

SHEPARDSON COVENANT

VISION

Working together we can reach the stars!

MISSION

We believe that with our help, students can learn and grow to become the best people they can possibly be. We believe that it is our responsibility to promote student learning and to search for more efficient and enjoyable methods of improving the quality of student learning.

BELIEFS

1. We believe that quality education challenges the individual in such a way that each student's needs, abilities and potentials are addressed.
2. Education is most successful when students, parents, teachers and community work together.
3. The school community should work together to provide a safe, caring, positive learning environment.
4. We believe a well-rounded curriculum includes music, art, PE, media, technology and social skills as well as academic studies.
5. We believe learning is an active, lifelong process.
6. The school building should be easily available for community use.

The purpose of this handbook is to provide information regarding Shepardson Elementary, as well as our school's rules and procedures. Poudre School District policies and regulations (including but not limited to those in the District's Student Rights & Code of Conduct booklet) also apply at Shepardson Elementary and are controlling over our rules and procedures if there is any inconsistency or conflict. Although this handbook may reference certain District policies and regulations, the actual language of the referenced policies and regulations is controlling over the language in this handbook.

GENERAL INFORMATION

FACILITY USE

Community Use of District-Owned Property (KF & KF-R) (Elementary, Junior High, High School).

District-owned property is available for use for community groups.

It is governed by district policy (Community Use of District-Owned Property (KF & KF-R)

Please contact Customer Service at 490-3333 for information or visit the district website (www.psdschools.org) and search for "Information About Use of District Property" to obtain the customer service website.

DAILY SCHEDULE

Extended Kindergarten:

Extended Session: 8:50 am – 1:20 pm

Full Day Kdg and Grades 1-5

8:50 a.m. – 3:28 p.m.

Office hours:

8:00 a.m. - 4:00 p.m.

Supervision Times:

Students should not arrive until 8:40 a.m. Supervision on the playground and the crosswalk begins at 8:40 a.m. After school, supervision continues until 3:38 p.m. until students and buses have left the school grounds. Only the crosswalk on Springwood Drive in front of the school has supervision for crossing a street.

REPORTING STUDENT ABSENCES OR LATE ARRIVALS

PLEASE CALL 488-4526 from 4:00 p.m. - 9:15 a.m.

Please make it a priority to keep this number handy and to report your child's absence or tardy. For safety reasons we must have this information each and every day. Making this phone call will save both you and the office time and enable us to more quickly determine if all children are safe and accounted for each day. It also keeps the phone lines available for other calls. Please keep the office informed of any new phone numbers or addresses.

SAFETY AND SECURITY

All visitors are expected to register in the office upon arrival. If you are entering the building, we expect you to wear either a Visitor's Tag or a personalized Volunteer Badge. Only the front door is open during the school day and only during office hours (8:00 a.m. – 4:00 p.m.) Times are extended for school functions like parent conferences.

Students are taught and practice procedures for fire/evacuation, tornado, and lockdowns. A Crisis Team continues to evaluate procedures and makes recommendations for additional safety precautions. Specific procedures are in place for all types of emergency situations to ensure safety and minimize student anxiety.

VISITORS

Parents are most welcome and are encouraged to visit their child's classroom at any time. **We expect all visitors to sign in at the office and wear a Visitor's Badge.** This policy allows us to maintain security for your children.

In our efforts to maximize our limited time for the teaching and learning process, we encourage you to follow these suggestions to reduce or eliminate classroom interruptions:

- Advance notice of a visit eliminates the need for teachers to stop instruction upon your arrival.
- Leave items for students (i.e., lunch, forgotten book) at the front office.
- Conclude personal communication with teachers before the bell rings or before the class returns from specials. Please respect the need for teachers to attend meetings and perform supervisory duties before and after school.
- When possible, leave messages for the teachers through the office or teachers' voice mailbox instead of interrupting class instruction. Try to contact a teacher during his/her planning time or use email for direct communication. E-Mail addresses are in the school directory and on the school website.
- The office can efficiently request that a child be released to parents for appointments. Teachers often feel a need to stop teaching when a parent arrives at the classroom door.

EARLY DEPARTURES OR LATE ARRIVALS

Parents are expected to come to the office and sign out a child who leaves before dismissal (i.e., medical appointments, lunch, and emergencies.) Parents must also sign the child in when they return from an appointment or is late arriving. For security reasons, the office must make the official call to have your child released from a classroom. This procedure is especially critical when students are in specials where the teachers do not always know the parents.

EMERGENCY SCHOOL CLOSING

Please listen to the local radio stations in the morning for details. School closures due to inclement weather are generally announced by 6:00 a.m. It is very rare that school would be closed after the school day has begun. Parents always have the right to keep their child at home if they feel conditions are not safe enough for their children. On severe weather days, when school is held as scheduled, parents are reminded to expect delays in school bus service and to dress children appropriately for the bus stop.

In the *rare* event that school must be closed after a school day begins, the media becomes our main communication link with parents. It is impossible for all students to call home from school. We ask parents to complete an "Early Dismissal" form each year to instruct the school staff on what their child should do in the event of an unscheduled early dismissal. The district is currently in the process of accessing a program that will allow direct and immediate contact with parents by phone or email. As systems are updated, this emergency form will be revised to support improved communication systems at the building and district levels.

Shepardson has made arrangements with Christ Center Community Church in the event that students need to be relocated away from Shepardson. Students would be bussed to this alternative location for parents to pick up their children. The church is located on the SE corner of the Drake and Lemay intersection.

TELEVISION STATIONS:

Channel 2	WB2News-KWGN
Channel 4	NEWS4-KCNC
Channel 7	7News-KMGH
Channel 9	9NEWS-KUSA
Channel 10	PSD

LOCAL RADIO STATIONS:

BEAR 107.9 FM	KUNC 91.5 FM
KCOL 600 AM	TRI 102 102.5 FM
KIIX 1410 AM	KUAD 99 FM
KCSU 90.5 FM	

Several Denver radio stations are notified, including KOA 850 AM and KOOL 105 FM as well as the PSD web site www.psdschools.org.

USE OF PHONES AT SCHOOL

Students are allowed to use a school phone for important or emergency calls with teacher approval. We are unable to allow students to use phones for making social arrangements. Please help your child make these plans before coming to school. Teachers of younger children ask that they be informed in writing of "after school" plans.

COMMUNICATION TO CHILDREN DURING THE SCHOOL DAY

If you leave a message on a teachers' voice mail, please allow 24 hours for a response. Emergency messages need to go directly to the school office to ensure timely delivery. However, with the activity level in the school office at the end of the day, messages received at 3:00 can be hard to deliver before dismissal. We appreciate your understanding and support of our best efforts and limited staffing.

CELL PHONES AT SCHOOL

Cell phones brought to school must remain in back packs and turned off. The school is not liable for any lost, stolen or damaged personal property of students. Cell phones that are used inappropriately may be taken by the teacher and will be returned directly to parents.

COMMUNICATION TO CHILDREN DURING THE SCHOOL DAY

If you leave a message on a teachers' voice mail, please allow 24 hours for a response. Emergency messages need to go directly to the school office to ensure timely delivery. However, with the activity level in the school office at the end of the day, messages received after 2:30 can be hard to deliver before dismissal. We appreciate your understanding and support of our best efforts and limited staffing.

CELL PHONES AT SCHOOL

CLOSED CAMPUS POLICY

Given the short 40-minute lunch period and the need to ensure that students are safe, Shepardson endorses a Closed Campus Policy as is common at junior high levels. Exceptions are made when parents pick up their children and sign them out at the office. Students are expected to sign back in when they return from lunch and to return in time for class to resume. If parents should take another child to lunch, we need written permission from the parent of the "guest" child. No child will be dismissed early without direct communication from the parents or legal guardians.

HOT LUNCH PROCEDURES

Students may purchase lunch on a daily, weekly, monthly, semester or yearly basis. *Please make checks payable to Shepardson Elementary School.* If you are paying for more than one child, please include names, ID numbers, and grades on the check and send it with the child who goes to lunch first. Separate checks for each child with their ID number will reduce possible confusion during this extremely busy process.

Monthly menus are sent home at the end of the month with the school newsletter and are accessible through the school and district websites. Milk or juice along with a salad bar and a fruit bar are included with every school lunch. Students have 5 choices: two main entrees, yogurt, peanut butter and jelly sandwiches, and salad bar only which includes a protein supplement such as turkey, cottage cheese or ham,

Students must "order" their preference each morning by 9:15 a.m. Since our food is delivered from another school, we need to have accurate lunch orders. Students with cold lunch may also purchase milk or juice separately. Parents must call the office by 9:15 a.m. if they wish to order an "adult" lunch to eat with their child. Prices are posted each year with the summer newsletter and the first newsletter as well as being printed on the monthly menu.

Students who forget lunch money may call home or may "charge" a lunch. Only one "outstanding" charge is allowed. We ask that parents repay this fund the next day. Students must pay the Food Service Cook/Cashier. Make checks payable to "Shepardson."

WELLNESS POLICY

We recognize that schools can play a critical role in helping children adopt healthy lifestyles as a foundation for lifetime wellness and to address childhood obesity. As a school community, we support the following wellness beliefs and practices:

We believe in offering non-food rewards at Shepardson. Some examples include extra PE, extra recess/movement, extra silent reading, special spirit days, etc.

We offer non-food incentives such as "Principal and Counselor in Prom Dresses" and class challenges instead of food parties.

We try to incorporate movement and activity throughout the day.

We strive to offer extra-curricular options that address the whole child.

We have a Wellness Team that participates in district meetings and brings information back to the staff.

We participate in Schools on the Move Challenge.

We do not offer food in our school store.

We work with our PTO to offer a variety of foods during events.

We support our district's efforts to offer many healthy choices at lunch.

We encourage healthy snacks.

We encourage a variety of foods for our classroom parties. All foods must be store bought.

We understand the importance of family traditions and welcome birthday treats, purchasing a birthday book for our library, playing a game, or bringing in a special show and tell, should you choose to recognize a birthday at school. Please check with your child's teacher to discuss ideas.

VALUABLES AT SCHOOL

All students are advised not to bring valuables, electronic devices, toys, sports equipment, jewelry or other personal things to school. Pagers, cell phones, and other communication devices are not allowed in the classroom. Any items (including CD or video tapes) brought to school with a Parental Advisory Label or would qualify for such will be confiscated and returned only to parents. We cannot accept responsibility for the loss or damage of personal items. Having such items at school can be a disruption in many ways.

LOST BOOKS

District policy expects parents to pay the replacement cost of any textbook, library book, or media resource that is lost or damaged by the student or while in the possession of the student. Payment for a lost or damaged library book will be the replacement cost plus the \$3.00 District processing fee. Textbook replacement cost will be according to the schedule issued by the District textbook manager.. Payment for a lost and/or damaged library or text book must be made by the end of the school year in order for the student to receive their report card.

LOST AND FOUND

Our school wide "Lost and Found" areas are located in the pods. Small items such as watches and keys are kept in the office. Classroom teachers may hold onto items found in the classrooms. We donate unclaimed items to charity periodically throughout the school year. We encourage students and parents to check this area regularly. Many expensive items are donated each year.

Balls kicked on the roof are brought down every Friday. The office will notify the custodian if parents have a personal item to be retrieved from the roof. **It is illegal and dangerous to be on the school roof. The staff or neighbors will call police when anyone is on the roof.**

HEALTH SERVICES

Only limited health services are provided within the school setting. We have a Health Technician that serves elementary schools for a total of 15 hours per week. Our office staff supervises and assists with health care whenever needed. Nurses are available on an "on call" basis and visit the sites a half day a week.

It is our policy to inform parents when a child has a fever, has had a serious injury, or has had any injury to the head. We are dependent upon the child reporting his/her injury. A child with a temperature will not be allowed to return to class. If further medical attention is needed, parents will be asked to come to school and make those decisions. We must have updated emergency names and phone numbers in the event we cannot reach a parent/guardian. Parents should keep the school notified of illnesses and/or injuries.

PHYSICAL EXAMS AND IMMUNIZATIONS

A routine physical examination is a good preventive action. We ask parents to keep the school informed of any illnesses or injuries. Physical exams are expected upon entering kindergarten and again in fourth grade. We appreciate that nearly all parents ensure that their children have yearly exams.

The Colorado Department of Health requires certain immunizations on a specific basis. Check with Shepardson's Health Office or the District Website for current requirements for your child. Parents should plan in advance to have their child in compliance. Non-compliance can cause a child to be excluded from school until required immunizations are complete.

VISION AND HEARING SCREENING

Each fall a Vision and Hearing Screening is required for all new and special education students as well as all K-3 and 5th grade students. Other students are screened upon request. If time is available, we can expand the screening process. Parents are only notified of results when initial screening warrants further testing.

MEDICATION POLICY

School personnel are legally not permitted to administer any medications including "over the counter" drugs except on delegation by our school nurse/trained designee and with written orders of a physician. A special form is required to be on file and signed by parents/guardians and must be renewed each year. All medication must be sent to the school in the original container or prescription bottle with the correct name and dosage. Students are responsible for remembering to come to the Health Office to take medications. No child may keep any drugs and self-administer at school. However, due to a recent ruling, students with severe allergies or asthma may keep medications with them. If you feel you would like this option for your child, please contact the school nurse to understand the process and implications. Safety for every child is our priority!

RECESS AND SICKNESS

Recess is considered an important part of the school day. Students are encouraged to participate in the fresh air, socialization and exercise this period offers. If it is imperative that a student remains inside after an illness, a note from the parent is required. A doctor's excuse will be needed for extended exceptions.

All children are expected to come to school properly clothed for changing outside conditions. In Colorado, temperatures can become cooler as the day progresses. Children will have outdoor recess nearly every day unless it is extremely cold or wet. The principal or designee will determine when all children should stay inside due to extreme weather conditions.

DRESS CODE

Students should wear appropriate clothing to be comfortable, safe, and non-distracting for all school activities. Inappropriate clothing and appearance can be disruptive to our primary goal of teaching and learning. District policy states that apparel that is deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school is prohibited. We expect that parents will take responsibility for their children's appearance.

Examples of inappropriate clothing not allowed are halter tops, swim wear, short shorts, midriff shirts, spaghetti straps, extremely large shirts, sagging pants, any gang-related items, or T-shirts with obscene, racial, sexually suggestive, or drug/alcohol slogans. Hats are not to be worn in the school building. Shoes with wheels are not to be worn.

Should there ever be a question regarding a child's appearance, the classroom teacher, counselor, or principal will notify a parent/guardian and the student will be expected to change his/her clothing. Usually wearing a shirt inside out or wearing an item from "lost and found" will suffice for the day.

STUDENT PLACEMENT POLICY

In April, the counselor and the current teachers begin the lengthy discussions regarding placement and students that may require special consideration the following year. They use student performance and the parent feedback they have received throughout the year to guide them in this process. If parents have special concerns about their child's needs, they should complete a Student Placement Form available from the office or a teacher to describe their concerns in writing. These forms are due by first of Friday in April for personal consideration to be given. It is difficult to make changes after this time.

Our goal is to create balanced classes while addressing special needs of students. Through this process, we expect that each child will be placed in a classroom where he/she will be successful. Parents will receive a list of next year's school supplies on the last day of school and will be posted on the school website.

PETS AT SCHOOL

In order to provide a playground that is free of animal feces and is non-threatening to children, pets are prohibited on school grounds during school hours.

Pets within the classroom as "guests" or as regular occupants must comply with the district policy. Teachers are responsible for implementing the Board policy IMG-R for any animals in their care by submitting in writing the specific and appropriate educational purpose related to educational goals.

NON-DISCRIMINATION POLICY

Poudre School District is an equal opportunity educational institution and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, marital status, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504 and ADA may be referred to the Director of Pupil Services, Director of Personnel Services, or to the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building 1244, North Speer Blvd., Suite 310, Denver, Colorado 80204, (303) 844-5695. Contact the school office for current phone numbers of district directors.

CHILD ABUSE REPORTING POLICY

All public school employees are required under Colorado law to report *any suspicions* of child abuse or neglect to the local social services department or to a local law enforcement authority. This duty occurs when the employee has observed circumstances or conditions that could possibly lead to abuse or neglect. Upon such report, an investigation may occur. Reports are kept confidential and persons making reports in good faith shall not have any civil or criminal liability, nor shall their employment be affected. However, if staff members do not report, legal action may be taken against them.

COMMUNICATIONS

NEWSLETTERS

School newsletters are distributed to the *only* or *youngest child* on Fridays. It is published weekly during the first and last months of school and monthly throughout the rest of the school year. Monthly calendars are published with the newsletter and available on the school website to assist families in planning and being better informed. We rely on this form of communication to provide parents with the latest information and with dates of upcoming events.

SHEPARDSON HANDBOOK

This handbook is updated every third year. Changes that may occur during the interim are published on the school website and in newsletter if it is a significant change. New parents receive a copy of the current handbook along with an addendum.

WEB PAGE <http://www.psdschools.org/schools/shepardson/>

Parents assist us in maintaining an updated Web page. Newsletters, monthly calendars, SIT minutes, PTO reports/activities are regularly added to this site. Other information such as this Handbook, the Annual Report, Parent Surveys, Supply Lists, Contact Information, and links to Lunch Menus are included.

ANNUAL ACCREDITATION REPORT

This report is currently in revision. The State of Colorado will be sending an annual report notice to parents in the fall. The SIT committee serves as our primary accountability committee. The format is subject to change due to changes in state regulations and district procedures.

SCHOOL ANNUAL REPORT (SAR)

The Colorado Department of Education (CDE) is also revising how it publishes an individualized annual report for each school. It includes mostly data from the state assessments and is sent to schools in late fall for distribution to our parent community. It is also available on the CDE website.

PARENT-STUDENT DIRECTORY

Each year the PTO compiles a student/family directory as a service project for only the cost of printing. Parents must sign a release for their family information to be included. It is expected that only school families and staff will use this resource. This directory is not to be made available to other groups or for non-school purposes. Extra copies may be available for purchase in the office.

BACK TO SCHOOL OPEN HOUSE

The Back to School Open House occurs prior to the start of school. Not only may students meet their teachers and bring supplies to their classroom, but parents can also learn about other opportunities available for their child and for themselves as school volunteers.

At the beginning of the school year teachers provide printed information as a resource to parents they will be serving that school year. This information will help parents understand the expectations and the curricular program for that year.

YOUTH PROGRAM AND ACTIVITY GUIDE

In an effort to reduce the amount of flyers coming home, the district has worked with the community to publish a guide three times a year that will describe the many outside activities sponsored by non-profit organizations (September, January, April). As a result, no individual flyers will be sent home unless the school or PTO is sponsoring an event. Flyers will be available for parents to pick up to compensate for our not being able to put news briefs in the newsletters.

Parents should check out the magazine rack between the media center and the office for the latest opportunities for your children.

PARENT-TEACHER CONFERENCES

We strongly value the need for joint communication regarding the educational needs of each child. Children will make the most progress when a high level of communication exists between home and school.

Two formal conferences are scheduled during the school year for each family. The fall conference, which occurs in August or early September, is designed for parents to share their perspective of their child's learning strengths, needs and other expectations with their child's teacher. Joint goal setting for the year occurs at this conference.

The winter conference occurs after the first semester report cards and focuses on academic performance, strengths, and areas of growth. Progress on the goals set in the fall is also an important aspect of this conference. Either parent or teacher may request additional conferences as needed.

HOW PARENTS SHOULD ADDRESS A CONCERN

Concerns involving other students:

1. **Contact your child's teacher.**
2. Contact the counselor.
3. Contact the principal.

Concerns involving a staff member:

1. **Contact that staff member.**
2. Contact the principal.

Concerns involving the principal:

1. **Contact the principal.**
2. Contact the Assist. Supt.

Concerns about building policies and procedures:

1. **Contact the child's teacher.**
2. Contact the principal.
3. Contact a SIT representative.

Concerns about district policies and procedures.

1. **Contact the principal.**
2. Contact the Assist. Supt.

PARENT INVOLVEMENT

Our vision statement, jointly created by parents and staff, encompasses our priority on partnership with parents:

Working together we can reach the stars! Shepardson is fortunate to have a very high percentage of parents actively involved in many different ways. In all cases, this involvement gives a clear message to children that school and education are important. We encourage parents to play as active a role as they can to help not only their own child but also all of the Shepardson students. This high level of involvement is one of the major reasons Shepardson is able to accomplish high goals. Please contact the school if you would like to become even more involved.

SCHOOL IMPROVEMENT TEAM (SIT)

This site based management committee is composed of staff, parents and community representatives. SIT meets at least once a month, makes decisions that most affect teaching and learning, and reviews goals and student data and is open to any parent or staff member. Decisions include budget, school goals, major purchases and staffing allocations. It also serves as an advisory group for the staff, sharing parent perspectives and ideas. SIT has been in operation since the 1994-95 school year and operates with a Charter and Covenant. Revisions and updates to the Charter are made to best address the needs of the Shepardson students. Meeting summaries and upcoming agenda items are published in the school newsletter. Minutes of the meetings are published on our web page and are available upon request.

Membership on SIT is for two years and includes six parent representatives composed of four At-Large, one District Advisory Board (DAB) Representative, and one PTO Representative. The DAB and PTO representatives are expected to attend these other meetings and facilitate communication between groups. The DAB parent represents Shepardson on district issues and may therefore request input from parents and staff in a variety of ways. All parent and staff positions are elected when there is more than one nomination; parents vote for parent representatives and staff votes for staff representatives. Parents are encouraged to contact any parent rep and share their thoughts and ideas.

Staff also has six representatives which include one classified person as well as five teachers who represent classroom teachers, special teachers and special education. In addition, the principal and a community representative are voting members. The community member is selected by SIT if there is more than one person interested in serving in this capacity. Two non-voting positions are included to allow members to focus on the agenda: a facilitator and a recorder.

PARENT TEACHER ORGANIZATION (PTO)

At Shepardson Elementary School, we have a formal organization through which parents can become involved in their children’s education, the Shepardson Parent-Teacher Organization (PTO). The Shepardson PTO represents a cross-section of our school’s community. Any and all current and prospective Shepardson parents are welcome to attend monthly PTO meetings. PTO meeting dates, times and activities are published regularly in the school’s newsletter in the monthly calendar.

The primary purpose of PTO is to support the learning experience of children at school. We support the school through service projects, fundraising activities, and family social events. We are also directly involved in the decision-making process of disbursing the funds raised for the benefit of Shepardson students.

Primary Uses of PTO Funds

- Assemblies
- Literacy Program support
- Library books for Media Center
- Playground Equipment
- Specific classroom requests
- Staff Training support
- Special equipment for staff and volunteer use
- Enrichment Program including Coordinator’s salary
- Media/Technology program support

Examples of PTO Activities

Fund Raising Projects:

- Gift Wrapping Paper
- Book Fairs
- General Mills Box Tops for Education
- Gold C coupon books
- Access Computer cartridges
- Reach for the Stars Auction
- Local restaurant nights

Service Projects

- School Handbook and Directory
- Student, Class, and Family Portraits
- Room Parents
- Teacher/Staff Appreciation Week
- Family Sock Hop

- 5th Grade Graduation
- Ice cream Social

Service Projects

- Yearbook
- New Family Welcome
- Enrichment classes/clubs
- Classified Breakfast
- Winterfest Social (Shepardson Gives)

VOLUNTEERS IN POUUDRE SCHOOLS (VIPS)

The VIPS program provides essential support to the staff and students at Shepardson. They help in many different capacities. New volunteers must sign up online using the district registration format available through the PSD website (see Programs: Partnerships: Volunteers) or complete the standard form and it will be entered for you. Volunteers are asked to wear VIPS nametags to identify themselves to the staff and students. We also ask our volunteers to record their time in the sign-in book for time spent beyond the school day. This information is recorded to validate the high level of parent involvement at Shepardson. Our VIPS Coordinator is available to help you serve Shepardson. Below is a short listing of ways volunteers are needed at Shepardson:

➤ **Teachers' Assistants**

These tasks range from working in the classroom during a specific curriculum area or project to helping with clerical tasks. Specialists also have needs for the music and choir programs, art shows, and physical education events.

➤ **Literacy and English Language Learners (ELL) Program**

We welcome all families to support the ELL program. Volunteers assist the ELL Teacher in a variety of ways. We are always looking for parents who can assist us with the families and students whose primary language is not English. Families can help by sharing their traditions and culture with us.

Volunteers are highly useful to assist many children in their development of literacy skills. Some volunteers enjoy the development and management of materials that support the ELL and Literacy programs. Helping children in smaller groups is a highly effective strategy but it is highly dependent upon having interested volunteers. Training will be provided as needed or desired.

➤ **Library Assistants**

These volunteers are trained for this service to children when they use the Media Center for research or for checking out books. Volunteers assist in processing books for Accelerated Reader (AR) and reshelving library books.

➤ **Computer Assistants**

These volunteers work with the computer assistant or with the classroom teacher as he/she provides instruction in the computer lab or in a mini-lab setting near the classroom.

➤ **Newsletter Production Team**

On the Friday of newsletter weeks, around 4 volunteers spend up to 2 hours preparing the newsletter and other attachments for parents. The more parents, the faster the process goes. They copy, collate, staple and distribute these items to each classroom and to staff.

➤ **Specialized Services**

We rely on parents to serve as Webmasters, newsletter typists and layout editors, translators, digital photography and downloaders. We feel very fortunate that so many parents are willing to share their skills and talents with us.

➤ **Office Assistants**

At times the office can use assistance in greeting visitors and answering the phones. Training is provided.

➤ **Copier and Laminator Assistants**

We are anxious to train a team of volunteers who will spend some time running copies and laminating for teachers. Not only will a trained cadre of volunteers be more efficient, but it will allow our limited and highly trained paraprofessionals to spend more time serving students in the learning process.

ATTEN

488-452615. **DISCIPLINE POLICIES**

SCHOOL DISCIPLINE PHILOSOPHY

The Shepardson staff is committed to helping students accept responsibility for their behavior and the consequences that may follow. We expect students to choose appropriate behaviors. We value honesty and respectful attitudes toward self, others and property. Parents are involved when an action violates the Code of Conduct. We strive to work together to help a child learn the importance of as well as the skills for making appropriate choices.

DISTRICT CODE OF CONDUCT

Colorado laws mandate that each school district establish its own Code of Conduct. A copy is given to each family at the time of first attendance in the district and when major revisions occur. It includes expectations for behavior and resulting actions for serious violations. Parents and guardians are expected to review these expectations with their children. The Code of Conduct includes serious behavioral violations. Parents should contact the school principal or counselor for clarification.

The following are the typical actions that will result in a disciplinary response from teachers, supervisors, counselor and/or principal:

- * Continued willful disobedience.
- * Open and persistent defiance of authority.
- * Actions that are disrespectful and/or detrimental to the welfare and safety of other pupils and adults.
- * Inappropriate language.
- * Bullying, put downs
- * Physically hurting others.
- * Stealing, willful destruction or defacing of property.
- * Intimidation and harassment in any fashion including ethnicity, gender and disabilities.
- * Inappropriate use of technology and the Internet.

Every person has the right, regardless of race, gender, color, ancestry, religion, national origin, or disability to be secure and protected from fear, intimidation, harassment, and physical harm caused by the activities of individuals or groups.

BUSING PROCEDURES

Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or field trips. Notices of the use of video recording devices shall be placed in each school vehicle. Transportation is responsible for communicating bus rules, expectations and consequences to all bus-riding students. Parents are encouraged to contact the Bus Terminal with their questions or concerns. Call 494-5280.

ADMINISTRATIVE PROCEDURES

The classroom teacher handles most of the disciplinary actions using his/her management system. Teachers communicate this system to parents at the beginning of the school year. Various staff members handle supervision of the playground and lunchroom. Generally, these supervisors give warnings and consequences as appropriate. They work closely with the classroom teacher, connecting with his/her management system. All staff uses the Shepardson Stars Shine approach for the common areas of the school to create a positive climate with consistent expectations, which are taught to children.

Continuous misbehavior, a serious incident, or a violation of the Code of Conduct will result in that child being sent to the office for additional intervention. In all cases, our intent is to help the child learn from his/her choices and design a system that works for that child. The following procedures are implemented:

1. The adults involved report the event using the established form and give to principal or counselor.
2. Student and others involved including adults who were on duty are interviewed.
3. If the student's choice was inappropriate, this opportunity is used to encourage better choices in the future as well as to enforce appropriate and natural consequences.
4. Parents must be contacted if the consequence includes in-school or out-of-school suspension. Parents are involved in any formal behavior plan that may be developed.
5. A parent conference with the principal is required for a child to return after an out-of-school suspension.
6. The Code of Conduct defines habitually disruptive students. The principal must follow state and district guidelines for students who fall into this category. Parents are notified when this designation is applied. Generally, Shepardson students do not fall into this extreme level of disruption.
7. The School Resource Office (SRO) may be asked to support the staff, help teach lessons, and provide guidance. Parent approval is needed for the SRO to simply talk with a child or if s/he is a suspect for a crime.
8. Records may follow a student to junior high for incidents that resulted in Code of Conduct violations.

Teacher Removal of Students

State law now allows teachers to remove continuously disruptive students from their classes for a period of time. Procedures require teachers to initiate, communicate, and implement specific procedures. Principal only serves to monitor the process in these cases. These cases are also recorded in case the pattern continues. At Shepardson, we try to manage such issues through our more typical system rather than burden the teachers with this option.

DRUG ABUSE POLICY

Poudre School District recognizes that chemical dependency is an illness often preceded by misuse and abuse. The District is committed to assisting school staff and their parents in their efforts to help students deal with drugs, alcohol, tobacco, and other related issues. The geographic area surrounding Shepardson is a designated "Drug Free Zone" and is so posted on street signs.

The district has the right to randomly use drug dogs on school premises during the school year without prior notice. Specific legal procedures are in place to provide for safety for all students and staff.

All students will be given assistance, information, and encouragement to refuse the use of such dependent chemicals. Specific refusal skills are taught in counseling class in both 5th and 6th grades. In addition, the Here's Looking at You drug resistance curriculum is part of the 6th grade program.

SHEPARDSON STARS SHINE

Shepardson STARS Shine is a comprehensive positive school climate plan, which helps promote a safe and effective learning environment that fosters student growth. Its goal is to help promote appropriate independent behavior in students and to help students reach their potential in all areas.

The STARS Shine program also serves as a foundation for the Shepardson Character Education Program. The primary traits through which others are embedded include:

- Self-Control
- Truthfulness
- Appreciation
- Responsibility
- Service

Teach To's:

Expectations are taught to all students at the beginning of each year and reviewed periodically through the year. All *Teach To's* include modeling of the expected behaviors and are taught in context, i.e., hallway expectations are taught in the hallway with opportunities for students to see what the expected behaviors look like. *Teach to* lessons within classrooms are determined by individual classroom teachers, while shared area *teach to's* are based on expectations of the entire staff (halls, arrival at school, playground, assemblies, lunchroom, etc).

Refocus (classrooms):

When a student is choosing not to follow the rules and is distracting himself/herself or others from learning, s/he is given the opportunity to correct the behavior (prompt or redirect). If the student does not correct the behavior, s/he is given a refocus. During the refocus time, the student is given an opportunity to think about the behavior and write or verbally answer questions about what the behavior was and what they will do in the future. Teachers use three questions to guide them in deciding whether or not to ask a child to refocus: Can the student still learn? Can other students learn? Can I still teach?

Refocus (common areas):

When a student chooses not to follow the rules in an area outside the classroom (i.e., playground, lunchroom, or other common areas) s/he will be given a verbal reminder to correct the behavior. If the student does not correct the behavior, s/he is given a refocus. Supervisors will fill out the Refocus Form and give to the classroom teacher who will record it on a classroom data sheet. The counselor will collect these periodically to evaluate data and provide feedback about students and the STARS program.

After School Academy:

An After School Academy is provided on a weekly basis for students who miss academic learning time as a result of repeated unacceptable behavior in the classroom or common area. If a student has one refocus in a Specials class or three or more refocuses in any of the other classroom or common areas during a 5 day period, s/he qualifies for Academy. The student's classroom teacher contacts parents when Academy is necessary for their child. During the Academy, students have the opportunity to catch up on their work and reflect further on the behaviors that caused them to attend Academy.

Positive Recognition:

Staff will fill out a Shepardson STARS form to recognize students who are "caught being Shepardson STARS" by demonstrating the character traits listed above. The form describes the actual behavior that was seen and it will be coming home with your child at end of each quarter. Children proudly place their STAR on the principal's door!

Playground games:

The PE teacher will teach students the rules and safety considerations for most playground games and use of playground equipment. This intervention will help ensure more consistency in expectations by students, teachers and supervisors. Staff will contact the PE teacher when rules need to be reviewed or evaluated.

SHEPARDSON STARS SHINE (Basic Principles):

- **Show up** on time each day with **respect** for classmates, principal, teachers, staff, guests, and myself.
- Make our school a **safe environment** where my classmates and I can **learn and work together** without disruptions.
- **Take care** of my belongings as well as **respecting** belongings of others.
- **Treat** others with **kindness** and **acceptance** without name-calling, put-downs, or inappropriate language.
- **Play** in a **safe** and **respectful** way without physical force, bullying, or leaving anyone out.
- **Be honest** in schoolwork and actions.
- **Follow** all school rules in the classroom, playground, halls, lunchroom, and buses.
- **Say no** to drugs, gangs, and weapons.
- **Dress for success! (Wear appropriate clothing.)**

Breaking these rules may result in After School Academy, in-school suspension, out-of-school suspension, and/or expulsion.

OUR VIOLENCE PREVENTION PROGRAM---“SECOND STEP”

This K-5 program is implemented primarily through our counselor during these regular sessions with classrooms. Classroom teachers further enhance the learning by helping students use these skills during school interactions and extend the learning through the writing process.

There are three major themes. *Empathy* is the first unit in Second Step. Research shows that identifying, understanding and predicting others' feelings are the necessary foundation steps for appropriate social interaction and a vital component of violence prevention. Talking and listening to your child about feelings helps them to be more understanding of others.

Impulse control is the second unit. Students will practice "slowing down" to "think about it" as they are faced with a problem or difficult situation.

Problem solving is the last unit. They will learn and practice five steps for solving problems.

1. What is the problem?
2. What are some solutions?
3. For each solution ask: Is it safe? How might people feel? Is it fair? Will it work?
4. Choose a solution and try it.
5. Is it working? If not, what can I do now?

An additional program called “Steps to Respect” is utilized in the 3rd-5th grade classes. This program builds upon the foundation provided by Second Step, but focuses on bullying prevention, refusal skills, assertiveness, and when and how to ask for adult support. This curriculum provides additional role-playing and a parallel literature component to help reinforce these important skills.

Classes also use a classroom meeting model that provides an opportunity for community building and teaches students how to respectfully work out conflicts. These classroom meetings are held by the teachers and counselor throughout the year.

A very important component of any violence prevention program is parental support and community involvement. We can teach and practice these skills with students to make our school safer, but with follow through at home and consistency in the community, the impact can be significant and lasting. Contact the counselor for more details.

RULES AT SCHOOL

EATING LUNCH

- Students eating hot lunch may be asked to bring tickets to show which meal they ordered that day. These tickets are presented when entering the serving line. For all students to have the meal they ordered, it is important that all students present the right card. A limited number of meals is provided since they are prepared at a different school.
- Students enter their ID number or show their ID card. The lunch clerk will then verify that the child is the one that matches that number.
- Students are expected to eat lunch. If a child forgets cold lunch or money for hot lunch, s/he will be offered a chance to charge a lunch. If it is a continual problem, parents will be notified.
- Students should walk to the lunchroom and at all times in the lunchroom.
- Students are to remain seated until dismissed.
- Students are expected to spend this limited time eating. They are encouraged to stay until they have finished eating. Students have at least 15 minutes to eat.
- Students are responsible for cleaning their area prior to leaving. Students will raise their hands to be dismissed by a supervisor who will check this area for cleanliness.
- Students will throw away trash and return lunch trays after being dismissed.
- Students are expected to use manners and a conversational tone of voice to help keep noise level reasonable.
- Students need to line up in an orderly fashion until a supervisor/teacher takes them to the playground or classroom.
- Students are to ask the supervisor to use restrooms.
- No playground equipment should be brought into the lunchroom.
- No more than 4 students are to be seated on each bench (or 8 to a side.)
- Teachers of younger grades may have specific areas for their classrooms to sit.
- Teachers must provide passes for students who have permission to return to a classroom or notify the supervisor directly.

PLAYGROUND RULES

- Students are to walk with the supervisor to their playground area, remain there during recess and play only in their designated areas.
- Students are expected to treat supervisors and peers with respect.
- Students need permission/pass from a supervisor to leave the playground, reenter the building or retrieve equipment.
- No radios, CD players, cell phones, electronic games and other similar equipment are allowed on the playground.
- Only equipment approved by teachers/supervisors may be used.
- Equipment found on the roof is retrieved on Fridays and placed in the office. Students should not retrieve equipment from the roof at any time. Police may be called if there is activity on the roof after school hours.
- Students are to line up at the designated spot when the bell rings.
- Students should seek help from playground supervisors when having difficulty with other students on the playground. They are encouraged to address playground issues as they occur.

- For safety reasons, no rough play, tackle football, any tackling or purposeful physical contact are permitted thereby eliminating contact sports where safety equipment is required.
- Swings are to be used by one child at a time. Supervisors for each playground will use discretion to ensure safety with regard to the number of students using a tire swing; adjustments are based upon the age/size of the children. Children on swings must be seated, exit safely and use caution about the height of the swing. Other students must avoid the path of these swings.
- We expect all equipment to be used appropriately. For example, bike racks and soccer goals are not for standing, sliding or hanging on.
- Any questionable equipment is to be approved by the PE teacher prior to use.
- **Shoes should remain on students at all times.**
- Students playing in the sand should avoid digging too deeply around playground equipment. Children are responsible for emptying sand from shoes prior to entering building.

- Since supervisors must respond first to the safety needs of all the students, additional rules or redirections may be given when the group size or activity level require more safety procedures. When games appear to be too physical or aggressive, supervisors will stop the game. All students are expected to abide by any decisions of the supervisors.
- Violations of rules at school may result in redirect, refocus, or code of conduct.

GUM

No gum unless the teacher provides it for the students, such as during CSAP testing or as an accommodation.

BIKES, BLADES, BOARDS AND SCOOTERS

For safety reasons, Shepardson discourages kindergarten students from riding their bikes or roller blades to school. We strongly encourage students to wear helmets. We ask that adults as well as children adhere to these rules.

Upon entering and exiting the school grounds, bikes are to be walked and parked, skateboards/scooters are to be carried and roller blades are to be removed at the nearest pod or bench area. If a student refuses to comply with these safety expectations, he/she will lose the privilege of using this equipment for a period of time. This equipment cannot be used during the school day.

Bike riders need to observe bicycle safety rules and be able to physically control the equipment. Extreme caution is needed if such equipment is used in the street. Students are expected to stay out of the parking lot. Students are to enter and exit by using the bike path and the _ playground when arriving from the southwest.

Roller blades, skateboards, scooters and other similar devices should be used only on the sidewalks. Using these devices on the street is a violation of city ordinance. Students must be very cautious of pedestrians and at intersections.

SAFETY AND PARKING

Shepardson has limited parking facilities in the lot adjacent to the school and along the street. The busiest times are before and after school, the midday kindergarten times, inclement weather days, and during special programs. We encourage parents to ask their children who are not bused to walk home even on days when the weather is not ideal.

Busing continues to increase making the front of the school not accessible to cars at arrival, dismissal and when we have field trips. **This No Parking Zone in front of the school is needed until 9:30 a.m. and after 2:30 p.m. The area directly in front of the sidewalk leading to the school is also reserved for delivery vehicles.**

The "Daycare Van Zone" next to the fence in the parking lot is needed for the daycare vans. These drivers may not leave the vans when they have young children in them. Therefore, these vehicles need to be closest to the fence. Parents who double park in the lot behind vehicles create an unsafe condition. They will be asked to move their vehicles. **Students are not allowed to walk unsupervised in the parking lot.** We ask that parents come to the fence and pick up their children. Cars are expected to park within the lines marked for cars. Parking outside these areas creates hazardous conditions for other drivers. Please respect the handicapped parking zones, as they are needed. **It is illegal and disrespectful to park in front of our neighbors' driveways.**

It is never safe for children to walk in front of traffic entering or leaving the parking lot. We expect students coming from the west to use the walkway on the west side of the parking lot. It reaches the playground behind the fence allowing students to proceed to their own classroom without walking along the front sidewalk. Our goal is to provide the safest routes for children to walk independently, not necessarily the shortest routes.

SAFE PICK UP ZONES: Where can parents park to safely pick up their children?

1. Within the lined areas in the parking lot and not marked for handicapped parking.
2. Along streets adjacent to the school area: Pepperwood, Fernwood and Wedgewood Court.
3. East of the crosswalk along Springwood Drive beyond the bus zone.
4. West of the parking lot on Springwood Drive.
5. On the north side of Springwood but parents need to pick up children or have them use the crosswalk when crossing this street. No jaywalking, please.

In our efforts to help students adopt safe ways of behaving, we ask that parents model safe behavior for their children and others. Making illegal U-turns and jaywalking in front of the school are unsafe practices. We have witnessed students almost being hit when crossing outside the crosswalks in front of school. A "Safe Route to School" has been developed by the City Traffic Department and is available from the school office and on the school's website.

SAFE CROSSWALKS

1. East or west side of Pepperwood as it crosses Springwood (unsupervised.) Crossing Springwood at this point is not as safe without an adult to supervise. The stop sign helps ensure safety at this intersection.
2. West Side of Fernwood where it stops at Springwood (supervised from 8:40 - 8:50 a.m. and after school.)
3. South side of Lochwood at the intersection with Springwood (unsupervised.)
4. On Lemay midway between Horsetooth and Springwood (crossing guard and light.)
5. Parents whose children cross Centennial should review the safest crossings with their children.

SAFETY DRILLS AND PROCEDURES

Schools are required to have safety drills for fire/evacuation (twice a year) and lockdown and tornado (once a year.) Fire drills are timed for how fast we exit the building as well as how fast we can account for every child and staff member. We have successfully developed this process to identify all students within 3 minutes and all adults within 5 minutes.

Lockdown drills are practiced primarily in the fall and repeated as needed. We have two levels of lockdowns. The most serious is the one we practice. This drill would occur if students/staff were perceived to be in imminent or potential danger. We expect students under the adult leadership to find the nearest room where they can be locked safely inside. All external doors are locked immediately. We have communication systems in place that will allow us to find any child who may be in a location different from expected. During drills we also post a sign on the front door for visitors who may arrive during this time. We do not answer the door or telephone at this time. Students are trained to be extremely quiet and out of sight during this drill. Students and staff have become more comfortable with this type of drill which is generalizable enough to transfer to other public locations if ever needed.

The other level of lockdown would occur only when the external doors need to be locked and the safety of students/staff is not imminent (such as an incident in a nearby shopping mall.) At this time, all staff and students are secured inside the building, safe from external elements. Communication is given to staff so they can continue with teaching inside the school and with any safety measures that may be recommended.

In the unlikely event that we need to evacuate the school, we have a partnership with the Christ Center Community Church at the corner of Lemay and Drake. Buses would arrive at Shepardson and transport all students/staff to this location. Parents would pick up their children at that location after signing out their child. We will carry all needed information to ensure that we can communicate with parents as needed.

Tornado drills are practiced by classrooms as well. We do have a plan that will relocate all students/staff to the safest areas of the building.

We have incorporated several systems to ensure safety and good communication. We have walkie-talkies/phones that allow us to communicate with staff in different parts of the building at all times. We also use these when students are outside at recess. We are prepared to give teachers more information as needed through different mechanisms. **All adults in the building at the time of any drill are expected to participate.** The Crisis Team meets regularly to make needed revisions and incorporate any new strategies and is prepared to respond should an emergency situation occur.

ACADEMIC PROGRAM

STANDARDIZED TESTING

The results of standardized testing serve as one indicator of strengths and abilities. At Shepardson we rely mostly on daily classroom performance and teachers' frequent evaluation of progress. Classroom performance and formal testing are used in combination to help us assess a child's growth in academic performance.

Parents are informed prior to formal testing to help ensure that their child is rested, has a good breakfast, and is prepared emotionally for these exams. Over-emphasis on testing can cause undue pressure on a child and can negatively impact a child's performance. Since scheduling retests for those absent can be difficult with given time constraints, we encourage parents to have healthy children at school for these tests. We request that parents avoid extended vacations and scheduling doctors' appointments during these time frames.

Results of state formal testing are sent home to parents at the end of the school year or in the fall. We encourage you to contact your child's teacher, counselor or principal for more information.

Level Testing: (MAPS) Level tests in Reading and Mathematics are administered in the spring to students in grades 2-6. Scores reflect performance on a progressive scale called RIT which means students' scores should rise each year. A parent guide to this testing (S.A.L.T.) is provided to parents upon request explaining what is measured on each test and what the scores mean.

Reading Assessments: Assessment is an integral component of high quality, rigorous instruction. In compliance with the Colorado Basic Literacy Act, all PSD primary students (K-3) are assessed using the Developmental Reading Assessment (DRA2). A diagnostic tool, the DRA2 provides information about your child's reading strengths and goals, so the teacher may choose an appropriate focus for reading instruction. Kindergartners are assessed in the spring, or earlier if appropriate. All students in grades 1-3 are assessed in the fall and the spring. Students in grades 4-6 who qualify for an Individualized Learning Plan, are new to the district, or have been referred by a teacher, are assessed in the fall and the spring. The STAR Reading Testing program is also available for teachers to use along with the DRA2 and other assessments that are aligned with standards.

CSAP (Colorado State Assessment Performance): During February or March, the State of Colorado requires this comprehensive testing program to determine student progress on the state curricular standards. Below is the latest schedule for elementary students as of 2007-08:

3rd, 4th, 5th Grade Students --- Reading, Writing, and Math
5th Grade Students --- Science

Results of these tests will be reported to parents and the school as soon as they arrive from the state. Third grade reading is provided in the spring to complete the requirements for Colorado Literacy Act. The other testing results are not expected until school resumes in the fall.

Colorado English Language Assessment (CELA)

This test is annually given mid-year and only to those students who are new and who speak a primary language at home that is not English as well as students who are considered Non-English or Limited English proficient. The results identify and track individual student progress in English language proficiency learning. The test targets these four components: listening, speaking, reading, and writing in English. Teachers are able to use this information to target instructional and program needs. Parents are given a report of their child's progress.

CURRICULUM AREAS AND STANDARDS

Students are expected to achieve in all of the general curriculum areas. Each school district in Colorado has established standards that match or exceed those set by the state. State, district and classroom level assessments are used to determine student progress as well as adjustments that may be needed to target instruction based upon student learning needs. The basic standards are printed on the report cards and are also available in more detail on the district web site. Instruction is based upon these standards as well as individual performance needs of students. Our goal is for parents to know the expected level of performance for each child in each curriculum area based upon established standards of performance. The PSD Website at www.psdschools.org provides specific information regarding the content standards for each grade level.

Ratings for standards are as follows:

- * **UNSATISFACTORY:** The student met few or none of the standards at a level expected for his/her age group.
- * **PARTIALLY PROFICIENT:** The student met most, but not all, of the standards at a level expected for his/her age group.
- * **PROFICIENT:** The student has met all of the standards and may have met some of the standards at a level above the expected range for his/her age group.
- * **ADVANCED:** The student has met all of the standards at a level above the expected range for his/her age group.

LITERACY

Students are generally "learning to read" in grades K-3 and then in third grade they evolve to "reading to learn" using well-developed phonemic awareness, phonics, picture clues, and comprehension skills. Some students need more experiences and time to learn these skills. Others have highly developed phonics skills and vocabulary enabling them to read fluently, but they may not have comparable comprehension skills.

All students are exposed to many kinds of literature and are encouraged to check out books from our media center. Reading instruction uses quality literature that students find appealing and motivating to read. Students are tested to determine specific skills that still need to be mastered. Teachers use different approaches for teaching these skills.

Students in grades 1-5 who have not met certain expectations in reading will have an Individualized Literacy Plan (ILP) developed by both teachers and parents. Additional assistance in this learning process is provided for these students. Our goal is to have all students reach grade level expectations in reading by the end of third grade. If not, we continue to provide additional support for this development to occur. **We strongly encourage students with an ILP to attend summer school not only to maintain but also to increase their skills.**

Students are expected to read daily at home, which is essential for continued growth in skills and confidence in reading. Some teachers have reporting systems to account for nightly reading. Parents are encouraged to be involved in their child's home reading.

WRITTEN LANGUAGE:

Written language is an integral part of the literacy program at each grade. The reading materials are used to involve students in looking at the mechanics of writing, in finding out the purposes for writing, and in analyzing good models of written language. Students write, edit, re-write, publish, and share written pieces with each other, the teacher and other adults. As students progress through the grades, they learn the conventions and formats of writing, how to do research and produce a report, and how to use different styles of writing for different purposes. Writing becomes a component in all subject areas as students learn to express and communicate information they have acquired from different sources. Writing is examined and scored using rubrics devised by the teacher, school or district that are similar to the type of scoring used on the state CSAP tests. Students are also encouraged to become familiar with the expectations of the rubrics as a means of improving their own work.

SPELLING

The district has adopted a joint program that uses the Scope and Sequence from a traditional program and the expectations of the Rebecca Sitton program designed for the essential purpose of helping students spell correctly in their daily writing. The spelling program is based upon a series of spelling skills and the 1200 "Most Frequently Used" words often called Priority Words. Students will work on personal words from content areas and misspelled words from their daily work. Grade level Priority Words in daily writing and words not mastered will be added to individual spelling lists. These words may be called "recycled" words. **The spelling grade is mostly weighted on how well a student spells in his/her daily writing.** Contact teachers for specific expectations for your child.

MATHEMATICS:

Shepardson Students are assessed, taught, and reassessed in mathematics, according to the district and state mathematics content standards. Teachers strive to present a balanced program at each grade level with materials and activities appropriate for each child's developmental readiness. All strands of math are covered in ways to achieve a balanced and integrated view of patterns, number sense, geometry, measurement, data, probability, and computation. Students take a problem solving approach to math and communicate their reasoning and solutions in written and verbal presentations.

Timed tests are given periodically in grades 2-5 to assess growth and learning needs. Students who have quick recall are less frustrated during the mathematical learning and thinking process. **Mastery of the facts by fourth grade is essential to become skillful with the more complicated math processes.** Parents are asked to assist their children in the memorization of these facts.

SCIENCE

FOSS (Full Option Science System) is our adopted science program for K-5. It is an interactive inquiry and hands-on approach to learning key science concepts and processes. Teachers expand the teaching of this area to meet the expectations of standards.

ECO-WEEK

Fifth grade students study ecology and the Colorado eco-zones to meet the criterion for Standard 3 in both Science and Geography as they relate to the study of life science and the earth. As part of this study, fifth graders at Shepardson will attend a three-day/two night outdoor educational program at Pingree Park. The experience includes environmental

and adventure education with classes, hikes, and team building. The cost will be split between parents, PTO and Shepardson.

HEALTH and SAFETY

Health standards are used to guide the instruction. The **Human Growth and Development Program** has been especially developed for this school district by parents and teachers. The content in this sensitive area is more involved in grade 5. Parents are invited to attend a parent meeting prior to this instruction at those two grades.

The counselor supports some of the health and safety instruction with students. The counselor also uses the Second Step, and Bullying Prevention programs to help students develop skills and confidence in their abilities to respond appropriately in social situations as well as develop the expectations for a respectful learning environment.

SOCIAL STUDIES

Social studies standards focus on history, economics, and geography. Different textbooks, novels, and units of study are used to develop identified knowledge and skills (standards.)

SPECIALS

The use of "Specials" refers to any or all of the specialists trained for instructing in these areas: Art, Music, PE, Media/Technology, and Counseling. A regular schedule when each class meets with these specialists is followed during the school year and is available upon request. We are pleased to provide highly trained specialists for these unique and important areas of the curriculum.

ART

Art standards are followed using "Discipline-Based Art Education" approach. This philosophy incorporates aesthetic awareness, art appreciation, multicultural recognition, art history as well as art process, techniques and production. With an emphasis on art process rather than product, students are encouraged to develop higher level thinking through their creativity and imagination, which are especially useful life and work skills for the 21st century. A variety of displays, shows and contests are used in the school and the community to share our students' accomplishments. Student artwork is always on display throughout the building including the Bassani Art Gallery. The district art show in the spring is the largest community display of artwork; however, selected artwork is on display in other areas of the community throughout the year. Students in K-5 have art instruction with an art teacher weekly.

TECHNOLOGY

Technology standards have been adopted for each grade level. All students are expected to perform specific technology tasks upon their exit from elementary school. The classroom teachers and technology assistant or media specialist teach these skills. Our goal is to provide meaningful tasks that integrate other content learning with technology skills serving as a means of learning and presentation. A computer lab provides large group instruction. Mini-labs, classroom computers, and media center workstations are used to provide additional time as needed.

KEYBOARDING

District expectations for proficiency by grade level are as follows:

4th – 10-12 wpm,

5th- 15-20 wpm,

Using correct fingering

Keyboarding grades are based upon timed assessments. Keyboarding is taught using a variety of methods: *Tap Rap* presents the reaches through a rap using the keys which match the letter of the alphabet. *All The Right Type* is interactive software which allows students to practice at their own pace. Parents may purchase copies of the latter program for home study.

STUDENT INTERNET ACCESS

Poudre School District (PSD) makes access to the worldwide computer network known as the Internet available to all students for use as an academic resource. There are no fees or charges for this access and many classes now routinely use the Internet as a tool to complete class assignments and projects. PSD does not have control of the content of the information contained on computer systems outside PSD but does take measures to limit student access to content inappropriate for the school environment through filtering and supervision. In addition, students are expected to adhere to strict guidelines for usage of the Internet as defined by the Code of Conduct. Inappropriate use may cause students to lose their Internet access privileges. IF for any reason a parent does not wish his/her child to have access to the Internet, a Non-Permission Form is available in school offices. If an assigned Non-Permission Form is not filed with the school each year, it will be assumed that the parent has given approval for his/her child to use the Internet.

At Shepardson, students are taught what appropriate use is and what will happen should inappropriate use occur. The district system is designed to severely limit access yet some unexpected topics may occur. If students either report the problem or leave the site immediately, no action will be taken. Consequences will occur even if the system is used after school hours. We are pleased to report that many very appropriate sites are useful in helping students access good information and develop skills. PSD utilizes the Internet to bring online resources to students and staff including the Shepardson "card catalogue," World Book online and other purchases resources. Please contact the Media Specialist if you have further questions.

MUSIC

Music standards drive the instructional program, which focuses on music as an expression of human culture. Students sing, play instruments, move to music and create music within a balanced, comprehensive and sequential skill set. Exposure to different kinds of music throughout the world and from all time periods is basic to this program. The use of Orff instruments assists all students in developing basic music skills and expanding their own musical talents. Students in grades 3-5 participate in a district Music Memory curriculum. Students in grades 4-5 receive instruction on playing recorders to enhance their music reading ability. Students in grades 4 and 5 are invited to participate in Choir. Students will perform at least one music program every other school year. Students in K-5 have music instruction with a music teacher weekly.

PHYSICAL EDUCATION

Physical education standards have been developed to ensure consistency in learning in this area. While physical skills are taught within a game context, our mission is to teach students how to become physically fit and how to make informed decisions that encourage lifetime wellness through participation in structured physical activities. Students in grades 4-5 may participate in the District Track and Field Day in the spring. Students in K-5 have Physical Education instruction with a PE teacher weekly. It is imperative that students are dressed for this activity by wearing gym shoes and clothing that allows for safety and ease of movement.

COUNSELING

The school counselor visits classrooms on a regular basis to help all students explore and manage their own feelings, develop empathy for the feelings of others, learn social skills and expand their ability to respond effectively, appropriately and respectfully in a group setting. In addition, the counselor assists individual students and works closely with parents and staff when special needs arise. Our goal is for all students to feel a sense of security, acceptance and belonging at Shepardson by their peers as well as the staff.

Other important responsibilities include facilitating the class placement process for the following school year, assisting with registration of new students, and other student related activities. Also this position provides support for CSAP and MAPS Testing. These responsibilities align with many services frequently associated with counselors' training, expertise and interests.

RELATED SERVICES AND POLICIES

MEDIA/TECHNOLOGY

District Media/Technology standards for students at all grades are taught through lessons and projects that integrate or correlate with content standards as much as possible. The classroom teachers and the media/technology staff teach these skills. Our goal is to provide meaningful tasks through content learning with media/technology skills serving as a means of learning and presentation.

MEDIA CENTER

The media specialist teaches a sequential program for the development of information skills beginning in Kindergarten and continuing through grade five. The Big Six Research process provides the basis for students in learning how to find, evaluate, and apply information to specific content-related tasks while becoming an independent learner.

Reading a variety of genres is promoted at every grade level. Students are encouraged to check out two items per week or more often if desired. Additional materials may be checked out during research projects or if students have special interests or are avid readers. Checks out times are part of the weekly specialist programming, but students may come at other times with the teacher's approval.

Finding and reading a variety of informational material using multiple resources is promoted throughout the year through special reading activities such as obstacle courses, scavenger hunts, or those activities related to current events such as elections or the Olympics. Local reading promotions are scheduled as well.

Accelerated Reader (AR) is a school-wide, electronic reading program for all Shepardson students. This program provides an individualized way of checking a child's comprehension of a book. Because of the leveled approach, AR naturally provides an incentive for students to read and report. The management portion of AR allows the teacher to have an active part in setting monthly reading goals with each child. The optimal reading level for each student, when reading independently, is established through the STAR diagnostic reading survey.

Teachers remind parents and students of the days of Check Out so books can be returned. Most materials can be renewed for an additional week unless the item is part of the "high demand" collection.

Overdue notices are given to students periodically. Lost books and books not returned at the end of the year need to be replaced. Payment for these books is required but if they are found later, payment will be refunded.

Volunteer support from parents and others is extremely important to ensure a smooth operation of both the media center and the computer lab. Volunteers provide the one-on-one attention that is so important to students at the elementary level who need assistance finding materials or using equipment.

TECHNOLOGY

Technology access is provided to students through a Mac lab that was upgraded in the summer of 2003 using mill levy money to provide 31 eMac computers. Mini-labs are stationed in each pod. The media center also has thirteen workstations for student use. All workstations are networked to the server and a printer. All computers provide Internet access. There is also a classroom computer for each teacher's use. Computers continue to be upgraded as funds become available. A District Technician assigned to the building primarily handles troubleshooting and maintenance.

Each classroom has a scheduled lab time for a minimum of once per week when students work on technology standards under the direction of a computer assistant. The classroom teacher may schedule additional times for the class to work on special projects.

GIFTED AND HIGH ACHIEVING STUDENTS

Our brochure entitled "Shepardson Elementary---*Where All Students Shine*---" describes how we strive to meet the diverse needs of our students. Our staff is trained annually in teaching methods that extend and expand learning for children within the classroom setting. We have many students who are clearly producing above grade level, often more than 2 grades above. Teachers use differentiation and project based strategies to ensure that all students are being challenged; expectations and instruction will be different based upon what students know and are ready to learn. Since we believe that all students have a right to belong in the classroom, as is typical of the real world, we also believe that we need to find ways to meet these varied needs. Students in grades 4 and 5 who qualify using multiple measures will be given a gifted Educational Plan, designed and supported by the teacher, student and parent. For specific information, contact your child's teacher.

ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM

Shepardson serves as a magnet site for neighboring schools to send students whose primary language at home is not English. Additional staffing and resources accompany this program. Typically, Shepardson will have 10% of its students who qualify for direct ELL services while serving families speaking as many as 15 different languages. We highly value and celebrate the diversity that the ELL program brings to the Shepardson community. Having a more diverse student and family population helps to create a learning environment that is representative of the world in which our students will live and work in the 21st century.

SPECIAL SERVICES

If you feel your child has special needs, please contact the school counselor or classroom teacher for information and assistance. Shepardson offers a variety of services for students who have unique needs. Our Special Education services are provided in an inclusive environment to allow students to remain in the classroom and to use our staff more flexibly to meet varied needs. We believe that individual and small group assistance should be available as much as possible to help all children be successful.

REPORT CARDS AND GRADING

Students in grades 1-5 receive progress reports every nine weeks. Dates of distribution to parents are announced in the school newsletter. Kindergarten receives only three formal reports during the school year.

The marks or grades used vary with the grade level and are explained on the cards. The district uses a computerized reporting system that limits comments and markings but allows specialists to enter grades and make personalized comments. These copies are yours and do not need to be returned to school. Please contact your child's teachers if you have any questions.

HOMEWORK POLICY

Homework is defined as work to be done "outside" of the classroom (for example, practicing reading, spelling words and math.) It can also include work a student did not finish in class.

We believe that homework is an integral part of the educational process because it develops good study habits, self-discipline, organization skills and responsibility. Homework also reinforces or expands the classroom learning experiences, and it provides a means of communicating to parents about the school program.

Parents' expectations for homework vary widely. It is our belief that well-planned, purposeful homework exercises should begin in the elementary schools. The emphasis on homework will gradually increase in quantity and frequency as students move through the school system. Teachers will break down long-range assignments by setting up intermediate expectations. Adjustments for some students will be needed.

Parents can support their children by helping to establish and maintain good homework structure. A regular time and place to complete assignments with sufficient lighting, supplies, and quiet will promote homework success.

Students become more consistent with homework when teachers and parents hold them accountable. Students in grades 3-5 are expected to record assignments in their Homework Planners (Stenos). Teachers will evaluate homework and include appropriate feedback to students. It is helpful when parents can regularly check homework planners and homework to see that their children follow through with assignments.

Please talk to your child's teacher if you have questions or concerns.

(4-5 times per week is expected of a "typical" child)

GRADE	AMOUNT OF READING	OTHER TYPES OF HOMEWORK	TOTAL
KDG	Reading with parent	Occasionally	Minimal
1	15 min.	10 min: math, spelling	25 min.
2	15 min.	10 min: math, spelling, other	25 min.
3	20 min.	20 min: math spelling, other	40 min.

4	30 min.	30 min: math, spelling, vocabulary, other	60 min.
5*	30 min.	30 min.	50 – 75 min.

*At the 5th grade level, homework is usually a continuation of an assignment or project. Students should read at home a minimum of 20-30 minutes nightly. Nightly studying can include math facts, spelling words, and content notes. Students might not have assignments involving written work nightly, but they should at least study nightly. Homework may take some students 45 minutes and others up to 1.5 hours. It depends on how much they accomplish during the school day. Assignments are due the next day unless otherwise noted. Students use their daily planners to indicate due dates of assignments. Developing confidence to complete tasks independently is highly useful when they enter junior high school.

MAKE UP WORK POLICY

To prepare students for the collaborative workplace they will experience, students benefit the most from the interactive process found during classroom learning and group work designed to meet the instructional objectives. Students need, therefore, to attend school every day to better enhance the learning process. Many of the learning experiences are impossible to replicate at home. The classroom teacher determines make-up work for one-day absences. Generally make-up work for one-day absences will be given when the child returns to school. When requesting make-up work, notify the office in the morning so the teacher has the opportunity to prepare it during the day. Homework can be picked up in the office at the end of the school day or parents may make arrangements with a sibling or neighbor child.

We realize that on rare occasions travel opportunities can be a valuable adjunct to the education process. Requests for homework during extended travel should be made to the teacher with the approval from the principal. If the time is extensive, it may require withdrawal from school. The student and the family will be responsible for ensuring that the student completes missed work. Students may complete work in advance, upon return or be given different assignments. The initiative for this responsibility rests with the student and the family. **Requests should be made at least one week prior to the date of traveling. No advance homework should be expected with less than 5 days notice.** The teacher will determine the most appropriate format for make-up work. All assignments should be completed within 5 days of the child's return but will be subject to teacher discretion. Work not completed may result in an 'Incomplete' mark on the report card.

PARTNERSHIP WITH UNIVERSITY OF NORTHERN COLORADO (UNC)

Shepardson is one of a few schools that have entered into a partnership with UNC to provide training for college students who are seeking a degree in elementary education or special education. "Student teachers" will be working directly with classroom teachers for about 10 weeks in either their junior or senior year. As an inclusive school, preservice teachers in special education are eager to learn strategies that allow all students to reach high expectations within a typical classroom setting. We are honored to assist these students in becoming the next generation of teaching professionals.

EDITING MARKS

Below is a list of editing marks the teachers use when grading written work. Not all marks are used at every grade level.

Mark	Meaning	How to Use
^	Add a letter or words.	Please cean the room.
∩ U	Close up a space.story book...
—	Change as marked above.	He don't know.
/	Make the letter lower case.	You hurt my Sister.
^ ,	Insert comma.	...a cold windy day...
	Start a new paragraph.	...bugs. Dogs are...
∩ ∩	Transpose: reverse letters or words.	...f o e r v e r...
W W	Used wrong word.	She did bad on her work.
	Move sentences together, not place for new paragraph.	He came to school. Then he unpacked his backpack.
(...) ROS	Fix run-on sentence.	(He came to school and unpacked his backpack and took out his pencils and handed in his homework.) ROS
	Delete or take out.	...ddining room room
#	Add space.	# ...diningroom...
≡	Capitalize the letter.	she won't come.
⊔	Need or fix end punctuation.	Susie went home
" "	Insert quotation marks.	Go away, she said.
⊔	Move where shown.	Look the down row.
⊔	Fix incorrect spelling.	I tawked to my mom.
→	Indent for paragraph.	→He came to school.
←	Wrong place for indentation.	←He came to school.

?	Wording not clear.	Then he went there.
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SPECIAL ACTIVITIES

SCHOOL ASSEMBLIES AND PROGRAMS

School assemblies and programs are scheduled throughout the year. Students in grades 1-5 participate in an evening music program usually designed to compliment classroom instruction. Kindergarten students perform for parents during the school day in late spring. Many of the professional guest speakers and performers who come to Shepardson are invited through the generous support of the PTO. When space is available, parents may attend. Programs vary each year depending on cost, availability and content. Topics presented usually support social studies, science, wildlife, environmental education, safety, the arts, storytelling, and history. Please contact the office if you know of some quality programs.

SHEPARDSON CHOIR

Students in fourth and fifth grades are invited to participate in the school choir. Practices generally occur before school once a week. Students prepare for performances in the community and for the student body. Students can join choir both in the fall and again second semester. A lunchtime instrumental club may be established for interested students unable to participate in choir due to instructional conflicts. Watch for information in the newsletter about this opportunity.

SHEPARDSON STUDENT COUNCIL

Membership includes any interested and committed 4th and 5th grade student. The purpose of Student Council is three-fold:

1. To develop a sense of community among Shepardson students.
2. To encourage leadership throughout the school.
3. To serve our school and community through worthwhile service learning projects.

PARTIES AND BIRTHDAYS

The PTO Room Parent Chairperson will assist or provide each classroom teacher with a Room Parent who works with the teacher to establish an appropriate format for parties and other special events. A listing of the Room Parents can be found in the Directory. Room Parents will call on other parents to assist with special events in that classroom.

Shepardson has two "formal" classroom parties during the school year--- A Winter Holiday Party held the last school day in December and a Valentine's Party held on or near February 14th. They are held during the last hour of the day. Parents are invited to attend.

If a student would like to bring birthday treats, please make prior arrangements with the teacher. **Home party invitations may only be distributed at school if every student in the class receives one.** The school cannot give out home phone numbers; use of the school directory is encouraged.

Due to established health codes, homemade food items and snacks are not permitted with the intent of sharing these with students (such as parties and birthday treats.) Only commercially prepared and commercially packaged foods can be served. If items are not individually wrapped, an adult with clean hands should provide a serving to each child. Under no circumstances will children be allowed to put their hands into a common container to serve themselves.

Teachers will be aware and assist children who have food allergies or special diets. The nurse/Health Tech provides the teacher with useful information to accommodate such needs. Some classrooms may be designated as allergen free. Teachers will communicate these unique expectations. Our ultimate goal is for all children to participate and feel a true sense of belonging.

SCHOOL PICTURES

Another PTO Service Project is Student Pictures. Individual pictures are taken in the fall. All children are photographed but purchasing is optional. Class pictures are taken in the spring and can be purchased if ordered. Some

student groups (Student Council, Choir) may also have group pictures taken to remember their role in student activities. Announcements are sent home and dates are published in the newsletter.

ACRONYMS OR CONFUSING TERMS USED

AR	Accelerated Reading Program (self-paced, leveled independent reading program)
BASE Camp	Provider of our before/after school care program at the school (6:30 a.m. – 6:00 p.m.)
Centers	Instructional method for mini-lessons or activities for small groups of students
CSAP	Colorado School Assessment Program (state testing program for Gr 3-10)
Compacting	Flexible groups made for each unit of study based upon pretest performance
DAB	District Advisory Board
DRA2	Developmental Reading Assessment Second Edition
ECO Week	Ecology Education (3 day, 2 night environmental learning experience for 5 th graders)
ELL	English Language Learners; first language is not English
Flexible grouping	Groups that change frequently; not-permanent groupings
FOSS	Full Option Science System (K-6)
IEP	Individualized Educational Plan (special needs, federal requirements attached)
ILP	Individualized Learning Plan (Literacy only, state-mandated)
MN	Moderate Needs; a type of special education service
MAPS	Measures of Academic Process (formerly Levels tests; computerized and individualized)
OM	Odyssey of the Mind (teams compete with problem solving experience)
PARA	Paraprofessional
PTO	Parent Teacher Organization
Resource	Type of special education service
RTI	Response to Intervention
SAR	School Accountability Reports (prepared by Colorado Dept. of Education)
SIT	School Improvement Team
“Specials”	Refers to Art, Music, PE, Media Skills, Technology Skills and sometimes Counseling
SRO	School Resource Office (specially trained police officers that work with schools)
STARS	Self control, Truthfulness, Appreciation, Responsibility, Service (Character Ed Program)
STEM	Science Technology Engineering Mathematics
SST	Student Success Team
VIPS	Volunteers in Poudre Schools

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