

GENERAL INFORMATION

**A MESSAGE FROM
THE PRINCIPAL**

Welcome to Castle Rock Elementary School! This *Parent & Student Handbook* was designed to provide helpful information about the school for both parents and students. It is hoped that by providing this information, parents and school personnel can work closely to insure a rewarding educational experience for each child.

We set high expectations for each student in order to effectively foster an attitude of life-long learning within each student and to maintain a high degree of excellence in education. These high expectations set both at school and at home, are most important for a child's success. Also, we recognize that each child is an individual with individual abilities and needs. It is the intention of our faculty and staff to help each student appreciate his/her contributions and uniqueness while attaining high educational goals.

This *Handbook* will foster positive and effective communication among parents, teachers, and students. Please read this *Handbook* very carefully, then review it with your child(ren). Please sign the Signature Page at the beginning of this *Handbook*, and return it to your child's teacher by the end of the first week of the school year.

If you have any questions or comments, please feel free to talk with your child's teacher or call me directly at the school office.

Thank you,

Jacqueline Brown
Principal

SCHOOL HOURS

Daily Schedule

We are pleased to offer an **extended day kindergarten** program for all kindergarten students.

<u>GRADE</u>	<u>SCHOOL DAY</u>
Kindergarten	8:20 AM - 1:20 PM
Grades 1-5	8:20 AM - 2:35 PM

Modified Day Schedule

Kindergarten	8:20 AM - 11:40 AM
Grades 1-5	8:20 AM - 12:00 PM

Office Hours

The school office is open daily during the school year from 7:00 AM – 3:30 PM. Please watch for posted signs in the door window regarding periodic times the office will be closed for office staff meetings. Also, a sign regarding summer office hours will be posted in June.

ATTENDANCE

Reporting Absences

The importance of regular school attendance cannot be stressed enough. It affects both individual student progress at school and the status of our school funding, which is based on daily attendance figures. When a student is absent from school, the absence is either classified as **excused** (necessary because of illness or injury, vision, dental and medical appointments, quarantine and bereavement) or **unexcused** (reasons that may include vacations, babysitting problems, etc.). If your child must be absent from school, please:

- Call the school office prior to 9:00 a.m. on the day when your child is absent.
- A reason for the absence is a legal requirement by the State for its verification report. If the absence is verified by phone, a note is appreciated but not necessary.
- If your child will be out of school for an extended time, please notify the school so arrangements can be made in advance for possible independent study or home instruction. Independent Study can only be granted for a minimum of 5 days of absence.

Excessive absences and tardies will be referred to the School Attendance and Review Team (SART) for further action. If correction is not made, a referral will be made to the School Attendance and Review Board (SARB). This step may involve the District Attorney's Office.

Tardiness

Being on time to school everyday is very important for several reasons. First, punctuality for your child insures that he/she is not missing any part of the instructional day. Second, when all students are on time in the morning, classroom interruptions are minimized thereby maximizing the best possible use of each instructional minute.

Please help your child to be on time for school everyday. Plan your family's morning routine to allow your child to **arrive on campus between 7:50 and 8:15 AM.**

A student is considered tardy if he/she is not ready to enter the classroom with his/her classmates when the 8:20 AM bell rings. Every late student must report to the office to explain the reason for the tardy and to get an admittance slip from the office staff before entering the classroom. Excessive tardies will be reported to the Principal for the appropriate follow-up. Tardies are reported on students' report cards.

Truancy

It is unlawful for any minor, who has not graduated from high school, to loiter in public between the hours of 8:20 AM and 2:35 PM on days when school is in session. Any student found in violation of this truancy law can be issued a citation and the student's parents can be expected to pay a fine and/or appear in court.

BICYCLES, SCOOTERS, SKATEBOARDS, SKATES, AND ROLLER BLADES

Only students in grades 3, 4, and 5 are allowed to ride bicycles or scooters to school. Bike riders must obey all safety rules and the California Vehicle Code. Students must walk their bicycles and scooters at all times while on school grounds. This includes the parking lot, playgrounds, fields, and campus sidewalks. The school does not provide locks for students.

It is suggested that only students who live west of Diamond Bar Blvd. and south of Pathfinder Road ride bicycles to school. Parents may give permission and notify the school if they want their children crossing these busy streets. Permission to ride a bicycle to school is given by parents by marking the appropriate box on the emergency card or by writing

a note to the office.

For the safety of all bicycle riders, students must wear protective bike helmets, as per California law.

Repeated or serious infractions of school and safety rules may lead to the suspension of the student's privilege of riding the bicycle or scooter to school.

No students or members of the public are allowed to ride bicycles, scooters, skateboards, skates, or roller blades on school property at any time. Violation of this school rule is also violation of the Diamond Bar City Municipal Code and may result in a citation from the Sheriff's Department. Parents are urged to monitor the after-school and weekend activities of their children to insure that this municipal code is not being violated. Your assistance in this regard is greatly appreciated.

If your child is to walk home, we must have a written permission from the parent on file with the office. We do not encourage students to walk home alone.

BIRTHDAY POLICY

Our students and their special occasions in life are very important to us. We would like to celebrate with every child and be a part of special milestones in their lives. This helps us to better know and teach each child. However, this is not always possible due to time constraints. Please be advised of the birthday policy at Castle Rock School:

- The classroom teacher may or may not opt to recognize students' birthdays during the school year. If a teacher chooses to recognize students' birthdays, it will be done so with minimal disruption to the instructional program. Recognitions may include a birthday song, writing activities (cards, etc.), sticker awards, etc.
- Please do not bring food items for your child's birthday to the classroom as this is disruptive to the instructional program.
- Please do not bring balloons, balloon bouquets, or flowers on birthdays (or awards assemblies) as this is disruptive to instructional minutes. If these items are brought in, it will be held in the office until after school when it can be picked up.

- Please do not distribute or allow your child to distribute party invitations to other students at school as this is hurtful to students who are not invited.
- Many teachers appreciate the donation of a book to the class library in honor of the birthday child.

If you have questions regarding this policy, please feel free to talk with your child's teacher.

CLIMATE & DISCIPLINE

In an effort to build a sense of community and a school climate in which all members feel a sense of belonging, ownership, pride and contribution to the goals of the group, various programs are implemented by teachers and support staff. For example, the International Baccalaureate (I.B.) Attitudes are taught and reinforced school-wide. These attitudes include appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance.

Each student is responsible for his/her own actions. Parents and teachers both have an important part in helping a student develop responsibility. Discipline is necessary in any group if the goals of the group are to be realized. Orderly conduct is both a necessary condition and an important goal of learning.

Since all individuals are unique, no one procedure or method for a given situation is appropriate in every case. In an effort to ensure safety for the school community and to help all students to develop individual responsibility, classroom discipline plans and a school-wide discipline plan are utilized. If there is a problem or concern with any student, the administration will discuss the incident with the children involved and may or may not contact the parent. Parents should not discuss an incident with children other than their own. If there is a problem with your child and it involves other students, please contact the office and it will be handled by administration.

Classroom Discipline

Classroom teachers develop individual classroom discipline plans that are age appropriate and effective in assisting students to develop individual responsibility. Rewards for good behavior and

consequences for inappropriate behavior are included as part of each plan. We firmly believe that education is a partnership; therefore, teachers take a proactive approach in contacting and communicating with parents regarding discipline issues.

Teacher/student conferences, time-outs, phone calls, requiring the parent to stay at school with the child, after-school detentions, parent/teacher/principal conferences, in-house suspension, or suspension to home are interventions used to help the student learn responsibility.

Please be advised that a student may be detained after school for 15 minutes without parental notification and up to one hour when parents have been notified.

School-wide Discipline Plan

At Castle Rock, a School-wide Discipline Plan has been developed to further ensure student safety and compliance with school rules. This plan, which is detailed on the following pages, is supported by Board of Education Policy and the Education Code. (Please refer to the District Summer Letter to Parents for details regarding district-wide discipline practices.)

DESIRED BEHAVIORS

GENERAL SCHOOL RULES

1. Follow directions the first time they are given.
2. Keep hands, feet and objects to yourself.
3. Use appropriate language at all times.
4. Do not fight.
5. Respect school property.
6. Pick up litter and throw it away.
7. Do not bring dangerous objects, gum, candy, or toys to school.
8. Never leave the school grounds without permission.

HALLWAY RULES

1. Follow directions of all school staff.
2. Always walk. Do not run.
3. Use a soft voice. Do not yell.
4. Use restrooms and drinking fountains properly.
5. Stay out of red safety zones.
6. Be sure an adult can see you at all times.

PLAYGROUND RULES

1. Follow directions of all school staff.
2. Use equipment properly.
3. No rough or dangerous play.
4. Play in assigned areas only.
5. No bad language, bullying, or fighting.
6. Walk on the blacktop.
7. Use only your room's equipment.
8. Stop playing when the bell rings. Line up quickly and quietly.

LUNCH AREA RULES

1. Follow directions of all school staff.
2. Listen respectfully to noon aides.
3. Use a soft voice. Do not yell.
4. Use good manners.
5. Do not throw food.
6. Walk. Do not run.
7. Clean up your area after eating.
8. Remain seated until dismissed.

POSITIVE CONSEQUENCES FOR STUDENTS WHO FOLLOW SCHOOL RULESAWESOME ATTITUDE AWARD

Awesome Attitude Awards tickets are given to students who choose to follow the school rules and are thereby demonstrating the I.B. Attitudes and the I.B. Learner Profile. The tickets serve as a means for rewarding students who behave appropriately both inside and outside of the classroom. They are not used to reward academic achievement. Students receiving these tickets are recognized in the school's daily morning announcement and can get a small reward on Friday at recess time.

AWARDS ASSEMBLIES

Students participate in monthly Awards Assemblies and other activities which recognize good behavior, positive achievement, and school spirit. Academic achievement awards are presented each trimester to students who demonstrate improvement and/or academic and citizenship success.

OTHER REWARDS AS PART OF THE CLASSROOM TEACHER'S PLAN

Teachers daily "catch students being good" by highlighting their strengths and recognizing their achievements through a variety of rewards and special privileges. Examples include homework passes, class activity, popcorn parties, etc.

CONSEQUENCES FOR STUDENTS WHO CHOOSE NOT TO FOLLOW SCHOOL RULES

As indicated above, each student is responsible for his/her own actions. Parents and teachers both have an important part in helping a student develop responsibility. Discipline is necessary in any group if the goals of the group are to be realized. Orderly conduct is both a necessary condition and an important goal of learning. Since all individuals are unique, no one procedure or method for a given situation is appropriate in every case. In light of this, listed below are steps that are typically taken as interventions to assist students in behaving more responsibly at school.

INTERVENTION

When a student chooses to break a school rule, and a staff member has observed or has concrete proof of a student breaking a rule, a conference will be held between the student(s) and the staff member who observed the infraction. This may or may not be the child's classroom teacher and it may be a noon aide, custodian, office staff member, instructional aide, principal, or any other staff member. Parents who are visiting or volunteering on campus are not to intervene in disciplinary matters.

The staff member will then decide to: 1) consider the matter as handled, 2) refer the matter to the student's teacher, or 3) refer the matter to the Principal.

POSITIVE DISCIPLINE

Following an intervention as described above, one or more of the following positive discipline steps may be taken:

- The teacher may decide to conduct a **class meeting** for the purposes of airing problems and brainstorming problem solutions.
- The teacher may decide to assign an appropriate **consequence or school service** to be performed.
- The teacher may decide to make a **referral** to the Principal for further action.

OTHER POSSIBLE INTERVENTIONS

Recognizing that the aforementioned strategies may not be an effective deterrent to misbehavior for all students, the following options may be used as needed:

- After-school detention
- Provide a service to the teacher or to the school
- Behavior contract
- Time-out in the office or an alternate classroom
- In-house suspension

- Suspension to home
- Expulsion

REFERRAL TO THE PRINCIPAL'S OFFICE

Students may be sent to the Principal's Office for disciplinary reasons when sent as a consequence of the classroom teacher's established discipline plan or in the event of a severe infraction (e.g., intentionally harming another student, foul language, stealing, destroying property, defiance, etc.). The Principal may contact the parent by phone or in writing when a student has been counseled by the Principal more than once or in the case of a severe infraction.

The first time a student is referred to the Principal, except in the event of a severe infraction, he/she will be counseled by the Principal. If a student must visit the Principal again within a short period of time, parents may be contacted and the student will face the appropriate consequence(s) of his/her actions. If a student must visit the Principal a third time within a short period of time, other more effective interventions will be considered.

In the case of suspension, the parent will be notified in writing, indicating the offense and length of suspension. A telephone conference with the parent will be conducted and a personal conference may also be requested.

**DETAILED PLAYGROUND RULES
AND OTHER RELATED SCHOOL-WIDE
RULES**

1. Students are not to arrive at school or be on the playground before 7:50 AM. **Supervision begins at 7:50 AM.** Students must either walk home promptly or be picked up promptly at their dismissal times. **There is no after-school supervision except at Fun Club.**
2. All playing stops when the bell rings at the end of recess. Students are to stop playing and line up promptly. Drinks and visits to the restroom are to be done before the bell rings.
3. Balls should be hit, not kicked against the ball walls.
4. No kicking balls on the blacktop. No bouncing of balls against the buildings or in the hallways. No running on the blacktop.

5. Students are not to be in the hallways or around buildings during recesses or lunch except to place lunch pails and to get balls. No running or sliding in the hallways.
6. Loitering is not allowed in restrooms or other areas of the school grounds at any time. During recesses, all students are expected to be safely and productively involved in an activity or game.
7. All games remain open until they exceed the maximum number for safe play as determined by the yard supervisors.
8. Drinks or use of the restroom after the bell rings is not allowed without teacher or supervisor permission.
9. No games which involve tackling, wiping out, shoving, keep-away, riding on another's back or chasing are allowed.
10. Students cannot climb on backstops, fences, hillsides, or in trees. Students must remain where they can be seen by supervisors at all times.
11. Only school play equipment is allowed on the playground. Students are not to bring toys or other personal belongings to school.

Exceptions: Students in grades 4-5 may bring mitts for organized games with a teacher; teachers may give special permission for students to bring personal belongings as they relate to a unit of study and/or will be used under the supervision of the teacher. (Any other items needed for playground games will be decided upon on a case by case basis.)

12. Playground equipment in the primary areas is for primary grade use only. Students are always to play in their assigned areas.
13. Throwing of rocks, sticks, or projectiles other than playground balls is not allowed and appropriate consequences may be issued.
14. No scissors, knives, sharp objects, or glass containers are to be brought to school.
15. Students must obey regulations as described in the State Education Code and School Board

Policy regarding the use of tobacco, drugs, and alcohol on campus. **NO TOLERANCE IS THE RULE.**

DRESS CODE

All students are expected to dress sensibly for school. Students' attitudes, conduct, and safety during school hours can be affected by the clothing they wear. In accordance with the California Administrative Code, Title 5, Section 302, students shall be neat, clean, and properly attired for school. It is the parents' responsibility to see that their children are dressed for school in a safe, appropriate manner for learning. Please use the following information as you plan your child(ren)'s wardrobe.

Standards of Dress for Students

- Students shall be neat, clean, and properly attired for school.
- Students must wear shoes that fit securely and have non-skid soles. Tennis shoes are ideal. Backless shoes, sandals of any kind, wheelies, and shoes with a high heel are not permitted.
- Half shirts, crop tops, tube tops, see-through shirts, or short-shorts are not permitted. Straps on tops must be minimum of one inch. No spaghetti straps.
- Hats may be worn at recess only for sun protection. Hat bills must face forward at all times.
- Shirts or blouses that advertise items that are illegal for minors (such as alcohol or tobacco), contain profanity, weapons or suggestive double meanings are not permitted.
- Attire or grooming worn or displayed in such a way as to identify students with gangs/hate groups is not permitted (e.g., T-shirts with gang symbols, wallet chains, baggy pants, etc.).

The school district takes a strong stance against gang-affiliated clothing and/or styles of dress or grooming affiliated with gangs/hate groups, due to safety concerns for students while at school or going to and

coming from school. Because of changing trends in such attire, specific clothing, jewelry, accessories, and/or grooming style restrictions may change during the school year. Notice will be given to students and parents/guardians as soon as it is reasonably possible after these trends have been identified through the assistance of the local law enforcement authorities.

It is hoped that this information will not offend, but rather assist you in determining those clothes that will positively influence your child's school experience. Teachers may also use their discretion in determining if a student's dress is appropriate. Any time a member of the staff believes that a student is disrupting the educational process by his/her appearance, or believes that the student's safety is in jeopardy, the teacher may send the student to the office. Students whose attire is inappropriate will be removed from class until the attire is corrected.

Related Issues

- Brushes, combs, cosmetics, and/or mirrors may not be brought to school as they can pose a safety issue, cause students to be distracted from classroom activities, and/or cause problems on the playground at recess times.
- Please label all jackets, sweaters, backpacks, etc. with the student's name for easy identification.

EXPECTATIONS

People tend to work best when they understand what is expected of them. This is especially true in a school setting. The development of self-discipline is essential to the building of a good self-image and successful school experiences. At the elementary level students are expected to understand the importance of following school/classroom rules and procedures in order to help themselves and others to become responsible citizens. Good sportsmanship, manners, and proper respect for fellow students and those in authority will be insisted upon at all times.

All students are expected to follow the school rules. At the beginning of each school year, teachers review and discuss the rules with all students. The rules will also be reviewed periodically as needed. New students to the school will immediately be informed of the rules through use of this *Parent & Student Handbook* and through interaction with the teacher and classmates.

FOOD SERVICES AND OTHER RELATED INFORMATION

Mid-Morning Nutrition

Students may bring a snack to school to be eaten during the morning recess. Instructional time will not be used for snacking. Students must finish their snacks and dispose of wrappers before going onto the playground. Parents are expected to provide only healthy snacks (and lunches) for their children to bring to school as this will be more conducive to a productive learning experience for the remainder of the instructional day. Snacks and lunches with a high content of sugar, chocolate, and caffeine are discouraged.

The District Lunch Program

The District Lunch Program provides our students with a hot, nutritious lunch daily. It is served with 4 oz. of milk. Lunch costs \$2.50 per day. Students who bring a lunch from home may purchase milk or juice at school for \$.35. New menus are sent home with students at the beginning of each month, on the district's web site and are also posted in the office and classrooms. All students eat at the tables in the covered lunch area. During rainy weather, the students eat in the classrooms. The noon aides will direct children regarding lunch procedures and will reinforce expected good behavior during lunch time.

Advanced Lunch Sales

Money can be put on your child's account through an on-line link through the district website, by check or cash. We encourage pre-payment of lunches to help with the timeliness of the lunch lines.

If there is money on your child's account, they can purchase extra drinks or small snack items in the cafeteria at lunch.

Breakfast on Modified Days

On modified school days when students are dismissed early, breakfast will be provided at the morning recess time. Students may purchase a breakfast meal for \$2.50.

Free and Reduced Price Meals

Provisions are made for free and reduced price meals for qualifying students. An application, available from the school office, must be completed to

determine if a family qualifies for free or reduced price meals.

Late Lunch Deliveries

Parents are expected to provide their children with a lunch or lunch money before the student comes to school; however, if an emergency occurs and the lunch/lunch money is forgotten, please follow the procedures described here.

- Parents with late lunches are to label them with the student's name and room number and place them on the cart outside the office door.
- Place lunch money in an envelope marked with the student's name and room number, and leave it in the office.
- A noon aide will check the office for late lunches/money before going to the lunch area. We encourage homemade lunches from home rather than fast food lunches.

It is the parent's responsibility to be sure that the student has lunch. The office does not assume responsibility for forgotten lunches, lunch money, or late lunch deliveries.

The Child With No Lunch?

A child who does not have a packed lunch or sufficient lunch money will be given an alternate lunch by the Food Services Staff. The cafeteria will loan a student up to \$5.00 for lunches. A note will be sent home with your child advising you that this provision has been made and requesting payment. **Please inform the School Office and note on the emergency card if your child has an allergy to any food product.**

LEAVING THE CAMPUS DURING SCHOOL HOURS

It is necessary for the student's protection that he/she be accounted for and on school grounds at all times during school hours. For this reason, the following rules are enforced:

1. Students are not dismissed during regular school hours without a release from the office staff. This applies to mid-day releases to go to a doctor's appointment, or home for lunch, or out with a parent for lunch, etc.
2. If a parent needs to take a child out of school during regular hours, the parent must sign the

child out at the office and be able to show identification if asked. The child will be called to the office to meet the parent once the parent is in the office. **Please do not go to the classroom.**

3. In the event of illness or emergency, a child can only be released to the parents or those individuals listed on the emergency card. For this reason, please keep the card current.
4. A child returning to school during the day must first check in at the office for an admittance slip before returning to class.

LOST AND FOUND

A Lost and Found rack is maintained at all times. If your child has misplaced an article of clothing or a lunch box, he/she is encouraged to check the office, classroom, and Lost and Found rack carefully. In an effort to avoid loss of personal belongings at school, please write your child's name on all belongings. **The school cannot assume responsibility for any personal property.** Items not claimed from the Lost and Found are donated to charity periodically.

MEDICAL ATTENTION

An emergency card must be filed in the office each fall for every child. Please call the school if any information on your child's card changes during the year. These cards serve as the only authorization the school has to care for your child in the case of an emergency. Consequently, if the information is incorrect or incomplete, your child's health and well-being may be at risk. We request that local names and addresses (neighbors, friends, or family) be provided on the card in case the parents are unavailable. Please be sure that phone numbers of those listed on the card are current. Please update the card as the need arises.

In the event of injury or illness, the procedure is as follows:

1. Basic first aid is given for minor injuries. The child is allowed to rest in the office if complaining of a slight illness (stomach-ache, headache, etc.). The child's temperature will be taken.
2. If there is any question as to the seriousness of the injury or illness, the parent will be called and

asked to come for the child.

3. If the parent cannot be reached or is otherwise unavailable, a person designated on the emergency card will be contacted. **Please remember that the school will not release your child to anyone not listed on the emergency card.**
4. In the event of an extremely serious or life threatening accident, the Emergency Medical System (911) will be called and the parent will be contacted immediately. If the child needs to be transported to the hospital by an emergency vehicle, neither the school nor the school district will be financially responsible for this action or any related medical fees.

Medication at School

The Education Code, Section 49423, allows school personnel to administer medication only if the following steps are taken:

- The WVUSD Authorization for Medication Form is completed, signed by the child's physician, parent and/or legal guardian and is on file in the office. **No medication will be dispensed unless this completed form is on file.** The form is available at the school office.
- Medication must be kept in the original container and must be checked in at the office by the parent/legal guardian. It will be dispensed only through the office.
- Under no circumstances are students to bring other medications to school, even simple remedies such as aspirin and cough drops.

PARTIES AT SCHOOL

In an effort to preserve learning time, there will be a limit to three class parties at school: A multicultural holiday celebration before winter break (December), a Valentine's party (February), and an end-of-the-year party on the last day of school (June). A Storybook Parade will continue to be the custom on October 31; however, there will not be a classroom party on that day. Room parents will assist teachers in planning parties. Balloons or balloon bouquets are not to be brought into parties or classrooms, as this is disruptive to classes.

PERSONAL BELONGINGS

Only school play equipment is allowed on the playground. Students are not to bring toys or other personal belongings to school. This includes electronic games, collectible cards, stuffed animals, cell phones, i-pods, and personal radios. Exceptions: Students in grades 4-5 may bring mitts for organized games with a teacher; teachers may give special permission for students to bring personal belongings as they relate to a unit of study and/or will be used under the supervision of the teacher. (Any other items needed for playground games will be decided upon on a case by case basis.)

Items that may be needed in the classroom, such as notebook binders in the upper grades, may be brought to school. However, the school is not responsible for lost or missing items. Additionally, students should bring no more money to school than is necessary to buy lunch.

PHONE CALLS

Students are discouraged from using the phone at school, but are allowed to call home under certain circumstances with permission from the teacher or office. Frequent calls home for homework, lunches, and after-school arrangements are not allowed. Parents are expected to pick students up promptly after school or make other arrangements in advance to avoid after-school telephone use in the school office.

SAFETY TO AND FROM SCHOOL

At the beginning of each school year and at periodic intervals throughout the year, safety instruction is given to all students. Parents are urged to help their children learn the proper and safe way to travel to and from school. A route should be planned by the parents and reviewed with their children with full regard to sidewalks, street crossings, bike lanes, parking lot safety, and the property of others.

Student safety before and after school is an on-going concern. In order to reduce congestion and related safety problems, please use the following guidelines when delivering and retrieving your child from school:

1. Do not plan to park your car. Use the white loading zone moving westbound along Castle Rock Road. Remain in your car and move forward as the line moves.

2. Students will be loaded from the grassy area under the big shade tree in front of the school. Please do not honk or direct your child to come to your car until it is positioned in the front part of the line.
3. If you park across the street from the school, please do not cross or ask your child to cross in the middle of the block. Instead, teach your child to properly use the crosswalk and/or cross the street with your child at the crosswalk only.
4. Help to decrease traffic congestion by walking or joining a carpool. Families are encouraged to form "walking pools" so children do not walk alone.
5. Remember that older children (grades 3-5) are allowed to ride bicycles and scooters to school.
6. Absolutely DO NOT PARK IN THE STAFF PARKING LOT and expect your child to come to you. The parking lot is not safe during these hours.
7. Absolutely DO NOT USE THE BUS LANES IN THE CIRCULAR DRIVE IN FRONT OF THE SCHOOL. These lanes are reserved for buses only.

Traffic Etiquette

Due to ongoing concern about student safety during the before and after school periods of high traffic flow, please be reminded of the following safety rules:

- Please do not park your car in any green or white loading zone or parallel to other cars in the loading zone.
- Please do drop off and pick up your child(ren) quickly.
- If you are asked to move your car, return to your car, or park your car elsewhere, please do not be offended. We are simply trying to ensure the safety of our students.

Your efforts to protect the safety of our students are appreciated.

SMOG ALERT INFORMATION

In the event of a Health Advisory Episode or Smog Alert, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, should avoid all outdoor activity. If this event should occur during the school day, all students, staff, and other adults on campus will be alerted and warned of the condition. We are informed of smog alerts by district staff.

STUDENT ACCIDENT INSURANCE

The Walnut Valley Unified School District does not have accident or medical insurance coverage. Parents may purchase optional accident insurance for their children. Forms for independent coverage are sent home with students on the first day of school.

TOBACCO-FREE CAMPUS

Due to the dangers of tobacco use, the school district has a strong commitment to be tobacco-free. On December 7, 1994, the Board of Trustees of the Walnut Valley Unified School District adopted Board Policy 4195 which states that smoking and all forms of tobacco-use are prohibited on all district grounds.

TRANSPORTATION

Transportation is provided to and from school for a fee to all students who meet "residence distance from the school" requirements. For elementary students, this is three-fourths of a mile from school. Students should be at the bus stop nearest their home about ten minutes before the pick up time. Bus passes can be obtained from the Transportation Department at the district office. If you have questions regarding busing, please call (909) 595-1261.

VISITATION, VOLUNTEERISM AND COMMUNICATION

Parents are welcome at school. However, to protect the safety of all of our students, it is imperative for parents and all visitors to the campus to check in at the office first. If you have a need to visit your child during the school day or wish to check your child out from school early, please come to the office; your child will be called to come to the office.

If you would like to meet with your child's teacher, please call or visit the office to make an appointment.

Near the end of the school day, please wait for your child under the shade tree in front of the school or in your car in the white loading zone, rather than outside your child's classroom. Teachers walk their students out to the front of the school to meet their parents.

It is imperative for parents to make after-school arrangements with the child before the start of the school day. It is difficult to relay the numerous telephone messages the office staff receives from parents to students. *Students who have not been picked up by 2:55 PM will be escorted to our after-school enrichment program) for extended care service at \$10 an hour.*

Parent volunteers are warmly welcomed. We firmly believe that this is one way to build a strong home and school connection. If you would like to volunteer in your child's classroom or go on a field trip, arrangements/paperwork must be completed in advance with the teacher.

On special occasions, parents may want to have lunch with their child. A separate area is designated for parents to eat with their child for supervisory and health reasons.

INSTRUCTIONAL PROGRAM INFORMATION

BILINGUAL EDUCATION

All students at Castle Rock School receive instruction in English. Instructional support is provided for our English language learners through highly qualified teachers, specialized materials, and the district's Chinese Magnet Class which is housed at Maple Hill. Parents with questions are encouraged to contact the district's ELD Specialist at (909) 595-1261.

As part of our International Baccalaureate Primary Years Programme, our grades 2-5 students are also learning Spanish as a second language through weekly lessons with highly qualified Spanish language teachers.

CORE CURRICULUM

The Walnut Valley Unified School District is committed to providing a high quality education for all students. In an effort to implement educational programs that are of the highest quality for all students, we are committed to the following:

- alignment of our school's instructional program to State Standards;
- on-going staff development which focuses on the content of the State Standards, and their related Curriculum Frameworks and proven, effective instructional strategies;
- effective use of State-approved textbooks and other State-approved instructional resources in all of the required curricular areas: language arts, mathematics, science, history/social science, health education, physical education, and visual and performing arts;
- use and integration of technology to support the core curriculum and to familiarize students with real-world tools;
- articulation of essential learnings and expected student outcomes from one grade level to the next, including the transition from elementary school to middle school;
- modification of the instructional program to meet the needs of all students, including students who are considered at-risk due to learning disabilities, limited English proficiency, and/or social/emotional challenges; and
- a high degree of parental involvement through the provision of parent education about the core curriculum and effective ways to help their children at home, volunteerism in the classroom, and through assuming leadership roles such as those that are encouraged through the Community Club.

EVALUATION OF STUDENT PROGRESS

Teachers evaluate the progress of their students in a variety of ways. The following list includes some of the many strategies and/or tools teachers use to assess student progress: observation, checklists and rubrics, teacher-made tests, publisher's tests, skills-based tests and quizzes, conceptual tests, running records of students' oral reading progress, standardized tests, portfolios of student work samples, etc.

Report Cards

Report cards are issued every trimester to all students

in kindergarten through grade five. The purpose of the report card is to report student progress to parents and to identify students' strengths and areas of needed improvement. The report card should function as a tool to: 1) assist parents in better understanding their child's academic progress and 2) pinpoint areas for parents to support their child's progress at school. If a student is achieving at an unsatisfactory level with respect to attitudes/citizenship and/or academic progress, a progress report will be mailed to parents in the middle of the trimester. The report card is given to the parent in November at a parent/teacher conference and it is sent home with students at the end of the second and third trimesters (March and June).

Parent ~ Teacher Conferences

Parent-teacher conferences are held in November (near the end of the first trimester). The conference focuses on discussing student progress, identifying areas of strength and weakness, and planning new goals. Additional conferences may be requested by either the teacher or the parent, to be scheduled at any time during the school year.

Testwiseness

During the school year, students are engaged in a variety of testing situations. Generally, the purpose of testing is to assess student progress in order to most effectively plan strategies and instruction which will motivate, challenge, and prepare students for the learning of new concepts and information. At school, we also teach the students how to effectively take tests by presenting them with many strategies that will help them now in elementary school as well later as they progress through their academic experience. You can help your child to do his/her best on tests by being aware of when tests are scheduled and by ensuring that he/she gets plenty of rest, eats a healthy breakfast, and gets to school on time on the day of a test.

Standardized Testing

Each spring, students in grades 2-5 are administered the California Standards Test (CST), a state-mandated, standards-based test. These tests provide a snapshot perspective of student achievement in the areas of reading, written language, mathematics, and science (grade 5). Parents receive a report of their child's scores in August and are encouraged to confer with the teacher about the report, as desired.

Portfolios and Rubrics

In addition to standardized and objective/factual tests, students at Castle Rock also participate with their teachers in the development of a portfolio. The portfolio is a collection of work over a period of time which marks progress in a very vivid and visual manner. Each year, more teachers utilize portfolios as a way to involve both students and parents in the evaluation process. Our Primary Years Programme units of guided inquiry instruction provide the focus for portfolio use. Additionally, a district writing rubric is used as an evaluative tool; teachers and students use rubrics to score writing pieces.

Social Promotion/Retention

In 1996, the Legislature passed legislation requiring schools to identify students at-risk of being retained in the same grade level. This identification is based upon State Standards and criteria stipulated in WVUSD Board Policy. Students who are at-risk of retention are identified by the end of the first reporting period or trimester and are offered interventions to assist them in achieving higher levels of success. The classroom teacher will communicate this important information to the parent at the first reporting period and will solicit the parent's help in supporting the student's academic progress. If retention is still seriously being considered by the end of the second reporting period, a meeting will be held with the parents, teacher, principal, and SST representative to determine the appropriate next steps.

FIELD TRIPS

Field trips reinforce classroom lessons and enhance a child's educational experience. Every effort is made to arrange field trips so that they occur during regular school hours. Information regarding these trips is sent home prior to the day of the trip. Some field trips may require special arrangements regarding lunches and/or clothing. Please read all information and return necessary forms so that your child will be properly prepared.

Please note that if the school does not have a signed field trip authorization form on file, the child will not be allowed to go on the trip.

Occasionally, parents are asked to act as chaperons on their child's field trips. You are encouraged to be involved in your child's educational experiences in

this very special way. Field trips are usually very good learning experiences and enjoyable for parents, too! If you would like to attend a field trip with your child's class, you must make arrangements with the teacher in advance and complete the necessary paperwork. **Please note that siblings are not allowed to attend field trips.**

GIFTED AND TALENTED EDUCATION

For students in grades 4-5, the Gifted and Talented Education Program is integrated into the regular school day by highly qualified teachers. In the fall, students in fourth grade may be screened and tested for possible participation in the GATE Program.

Identified students are provided an appropriate education which is challenging and motivational. Enrichment activities, which involve higher level thinking skills, reading more complex and higher level literature, and the use of problem solving strategies, are utilized in the regular classroom.

For possible inclusion in the program and any questions regarding the GATE Program, please contact your child's teacher.

HOMEWORK

Because of individual differences and needs of students, purposeful homework will vary from day to day and from student to student. The teacher will assign homework that will help students develop good study habits and practice learned concepts and skills. Assigned homework may be an extension of the school day or may involve special reports and/or projects.

Parents can help their children with homework by providing a quiet place to study, setting aside a specific time each day for homework, assisting with assignments, and listening to oral reading. Although one goal of homework is to help the child develop a sense of responsibility, your child may initially need help in making sure the work is completed and returned on time.

Use the following time increments as a general guide in establishing and maintaining an appropriate time frame for daily homework assignments. If you find that your child is spending significantly more time than this on a consistent basis, please contact your child's teacher for clarification.

Grades K-1:	15 - 30 minutes
Grades 2-3:	30 - 45 minutes
Grades 4-5:	45 - 60 minutes

If your child is truly ill, he/she will benefit from rest and light reading. Missed homework from an excused absence of 1-2 days may be made up over a reasonable period of time. Students/parents are encouraged to work with the teacher regarding the details. If requesting homework, call by 9:00 AM and homework will be ready for pick-up at 3:00 PM.

On days when your child is not assigned homework by the teacher but you would like your child to do some home study, the following assignments are suggested:

- READ, READ, READ!
- Write in a personal journal or dialogue in writing with a parent.
- Practice math facts, letters, words, etc. with flash cards.
- Study newly learned words from books.
- Practice handwriting (printing or cursive).
- Write a story or report of interest.
- Write a letter to someone.
- Practice measurement by measuring objects at home.
- Memorize a poem or story to recite to the class.

**INTERNATIONAL BACCALAUREATE
PRIMARY YEARS PROGRAMME**

Our International Baccalaureate Primary Years Programme (I.B. P.Y.P.) has been in progress for over five years. Our former Superintendent of Schools, Dr. Ron Hockwalt, first learned of the program as a link to WVUSD's high school I.B. program. After researching P.Y.P., Dr. Hockwalt introduced the concept to the staff at Castle Rock. After a year of research and dialogue, the staff and parents of Castle Rock decided to embrace P.Y.P. For the past seven years, we have focused on the following:

- We have gradually developed our Programme of Inquiry which teaches students to ask good questions, think globally, and use technology and other research tools to guide their inquiry.
- We have fostered students as inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced, and reflective.

- We have developed school-wide strategies to help students develop the twelve I.B. attitudes and Learner Profile traits.

The I.B. P.Y.P. aims to combine the best research and practice from the world's educational communities to create a trans-disciplinary curriculum which is relevant, challenging, and engaging for students in grades K-5. The I.B. P.Y.P. curriculum sets high standards for students. A rigorous and structured inquiry-based program utilizing the California State Content Standards is used to develop students into active engaged learners who can explore knowledge in the broadest sense of the word.

A technology teacher, Spanish language teacher, a primary music teacher, and an upper grade science teacher are important components of our I.B. P.Y.P. Through your support of our fund raisers, we will continue to provide this essential support staff team as well as additional equipment and supplies to ensure a successful I.B. P.Y.P. at Castle Rock!

INDEPENDENT STUDY

It is strongly recommended that all students remain in school unless ill. If it is necessary to take your child out of school for 5 or more days, Independent Study (I.S.) is available. Using this option, your child's absences are excused and your child will continue with the curriculum that is being taught in the classroom. Teachers must have a minimum of 3 school days notice to prepare work for the student to take with him/her. The necessary papers must be completed and signed with the attendance clerk in the office. The completed work must be returned on the day the student returns to school as stated on the I.S. contract. If arrangements are not made for I.S., the student will receive unexcused absences. A student who has 3 or more days of unexcused absences is legally truant.

LIBRARY

Castle Rock offers a complete library program for all students. It is located at the center of the campus and is designed to be the hub of the school in an effort to promote literacy and support the instructional program. All students visit the school library on a weekly basis to check out books for independent reading and for use with class projects. The school library is also used as a reference/research center under the direction of the teacher during class time; in fact, this is an essential component of our Primary

Years Programme. Students assume responsibility for books when checking them out. Please help your child take proper care of books as we will expect reimbursement for lost or badly damaged books and materials at the end of the school year before issuing report cards.

Textbooks

Since textbooks are expected to last for several years, students should cover them as soon as they are received. If necessary, it is requested that parents help with this task. Protecting textbooks in this way helps ensure that they will be usable for many years. If your child loses or damages a text book, a bill to replace it will be sent home.

PHYSICAL EDUCATION

Physical education is required by state law and is included as an integral part of the instructional program for all students. With the assistance of the District's itinerant PE team, our teachers plan and implement a physical education program for their students. It is developmental, age appropriate, frequently integrated with other aspects of the curriculum, and is in alignment with the Physical Education Framework for the State of California.

The physical education program for students in grades 1-5 is significantly augmented by the District's itinerant PE team. All students are expected to participate in the program which also is aligned with the Physical Education Framework for the State of California. The focus is on sportsmanship, flexibility, agility, aerobic endurance, the skills needed to play various games and competitive sports, learning the rules associated with those games/sports, and practicing the games/sports.

PE with the District's itinerant PE team is scheduled for **every Thursday**. It is important for students to remember this schedule as they must remember to dress appropriately on PE days. (If students abide by the Dress Code as described in this Handbook, they will be dressed appropriately for PE.)

Excused from PE

If a student is unable to participate in PE for one or two days, a written excuse must be sent by the parent or guardian. If a student is unable to participate for

more than three days, a written statement from a physician is required. The student should tell his/her regular teacher of the note, then present the note from the parent or the written statement from the physician directly to the PE teacher to insure clear communication with the PE teacher. It is important to note that the school office cannot excuse students from participation in the PE program.

SCHOOL BASED COORDINATED PROGRAM (SBCP)

Formerly: School Improvement Program (SIP)

The School Based Coordinated Program is a state-funded program which provides funds to support the instructional program for all K-5 students. Currently, the funds are allocated to pay for Primary Years Programme teacher collaboration time, our health aide, additional time for our library media clerk allowing our library to be open longer hours, computer equipment and software, instructional materials, and professional books and staff development opportunities for teachers.

Language arts, mathematics, and our Programme of Inquiry have been targeted as the areas of emphasis for school-wide improvement this year through the use of SBCP funds. Other curricular areas will also be addressed in the ongoing development of our School Based Coordinated Plan; these areas include science, history/social science, health education, physical education, and visual and performing arts.

This program is reviewed every year by our faculty and School Site Council. Revisions are made as needed to improve the educational program for all students. Additionally, the program is reviewed every four years through a State mandated process called Categorical Program Monitoring; this occurred most recently during the 2007 school year. Parents are encouraged to participate in this improvement program through participation at monthly School Site Council meetings.

School Site Council (SSC)

The purpose of this Council is: 1) to recommend to the Board of Education a plan for a School Based Coordinated Program which is consistent with and supportive of the goals of the District, 2) to establish a budget based on the plan, 3) to review the implementation of the plan on an ongoing basis with the principal, teachers, and other school personnel, 4) to assess periodically the effectiveness of the plan,

and 5) to annually review the plan and recommend to the Board any modifications to the plan and the proposed budget for the expenditure of State SBCP funds.

The membership of the School Site Council consists of an equal number of school staff and parents who are elected by their peers to serve in this capacity. The school principal serves as an on-going member of the Council. If you have an interest in being elected to the School Site Council, please watch for the nomination form to come home with your child during the first few weeks of school. (A parent can nominate him/herself or another Castle Rock parent.) Meetings are held five times during the school year. All official meetings are open to the public and are announced on the *web site* calendar. An agenda is posted in the office window 72 hours in advance of the meeting.

SUCCESS THROUGH AWARENESS AND RESISTANCE (S.T.A.R.)

Success Through Awareness and Resistance is implemented by the Walnut/Diamond Bar Sheriff's Station and supported by the school district. The program is targeted primarily to the fourth and fifth grade wherein the main objective is to present a clear, no-use message and to teach students how to resist peer pressure. Students learn that real friends will not pressure them into trying alcohol and drugs. They learn and practice specific strategies for responding to peers who offer them illegal substances. **Alcohol, tobacco, and other drugs are illegal for minors.**

The nine classroom lessons are usually conducted throughout the school year by a uniformed sheriff's deputy. The deputy also takes time to interact in a positive manner with the students at their lunch recess time. This provides a strong, positive role model for our students.

In addition to the fourth and fifth grade program, the STAR officer schedules visitations in kindergarten through grade three classrooms. These visitations are usually 15-30 minutes in length and focus on age appropriate safety and substance abuse prevention instruction.

TECHNOLOGY

At Castle Rock School, there continues to be a growing emphasis placed upon technology use for all

students. We continue to understand that in order for our students to be well prepared for the future and in order for them to achieve academic excellence now as well as in the future, they must be technologically literate. Therefore, we are committed to the ongoing acquisition of state-of-the-art hardware and software for student and staff use, related staff development, and the ongoing revision and implementation of our multi-year technology use plan which is tailored specifically to the needs of our staff and students.

A fully equipped technology lab serves all students through regular classroom visits. All classrooms are equipped with computers, Internet connectivity, and printers for student use. Teacher leaders attend technology related conferences and return to the school site prepared to train and coach their colleagues. A technology committee consisting of highly qualified teachers and the principal drives and supports the technology program at Castle Rock. Our technology plan is reviewed and revised annually and is designed to enhance technology use for all students.

Parent support and involvement have been critical to the ongoing success of our technology efforts. The Community Club has been very generous in recent years and is responsible for many of the hardware acquisitions.

In our ongoing effort to heighten teacher awareness and to provide teacher training on the effective use of technology in the classroom, staff development will continue to be a focus. Funds and the allocation of time will be needed to continue offering quality professional growth opportunities for teachers. Fund raisers such as the IT Campaign, district support, and Community Club support have enabled us to attain our goals thus far. We anticipate that future fund raising efforts, in collaboration with the Community Club, and ongoing support from the district will further ensure the attainment of our technology goals.

VOCAL AND INSTRUMENTAL MUSIC

Students in grades K-3 are taught a standards-based music, movement, and performing arts program by the regular classroom teacher. Additionally, students in grades 1-3 have weekly music lessons with a trained teacher as part of our Primary Years Programme. Students in grades 4-5 participate in the District's standards-based music program during the regular school day. Fifth grade students participate in

weekly vocal or instrumental music classes with a trained teacher. Fourth grade students learn a variety of music concepts and skills including playing the recorder.

When a fifth grade student decides to take instrumental music, he/she is also assuming the responsibility of being prepared for that class. This includes the commitment to practice and to remember to bring the instrument and music. Students are not allowed to call home for forgotten instruments. They will, however, attend the music class and listen to the instruction. If the student regularly forgets the instrument, the music teacher will contact the parents about the problem.

If a parent notices that his/her child forgot the instrument and the parent chooses to bring the instrument to school, the parent will be asked to leave the instrument in the office for the student to retrieve. It is important to note that the office staff will not interrupt classes to inform students that instruments are in the office; however, students are encouraged to check the office on their way to music class.

All instruments and cases are to be clearly labeled with the student's name.

SUPPORT PROGRAM INFORMATION

AFTER-SCHOOL PROGRAMS

Currently, there are several after-school programs for students. The dates and times for each class will vary. Classes may include:

- The Homework Club (grades 3-5) is for students who need extra support to successfully complete their homework; involvement in this program is by teacher recommendation only.
- The Literacy Lab (grades 2-5) is designed to support students who are not meeting grade level standards in reading and/or writing.
- English Language Acquisition Program (ELAP) for students whose first language is not English.

Other on-site, parent-funded opportunities may include Chess Masters and Science Adventures. Girl Scouts, Boy Scouts, and other programs offered through the City of Diamond Bar Parks and Recreation Program, Soccer, and Little League are also available.

Last year, parent volunteers developed and offered a Running Club in which students met after school to exercise and run. They participated in several track and field events including the Mt. Sac Relays.

We would like to offer additional extra-curricular programs at the school as an extension of the instructional day. Such clubs might include:

- Computer Club
- Math Club
- School Newspaper Club

If you have an interest in being a part of starting such a club for our students, please call the school office to make an appointment with the principal. We look forward to the possibility of extending our home-school partnership in this way.

CHILD CARE PROGRAM

The Child Care Program is coordinated at the district level and is housed at each of the elementary schools. The program provides quality before- and after-school care and serves as an extension of the school day. Day Care is available before and after school from 7:00 AM until 6:30 PM for students in grades K-5. If you are interested in this program for your child(ren), please contact the Child Care office at (909) 595-1261, ext. 56202 for more information.

COMMUNITY CLUB

The Castle Rock Community Club (CRCC) very actively supports the educational process for all students. They are committed to promoting the welfare of children and youth in home, school, and community. They are committed to fostering strong home-school partnerships. They are committed to supporting the educational progress and well-being of every student at Castle Rock.

Among the activities and programs the Community Club has helped to sponsor recently are: purchase of needed technology equipment, room representative program and classroom parties, Mother's Workshop, the school yearbook, two annual book fairs, enrichment assemblies and programs for students, field trips, and various fundraising activities including Knights on the Run.

Administrative and procedural decisions concerning the Community Club are handled by an elected board. Budget approval and major policy decisions are made by a vote of those in attendance at monthly

Community Club meetings. All parents are invited and encouraged to attend the monthly meetings.

Membership in the Community Club is open to any adult in the school community who is interested in the educational well-being of the students. Joining the Community Club does not obligate you to attend meetings, work in classrooms, serve on committees, or hold an office. It does enable you to support the objectives and programs of the Community Club, to become more involved in your child's school, and to meet other parents who are also interested in supporting the educational process for all students.

For parents who are interested in active involvement in Community Club, a variety of volunteer opportunities are available. We need room representatives, parents to help with sales for various fund-raising activities, and other various chairmanships. If you have ideas or time to contribute, please contact the Community Club President by calling the school office and asking for her telephone number.

DISASTER PREPAREDNESS

Castle Rock School has an emergency preparedness plan which we will use in the event of a disaster that might occur during school hours. Monthly safety drills are held to comply with state law and district policies. These drills include fire drills, duck and cover drills, evacuation drills, and lock-down drills.

A staff committee exists to analyze and improve the plan on a regular basis. Each year, progress is made with respect to plan improvements, training of staff for their specific roles, and restocking of materials. Although we hope that the plan will never have to be utilized, it is designed to ensure the welfare and safety of the students and staff during school hours.

The school maintains a central bin that is stocked with water and food, blankets, first aid supplies, and other needed materials in the event of a disaster. Each classroom has an emergency backpack which includes a small first aid kit for minor injuries, class lists, and activities for the students to help them remain calm and comfortable while detained at the school.

It is important to note that your child may be required to remain in the care of the school in the event of a major disaster until it is considered safe for the child to be released. Your child can only be released to you

or someone you designate on the emergency card. Please be sure to notify those designated people that they are listed on the card.

Our Community Club contributes to disaster preparedness through its gifts of time and supplies. The staff is greatly appreciative of their efforts. If you would like to donate your services or resources in this area, please call the school office.

ALERT! IN THE EVENT OF AN EMERGENCY DURING SCHOOL HOURS, PLEASE REPORT TO THE SOUTH GATE ON CASTLE ROCK ROAD TO RETRIEVE YOUR CHILD.

To ensure safety for all students, a student release procedure is in place and has been practiced by school staff. You will be required to show identification and sign your child out through school staff who will be posted at this gate.

HEALTH SERVICES

Health Services for students at Castle Rock are coordinated through the efforts of the district nurse. Vision, hearing, and pediculosis screening tests are administered annually to students in kindergarten, special day classes, and grades 1, 2, and 5. All of the above screenings will be conducted annually at the grade levels as designated unless the parent requests in writing that his/her child be excluded from screening.

Vision and hearing tests are administered to students in other grades upon teacher referral or to meet special program requirements. Scoliosis screening is provided for students in grade 5 and upper grade special day class students.

PARENT VOLUNTEERS

Parents are encouraged to volunteer in classrooms. Teachers appreciate parental support in a variety of areas, such as listening to a child or small group read, writing young children's dictated stories, artistic pursuits such as helping with bulletin boards and special projects, etc. Your help, periodically or on a regular basis, is greatly appreciated and enriches the educational experiences of the students.

Please make prior arrangements with the teacher so he/she will be ready for your assistance by having plans and/or materials ready for you.

Volunteers must check in at the office and receive a visitor badge before proceeding to the classrooms. For the safety of our students, it is imperative that all people on campus are authorized to be there.

In addition to checking in at the office, you must sign in on the volunteer sign-in log in the office. This enables us to keep a running total of volunteer hours in the school. Please sign-in on this log each time you come to the school to volunteer.

SPECIAL EDUCATION SERVICES

A variety of special education programs are provided for students with identified special needs. These programs are made available through the coordinated efforts of the support staff at the district office and the Castle Rock team of professionals. We firmly believe that all students can learn; therefore, we strive to provide the appropriate learning environment for all students.

Currently, we provide a Resource Specialist Program (RSP), psychologist and Speech and Language Program for students who qualify for these programs. Through a three year grant, we also have an additional psychologist who works with students in small groups on social and behavior concerns. Other special education programs are available to our students who qualify for them and are located at other school sites in the district and other local school districts.

Generally, it is the classroom teacher who recognizes special needs of students related to learning and/or speech difficulties. Learning disabilities can stem from a variety of sources, such as a delay in visual and/or auditory processing. After recognizing such a delay or other social, academic, or behavioral difficulty, the teacher will contact the parent(s) and seek advice from the Student Study Team (SST).

The SST is composed of administration and general education teachers who have been specially trained to guide and assist teachers in supporting students with special needs. The team will meet together to discuss the student's strengths and weaknesses and to give advice regarding appropriate teaching strategies and interventions to use with the student. Usually, the team will meet again within three to six months to evaluate the effect of these interventions on the child's school success. The SST may or may not make a referral to the school Guidance Team for a

more in-depth look at the student's needs.

The Guidance Team consists of the Principal, the School Psychologist, a Speech/Language Specialist, and the Resource Specialist. The Guidance Team will consider many possibilities for supporting the student's success at school. Formal assessment may be recommended. Parental written consent is required for this formal assessment. Upon completion of the testing, an Individual Educational Plan (IEP) meeting will be held. In attendance will be the members of the Guidance Team, the student's teacher, the parents, and sometimes a district representative. Test results and available placements or programs will be reviewed and acted upon with the written consent of the parents.