

Parkmead Elementary

STUDENT/PARENT HANDBOOK 2021-2022



OFFICE HOURS

7:30 a.m. – 4:00 p.m.
1920 Magnolia Way
Walnut Creek, CA 94595

Phone: (925) 944-6858
Fax: (925) 939-2849

Table of Contents

Principal's Welcome	3
Vision and Mission Statement	4
Parkmead Elementary School: Learning Programs	5
Implementation of the Parkmead Learning Program	5
Evaluation of Students and Reporting to Parents	6
Extra Curricular Student Programs	7
Homework	7
Student Services	9
Staff-Community Partnerships	12
Supervision and Safety of Children	13
Transporting Students To and From School Grounds	13
Immunization/Physician's Report	14
Administration of Prescribed/Over-the-Counter Medication	14
Absence/Tardies	15
Permission to Leave School	15
Change of Address	16
Dress Code	16
Code of Behavior	16
Emergency/Disaster	21
Character Education	22
Parent-Teacher Partnership: A Guide to Volunteering at Parkmead	23
Communication	25
A Guide to Parkmead (Glossary of Terms)	28
Keyspot, Inc.	30

WELCOME TO PARKMEAD ELEMENTARY SCHOOL

MISSION STATEMENT

Parkmead Elementary School's Mission Statement

The mission of the Parkmead School Community is to equip our children to succeed in an ever-changing world, by fostering an environment that promotes discovery, innovation, creativity, leadership, and character

STRATEGIES

1. We will implement a challenging, integrated core curriculum that meets the differing needs of all students and is evaluated by a comprehensive assessment program.
2. We will use effective tools of communication to include all stakeholders in the development of a positive learning environment at Parkmead.
3. We will provide a safe, nurturing environment in which the Parkmead Community respects diversity, and demonstrates positive values.

For each strategy, action planning teams composed of a cross-section of school community members, develop a set of action plans, which include a description of work to be accomplished and by whom, timelines, budgets, and evidence of completion. The strategies and action plans are communicated to all members of the school community through newsletters, the Back-to-School Night program, and parent education events. Periodic reports on the strategic planning progress are made to the PTA membership, staff, and community. The Parkmead Advisory Committee (MAC) meets monthly and reviews progress towards accomplishment of the action plans.

PARKMEAD SCHOOL

School Plan for Student Achievement





COMMUNICATION
Parents will know what their children are learning and will be inspired to join in



LITERACY
Students will become avid and skilled readers, and writers.



CLIMATE
Parkmead will be a safe environment where students are supported academically, socially, and emotionally.



MATH
Students will become authentic mathematicians using a variety of strategies to solve challenging problems.



#engaged #Inspired #empowered

PARKMEAD ELEMENTARY SCHOOL: LEARNING PROGRAMS

The aim of the learning program at Parkmead Elementary School is to be an all-encompassing approach to education that seeks to build within each student a sense of responsibility, confidence, pride in accomplishment, and a positive self-image through academic achievement. The basic skills and academic tools are stressed.

Additionally, the school strives to teach young people standards for appropriate behavior, through consistent expectations both in the classroom and on the playground. The total cooperation of home and school is essential to ensure the best possible learning environment for all students.

Parkmead places heavy emphasis on the basics of reading for fluency and comprehension, oral language, written language (grammar, writing, spelling and handwriting), and mathematics, accompanied by a solid curriculum in science and social studies. Other integral parts of the instructional program include music, art, physical education, and “learning tools,” such as research using printed materials, CD Rom, and the Internet. Students also use the following techniques: outlining, note-taking, oral presentation, word processing, and multimedia.

IMPLEMENTATION OF THE PARKMEAD LEARNING PROGRAM

The classroom teacher provides the necessary standards based instruction of curriculum in English Language Arts, Mathematics, Science, History and Social Science, and Physical Education. The teacher initiates, directs, and supervises the instruction. The use of district-selected textbooks and appropriate activities ensures presentation of grade-level skills and concepts. Students are expected to do their work neatly, properly, and on time. They are expected to resubmit work as directed by the teacher. Teachers strive to provide instruction toward the highest individual achievement, and progress toward that goal is shared between school and home with trimester report cards. Each report signals student achievement in academics, citizenship, and study habits. The report card is standards based. Teachers provide differentiated instruction to meet individual needs. Grades TK-3 have a maximum of 25 students. Grades 4 and 5 currently have a maximum of 28 students.

GROUPING

Classrooms are balanced by a number of variables including the gender of the students, number of English language learners, lifeskills, learning abilities, and styles. The goal is to create a balanced classroom based on the above variables. Parents are invited to give input in the spring as part of the class placement process.

Whole-group presentation is one method of instruction. At times, however, the students work in various groupings within the class under the teacher’s direction. Students receive individual attention as needed. Enrichment and remedial activities emanate from the work undertaken by the group.

EVALUATION OF STUDENTS AND REPORTING TO PARENTS

Students are assessed in multiple ways: Summative Assessment occurs at the end of a unit of study or period of time; Formative Assessment is evaluation that is ongoing to increase effectiveness of instruction. Below is a list of the trimester summative assessments that all teachers at each grade level use. In addition, many teachers keep a portfolio of student work as formative assessment to inform instruction.

In addition to these assessments, teachers complete a standards-based report card, which summarizes students' progress toward meeting the California standards for that grade level.

Multiple Measures Used for Student Assessment in Reading, Writing and Math

Kindergarten	Running Record Early Literacy Survey Writing Prompt Math Test
First Grade	Running Record Early Literacy Survey Writing Prompt Math Test
Second Grade	Running Record Sentence Dictation Writing Prompt Math Test
Third Grade Fourth Grade Fifth Grade	Running Record Writing Prompt Math Test

EXTRA CURRICULAR STUDENT PROGRAMS**Student Leadership**

Students in grades 4-5 interested in school leadership participate in student leadership. The students coordinate a variety of programs during the year that includes school-wide spirit days and community outreach events. A teacher and the principal are the Student Leadership advisors.

After School Enrichment Programs

PEP, our after school enrichment program is run by PERC. Every Trimester a variety of different classes are provided for after school, such as, piano, guitar, Spanish, art, drama and dance to name just a few. The courses offered will vary. This program is prepaid by those who wish to participate.

HOMEWORK

Teachers will be responsible for seeing that homework assignments are given on a regular basis and for assuring that they are appropriate to the needs and skills of the students. Homework should not be a frustrating experience, nor punishment for the student. Parents should feel free to contact the school with any questions that arise concerning homework.

Assignments may be given four days a week. Average amounts of time required for homework assignments including reading will be as follows:

Grades TK-1 – 0 to 20 minutes, in addition to assigned reading

Grades 2-3 – 15 to 30 minutes, in addition to assigned reading

Grades 4-5 – 30 to 60 minutes, in addition to assigned reading

Homework Practices

Parents and teachers are viewed as partners in the academic, social and emotional education of their students. Best homework practices support families' attempts to balance these vital developmental needs during non-school hours.

Elementary and Middle Schools

1. Homework should be meaningful and purposeful.
2. Homework should reinforce concepts that already have been taught in class. No new concepts will be introduced through homework.
3. Teachers should differentiate when appropriate.
4. No homework should be assigned on the weekends or holidays outside of independent reading and make-up work. When long term projects are assigned, the amount of daily homework should be considered.
5. Work assigned should not require tools or technology that are not accessible at home or in the library.
6. Students and parents should be given adequate time to obtain required supplies.

7. *Suggested Guidelines for Parental Involvement in Homework* will be reviewed and provided to parents (see below).
8. Teachers in similar elementary grades or similar subjects (middle school) should collaborate to assign similar amounts and types of homework.
9. Teachers will work together by grade/department to calendar major projects.
10. Teachers need to be clear with students and parents as to how homework will be assessed (checked, graded).
11. Homework should be a relatively minor percentage of the grade in a standards-based system.
12. Late work should be accepted within a reasonable time frame and given partial credit.
13. Consideration should be given to the value of an “F” and the percentage that should be assigned to that grade (Middle School).
14. Parents are encouraged to work cooperatively with the school and to contact their classroom teacher should homework issues arise.

Suggested Guidelines for Parental Involvement in Homework

Parents are encouraged to:

- Ask their child about what the child is studying in school
- Ask their child to show them any homework assignments.
- Assist their child in organizing homework materials
- Help their child formulate a plan for competing homework
- Provide an appropriate space for their child to do homework

Parents may, if they wish:

- Help their child interpret assignment directions
- Proofread their child’s work, pointing out errors
- Read aloud required reading to their child
- Give practice quizzes to their child to help prepare for tests
- Help their child brainstorm ideas for papers or projects
- Praise their child for completing homework

Parents should not:

- Attempt to teach their child concepts or skills the child is unfamiliar with
- Complete assignments for their child
- Allow their child to sacrifice sleep to complete homework

Make-up work – The superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

Walnut Creek ESD AR 6000 6154 Instruction

Walnut Creek ESD BP 6000 6154 Instruction

STUDENT SERVICES

Parkmead's learning program uses district, school, and PTA support services, which are described below. The learning programs follow specific policies and directives established by the governing board of the school district.

Cafeteria

All TK – 5th grade students eat lunch in the cafeteria. Milk is available at a low price for those who bring their lunches. A hot lunch is served each day. Monthly menus are posted on the school district website. A student may bring money each day or may use the automated payment system, which electronically deducts the price of the meal from the student's account. To open and maintain an account, make checks payable to the Walnut Creek School District.

The cafeteria personnel provide for a lunch loan when a student has neither money nor a bagged lunch. The loan is extended for one day only. All loans must be repaid before report cards are sent home.

Free or Reduced Price Lunches

If you feel that your child is eligible to receive this service, please secure the appropriate form from the school office. Complete the information requested and return the form to the office. All information is kept in confidence.

Lost and Found

Students should label their belongings and accept responsibility for them. Labeling is important because so many clothing articles are identical. Check with the office for the location of found articles, which may be claimed by the student or a parent. Articles left when school closes are given to a charitable organization one week following winter break and one week following the end of school.

Assemblies

Students attend assemblies throughout the year, to celebrate the writing of local authors, or their fellow students, listen to music, and other educational opportunities.

Assembly rules:

- ◆ Students should enter the multipurpose room escorted and directed by their teachers and should sit in designated areas.
- ◆ Applause is the only acceptable way to show appreciation.
- ◆ Students must be quiet, orderly, and attentive when others are speaking or performing. They may join in when asked.
- ◆ Students should return quickly and quietly to their classrooms when dismissed.
- ◆ Students should follow their teacher's directions.

Instrumental Music

Students in grades 4 and 5 may participate in the instrumental music program. Students meet twice a week and participate in a district sponsored evening band concert in late May at Las Lomas High School. Instruments include clarinet, saxophone, flute, trumpet, trombone, baritone, tuba, and drums. A limited number of instruments can be borrowed from the school district. Please check with area music stores for details of rental and purchase plans.

An instrumental music participation application will be sent home with interested students. Please return this form to school if you are interested. Be aware that students who take instrumental lessons will miss some classroom lessons. The classroom teacher should be consulted regarding the student's ability to maintain acceptable standards of work while enrolled in this special program.

Resource Specialist Program

A resource specialist and aide offer remediation, tutoring, and diagnostic assessment in reading, language arts, and math to K-5 students with learning disabilities. Students must demonstrate a significant discrepancy between ability and achievement to be included in the program.

Section 504 of the Rehabilitation Act of 1973

Parkmead Elementary School complies with Section 504 of the Rehabilitation Act of 1973. In order to qualify for a Section 504 accommodation plan, a child must have a *“mental or physical impairment...that substantially limits a major life activity”*. If you need more information, please see the principal.

Speech and Language Program

The speech and language teacher at Parkmead screens students for speech and language problems at the beginning of the year. Parents or teachers may refer students for testing at any other time during the school year.

Health Services

The district provides a part-time nurse to audit immunization and health records, arrange vision and hearing testing, and provide health education services.

Psychological Services

The services of a school psychologist are available to students, parents, and teachers to address the unique development needs of students. Parents and staff members typically initiate these services after completing a Student Study Team conference.

English Language Development

The state funds the English Language Development Program (ELD). Students are tested annually to qualify for the program and parents are notified of student participation in the program. Regular Classroom teachers teach ELD

LLI The Levelled Literacy Program is designed to assist the students needing support to continue reading progress. Parents are informed of their students participation in the program by the school principal. LLI is taught by a certificated teacher with specialized training in providing reading support for all grade levels.

Counseling

The Drug, Alcohol, and Tobacco Education (DATE) program, together with the City of Walnut Creek and the Walnut Creek School District, supports part-time counseling services. Parents, the principal, and teachers may refer a student for counseling services. Students referred for counseling must have written parental permission before entering the program.

Home and Hospital Instruction

A home teacher is provided by the school district for those students who are unable to attend school for an extended period of time due to illness or injury. You must apply for a home teacher through Parkmead to the district office and a statement from the student's doctor must accompany the application. An absence lasting fewer than two weeks is usually not sufficient to qualify for a home teacher.

Library Media Center

The Library Media Center (LMC) is automated and uses bar codes for circulation of materials and for inventory. The LMC is also equipped with computer work stations for student projects and research activities. The LMC is equipped with a WIFI. The Library Media Specialist coordinates the LMC's programs. Students receive weekly library experience.

STAFF-COMMUNITY PARTNERSHIPS

The school cannot function without cooperation, support, leadership, and two-way communication between its entire staff and the community. Parent volunteers and specialists further assist in the enrichment of the educational programs. They assist the teacher with an array of enrichment and support activities. Parent volunteers are used at the discretion of the individual teacher and by the resource staff.

Parent-teacher conferences are held at the end of the first trimester for all students. Teachers and parents may have additional conferences when the need arises. Please see the school calendar on the school website for fall conference dates.

Parkmead is fortunate to be supported by the following active working committees. These committees include teachers, the principal, parents, and community members.

Parkmead Site Council

This group considers program needs and equity when developing and implementing the School Improvement Program (SIP) budget.

English Language Advisory Committee (ELAC)

ELAC has been formed to address issues concerning the English Language Learners. One member from ELAC is a member of MAC.

Strategic Planning Team

The Parkmead Strategic Planning Team established a mission statement, conducted a needs assessment, and developed strategies to improve and accelerate student learning. Action teams then translated the strategies into action plans and submitted plans and a budget. Please refer to Parkmead School's "Vision and Mission Statement" on page 6 for an explanation of the current strategic plan and its strategies. Also, the school office has a current copy of Parkmead's strategic plan.

Parent Teacher Association - PERC

Parkmead has an active Parent Teacher group. Membership includes both parents and staff who play a major role in site-based decision making. PERC is the fundraising arm of our parent groups which help support the school-wide character education program, support technology and the purchase of computers and software, instructional materials, classroom materials, books and community outreach events. The PERC also sponsors our after school enrichment program, PEP.

SUPERVISION AND SAFETY OF CHILDREN

Playground Supervision: School personnel supervise the playground Monday through Friday from 7:50 a.m. to 8:10 a.m. and at regularly scheduled recesses. **There is NO staff supervision before 7:50 a.m. or after 2:45 p.m. for Grades 1-5.** Students who walk or ride bicycles to and from school are to leave the school grounds for home immediately after dismissal. **Teachers supervise students in the pick-up areas at the front of the school and on Azalea Lane only following dismissal.**

Your promptness in picking children up after school is very important. Please do not allow a lower grade student to remain unattended at school while waiting for a sibling's later dismissal. Parents are responsible for supervising their children on the playgrounds during non-school-supervised times. **Unsupervised students on campus during these times will be taken to the office to contact parents by telephone.***

For reasons of safety and supervision, children should not arrive at school before 7:50 a.m. nor remain at school after dismissal unless enrolled in Keyspot or participating in another supervised activity. Keyspot is open to assist parents with childcare during unsupervised times. Keyspot can be contacted for rates and availability at (925) 939-1543.

Telephones are for school business. In an emergency, a student may get permission from a staff member to use the phone (i.e., a ride home, changes of clothes, etc.).

TRANSPORTING STUDENTS TO AND FROM SCHOOL GROUNDS

Please follow the parking lot rules:

- ◆ Drive with caution to and from Parkmead, observing speed limits.
- ◆ Be a courteous driver. Never block the flow of traffic.
- ◆ Pick up is only in the yellow zone and never in the second lane, which is the through lane.
- ◆ The second lane is for moving vehicles only. Children are not allowed to walk between cars parked in the yellow zone. If there are no parking spaces in the yellow zone, remain in the pick-up line and move to the yellow curb when other cars move away.
- ◆ **Never leave your car unattended in the yellow/red zone during pick-up and drop off.**
- ◆ When you have collected your child, immediately move your vehicle away from the yellow curb to make space for another driver.
- ◆ Educate your child to be prepared for a pick-up. The front lawn is not for playing at dismissal time. Children should be taught to look for their ride home.
- ◆ Move your vehicle forward along the yellow curb when space permits.
- ◆ Do not engage the yard duty teacher, the principal in a conversation while they are on parking lot duty. They are present to control traffic and supervise the students.

IMMUNIZATION/PHYSICIAN'S REPORT

No student may attend school without proof of immunization against certain communicable diseases. This is a strictly enforced state law. Students must be excluded from attendance if the record is not presented before admission.

In addition, all first grade students must present a Physician's Report of Student Health (physical exam). The exam may be scheduled any time within 18 months of entry into first grade. It is recommended that incoming kindergartners have the exam shortly before beginning school. First grade students who do not comply with this requirement will be excluded from attendance.

The following immunizations are currently required for school admission:

- ◆ POLIO (Trivalent Oral – TOPV): 4 doses at any age, but...3 doses meet requirement if at least one dose was given on or after the 4th birthday.
- ◆ DIPHTHERIA, TETANUS, PERTUSSIS (DPT): 5 doses at any age, but...4 doses meet requirement if at least one dose was on or after the 4th birthday.
- ◆ MEASLES, MUMPS, RUBELLA: 2 doses, both on or after the 1st birthday. Second dose must contain measles vaccine.
- ◆ HEPATITIS B: Three doses.
- ◆ VARICELLA (Chicken Pox): 2 doses or health care provider documented varicella disease or immunity.

ADMINISTRATION OF PRESCRIBED/OVER-THE-COUNTER MEDICATION

California Education Code, Section 49423 states: Any pupil who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives (1) a written statement from the physician detailing the method, amount and time schedules by which such medication is to be taken and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement. Forms can be found on the district website or in the school office. If we do not have the above written permission, we will be unable to administer any medication to your child.

All medications must be sent to school in the original pharmacy container with student's name and administration instructions clearly labeled.

Absolutely no medications, prescribed or over-the-counter, are allowed in student's backpacks at any time. This includes cough drops or sore throat medication.

ABSENCE/TARDIES

Reporting an absence: When your child is absent, for any reason, we ask that you call the office 24 Hour Attendance Line 925-944-6863, and let us know why your child will not be attending school. If a call is not made, we are required to call you. When leaving a message please state your child's name, teacher and the reason for the absence. You may also send an email to pmattendance@walnutcreeksd.org, if this is more convenient for you.

A parent whose child has a communicable disease should contact the school office or teacher **IMMEDIATELY** so that other parents may be notified of the possibility of contagion. Examples of communicable diseases are chicken pox, measles, strep throat, impetigo, pink eye, whooping cough, and head lice.

If your child is ill, please keep him or her home until he or she is well and ready to function alertly in a school setting. A student should not return to school until they have been fever free for 24 hours, without the use of fever lowering medication. This benefits your child and other students.

Parents and teachers working together can ensure that all work missed during an absence is completed. Parents should make an appointment with the child's teacher to pick up assignments and books necessary to keep the child's work current.

Independent Study Contracts: If you know that your child will be absent from school for a length of time (five days or more), please contact the office and your child's teacher, in advance (2 weeks), to make plans for independent study during the absence. The contract and all assigned school work are due when your child returns to school. By completing the contract your child's absence is not considered unexcused. **Make-up assignments, however, are no substitute for the instruction received during regular classroom attendance.**

Tardies: When your child is late to school, for any reason, your child must sign in at the office before going to the classroom. It is very important that your child arrives on time. Being tardy can be disruptive to the entire class and interrupts valuable instructional time. When your child needs to leave school early, for any reason, you must sign them out in the office.

Truant: It is district policy that a student who has 10% or more unexcused absences or tardies (unexcused tardy is 30 minutes late or more) is considered truant. You will receive a truancy letter from the office when your child exceeds three unexcused absences or tardies. Vacations are considered unexcused absences.

PERMISSION TO LEAVE SCHOOL

If your child must leave school during the day, please contact the school office in advance. Students need to be signed out in the office by an adult.

CHANGE OF ADDRESS

It is important that we have the most up to date information as soon as possible in case of an emergency. If anyone has moved, changed phone numbers, place of employment, physicians, etc.. Please make sure you notify the office. When a change of address or phone number is given, you must show proof of current residency at the time of the change.

DRESS CODE

Parkmead believes that appropriate dress and grooming contribute to a productive learning environment. Parkmead expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

CODE OF BEHAVIOR**Responsive Classroom**

The Responsive Classroom approach to teaching consists of a set of well-designed practices intended to create safe, joyful, and engaging classrooms and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs.

Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

Guiding Principles

The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach:

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.

- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
- Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Be Safe ~ Be Responsible ~ Be Respectful

Discipline Guidelines

All students at Parkmead School deserve an orderly environment to maximize learning. The staff has devised discipline guidelines to assist students, staff, and parents in managing standards of behavior.

The staff recognizes that keys to the implementation of any code of behavior are:

- ◆ Concern for the health, safety and welfare of the students
- ◆ Mutual respect among all people involved in the educational process
- ◆ Firmness, tempered with patience, understanding and practice

This handbook spells out school, playground, and cafeteria rules and the consequences for breaking those rules. Consistency by the staff is a vital factor in maintaining a happy, healthy, and safe school environment, but the cooperation of parents is just as crucial.

Students who choose to misbehave will experience appropriate consequences.

Student Behavioral Expectations

Each student will:

- ◆ Be prompt for class
- ◆ Follow classroom rules
- ◆ Behave with courtesy and respect toward teachers, other adults, and fellow students
- ◆ Keep the school and grounds neat and clean
- ◆ Walk (not run) in hallways, breezeways and walkways
- ◆ Walk bicycles when arriving on campus

Students at Parkmead will not:

- ◆ Use profane language or gestures
- ◆ Fight with, intimidate, harass or threaten others
- ◆ Bring toys, electronic games or playground equipment to school
- ◆ Bring dangerous objects, like knives or guns to school
- ◆ Damage school, individual, or neighborhood property
- ◆ Chew gum on campus

School Safety Rules

- Be respectful of each other and school property at all times.
- Keep hands and feet to yourself at all times.
- Students are not allowed to linger in the hallways before school or during recesses.
- There is no playing in or around the bathrooms.
- Always stay in sight of a yard duty person.
- When the bell rings, balls must be carried back to the cart.
- Running games and kicking balls are allowed on the field only.
- Bounce balls on blacktop and ball wall only.
- No dodge ball during recess or lunch.
- Play equipment of any kind should not be brought from home.
- Snacks are to be eaten in designated areas only.
- Keep school campus clean.
- Bikes, skateboards, and scooters must be walked while on campus.

Consequences:

1. Time out
2. Referral to office
3. Regular classroom teachers will be notified when necessary.
4. Parents will be notified if a child habitually endangers others on the playground.

Play Structure Rules

- Walk in the artificial turf area.
- Only one person on a swing at a time.
- Swing back and forth, not side to side, no spinning
- Hold on with two hands, sit on the seat.
- Stop to get off and give the next person in line a “high five”
- When others are waiting, each student can have 20 full swings before sharing

Slides

- Slide one at a time
- Slide down feet first only
- No going up the slide, or climbing on the sides of the slide.
- Sit up on your bottom

Wiggle Walk

- Only one person on each pad
- Pads are for walking only, no sitting
- Take turns, no pushing or blocking of others
- Students should move in the directions of the arrows on playground diagram.

Climbers

- Keep hands below the top edge on the clear climber
- Stay off the top of the climber and the shade structure

- Climb to the top and down on the same side. No climbing over the top or jumping off.
- Never grab or pull on someone.

Lunchroom

- Use restaurant voices and manners.
- Students are free to choose where they would like to sit.
- Students should sort their waste properly: recycle, compost or trash
- A separate “Nut Free” table will always be provided

Bicycles

Although the school recommends that a child be in third grade, it is the parent’s responsibility to determine at what age their child is ready to ride a bicycle to school. Students should be provided with a sturdy bicycle lock, as the school is not responsible for loss or damage. Upon reaching the school grounds, riders should dismount and WALK their bicycles to the bicycle rack. Bicycles should remain locked during the school day and should not be ridden on campus. Bicycle racks are located in front of the office. Please remember: State law requires that children wear helmets when riding bicycles, scooters, or skateboards.

Cell Phones

Students may carry a cell phone. The cell phone must be kept in the student’s backpack and turned off during the school day. If the cell phone is taken out during school or the use of it interferes with school activities in any way, school personnel will confiscate the cell phone until the end of day . It will be held in the office until the end of the school day and then released to the child’s parent. School personnel are not responsible for damaged or lost phones.

Smartwatches

Students may wear a smartwatch. During the school day, the watch may only be used to tell time - no other features may be used. If the watch interferes with school activities in any way, school personnel has the authority to confiscate the watch. It will be held in the office until the end of the school day and then released to the child’s parent. School personnel are not responsible for damaged or lost phones.

No Wheels

During school hours - Walnut Creek School District Board policy prohibits riding vehicles on campus including bicycles, scooters, skateboards, Heely’s and rollerblades. This “No wheels on campus policy” is fully enforced at Parkmead. Students may “ride” to and from school on “wheels” but walk onto the campus.

Toys

Toys, trading cards, electronic games, and other personal items are not allowed at school, except with permission from the classroom teacher. If your child brings something to school for sharing, he/she must have permission from the teacher and must keep the item in his/her backpack until sharing time. Sharing items are not allowed outside during recess. Toys

allowed at Free Play Friday at Keyspot, but toys must stay in backpacks until Keyspot time after school.

CONSEQUENCES FOR BREAKING SCHOOL RULES

Students who do not follow school rules may receive an “I Choose to be Responsible” form to complete. Reflection time will be given to the student. Other consequences may be given based on the severity and/or frequency of the inappropriate behavior. Students take the “I Choose to be Responsible” form home. Parents sign and the student returns the “I Choose to be Responsible” form to the classroom teacher or principal.

A disciplinary referral is given for serious infractions or for continued noncompliance. In addition the student will be given consequences (e.g. no recess, or loss of a preferred activity).

It may be necessary to withdraw the student from the classroom for a portion of the school day. The student may be sent home early or kept on campus for an in-school suspension. Students and parents will be notified on an individual basis about the procedure of in-school suspensions that require withdrawal from the regular classroom.

Suspension Procedures

It is the intent of the Walnut Creek School District that each student receives needed support services to develop acceptable social and emotional behavior through positive self-esteem. However, it is recognized that situations and circumstances could dictate that the suspension or expulsion of a student is in that individual’s best interest in impressing upon him/her the seriousness of an act; or required for the safety and well-being , and/or learning environment of other students.

Suspension is imposed for serious discipline infractions or repeated acts of misconduct when other means of correction have failed to bring about proper behavior. It is not meant as a form of behavior modification, but as a method to remove students for serious infractions, restore a proper educational environment, address law, and ensure official documentation of events. The student will be informed of the reason for the suspension and shall be given the opportunity to present his/her explanation of the incident.

At the time of the student’s suspension, a staff member will make a reasonable effort to contact the student’s parent/guardian in person or over the telephone and mail or give the “Official Notice of Suspension” to the parent/guardian. This notice will contain each of the following: a. An explanation of the incident leading to the suspension. b. The date and time when the student will be allowed to return to school.

On-Campus Suspension (OCS): The student is removed from the classroom and placed in the office or another classroom.

EMERGENCY / DISASTER

Several types of drills are held on a regular basis to help children and staff learn and remember emergency procedures, practice an orderly exit from the building and maintain a calm attitude in the case of a real emergency or disaster.

Should an emergency/disaster occur during school hours, children will be supervised at school until they are picked up by an adult designated on the student's emergency card. Parents will be directed to the area where children are located. All students will hold a copy of their emergency card. Parents/authorized adults can sign the child out and the emergency card will stay with the supervising staff member. Because children cannot be released to unauthorized persons, it is recommended that several names of friends or relatives in the area be listed on the emergency card. Identification may be requested.

DRILLS

Evacuation Drills include Fire and Earthquake: Students leave the classroom in an orderly fashion, following the teacher with the emergency backpack, and report to the field class station. The door is closed and locked. At the muster location, teachers take roll and report any injuries/needs to the command station.

Fire: A loud shrill alarm is triggered. Students evacuate to the field and classroom doors are closed and locked so students do not return.

Earthquake: An intercom call is made "Duck, Cover, Hold" to signal the beginning of this drill. Students are directed to duck and cover until it is determined safe. A second intercom call signals evacuation to the field. Once everyone is safely evacuated, doors to the classrooms are locked to ensure that people do not return to damaged buildings.

Non-evacuation drills include Shelter-in-Place and Intruder: Students are directed to stay inside if they are already there and if outdoors to report to the closest classroom. All doors are locked from the inside and all blinds/curtains are closed. Staff/students listen for announcements and need to stay indoors.

Shelter-in-Place/Intruder: An intercom command of "Shelter-in-Place" repeated several times will alert staff and students to a potentially dangerous situation. At this time a sound of pulsating bells will follow. Once the bell is stopped, an "All Clear" bell will ring, as well as an "All Clear" announcement given.

Character Education

Character Counts

A strong character education program in school coupled with modeling at home provides the essential foundation for students to achieve their personal best. In an effort to support character education, our district in cooperation with the Walnut Creek Police Department has adopted the Six Pillars of Character as our consistent community wide approach to teaching and reinforcing strong character traits.

Trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

Visit <http://www.charactercounts.org/> for more information about this program used in our district.

**PARENT-TEACHER PARTNERSHIP:
A GUIDE TO VOLUNTEERING AT PARKMEAD**

Volunteering your time and talents in the classroom benefits your child, the school and you – it's challenging, personally rewarding and fun. Volunteering creates a natural bridge between home and school. Children love to see their parents in their classrooms. Your presence demonstrates that education is important to you and promotes a positive attitude towards learning. No previous experience is required: enthusiasm, dedication and a desire to learn are the most important job qualifications. A sense of humor is at times helpful too. Volunteers are asked to complete the Volunteer Training Module currently available online. Visit <https://forms.gle/no5SrMLxQCKzpSs5A> . Parents will be verified and receive a credential to wear while on campus.

On Your Workday

A modest paper trail documents volunteer time spent onsite. When you arrive at school to volunteer, please sign in at the school office and wear your volunteer credentials. The name tag must be visible to all school personnel and to the children. **It is imperative that the office knows who is on campus in case of a school-wide emergency.** If for some reason, you are unable to meet your volunteer commitment, please make every attempt to find a substitute to work in your place. (A list of classroom substitutes should be available from your teacher.) The children and teachers rely on the dedication and commitment of parent volunteers; a volunteer's absence is always strongly felt.

Becoming a Member of a Professional Team

When you assume the responsibility of volunteering in the classroom, you must agree to adhere to the code of ethics that binds together professionals working in the field of education. Professional discretion prohibits discussing students, teachers, or internal school affairs outside the classroom. Sensitive issues should be referred to the teacher or to the principal, always respecting the need for confidentiality.

In the Classroom

Parkmead School teachers are experienced in working with volunteers of varied backgrounds and interests, and they value both the assistance and the enrichment that the parent talent pool brings to the classroom.

To help parents succeed as volunteers, the following guidelines have been developed to provide a foundation for positive adult/student interactions.

Listen actively and expect active listeners: The teachers use attention-focusing techniques, such as having the children raise their hands until the whole class is silent. Make sure you have everyone's attention before proceeding. A child needing assistance should be helped one-on-one; try to get down to the student's eye level when communicating.

State directions using positive language and convey expectations clearly: Statements such as, “Today we’re going to...” and. “I’d like to see...” are effective. Instead of telling learners, “Don’t do it that way,” try illustrating what you don’t want by asking them, “Is this the way?” and respond to the chorus of “Nooooos” with another positive statement: “That’s right!” Don’t be afraid to let students take risks and make mistakes.

Praise effort and acknowledge success: “I can see you’re really trying...Good effort... You’ve done really well...” are all confidence-building phrases. Be sure to take the time to express interest in a student’s completed work before starting another activity.

Some words to live by: People, especially young people, thrive on praise. These are just a few phrases that expand the vocabulary of positive feedback beyond “Good,” “Very Good,” and “Fine.” They seem to work best if applied early, often, and from the heart:

That’s great thinking.	I like the way you’re working.	Keep up the hard work.
I like your attitude.	What neat work.	Good effort.
You should be proud.	Clever thinking.	I appreciate your help.
Very creative.	That’s a good observation.	Very interesting.
I like your idea.	Thank you very much...	You’ve made a good point.
You really showed your understanding.	Very clear explanation	You really thought that through.

Avoid direct comparisons of students’ work: Children will sometimes compare work on their own. Try to re-direct student competition to avoid a win/lose scenario. “Yes, Chris has done a really good job. I like the way you have done such-and-such...” A simple, non-judgmental reminder, “We don’t use put-downs,” can help, too.

Try to end the session on a successful note: Emphasize the successes of the lesson or project: “I can see how much you enjoyed... I like the way everyone tried...”

Trouble-shooting: A proverbial ounce of prevention, used to head off a developing problem, is worth a pound of cure spent trying to salvage a meltdown situation. Serious problems should be referred back to the teachers. Not only have they seen it all before, the teachers have at their disposal all the effective tools of their trade. Not the least of these tools is a sense of confidence about the job, and in time, volunteers acquire that, too.

COMMUNICATION

Close home-school communication is important. The following is a list of the many ways the teachers, the school administration, PERC, and parents communicate information. A more detailed description of each item appears in the following section, **“A Guide to Parkmead”**.

- ◆ Parkmead School Live Stream on our website for up-to-date information
- ◆ PERC Weekly eNews
- ◆ WEB Page for WCSD (www.walnutcreeksd.org)
- ◆ Monthly PERC General Meetings
- ◆ Classroom Newsletters, Websites, and emails
- ◆ Parent-Teacher Conferences
- ◆ Back-to-School Night
- ◆ Parent Education Events
- ◆ Hallway Announcement Boards
- ◆ Marquee

Parents with any suggestions or comments to improve communication should contact a teacher, the principal, or the PERC President.

A GUIDE TO Parkmead Education Resource Council (PERC) ~ Our PTO**PERC President**

The president presides over both General Membership Meetings, and Executive Board meetings, prepares the agenda, serves as the primary contact for the Principal, represents PERC at outside meetings, and coordinates the work of all the Officers and committees so that PERC's purposes are served.

Vice President PCS

The Vice President of Programming (PCS) assists the President when needed and, on a monthly rotating basis with the Vice President of Programming (PALS), carry out the President's duties in his or her absence or inability to serve. The Vice President of Programming (PCS) shall serve as the liaison between the teachers in the PCS program and the Board and handle any PCS program-specific needs for the School. In addition, Vice President of Programming (PCS) will be the lead for any committees set up to address any PCS specific programming or enrichment. The Vice President of Programming (PCS) office-holder must be a parent of a PCS student.

Vice President PALS

The Vice President of Programming (PALS) assists the President when needed and, on a monthly rotating basis with the Vice President of Programming (PCS), carries out the President's duties in his or her absence or inability to serve. The Vice President of Programming (PALS) serves as the liaison between the teachers in the PALS program and the Board and handles any PALS program-specific needs for the School. In addition, the Vice President of Programming (PALS) will lead a standing committee for PALS enrichment, to include Magic, International Dance, et al., and/or any new programming that PALS teachers feel is important to their program. The Vice President of Programming (PALS) office-holder must be a parent of a PALS student.

Vice President of Communications

The Vice President of Communications is responsible for communicating updates to the School community regarding events, announcements, volunteer needs, etc., and also fielding questions and inquiries from members of the School community. The Vice President of Communications will work closely with the Principal to ensure actions are streamlined and follow the guidelines of the Walnut Creek School District. In addition, the Vice President work with the Board and the Principal to make the best decisions as far as how information is communicated to the School community, including, for example, whether announcements for the School as a whole should be made directly from the Principal and/or the Board, and by what method of distribution. The Vice President of Communications shall also be in charge of the e-news, and shall distribute it directly on behalf of PERC.

Vice President of Events

The Vice President of Events is responsible for setting up event committees and committee chairs for school events that are not set up as a fundraiser. The Vice President of Events shall regularly update the Board, as needed and/or requested by other Officers, and represent the Board at event committee meetings. Additionally, the Vice President of Events shall engage

with School parents who, due to their own obligations, may not otherwise be inclined or able to participate in the School community by, for example, volunteering for events and/or in the classroom. The Vice President of Events shall also work to schedule specific inter-program events for parents designed to increase communal feelings and cohesion between the PALS and PCS programs. The Vice President of Events will work closely with teachers, principal, and staff to offer adequate parent group support at these events. A non-exhaustive exemplar list of events includes: Science Night, Science Fair, Book Fair, 5th grade graduation, and teacher appreciation week.

Vice President of Fundraising

The Vice President of Fundraising is responsible for setting up committees and committee chairs for fundraising events throughout the year. The Vice President of Fundraising is the liaison between those committees and the Board to ensure adequate oversight and support for our fundraising events. A non-exhaustive exemplar list of fundraising events includes: the Fall Carnival, the Walk-a-thon and the Auction

Secretary

The Secretary keeps records of PERC, take and record minutes, and send notices of meetings to the membership. The Secretary should make every effort to ensure a quorum will be present at any Regular or Special Board meeting. The Secretary also keeps a copy of the minutes (including committee minutes), bylaws, and any other necessary supplies, and brings them to the meetings if needed. In accordance with applicable law, the Secretary shall ensure a copy of the minutes for any Board meeting (Regular or Special) or any General Membership meeting (Regular or Special) is retained for future reference.

Parliamentarian

The Parliamentarian is responsible for ensuring that both Board meetings and General Membership meets are conducted in a timely and efficient manner, subject to these Bylaws. The Parliamentarian shall also be responsible for securing members to fill the Nominating Committee.

Treasurer

The Treasurer receives all PERC funds, keep an accurate record of receipts and expenditures, and pays out funds in accordance with the approval of the Board. He or she will present a financial statement at every meeting and at other times of the year when requested by the Board, and make a full report at the end of the year. The Treasurer in any particular year is expected to have served as the Assistant Treasurer during the prior year. The treasurer shall also be authorized to serve as the acting Secretary for all banking and financial matters.

Assistant Treasurer.

The Assistant Treasurer shall assist the Treasurer as requested. Additionally, the Assistant Treasurer shall shadow the Treasurer in order to learn the particulars of the School budget with an expectation that the Assistant Treasurer shall succeed to the Treasurer position the following year.

Auditor

The Auditor shall be responsible for completing an audit of financial payments and bank accounts at the end of each school year and presenting the findings to the Board and the General Membership. If the Auditor position cannot be filled each year, the Board shall, subject to available funds, hire an outside professional to complete the audit. In order to maintain the Auditor's independence to the greatest extent possible, the Auditor shall not be required to attend meetings of the General Membership or the Executive Board, and shall not count towards the total number required for a Quorum of the Executive

A GUIDE TO PARKMEAD (Glossary of Terms)**ADA**

Average Daily Attendance.

After School Enrichment Programs

The After School Enrichment program is run by Parkmead's PTA. Every semester a variety of different classes are provided for after school, such as, piano, guitar, Spanish, art, drama and dance to name just a few. The courses offered will vary. This program is prepaid by those who wish to participate.

Assessment Reports

Report cards.

CCC

The Community Coordinating Council was established by the Governing Board (see "Governing Board") of the Walnut Creek School District to provide the PTA/PTOB in each school an opportunity to coordinate their actions regarding district-wide activities. The CCC membership includes the PTA/Parents' Club Presidents, the principals, and a member-at-large of the PTA/Parents' Club from each school in the district. The PTA/Parent's Club President and parent member-at-large each have a vote on issues that require a resolution. The Superintendent of Schools, one Governing Board member, the immediate Past President of the CCC, and District Curriculum Director also act as advisors. Regular meetings are held on the 4th Tuesday of each month (except December) in the evening. Meeting locations rotate among the six schools. The primary purpose of the council is to coordinate activities, share information, and discuss innovative ideas that potentially affect all five elementary schools in the district, as well as Walnut Creek Intermediate (WCI).

Character Counts

Character Counts is a program sponsored by the Walnut Creek Police Department and is designed to help 5th grade children with the resistance of peer pressure with regards to the use of drugs and alcohol. They also teach the students to be responsible and respectful citizens.

Maker Club

The purpose of MakerClub at Parkmead School is to encourage and support exploration and creative thinking and building. It meets twice a week at lunch I the Maker lab. A limited number of spaces are available each lunch. Students request passes for the Maker Lab during lunch.

ELD

English Language Development.

Governing Board

The School Board of the Walnut Creek School District, more formally titled the Governing Board, has five members, elected for a four-year term by the voting residents of the district. For a list of the current members, contact the district office or the school office. The position of President and Clerk of the Governing Board rotates among the members annually. The Governing Board is responsible for the management of the district. It is responsible for establishing all the educational programs and curriculum as defined by the state guidelines, reviewing and revising as these guidelines change and evolve. The board authorizes alternative educational programs. It is responsible for the terms of employment of all district personnel: the superintendent, teachers, janitors, aides, and food service workers. It is also responsible for the onerous task of adopting the annual school budget, balanced for the current year and not affecting future budgets. Representatives from each school (the School Board Rep is a PTA committee position) attend school board meetings, and periodic summaries of the meetings are sent by the superintendent.

Health and Safety

The Health and Safety Committee of the PTO has two main responsibilities: 1) earthquake and disaster support, and 2) hearing and vision screening support. The school currently has a disaster plan that includes parents filling out an Emergency Information card at the beginning of the school year. These cards are then placed in backpacks that are in each teacher's room. The backpacks contain other basic supplies and are carried by the teachers during a school evacuation. The supplies in the backpacks are supplemented by first-aid supplies and food and water stored in an area outside of the main school buildings. The committee chairperson is responsible for maintaining the backpacks and supplies.

Students in certain grades are screened during the school year for hearing and vision problems. The Office manager is responsible for organizing volunteers to aid in the screening by walking with the children to and from the rooms being used for screening.

Events

The Events Committee is responsible for providing food and beverages at school functions, such as meetings, Back-to-School Night, Principal Coffees, and other special events. It is also responsible for two teacher luncheons, one during the first week of school and another during Teacher Appreciation Week.

Keyspot

Keyspot is a state-licensed on-site extended-day enrichment and recreation program. It is located on Azalea Circle. Keyspot provides before and after school care to Parkmead School's children in a well supervised, safe and familiar environment. Keyspot is open from 7:00 a.m. – 6:00 p.m., Monday through Friday providing before, during and after school care. Activities are geared for different age groups, and kindergartners have their own program. During the December and spring breaks, and during the summer, Keyspot runs a full-day camp program that includes field trips and summer swimming. If you need regular or drop-in before or after school care, call the director, Geoff Fontinilla,

Library Media Center

The Library Media Specialist provides continuity in the library program and also offers library media instruction to the students. Each class in the school has a library period scheduled each week. Parent volunteers are needed to help during these times. Additionally, in partnership with the City of Walnut Creek and the Contra Costa County Libraries, Parkmead School is able to borrow county library books for classroom projects and activities. The books are delivered by the Walnut Creek School District courier and are kept in the classroom for up to six weeks.

School Site Council

It is responsible for helping to develop, implement, and evaluate the School Improvement Program (see SIP) for Parkmead. This involves monitoring the SIP budget, establishing priorities, defining goals for each subject area, helping to fund programs based on those goals and yearly evaluation of progress in each program and goal area. The committee allocates SIP funds to support services unique to Parkmead.

Site Council is made up of parents and staff members. All residents of the school attendance area and all staff members are eligible for participation. Meeting dates are on the school calendar available on the Parkmead Website. Parents are encouraged to attend and share their concerns and views. The committee is a tool for communication between parents, staff and the principal.

Open House

Open house is an evening to celebrate your child's achievements and share his or her work, learn how the standards, curriculum, instruction, assessment tools and student progress are linked, and celebrate a successful school year.

Room Parents

Room parents are volunteer parents in each classroom who work closely with the classroom teacher to plan and coordinate certain activities. Depending on the needs of the individual teacher, duties may include coordinating field trips or calling parent volunteers. If you want to help the hard-working room parent for your classroom, watch for their names in the school directory.

Site Council - SPSA

The School Site Council is responsible for overseeing the improvement of the school and creating the School Plan for Student Achievement, SPSA and is funded by the state. Allocation decisions are made by the school site council. Funds go to implement action plans outlined in the SPSA.

School Board Rep

Each of the six schools in the Walnut Creek School District is responsible for sending a representative from their Parent Group to the Governing Board meetings to report back to the parents of the district at the site level. Going to school board meetings is a great way to keep on what's happening in the district.

STREAM Committee

This school committee, made up of both teachers and parents, is responsible for the technology plan for the school. Technology is becoming an increasingly important tool for education, and this committee works to ensure that Parkmead has current technology available in every classroom and the school computer lab. If you are interested in serving on this committee, please contact the school office.

Welcome Back Day

Parkmead's Welcome Back Day or registration day is the opportunity before school starts for parents to fill out emergency card information and other important school documents.

WCI

Walnut Creek Intermediate School is Walnut Creek School District's only Middle School. All graduating 5th graders will attend WCI as a 6th grader. The five elementary schools of the Walnut Creek School District feed into WCI, which includes grades 6 through 8.

WCEF

The Walnut Creek Education Foundation is a nonprofit corporation whose purpose is to promote quality education in the Walnut Creek School District by raising money from a variety of sources to help meet critical needs that the district's budget cannot cover. It has a board of directors that, among others, includes a representative from each school. WCEF targets for its funding activities projects that are district-wide in nature or cannot be funded on an individual school basis, such as by the PTA. Currently, WCEF funds vocal music instruction, art and P.E.

WCSD

Walnut Creek School District.

WEB Page

Parkmead's school web page for WCSD/Parkmead is www.walnutcreeksd.org