

Glendora Unified School District

Cullen Elementary School

Parent & Student Handbook

2021 - 2022

(Subject to Change)



William B. Cullen Elementary School

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TABLE OF CONTENTS

Introduction

Handbook Signature Page	i
A Message from the Principal	ii
Mission Statement and Beliefs of the Glendora Unified School District	iii

General Information

Attendance	1
Bicycles, Scooters, Skateboards, Skates, and Roller Blades	2
Student Discipline	3
Schoolwide Discipline Plan	4
Positive Consequences for Students who Follow School Rules	5
Consequences for Students who Choose not to Follow School Rules	6
Additional School Policies	8
District Policies	9
Dress Code	10
Cell Phones at School	11
Expectations	12
Food Services and Other Related Information	12
Injuries and Illnesses	14
Leaving the Campus During School Hours	14
Lost and Found	15
Medication	15
Personal Belongings	15
Student Phone Calls	15
Safety to and from School	16
Parking Lot Etiquette and Enforcement	16
Smog Alert Information	19
Student Accident Insurance	19
Visitation and Communication	19

Instructional Program Information

Core Curriculum	20
Evaluation of Student Progress	20
Field Trips	21
Gifted and Talented Education (GATE)	22
Homework Guidelines	22
Library	24
Physical Education	24
School Site Council	26

Technology	26
Vocal and Instrumental Music	27
Disaster/Emergency Awareness Program - DEAP	27

Support Program Information

Extended Day Care Program.....	29
Health Services	29
Parent Teacher Association - PTA.....	29
Parent Volunteers	30
Special Education Services.....	31

Schedules

TBD

HANDBOOK SIGNATURE PAGE

In light of the budget crisis and in an effort to reduce costs, we have placed the student handbook online at our website, www.cullenelementary.com. However, we have printed a few copies available to be picked up in the office for those families who may not be able to access the handbook online.

Please take the time to access and review the handbook with your child(ren) and then sign and return this form confirming your review in the next two weeks.

Our family has read and discussed the information in the *Parent & Student Handbook*. We understand the rules, expectations, and dress code and are committed to positively supporting our child's social, emotional, and academic growth within the school setting at Cullen. We have read and discussed the Schoolwide Discipline Plan and will support the teacher and the school in its implementation.

_____ I do **not** give permission for the school to provide my phone number or address to PTA, School Site Council, or room representatives for school use.

Child's Name

Child's Teacher Room #

Parent's Signature

Parent's Signature

Date

Thank you for your cooperation in this effort to provide a safe, exciting, and quality educational program for your child. Together we can make a positive difference in the life of every student at Cullen.

A MESSAGE FROM THE PRINCIPAL

Welcome to Cullen 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 must 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. Concurrently, we must also recognize that each child is an individual with individual abilities and needs. It is the intention of the faculty and staff of Cullen School to help each student appreciate his/her contributions and uniqueness while attaining high educational goals.

It is my hope that this *Handbook* will foster positive and effective communication among parents, teachers, and students. Please read and review this handbook with your child(ren) and then sign the signature page at the beginning of the handbook and return it to the teacher during the first two weeks of school.

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,

Cheryl Bonner
Principal

P.S. At the back of this handbook is a tear out page of schedules, including holidays, early dismissals and minimum days. This is to help you with planning pick-ups and vacations.

MISSION STATEMENT AND BELIEFS OF THE GLENDORA UNIFIED SCHOOL DISTRICT

Mission Statement

The Glendora Unified School District is committed to providing a quality standards based education. Through a partnership of students, parents, staff, and community, students are given the opportunity to reach their full potential, be independent thinkers and demonstrate responsibility toward others.

Beliefs

- Students are our greatest priority.
- All people have the right to a safe, nurturing, and secure environment.
- All people deserve a quality education.
- Successful education is the shared responsibility of the parents, students, educators, and community.
- Challenges that lead to successful experiences build feelings of confidence and self-worth.
- Education is a foundation for individual freedom, responsibility, justice, and democracy.
- Education empowers students to meet the challenges of our ever-changing world.

The staff and parents of Cullen Elementary School are committed to the work of actualizing the mission and beliefs of the District.

CULLEN ELEMENTARY SCHOOL MISSION STATEMENT

The mission of Cullen Elementary School is to provide each student with opportunities to reach his/her full potential as a lifelong learner through implementation of high academic standards, providing differentiated instruction to all students, in a safe and nurturing learning environment while maintaining strong home-school-community connections and promoting individual responsibility.

ATTENDANCE

Reporting Absences

The importance of regular school attendance cannot be stressed too much. 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 with a doctor note 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 9:30 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 (five days or more), please notify the school so arrangements can be made in advance for possible independent study or home instruction.

Excessive absences and tardies (10 or more is considered excessive), may be referred to the School Attendance and Review board (SARB) for further action. This is a function of the Los Angeles County District Attorney's Office working with schools to support student attendance.

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. Plan your family's morning routine to allow your child to arrive on campus between 8:00 and 8:15 a.m. (grades K-5). A warning bell will ring at 8:13 and school begins at 8:15 a.m.

A student is considered tardy if he/she is not ready to enter the classroom with his/her classmates when the 8:15 a.m. bell rings. Every late student must report to the office to get an admittance slip before entering the classroom. At this time, the student must also inform the office staff if he/she is buying a cafeteria lunch in order to ensure an accurate lunch count. Students with repeated tardies may be required to serve recess or after-school detention as a consequence. Excessive tardies will be referred to the School Attendance Review Board for appropriate follow-up. Tardies are also reported quarterly on students' report cards.

Truancy

A city ordinance took effect January 12, 1996. This ordinance makes it unlawful for any minor, who has not graduated from high school, to loiter in public between the hours of 8:30 a.m. and 1:30 p.m. on days when school is in session. Any student found in violation of this truancy law will be issued a citation and the student's parents will be expected to pay a fine and/or appear in court.

In addition, in accordance with Ed. Code 48260, any child with three tardies of 30 minutes or more without a valid excuse is considered truant.

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 to and from the bike rack. Students who ride a bicycle or scooter to school must park and lock their vehicle in the bike rack at school. The school does not provide locks for students. Students are allowed in the bike rack area upon arrival and at dismissal.

For the safety of all bicycle riders, students must wear protective bike helmets, 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 Glendora Municipal Code and may result in a citation from the police 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.

STUDENT DISCIPLINE

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 schoolwide discipline plan are implemented. *In addition, many teachers view and discuss the daily video messages from Rusty and we encourage students to consider Rusty's messages as well as the Cullen Condor Code of Conduct when interacting with their peers.*



Cullen Condor Code of Conduct

- I am a responsible citizen and accountable for my actions.
- I treat others with dignity and respect.
- I use words and actions that encourage and support others.
- I make good choices and stand up for what is right.
- This is the code of a Cullen Condor and I will live the code!!!

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, notes, emails, recess detention, inviting parent(s) to stay at school with the child, after-school detentions, parent/teacher/principal conferences, in-house suspension, and/or suspension are interventions used to help the student attain 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.

Schoolwide Discipline

At Cullen, a Schoolwide Discipline Plan has been developed to further ensure student safety and compliance with school rules. This plan, which is detailed on the next three pages, is supported by Board of Education Policy and the Education Code. (Please refer to the District Handbook found online during Summer Re-Registration Process for details regarding districtwide discipline practices.) 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.

SCHOOLWIDE DISCIPLINE PLAN

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 and personal 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, teasing or fighting.
6. Walk on the blacktop.
7. Use only your room's equipment.
8. Observe the freeze bell. Line up quickly and quietly.

CAFETERIA RULES

1. Follow directions of all school staff.
2. Listen respectfully to cafeteria staff.
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 RULES

GRIT SLIPS

GRIT Slips are given to students who choose to follow the school rules. They 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 GRIT Slips deposit them in a designated box, can or basket in their classrooms for a weekly raffle, which is generally a certificate from a local business partner in education (usually a restaurant). One name will be drawn from the GRIT Slips deposited that week. Teachers may choose to use the remaining GRIT Slips to raffle other small rewards.

SPIRIT DAY

The last Friday of the month is designated as Spirit Day. On this day, all students are encouraged to wear blue and white, Cullen's school colors. The primary and upper grade classes with the highest percentage of students wearing blue and white will be announced during the day as the Spirit Day winners.

School Spirit Information

The school colors are blue and white. The school mascot is the California Condor. The school song is as follows:

You're A Grand Old School
(to the tune "You're A Grand Old Flag")

You're a grand old school,
You're a high-ranking school.
You're the best in the west we all say.
Here the kids are smart, and do our part,
We're loyal to you every day!
Every heart beats true for our own white and blue.
You're the best school in every way.
Should old acquaintance be forgot,
But CULLEN IS HERE TO STAY!



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 free recesses, homework passes, etc.

Students may also receive positive phone calls home, notes, or informal thumbs up.

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 nor 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.

PINK SLIPS

Pink Slips are written for students who break any out of classroom General, Playground, Hallway, or Cafeteria Rule. These are not for classroom use, and are not used to punish students for lack of academic achievement.

When a student chooses to break a school rule, and a staff member has observed or has proof of a student breaking a rule, a Pink Slip will be issued in the name of the student. (Students causing severe problems, which endanger others, are sent immediately to the principal's office.) It is the responsibility of the teacher to consistently implement the appropriate consequence for each issued Pink Slip.

OTHER POSSIBLE INTERVENTIONS

The following are possible interventions that may be used to deter misbehavior in students. These options may be implemented as individual needs arise.

- "Work off" the Pink Slip (by providing a service to the teacher or to the school)
- Parent/Teacher/Student Behavior Contracts
- Time-out in the office or an alternate classroom
- Recess detention

- After-school detention
- In-house suspension
- Suspension
- 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, theft, etc.). When a student is formally counseled by the principal, parents may be contacted by telephone or in writing.

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 and may receive a warning and or a consequence. If a student must visit the principal again within a short period of time, parents will 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.

ADDITIONAL SCHOOL POLICIES

1. Students are not to arrive at school before 8:00 a.m. unless they are here for the district breakfast program which is available beginning at 7:45 a.m.
2. Students are not allowed on the playground before 8:00 a.m. when supervision begins.
 - a. If students arrive before 8:00 a.m., families may be requested to enroll them in Daycare.
3. Students should promptly head home or be picked up at their dismissal time. There is no after-school supervision, and no playing on the equipment. (If a student is waiting for an older sibling who attends Cullen, they are to be seated on the bench outside the library.)
4. All playing stops when the bell rings at the end of recess. Students are to "FREEZE" until dismissed by the supervisors.
5. Balls should be hit & not kicked against the ball walls, or on the blacktop. "Butt ball" is not permitted due to the rough, unsafe nature of the game.
6. Balls should only be kicked in the grassy areas of the playground, not on the blacktop. Balls should only be bounced up against handball walls and never in the hallways or against the buildings. There is no running in the hallways or on blacktop.
7. Students should only 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.
8. Loitering is not permitted in restrooms or other areas of the school grounds at any time. During recesses, all students are strongly urged to be safely and productively involved in an activity or game.
9. All games remain open until they exceed the maximum number for safe play as determined by the yard supervisors.
10. Recess is a time to use the restrooms & get drinks. Waiting until the bell rings to do so is not appropriate. Students should not get drinks or use the restroom after the bell rings without teacher or supervisor permission.
11. Games which involve tackling, wiping out, shoving, keep-away, riding on another's back or chasing are **never** permitted at school.
12. Climbing on backstops, fences or in trees is unacceptable. Students must remain where they can be seen by supervisors at all times.
13. Only school play equipment is allowed on the playground. Students are not to bring toys or other personal belongings to school. This includes pogs, yoyo's, beany babies, electronics, collectible cards, jacks, fidget spinners, and the latest fad item. 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.)
14. Rules should be followed in game playing. Mutations of the games are not allowed. Game rules are posted throughout the campus.
 15. Playground equipment in the primary areas is for primary grade use only. Students are always to play in their assigned areas.
 16. Throwing of rocks, sticks, or projectiles other than playground balls is not allowed.
 17. Scissors, knives, sharp objects, and glass containers are not to be brought to school.
 18. 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 USE IS THE RULE.

DISTRICT POLICIES

1. To assist in protecting the health, welfare, and safety of all students, staff, and visitors; and to safeguard campus facilities and equipment; video cameras, recording equipment, smoke, and or vape detectors may be used at various locations when deemed necessary.
2. In accordance with Board Policy persons wishing to lodge a formal complaint against district employees are to do so in writing. Please provide the information requested on the form and return to the Office of the Superintendent, Glendora Unified School District, 500 N. Loraine Ave, Glendora CA 91741. It is the philosophy of the Glendora Unified School District to secure at the lowest administrative level, equitable responses to complaints directed against employees by parents/guardians. Prior to filing a written complaint, the complainant should attempt to speak with the specific employee involved concerning the complaint.

DRESS CODE

All students are expected to dress sensibly for school. Students' attitudes, conduct, and safety during school hours can be affected by hairstyles and 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 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. Your whole foot must be covered; no crocs, backless shoes, open toed shoes, sandals of any kind, or shoes with a high heel are not permitted. Skate shoes/heelies are not permitted.
- Half shirts, crop tops, tube tops, see-through shirts, shirts with straps of less than 1" width, or short shorts are not permitted. Rear ends must be covered at all times.
- Hats with a brim - no logo or Cullen hats only, are permitted during recess and P.E. only, for sun protection. When worn on campus, the brim must face forward, not backwards, nor should the hat be worn cockeyed or at an angle. At all other times, hats are to be left in backpacks. **Beanies are acceptable during cool weather only (60° or cooler) and only if the child is in long pants.** Hats or hoods should never be worn indoors.
- Shirts or blouses that advertise items that are illegal for minors (such as alcohol or tobacco), contain profanity 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.)
- Jewelry that dangles is not appropriate. Earrings should be posts or no longer than $\frac{1}{2}$ inch.
- Make-up is unacceptable for any student in elementary school. Nails should be a student's own and groomed.

This district and school 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 and/or grooming is inappropriate. 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 should 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.

CELL PHONES and ELECTRONIC DEVICES AT SCHOOL

Students are permitted to have cell phones in their possession on campus during the school day, however, such devices shall be **deactivated (turned off)** and their use strictly prohibited on campus during the regular school day. **Vibrate/silence mode is not considered "off."** Cell phones may be used after school, in front of the office to contact parents or secure a ride home. If a student needs to speak with a parent/guardian during the school day, they should go to the office to make the contact. Any device that is on, activated, in use, or openly displayed during school hours, will be confiscated and held in the office for parent/guardian to pick up after school. Any subsequent offenses will be considered an act of defiance and appropriate discipline measures will be taken. Ultimately a student may have the right to possess such a device revoked.

Electronic devices such as Kindle's, Nook, Nintendo DS, etc. are not allowed at school except on the occasion of a child's classroom teacher giving permission for them to be used in the classroom. They should be off and out of sight except for when in use in the classroom under the supervision of the teacher and otherwise should not be on campus.

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 school level, students are expected to understand the importance of following school and 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.

1. All students are expected to follow the school rules. (Please refer to the *Schoolwide Discipline Plan* on pages 4-9 for details.) 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.
2. 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.
3. A copy of the rules is posted in each classroom.
4. Electronic devices (iPods, game boys, etc.) are not allowed on campus. Personal items will be taken away and parents will have to come to the office to pick them up. We do not assume responsibility for any personal items.

FOOD SERVICES AND OTHER RELATED INFORMATION

Nutrition Services Program Information:

*All meals complimentary through June 30, 2022

*Free & Reduced applications are no longer needed. Please remove any F/R applications from all school websites and the district webpage.

*Upon availability, ala carte snacks will be offered at Middle and High School. Milk, water, and juice will be offered at all sites.

Ala Carte:

*Milk, water, and juice are not complimentary for students who bring their own lunch (ala carte items are not reimbursable).

*A complete breakfast or lunch is complimentary to all students and the program receives a reimbursement from the State/Fed government.

*Parents will fill out Alternative income applications in the registration portal when registration opens.

*Alternative income applications will help the district with Local Control Funding (LCFF) - (additional money for school district programs).

P-EBT Cards:

*P-EBT - Additional monetary assistance for eligible families that may have missed their free or reduced eligible meal during the pandemic.

*P-EBT cards are sent directly to eligible families from the California Department of Social Services (CDSS). For inquiries about these cards, families may contact the P-EBT helpline @ (877) 328-9677.

Late Lunch Deliveries

If an emergency occurs and lunch is forgotten, please follow the procedures described here. Parents who deliver late lunches should bring them to the office. Late lunches will be delivered to the cafeteria before lunch.

Please be sure the student's name and room number are visible on the lunch bag/pail. Students are encouraged to check at the office for forgotten lunches at the morning recess. Students will be allowed to call home for forgotten lunches. However, it is the parent's responsibility to be sure that the student has lunch. The office does not assume responsibility for forgotten lunches or late lunch deliveries.

INURIES AND ILLNESSES

All student information must be updated online prior to August 12th for every child and the confirmation page returned on the first day of school. If any information on your child's page changes during the year, please update it through the Aeries Parent Portal on the GUSD website. These pages serve as the only authorization the school has to care for your child in 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 page in case the parents are unavailable. Please be sure that phone numbers of those listed on the card are current and that you have given at least two other names to be contacted if we are unable to reach parents. You may update the page as the need arises. Please note that your student's teacher assignment will be made available through the parent portal on August 11th, after 5:00 pm, ONLY if you have completed the Data Confirmation Process.

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 (stomachache, 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 through online registration will be contacted. **Please remember that the school will not release your child to anyone not listed on the online registration.**
4. In the event of an extremely serious or life threatening accident, the paramedics will be called and the parent will be contacted immediately.

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 school 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 after the identification has been verified. **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 contact list. For this reason, please keep the list 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 outside the cafeteria 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 the 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 periodically donated to charity.

MEDICATION

The school may not administer medication without a form completed and signed by both the parent and the prescribing physician. These forms are available at the school office. Medication should be kept in the original containers and must be checked in at the office. It will be dispensed only through the office. Under no circumstances are students to bring other medications onto campus, even simple remedies such as aspirin or aspergum, first aid creams, cough drops, etc.

PERSONAL BELONGINGS

Only school play equipment is allowed on the playground. Students are not to bring toys or other personal belongings to school.

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 if they have not prepaid into their account.

STUDENT 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 excessive 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.

Parking lot safety is an ongoing concern. In order to reduce congestion and related safety problems, please use the following guidelines when delivering and retrieving your child from school:

1. Use the street parking along Live Oak and Leadora. Determine a meeting place and wait for your child there.
2. If you park across the street, please do not 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.
3. Help to decrease congestion in the parking lot by walking or joining a carpool. Families are encouraged to form "walking pools" so children do not walk alone.
4. Remember that older children (grades 3-5) are allowed to ride bicycles and scooters to school.
5. Remain in your car when waiting in the parking lot. Do not park at the curb. Please park on the street if you will be staying.

PARKING LOT ETIQUETTE

Due to ongoing concern about the parking lot 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 the loading zone or parallel to other cars in the loading zone.
- Please do drop off and pick up your child(ren) quickly; if you do not see your child(ren) immediately upon driving to the front of the school, please move forward and drive through again. If you need to get out of your car to help your child with their belongings, please park on the street.

- If you are asked to move your car, return to your car, or park your car on the street, 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.

Parking Enforcement on School District Property

The Glendora Unified Board of Education Board policy 3513.2, covers *Parking Enforcement on School District Property*. The purpose of the policy is to provide for the safety of all persons on school property, by facilitating vehicular movement and parking, as well as keeping fire lanes clear. This policy provides a code of traffic and parking regulations that will be enforced by the Glendora Police Department at all of our sites. Please be aware of the following parking regulations and drive safely wherever you are in Glendora!

General Traffic Regulations

- No person shall fail to obey any sign or signal erected or maintained to carry out these regulations pursuant to the California Vehicle Code.
- The driver of a vehicle shall yield the right of way to a pedestrian crossing on any roadway.
- No driver approaching from the rear of a vehicle which is yielding the right of way to a pedestrian shall overtake or pass that vehicle.
- No person shall drive any vehicle in willful, wanton, or reckless disregard for the safety of persons or property.
- No person shall drive or ride a motor driven scooter, motorcycle, skateboard, inline skates, skates, or bicycle on any school sidewalk.
- No person shall walk on a school road which is paralleled by a sidewalk.
- No person shall drive or park a motor vehicle on any sidewalk, unpaved pathway, or on any lawn or landscape area except emergency or maintenance vehicles.
- No person shall drive his vehicle into school parking areas except by using roadways and drive lanes, and all vehicle must travel in the direction of directional arrows in the parking lot drive lanes.

Speed Regulations

No person shall drive a vehicle at a speed greater than is reasonable or prudent, but in no case greater than 15 mph on school property.

Parking Regulations

- No person shall stop, park, or leave standing any vehicle, whether attended or unattended, except when necessary to avoid conflict with other traffic or in compliance with the directive of an officer or official control device, in any of the following places:
 - On a crosswalk.
 - In a designated fire lane.
 - On a sidewalk, lawn or landscaped area.
 - So as to obstruct the passageway, walkway, or doorway of any building.
 - Within 15 feet of a fire hydrant.
- Painted curbs are an indication of restricted parking and the color denotes the type of parking allowed. The following color code is adopted:
 - RED ZONE - Indicates no stopping, standing or parking, whether the vehicle is attended or not.
 - YELLOW ZONE - Indicates an area for loading and unloading of vehicles and the parking of service vehicles. Vehicle may not be left unattended.
 - GREEN ZONE - Parking is allowed.
 - BLUE ZONE - Indicates vehicle parking for handicapped persons in wheelchairs only. These vehicles must display a valid sticker on the lower right side corner of windshield.
- No student or visitor shall park in any area designated as STAFF ONLY (indicated by Reserved).
- Bicycles shall be parked in designated bicycle parking areas.
- Visitors will need to park on the street.

Abandoned Vehicles

- No person shall abandon, or leave standing any vehicle on school district property for 72 or more consecutive hours. All such vehicles will be stored under authority of Section 22669 of the California Vehicle Code, or any successor thereto.

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 Glendora Unified School District does not have accident or medical insurance coverage. Parents may, however, purchase optional accident insurance for their children. Forms for independent coverage are available in the school office.

VISITATION AND COMMUNICATION

Parents are welcome at school within the current parameters relevant to each year. 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. All visitors will need a Driver's License or California ID to be scanned via the Raptor Security System, each time, before gaining entrance to the campus.

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 at the front quad near the office or in front of the school rather than outside your child's classroom. During the opening week of the school year, especially in kindergarten through grade two, 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.

CORE CURRICULUM

The Glendora 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 at Cullen are committed to the following:

- The alignment of our school's instructional program to the District's established core curriculum and grade level expectancies, as well as to the state curriculum frameworks and state standards;
- Ongoing staff development focuses on the content of the state curriculum standards and proven, effective instructional strategies.
- The 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;
- The use and integration of technology to support the core curriculum and to familiarize students with real-world tools;
- The articulation of essential learnings and expected student outcomes from one grade level to the next, including the transition from elementary school to middle school;
- The 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 are encouraged through the PTA.

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, teacher-made tests, publisher's tests, skills-based tests and quizzes, running records of students' oral reading progress, standardized tests, portfolios of student work samples, etc.

Report Cards

Report cards are issued on a trimester schedule (three times a year) to all students in transitional 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 twelve-week trimester. The trimester report card is given to parents at conferences (November and March) and sent home with students at the end of the year.

Parent - Teacher Conferences

Parent-teacher conferences are held in November (at the end of the first trimester) and in March (at the end of the second trimester). These conferences focus on discussing student progress, presenting test scores, if appropriate, and planning new goals. The trimester report card is given to parents at the conference (November and March) and sent home with students at the end of the 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 instructions which will motivate, challenge, and prepare students for the learning of new concepts 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 as 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 3-5 are administered a state-mandated, standardized test which is normed to age appropriate achievement levels of students throughout the state of California. This test provides a snapshot perspective of student achievement in the areas of reading, written language, and mathematics. Parents receive a report of their child's scores and are encouraged to confer with the teacher about the report, as desired.

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! Transportation to field trips will be by bus and all students will be expected to ride the bus when going on a field trip. This means that they must go and return on the bus.** Should a parent choose to check their child out of school during a bus field trip, they will not be counted or enter the venue as part of the school group.

Absolutely no siblings may attend.

Occasionally, parents are asked to act as chaperones on their child's field trips. However, it is not appropriate to bring other children on these field trips. The role of a chaperone is to help with supervision and it is difficult to attend to the students if you are distracted by another child. You are encouraged to be involved in your child's educational experiences in this very special way, however, it is with the ability to be undistracted. Field trips are usually very good learning experiences and enjoyable for parents, too!

It should be noted that from time to time, there are field trips where no or limited chaperones are requested due to a limit on the number of chaperones that are allowed. Your cooperation and understanding when this occurs is very much needed.

GIFTED AND TALENTED EDUCATION (GATE)

The Gifted and Talented Education Program is designed and integrated into our classes in grades 3-5 for qualified students in the school. In the spring, students in second grade are screened and tested for possible participation in the GATE Program.

Identified students are provided an appropriate education, which is challenging and motivational. Differentiated instruction, which involves higher level thinking skills and the use of problem solving strategies, is utilized in the regular classroom.

HOMEWORK GUIDELINES

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 drills (math facts, spelling words), 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.

On average, homework for students should take about 10 minutes per grade. In addition, students at the elementary level are encouraged to read or be read to 20-30 minutes each day.

A high degree of parent involvement is required in kindergarten and 1st grades while it is requested that parents check the homework in grades 2-5. More parent involvement may be required on some special project and reports.

Information about homework expectations will be communicated yearly at Back-to-School Night, parent conferences, through classroom newsletters, phone calls, students and/or through cover sheets/weekly packets/agendas/planners/MOOSE folders. Suggestions as to how to best help students allocate time and successfully complete homework shall be communicated at the same time.

An effort grade will be given for homework in kindergarten and 1st grades, and in 2nd-5th grades, homework may be reflected in the academic grades.

While some online work may be assigned in the areas of research, Think Central, MIND Institute, and Reading Eggs, students who do not have access at home, will be given access at school or online assignments may be optional. Written materials are available through the Cullen library and classroom.

It is recommended that any parent who finds that their child is taking an unreasonable amount of time to complete homework contact the teacher to discuss the situation and see if they can't come to some sort of a resolution to decrease the time to a reasonable amount.

Students who are absent will be given time to complete missed assignments. 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 dialog 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.
- Read some more!

LIBRARY

The school library is designed to promote literacy and support the instructional program for students at Cullen. All students visit the school library on a weekly basis to check out books for pleasure and for use with class projects. The school library is also used as a reference center under the direction of the teacher during class time. 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 must treat them with care.

PHYSICAL EDUCATION

Physical education is required by state law and is included as an integral part of the instructional program for all students at Cullen. Teachers of transitional kindergarten through grade three plan and implement a physical education program for their students that 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 four and five is planned and implemented by a district P.E. teacher. All students are expected to participate in the program which also is aligned with the Physical Education Framework for the State of California. P.E. for fourth and fifth graders focuses 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.

Fourth and fifth grade P.E. lessons are held every other day, alternating with the vocal and instrumental music program. It is important for students to remember this schedule as they must remember to dress appropriately on P.E. days. (If students abide by the dress code as described in this handbook, they will be dressed appropriately for P.E.)

Excused from P.E.

If a student is unable to participate in P.E. 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 P.E. teacher to insure clear communication with the P.E. teacher. It is important to note that the school office cannot excuse students from participation in the P.E. program.

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 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 ongoing 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 Cullen parent.) Three to four meetings are held during the school year. All official meetings are open to the public and are announced by an agenda which is posted in the office window one week in advance of the meeting.

TECHNOLOGY

At Cullen School, in recent years we have been fortunate to upgrade our technology to enhance instruction and learning. There continues to be a growing emphasis placed upon technology use for all students and we are committed to growing as a school in our own expertise in technology. Thank you for all of your help and support in keeping Cullen abreast technologically.

We anticipate that future fund raising efforts will be needed for the purposes of keeping our technology up to date and in good condition. Additionally, staff will continue to look for opportunities to attend technology related conferences and then share their learning with students and staff. We all look forward to learning from our teacher leaders throughout the next year and reaping the benefits of their knowledge and expertise.

VOCAL AND INSTRUMENTAL MUSIC

All students in grades four and five participate in the district music program. Early in the year, students must decide whether to take classes in vocal or instrumental music. Each group participates in a vocal or instrumental concert later in the school year. This concert includes music students from throughout the district.

Classes are held every other day, alternating with the physical education program. It is important for students to remember this schedule as they must remember their musical instruments on music days. When a 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.

In the past, there has been an ongoing problem with students forgetting to bring their instruments. If a student forgets their instrument, they will attend the music class, practice fingerings and listen to the instruction. If the student regularly forgets the instrument, the music teacher will contact the parents about the problem. (Grades for these classes are included on the report card.)

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 cafeteria; however, students are encouraged to check the cafeteria on their way to music class.

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

Instrument cases look alike and students have inadvertently taken the wrong instruments. This creates much confusion for the office, music teacher, and family.

DISASTER/EMERGENCY AWARENESS PROGRAM (DEAP)

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

A committee consisting of staff and parents exists to analyze and improve the plan on a regular basis. Each year, significant 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 designated to ensure the welfare and safety of the students and staff during school hours.

As part of the plan, each classroom is equipped with a DEAP backpack, which includes a small first aid kit for minor injuries, class lists, emergency cards, and activities for the students to help them remain as calm and comfortable as possible while detained at the school. In addition to classroom supplies, 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.

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 your online Aeries portal account. This account can be updated at any time throughout the school year.

The Parent Teacher Association (PTA) contributes significantly to the DEAP Program through its gifts of time, supplies, and resources. The staff is greatly appreciative of their efforts and volunteerism. If you would like to donate your services or resources with respect to disaster preparedness, please call the school office.

ALERT! IN THE EVENT OF AN EMERGENCY DURING SCHOOL HOURS, YOU WILL NEED TO CHECK OUT YOUR CHILD AT THE CHECKOUT TABLE SET UP NEAR THE EVACUATION SITE. 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.

EXTENDED DAY CARE PROGRAM

The Extended Day Care Program is coordinated at the district level and housed at each of the elementary schools. The program provides quality after-school care and serves as an extension of the school day. Day Care is available before and after school from 7:00 a.m. until 6:00 p.m. for students in grades TK-5.

Fees, which are payable monthly, are \$25 per day for the first child and \$24 per day for each additional child in the same family. If you are interested in this program for your child(ren), please contact the Extended Day Care office at (626) 852-4586 for more information.

HEALTH SERVICES

Health Services for students at Cullen 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 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.

PARENT TEACHER ASSOCIATION (PTA)

The Parent Teacher Association (PTA) at Cullen very actively supports the educational process for all students. In fact, in recent years, Cullen's PTA has been recognized for its valued efforts through the awarding of State and National honors. In accordance with the National and California State PTA, its objectives are:

1. To promote the welfare of children and youth in home, school, community and place of worship.
2. To raise the standard of home life.
3. To secure adequate laws for the care and protection of children and youth.
4. To bring into closer relation the home and school, that parents and teachers may cooperative intelligently in the education of children and youth

5. To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

Among the activities and programs, the PTA has helped to sponsor recently are: room representative program and classroom parties, school spirit days, school yearbooks, two annual book fairs, enrichment assemblies and programs for students, field trips, equipping classes with emergency supplies for disaster preparedness, fingerprinting for incoming students, and various fundraising activities. A well-developed Arts and Science Day is held each May.

Administrative and procedural decisions concerning PTA are handled by an executive board, elected by the general membership of the Association. The Board consists of the positions of president, vice-president, first vice-president/programs and assemblies chair, second vice-president/membership chair, third vice-president/ways and means chair, secretary, historian, treasurer, financial secretary, parliamentarian, auditor, and chairs of standing committees. Budget approval and major policy decisions are made by a vote of the general membership.

Membership in Cullen School PTA is open to any adult and requires the annual payment of a small membership fee. Joining the PTA 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 PTA, 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 at Cullen School.

For parents who are interested in active involvement in PTA, a variety of volunteer opportunities are available. PTA needs room representatives, parents to help with sales at various fund-raising activities, and those to serve as representatives to district programs such as Glendorans for Drug Free Youth and Disaster/Emergency Awareness Program (DEAP). Assistance is also needed in planning new activities such as after-school enrichment classes for students.

If you have ideas or time to contribute, please contact the PTA President by calling the school office and asking for her telephone number.

PARENT VOLUNTEERS

Please remember that it is important that you check in at the office before proceeding to the classrooms. All visitors will need a Driver's License or California ID to be scanned via the Raptor Security System, each time, before gaining entrance to the campus.

SPECIAL EDUCATION SERVICES

A variety of special education programs are provided for identified special needs students. These programs are made available through the coordinated efforts of the support staff at the district office and the Cullen team of professionals. We firmly believe that all students can learn; therefore, we strive to provide the appropriate learning environment for all students. Currently at Cullen, we provide a Resource Specialist Program (RSP) and Special Day Classes (SDC) for students who qualify for these programs. 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 difficulties 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 request an Intervention Support Team meeting with the grade level teachers and parent. The purpose of the meeting is to identify strengths and concerns of the child in question and to brainstorm strategies and interventions to address the concerns.

Should follow up be required, the Intervention Support Team will include the principal, the school psychologist, the speech/language therapist, the resource specialist teacher and/or the special day class teacher. The team will meet together to review the student's strengths and weaknesses and the responses to the strategies and interventions that have been implemented. In addition, they will give further advice regarding appropriate teaching strategies and interventions to use with the student. Usually, the team will meet again within two to three months to evaluate the effect of these interventions on the child's school success.

At the third Intervention Support Team meeting, formal testing may be recommended. Parental written consent is required for this formal testing. Upon completion of the testing, an Individual Educational Plan meeting will be held. In attendance will be the members of the Intervention Support 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.