 10 minutes after dismissal. Students are expected to wait at the picnic tables in the quad for their ride.

EARLY DISMISSAL: Students will be released only to adults listed on their emergency cards. Adults should be prepared to show picture I.D.

BEHAVIOR

At Patwin, we have high expectations for students, staff, and visitors. Patwin students take pride in following school rules and expectations. For specific behavior expectations and consequences, please refer to the DJUSD Standards for Student Behavior. This can be found on the district website at www.djUSD.net, or you may request a hard copy. This includes a detailed dress code policy that will be enforced.

Our Student Statement: Patwin Hawks Act Responsibly by:

- **Showing Respect**
- **Making Good Decisions**
- **Solving Problems**

Behavior Interventions

DJUSD is committed to ensuring that school is a safe learning environment for every student. Beyond academics, school can be a place where students learn valuable life skills that will serve them well as adults and serve our society in beneficial ways. To that end, DJUSD takes a comprehensive approach to matters involving rights, responsibilities, discipline, and restoration.

School staff regard all students as their responsibility to teach, guide, and support. Thus, just as in a home with parents/guardians, all students at school deserve to be treated consistently with care, hope, and positive attitudes.

Our goal in responding to harms to others or the community, including breaches of rules or policies, is to have students understand the effects and impacts of their actions, to be accountable for those actions, and to take the opportunity to make things as right as they can be. Clear and appropriate consequences are part of this effort by school staff to educate and to encourage positive, productive student behavior.

DJUSD does not allow corporal punishment at our district under any circumstances. Physical restraint may be used only to prevent imminent serious bodily injury to the student or others.

If the school site administrator determines a violation of education code has occurred, a suspension may be delivered. If the parent/guardian does not agree with the suspension, they may file an appeal. Specific

information about the appeal process can be found on the suspension from.

Tobacco

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This prohibition applies to all employees, students and visitors at any school sponsored instructional program, activity or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or ground shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

For more information, see [Behavior Interventions](#) and [Dress Code](#) the DJUSD website.

Nondiscrimination and Bullying Prevention

Davis Joint Unified School District is committed to making the schools free from unlawful discrimination and providing equal opportunities for all individuals in education. The District prohibits discriminatory practices whose purpose or effect has a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. The District promotes programs that ensure that discriminatory practices are eliminated in all district activities, and if a student benefits or receives school accommodations in their coursework, they may also benefit from similar accommodations in extra-curricular or co-curricular activities.

Any student who engages in discrimination of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

In addition, the District strives to ensure that every student experiences a safe and welcoming school environment, free from bullying. When students do experience or witness bullying, schools offer a variety of supports, such as counseling, check-ins, social skills groups, and other programs or services. This is to ensure that students feel safe at school and understand what to do whenever confronted with bullying behavior. Interventions may be offered to the target, aggressor, or bystander.

Sexual Harassment

The District is committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment or sexual violence of students at a school-sponsored or school-related activity is prohibited. In addition, the District prohibits retaliatory behavior or action against any person, who reports, files a complaint or, testifies about, or otherwise supports a complaint or respondent in alleging sexual harassment.

According to California Educational Code, sexual harassment means: unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of these conditions:

- Submitting to the harassment is explicitly or implicitly made a condition of an individual's academic status or progress
- Submitting to, or rejecting, the conduct impacts academic decisions affecting the individual
- The harassment has a negative impact upon the individual's academic performance, or creates an intimidating, hostile, or offensive educational environment
- Submitting to, or rejecting, the conduct impacts decisions affecting the individual regarding benefits and services, honors, programs, or activities made available by the educational institution

The District strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or the Director of Student Support Services.

School Dress Code

DJUSD RECOGNIZES THAT THE RESPONSIBILITY FOR THE DRESS AND GROOMING OF A STUDENT RESTS PRIMARILY WITH THE STUDENT AND THEIR PARENTS OR GUARDIANS.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District Dress Code policy applies to all schools in the district.

Allowable Dress and Grooming:

- Students must wear clothing which includes a shirt with pants, skirt, dress, or the equivalent
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments; however, waistbands and bra straps may show
- Fabric covering all private parts must not be transparent
- Footwear must be worn at all times, and must not limit student participation in school activities
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff (hoodies must allow the student's face and ears to be visible to staff)
- Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, wood shop, and other activities where unique hazards exist
- Specialized courses may require specialized attire, such as sports uniforms or safety gear

Non-Allowable Dress and Grooming:

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances
- Clothing may not depict violence, obscenities, pornography, nudity, or sexual acts
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups
- Clothing must not threaten the health or safety of any other student or staff member

Generally, students who do not follow the dress code will be referred to the school office to correct the issue, which may include changing into PE clothes, wearing a t-shirt provided by the school, or being sent home to change. Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District Dress Code policy applies to all schools in the district.

ELECTRONIC DEVICES

Students should not bring any electronic devices to school. This includes, but is not limited to MP3 players, and game systems. The school is not responsible for these items if lost, damaged or stolen.

HOMEWORK POLICY

It is our belief that homework should promote high quality student learning and achievement, and nurture a desire for students to extend their learning. Homework shall always be the work of the student. Please visit to view the <https://www.djUSD.net/homework-policy>.

There is a strong connection between reading to or with elementary children every day in English, or in one's first language, and student achievement. As a result, homework assigned in the early grades shall primarily take the form of silent reading or reading aloud. Assigned reading should be suited to the child's reading level. Children may always choose to read longer if they are so inclined.

Kindergarten through Second Grade: Twenty minutes per day may be assigned. It accommodates both the adopted mathematics curriculum as well as daily reading.

Third Grade: Thirty minutes per day may be assigned.

Fourth Grade: Forty minutes per day may be assigned. This includes science homework. Music practice may also be assigned up to 80 additional minutes per week.

Fifth Grade: Forty-five minutes per day may be assigned. This includes social studies and science homework. Music practice may also be assigned up to 80 additional minutes per week.

Sixth Grade: Fifty-five minutes per day may be assigned. This includes social studies and science homework. Music practice may also be assigned 80 additional minutes per week.

HEALTH INFORMATION

FIRST AID: The school office is equipped to render limited first aid. Children who become sick or injured should be picked up immediately after the parent or child care provider has been notified. To limit the spread of illness, please call the office when a communicable disease is diagnosed. Keep a child home for 24 hours after an elevated temperature has returned to normal.

MEDICATION: Staff members cannot give routine medication at the school without a district form completed by parents and physician. Any medicine to be given at school must be in the original container, labeled correctly, with the prescription plainly visible. Over-the-counter medications cannot be administered by staff members. With the exception of approved/registered medications, such as inhalers, students should not have medication of any kind on their person or in their bags.

COMMUNICATION

The Patwin staff values communication with parents because it is essential to our community and enhances the education of students. There are also times when parents need to facilitate communication with their children during the school day. In order to facilitate communication while protecting instructional time, we ask that you use the following procedures to help us in minimizing classroom interruptions:

1. If you need to get in touch with your child during the school day, you must call and leave a message on the teacher's voice mail before noon. You may also contact the teacher through email. After lunch the teacher may not listen to the messages again until the end of the day. Voice mail messages during the day take away from instructional time, so we ask that you keep these types of requests at a minimum. Please make arrangements for car pools, play-dates, and other appointments in advance.

2. If you must pick up your child or drop something off, please come to the school office. The office staff will notify your child's teacher and your child will meet you in the office. You must sign your child out before leaving campus.

3. If you wish to conference with your child's teacher, please send a note with your child addressed to the teacher. You may also call the teacher's voice mail or use email. The minutes before and immediately after school, are often not productive times to meet with a teacher. If you need to talk, schedule time in advance and then you will have the teacher's undivided attention.

4. The Patwin staff is interested in effective communication for problem solving. Should you have any kind of problem or concern related to your child and school, please talk with your child's teacher first. If there is no resolution, you may want to talk with the Principal. If appropriate, a follow-up meeting and/or student study team meeting will be scheduled with a teacher, parent, and administrator. Should further action be necessary, there is a complaint form available in the school office.

5. Open communication and planning for behavioral improvements are a vital part of home/school communication. When a student exhibits inappropriate behavior or does not follow adult directions, citations are issued. When appropriate, the citation is sent to the parents and/or the principal. For serious offenses that jeopardize safety or a positive school climate, students may be suspended from school in the case of a first offense.

6. When your child has a positive and productive school experience, be sure to let the teacher know. Compliments are always accepted. You might want to write a letter to the teacher with copies to the principal and superintendent.

7. The PTA maintains a website that will keep you up to date on school activities, achievements, needs and general information. The school office sends home a newsletter, The Patwin Press, on the first weekday of each month. Please look for it in your child's backpack, printed on purple paper.

8. We have a limited number of lines into the school, so you may experience a busy tone; If the line is busy, try again a few minutes later. When you call the school's voice mail number, 757-5383, you can access the room or mail box by pressing the extension number as soon as the message says, "If you know the extension you want, please dial it now." During instructional hours the call will go directly to voice mail, but there is a message button that lights up letting the teacher know he/she has a message. After hours and on weekends, your call will ring into the room and only go to voice mail if the teacher is not available. Messages for students should not be left in teacher's voice mail.

PARENT PARTICIPATION

Site Council: State Law requires a School Site Council (SSC) be formed in schools receiving additional "school improvement" funding. At Patwin, this funding provides aide time in classrooms, contributes to staff development, and also purchases instructional materials and technology. The parents and staff on the SSC are elected by their peers. The council assesses the Patwin curriculum plan, its budget, and provides an on-going evaluation of the school program. All meetings are open to the public. The school newsletter helps keep parents informed of the council's actions.

English Language Advisory Committee (ELAC): ELAC meets 3-4 times a year to discuss various topics

related to the program provided for students who speak English as their second language. Meetings include discussions, presentations, and time for questions and parent input.

Climate Committee: This committee is open to all community members, and focuses on the school’s climate, with the goal of keeping it positive and inclusive. Please watch the Patwin Press for meeting dates/times. The meeting schedule changes to allow access to a larger number of families.

PARENT-TEACHER ASSOCIATION (PTA)

The **Patwin PTA** is an organization interested in the well-being and education of all students. PTA sponsors events, assemblies, fine arts productions, book fair, networking for room helpers, fund raisers, Fall Social, and Patwin Day. The PTA maintains a box for communication in the school office.

PTA FUND-RAISING & SCRIP: Parents can help the PTA raise money by supporting the various fund-raisers throughout the year. They can also contribute significantly on an on-going basis by requesting SCRIP, which can be used as cash at several stores. The parent pays nothing extra, but the store gives a percentage of each SCRIP dollar back to our school. Watch the newspaper or contact a parent volunteer for more information. Look also for our un-fundraiser and walk-a-thon/auction information. These are our biggest fundraising events of the year.

SPECIAL EVENTS

Listed below are various school-wide activities that take place throughout the school year.

6th grade Outdoor Education	Pioneer Day	Math Nights
Student Council Activities	Classroom Plays	Science Fair
Band/Strings Assemblies	Book Fair	Fund-raisers
Patwin Day	Battle of the Books	Assemblies
Reading Incentive Programs	Poetry Night	Field Trips
Unfundraiser/Pizza Nights	Patwin Day	Walk-a-thon
After School Movie in the MPR	Kindergarten Olympics	Fall Festival
Monthly Spirit Days	Market Day (6 th grd.)	Back to School Family Picnic
	6 th Grade Clap Out	

Character Education/Spirit Day Assemblies

Patwin is proud to have a strong character education program. This program focuses on a different character trait each month. We have monthly **Character Education Assemblies** and **Spirit Days**. Our Mascot “Henry the Hawk” attends our monthly schoolwide assembly to build school spirit and to encourage positive behaviors on campus. At this assembly, we recognize staff and students for their positive contributions to our school community. Parents are invited to attend the assemblies. Please check the school newsletter and/or the website for monthly information.

We are very fortunate to have a variety of assemblies occur on our campus. These assemblies may be for the whole school, grade level, or to observe other classroom presentations.

SPECIAL SERVICES AND PROGRAMS

RESOURCE SPECIALIST PROGRAM (RSP): The Resource Specialist Program is part of the district program for Special Education. Students are identified for the program through an evaluation process conducted by a team of support personnel which includes parent consultation. Each student receives specialized assistance based on the specific disability identified. The Resource Specialist, together with paraprofessionals (instructional aides), provides individual and small group support during specific times during the school day. The goal of the program is to help students make appropriate academic gains and work successfully within the curriculum of the

regular classroom.

PSYCHOLOGICAL/COUNSELLING SERVICES: Patwin School has a part time Psychologist and a part time Counselor on staff. The goal of the Psychological Services program is to promote a successful school experience for all children, oversee and coordinate services for students with IEPs, and to assist staff and parents in helping students develop self-esteem. Other services provided include: group discussions, parent consultations, teacher support, student counseling, and coordination of outside services, crisis intervention, and testing for special education placement.

SPEECH AND LANGUAGE SERVICES: A part-time Speech and Language Specialist is available to evaluate student speech and language development and to provide follow-up instruction as needed on a pull-out basis.

FULL INCLUSION: A certificated Resource Teacher and Instructional Aides support the specialized needs of severely handicapped students who are enrolled in the regular classroom program. The goal of the program is to include these students in regular classroom activities with appropriate adaptations. The program utilizes peer helpers, community volunteers, and technology to assist each student reach his/her full potential. Full inclusion is funded through a combination of County and District Special Education funding.

BEHAVIOR LEARNING CENTER (BLC): The Behavior Learning Center, housed at Patwin, is a district program within the Special Education Department. It is designed to provide students the opportunity to make developmental gains in behavior that will allow them to be successful in a regular education setting. A certificated Special Education Teacher runs the program, working closely with instructional aides. Students in the BLC, like full inclusion students and RSP students, spend varying amounts of time in the regular classroom.

ENGLISH LANGUAGE DEVELOPMENT (ELD): This program provides specialized instruction to students who are learning English as a second language. These students are grouped by language proficiency to receive instruction in small groups during the regular school day. A trained EL Specialist works with these students using a wide variety of instructional techniques and programs to help them become proficient in English. The level of service varies based on the student's proficiency level.

READING PROGRAM: The Patwin Reading Program is designed to provide extra reading support for students who are experiencing difficulty. A full-time Reading Specialist provides specialized instruction to students in the classroom and in the Reading Room. The program is supported by two reading para-educators.

Title IX

No person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance. If you have questions or a complaint related to sex discrimination, contact the Department of Student Services.

Complaint Process

When a parent or student has a complaint they are encouraged to talk to the school employee directly involved in the situation. If the issue cannot be resolved there, then the principal will intervene and strive to resolve the issue to the satisfaction of the parent and student. When parent or student complaints cannot be resolved at the site level, the Student Support Services Department conducts an investigation and provides a formal written response. Similarly, when there is complaint regarding a compliance issue, the department investigates and responds to items related to Americans with Disabilities Act, Williams Act, ACLU and Office of Civil Rights, or any other compliance agency.

For more information, see [Complaints](#) and [Bullying Prevention](#) on the DJUSD website.

Patwin Lunch Procedures

- Students walk to the lunch area and sit in assigned spots to eat their lunch. Students stay there until they are excused. Students buying hot lunch are to walk to and from the lunch line. No balls are allowed in the lunch line. Cold lunches are taken out by 2 students in the lunch buckets. Once they are finished they return their lunch pails into the lunch bucket and 2 students take it back to class and then go out to recess.
- If help is needed at the tables, students should raise their hands. No students should walk around the lunch area or leave the benches unless it is an emergency.
- Students are responsible for cleaning up their table and throwing garbage in recycling and garbage bins.
- Students with lunch buckets are to deposit lunch bags.
- Students should walk from the tables to the playground once they have been excused. Students should not leave the lunch area with food in their mouth or with food to eat on the playground.
- Bathrooms and water fountains are not play areas.
- Hands and feet should be kept to oneself.

Recess Games and Rules

Patwin Hawks show respect and good sportsmanship!!

Students must always be good sports, or they will be asked to find another activity. A good sport:

- Does his or her BEST all the time.
- Helps others and says nice things.
- Never quits, but always finishes the activity or game.
- Does not brag about winning or pout about losing.
- Does not argue with the teacher or person who is the referee.
- Understands the rules and follows them appropriately.
- Has fun!

On the Play Structure:

- Feet are to remain below the head (no hanging upside down) unless on the low bars.
- Hands should remain on the bars at all times. One person at a time on each low bar.
- No swinging from the upper bar or swinging out from the vertical pole. No sitting on top of any bars/poles.
- Children crossing the rings or monkey bars should go across and drop at the opposite end, no return trips.
- No running on the wood chips; no chase games on the structure. Children may run on the grass.

On the Slider:

- One person at a time on the slider.
- No slingshots.

Rules for Recess Equipment

1. Treat each piece of equipment as if it were your own.
2. Only use the equipment for the activity it was made. Examples: DON'T kick basketballs, volleyballs or yellow rubber balls. DO kick soccer balls and the red kick balls. DO NOT SIT on any balls. Jump ropes are only for jumping rope – they are not to be used to go around student's bodies.

3. Each classroom needs to have a checkout system for the recess equipment so that individuals who check out the equipment can be identified easily if necessary.
4. Whatever equipment a student checks out during recess, he/she is responsible for the whole recess. He/she needs to make sure it gets returned to the room when recess is over.
5. If a ball or rope is found that does not belong to your class, please return it to the classroom it belongs to or the office if it is not labeled.
6. DO NOT use equipment marked "P.E." for recess play. P.E.-1 may be used at before school recess and returned to the ball bag. If you ever find any of this equipment, please return it to the P.E. Specialist.
7. Turn in any damaged equipment to the custodian for repair. If an item gets stuck on the roof, we will need to wait until the next time the custodian is on the roof to retrieve the item.
8. If a ball or other school property goes over a fence, let someone in the office know so we can try to retrieve it.
9. Equipment from home is not allowed at school. A teacher can give a student special permission to bring equipment for a class activity. However, the equipment is not to be taken to recess.
10. Teachers will make sure playground equipment is clearly marked with their room number. This should be done every month.



Policy Regarding Open Games at Recess Time

Recess games are open to all students UNLESS they are limited by numbers or the start of the game. Below is a list of the specific recess games and any restrictions that may apply that makes them not "open" any more. If they are not listed, then no restrictions apply and the activity needs to remain always open.

BASKETBALL: The game can remain open up until there are six (6) per team.

TOUCH FOOTBALL: The game can remain open until there are eleven (11) per team.

SOCCER: The game can remain open until there are eleven (11) per team.

POGO: The game can remain open until there are four (4) on each team. Others wait to the left of the court to play.

Basketball Rules

1. A maximum of twelve students (six per team) may play on each court; the half courts up to eight students (four per team). You may not close your game. Anyone who arrives may join the game up to a total of 12 students on the court. If more than 12 students want to play, they must rotate in on teams—you are out 5 minutes, then replace another student on the team. There are not "boys only" or "girls only" games.

2. The game is started with a jump ball at center circle, with the jumping player facing the basket his or her team is shooting toward.
3. Two points is earned for each basket made; one point is earned for each free throw.
4. If a ball is tied up (held firmly by two or more players), a throw-in is awarded to the DEFENSIVE team at the nearest side/end line.
5. When the ball goes out of bounds, a throw-in is taken by the team not touching the ball last.
6. No back court pressure is allowed by the defensive team.
7. If a violation occurs, the opponents receive a throw-in at the nearest side/end line. Examples of violations include:
 - Traveling (takes more than one step with ball without dribbling)
 - ball handling (double dribble, palming the ball)
 - 3-second lane violation (must be counted out loud by defense)
 - line violations (stepping on/over line while throwing in ball or shooting free throws)
 - 5-second violation (taking more than 5 seconds to throw ball in from out of bounds)
 - over and back of the center line
 - Kicks the ball
2. If a player is fouled, a throw-in from the nearest side/end line is awarded his/her team. A foul is personal contact, EVEN IF ACCIDENTAL, between two or more opponents. Examples of fouls include:
 - * pushing * bumping * hacking an arm
 - * defensive player moving while trying to stop progress of offensive player.
3. If fouled while shooting, a free throw(s) is awarded to the player:
 - 1 free throw if the basket is made
 - 2 free throws if the basket is missed
 During a free throw the defensive team has baseline position; thereafter, offensive and defensive alternate on the lane line.

KICKBACK

1. Students line up in two spread out groups, facing each other.
2. One student kicks a kickball to the other side.
3. If the other side catches the ball, the other team gets a point.
4. If they miss, nobody gets a point.
5. This game is to be played with kick balls only.
6. This game is to be played on the grass area.
7. A variation on the game is “cannon balls” where four balls are kicked from a row to another row of students at once.

Kickball Rules

1. Teams are picked randomly by lining up and alternately saying in or out to each student as you go down the line.

1. Teams can have any number of players as long as the teams have an even number of players. One extra player can be on one team.
2. Teams should have players as first, second and third base and at least two outfielders.
3. The pitcher is a player from the kicking team. The ball must be pitched underhand at the request of the kicker (baby bounces, big bounces, slow or fast). There is only one do over allowed.
4. A kicked ball that lands outside the base lines is considered to be a foul, and a fair ball that does not progress at least as far as the pitcher's mound is considered to be a foul. There is no bunting.
5. A foul ball is considered a strike.
6. A player who tries to kick a ball and misses or who lets a good pitch go through the kicker box is called for a strike. Three strikes is an out.
7. A bad pitch is a pitch that is obviously different from what the kicker asked for, is thrown overhand, or is not to the kicker but rolls significantly outside the kicker's box. A bad pitch is a ball. Four balls is a walk.
8. An out is called when:
 - Three strikes are called on a kicker.
 - A fly ball is kicked and caught in or out of bounds by a member of the other team.
 - The kicker is tagged out. A tag occurs if the first baseman receives the ball while standing on first base before the kicker arrives, or by touching the runner with the ball as it is held in a defensive player's hands. In all tags, ties go to the runner. (A defensive player may not tag a runner out by throwing the ball at him.)
4. No blocking of base paths. If a defensive player blocks a base path purposely, forcing a runner to run around him or her in order to get to base, the runner is safe and awarded the base.
5. Runners cannot run outside the base paths in order to avoid being tagged out.
6. No steals.
7. One base on an overthrow.
8. The runner may over run first.
9. Once the ball is returned to the pitcher at the mound and base runners have stopped running, the play is dead and any further base running is considered a steal and illegal.
10. A one-step lead-off is allowed on all bases. A runner leading off can be tagged out.
11. No tag-ups. A runner cannot advance on a caught fly ball.
12. No pinch kickers and no pinch runners.
13. Interference is called at the referee's discretion, and usually results in a nullified play.
14. Mutual respect among players is to be observed at all times.
15. Have fun

Hopscotch

Hopscotch is an excellent game for increasing a person's balance, hopping, jumping and tossing skills. The playing area looks like the following diagram:



In the game of hopscotch, not more than four players should be at one area to keep the waiting time down. Each player needs their own marker (a small stone or piece of bark). The first player starts the game by tossing his or her marker into the 1 box. He or she then hops over the 1 box into the 2 box. The player continues hopping into the 3 box and when he or she comes to the 4 and 5 boxes, one foot goes in each box. The player continues to the end of the boxes. When the player reaches the last box, he or she lands in them (with their back to the 1 box), then does a 180 degree jump exchange of the feet, so they land in opposite sides. The player is then facing the number 1 box and ready to return. As the player hops back, he or she needs to stop at box 2. Keeping balance on the one foot, he or she bends over and picks up the marker. The player then hops into box 1 and hops out. If no mistakes were made, he or she then tosses the marker into box 2 and repeats the routine. Once a mistake is made, it is the next person's turn. All 10 boxes are played. The first person to complete all the boxes is the winner. Mistakes are:

- The marker is tossed in to the wrong box or lands on a line.
- The player lands in the box where the marker is.
- The player steps on a line, misses hopping in a box or any other body part than the foot the player is hopping on lands on the ground.

Switching the main hopping foot is allowed as the player hops out of one of the double boxes. The player may not switch hopping feet from a single box

JUMP ROPE

1. Helicopter is not allowed on the playground. Students may circle the rope at the ground level.
2. Jump Rope games (with one student at either end of the rope) are open to all interested students.

POGO RULES

1. The player who is first in line is ALWAYS the next to go in. If it's "doubles" then the next two players in line are ALWAYS the ones to go into the game.
2. Give place backs when players go to the bathroom, get drinks and when an adult needs them. No place backs are given when people go back and forth between two games.
3. If there are disagreements, use rock, paper, scissors – no voting.
4. No holds or throwies (to hold the ball)
5. No slingshots (to pull back the ball and throw it)
6. No picks (picking someone from the back or middle of the line) or sames (can't pick the same person again that you were in with)
7. No lives (once you get out, you can't have an extra life and stay in)
8. No logo (when the ball does not bounce in your square before it bounces somewhere else)
9. No set-ups or gang-ups. (A person in a square hits the ball lightly to get someone out)
10. No out of bounds; the ball must stay in the square.
11. No black magic. (No kicking, or using your head or other parts of the body. Only the hands can hit the ball or you are out)
12. Three people in volleyball squares and circle; doubles in squares; singles in little squares
13. No challenges (To hit the ball back and forth hard until someone gets out)
14. No tea parties (To hit the ball gently back and forth)
15. No double bounces (bouncing twice in the square)
16. No sacrifices (going out to get another person in)
17. Babies only in the mini squares; none in big squares (hitting the ball very lightly to the other person)
18. No team pass (when you pick up the ball and throw it to a teammate)
19. Liners are not do-overs (when the ball bounces on the line); keep playing
20. No play-ons (when you play on a logo, double bounce, anything not legal)

21. No peace (when you try to not get a person out)
22. No bean serves (when the line serves it nicely to a person to get someone out)
23. You have to hold the ball if you don't accept.
24. No do-overs unless a tie with rock, paper, scissors, or unless there is group consensus.
25. No excuses not to get out.
26. No cutting someone in line.
27. No splits.
28. No more than two (2) "don't accepts".
29. No line pogo.
30. Stop playing when the bell rings/whistle blows.

Tag Rules

1. Tag is to be played on the grass area, away from soccer, football, or softball games.
2. Tags are done with an open hand. The contact should be on a person's back, shoulder or arm area. Tags are soft and gentle. No hitting, pushing, slugging, grabbing or tackling.
3. If the "tagged" position requires the person to take a position on the ground, other players must run around the person who is on the ground, not jump over him or her.
4. No tripping, sliding or diving is allowed by either the "it" or the other players.
5. No other body contact is allowed other than the tag itself, unless the style of tag played calls for it. (Example: Partner tag or Blob tag – students hold hands. Elbow tag – students hook elbows.)
6. A person may not pretend that he/she is tagged and then run away. If he/she needs to rest, he/she needs to assume a neutral standing position, and is still available to be tagged unless the rules of the game call for a safe base or safe position.

Tether Ball Rules

1. The person who is coming into the game has a choice of either serve or side or way.
2. The other player is given the choice of the court on which he wishes to play and the direction in which the server will serve the ball
3. To start the game, the server hits the ball around the pole:
 - The ball is struck once with the palm or closed hand or hands.
 - The server attempts to hit it again and again in the direction of the original serve.
 - The person who serves must let the ball go over his or her head once before hitting it again.
4. The opposing player tries to wind the rope around the pole by hitting the ball back in the opposite direction. (The ball is not considered in play until the server's opponent hits the ball.)
5. The player who winds the rope completely around the pole is the winner.
6. When one of the following violations is committed by a player, play stops and the opponent gets one wind and the serve.
 - Hitting the ball with any part of the body other than the hands.

- **Holding or catching the ball during play.**
- **Touching the pole with the body.**
- **Stepping or reaching into the neutral zone.**
- **Touching the rope. (Automatic win for the opponent.)**

Ball Wall Rules

1. **No cuts in line**
2. **Rules are set at the beginning of the game by the student who brought the ball out and cannot be changed when new comers arrive.**
3. **If you don't accept, you wait until it's your turn to go in.**
4. **Students shall not argue with adults about rules**
5. **The student who brought the ball out will resolve conflicts by declaring that conflicts for that recess will be settled by (a) doing the play over or (b) a majority vote of the line.**

Touch Football Rules

1. **The teams may consist of any number up to 11 per side. The teams need to be even.**
2. **There is NO physical contact other than a one (1) hand touch to the back or shoulder area of the person who is in possession of the ball.**
3. **There is no diving, tripping, tackling, holding or ramming allowed. Any player committing these actions will be removed from the game for the rest of the day, week, month or year depending on the situation.**
4. **Blocking may only be done by putting one's body in the pathway of the other player, but no physical contact is allowed. The arms must be kept in close to the body and off other players.**
5. **Any time the football touches the ground, it is a dead ball. Pile ups for a fumble or the kick off are not allowed.**
6. **If someone jumps the line of scrimmage before the ball is hiked, then a 10 pace (approximately five yards) penalty is given against the team who committed the foul.**
7. **The game starts when one team kicks off or throws the ball toward the other team. Rock, paper, scissors is used to decide which team starts.**
8. **Players then attempt to move the ball through their goal line by passing and catching.**
9. **All players need to show respect and good sportsmanship attitudes.**



Two Square/Four Square

1. **Two, three or four players may play the game, depending on which playground square area the students are using. Other players wait their turn in line until an active player is out.**
2. **The person who serves stands on the outside corner of square A.**
3. **The server calls the types of hits that can be used in the game.**
4. **The ball is served by dropping it and serving it underhand from the bounce.**
5. **The ball may be served to any of the other squares where players are standing. A person MAY NOT get out on a server's hit. If the player misses or it is a bad serve, the serve is done over.**

6. **When players receive the ball, they must keep it in play by striking the ball after it has bounced once in their own square. The ball needs to be hit with an underhand hit to another square. The play continues until one player fails to return the ball or commits a fault.**
7. **When a person is out by committing a fault, the first person in line rotates in to square D. All other players move down the alphabet towards the A square. (The player in C moves to B, etc.)**
8. **Faults are cause for an out:**
 - **The ball lands on a line between the squares. (Balls landing on an outer boundary line are considered good.)**
 - **Hitting the ball out of bounds.**
 - **Hitting the ball with a hit not called by the server.**
 - **Stepping in another square to play the ball.**
 - **Catching or carrying a return hit.**
 - **Allowing the ball to touch any part of the body except the hands.**
9. **Types of hits the server can call:**

* One Handed	* Fists	* Corners
* Babies	* Spins	* High Towers

What does “Patwin” mean

Our school is named after a group of California Native Americans, called the Patwin. Patwin means “person,” or “the people.” The Patwin people were a subgroup of the Wintun tribe, and they lived in the inner coast range of California, and in the Sacramento Valley. They were a peaceful people, who hunted and gathered. They ate acorns and other nuts, berries, sweet potatoes, roots, fish, meat from various mammals, and an Indian potato called “pela.” Using the plants around them, they made huts, baskets, clothes, and instruments. They traded shells, animal skins, dried salmon and other goods with nearby tribes. The Native American culture honors and respects nature. The Patwin people named the constellations after animals and other types of nature. Their name for the Milky Way was “The Antelope Road.”

From the University of California Natural Reserve System’s (NRS) website at:
http://nrs.ucdavis.edu/quail/Natural/Human_Patwin.htm

OUR MASCOT

We are the Patwin Hawks! Did you know hawks live on every continent on the planet...except for Antarctica? Hawks can adapt to their environment, but they also migrate to warmer climates if needed. Hawks are diverse, just like the people at Patwin!

Some hawks have a wingspan of nineteen inches, while others can have a wingspan of ninety inches (7.5 feet). There are very small hawks, that weigh less than three ounces, and very big hawks that weigh 20 pounds. Some hawks have very simple nests made by scraping a clearing on a ledge. Other hawks make very fancy nests on cliffs, in trees, or even on the ground. But...they’re all part of the same hawk family.

We need to be sure to help conserve the hawk’s natural habitat by taking care of our environment. Some species are endangered.

Balgooyen, Thomas G. "Hawk." *World Book Student*. World Book, 2012. Web. 10 Aug. 2012.



