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## Three communication models for the elementary school ...

Molly Ann Schechter

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MASTER'S DEGREE IN EDUCATION

SCHOOL ADMINISTRATION OPTION

GRADUATE PROJECT

THREE COMMUNICATION MODELS

FOR

THE ELEMENTARY SCHOOL

MOLLY ANN SCHECTER

Spring Quarter 1981

California State College

San Bernardino

THREE COMMUNICATION MODELS FOR THE ELEMENTARY SCHOOL

A Project Proposal Submitted to  
The Faculty of the School of Education  
In Fulfillment of the Requirements of the Degree of  
Master of Arts

in

Education: School Administration Option

By

Molly Ann Schecter, M. A.

San Bernardino, California

1981

APPROVED BY:

Dr. Keith Dolan, Advisor

Dr. Robert West, Committee Member

I N T R O D U C T I O N

Recent history of the public educational system has resulted in many changes in the field of school-community relations. During the past ten years, there has been a widespread increase in participation within the school family and from external groups and agencies as well.

At one time, not so long ago, the public school was the principal's domain. Decision making was left largely to the site administrator. Now, with the increased sensitivity towards better school involvement, most school principals have implemented a system of participatory management. This system is spearheaded by the principal and supported by a network of professionals, para-professionals, parents and concerned citizens.

The public school system was once protected from the scrutiny of the public sector of our culture. What went on "behind closed doors" was rarely questioned or challenged by the community-at-large. Parents left the responsibility of educating and training their children totally to school personnel. Verbal reprimands as well as corporal punishment were administered as needed and at the will of the particular administrator. Parents were supportive of school policy--conforming to suggestions from the educational hierarchy. This was a time when "the teacher's word was law."

A more liberated viewpoint has permeated society. As a result, the community feels as though they not only

have the "right" but also the "responsibility" to scrutinize the public school system and all who are associated with it. The ramifications of public involvement can be seen in decision making, establishing policy, developing curriculum, etc.--every facet of the educational program. No longer may the principal ignore community concern. They now must substantiate actions with hard facts and evidence--demonstrating accountability for all decisions.

A comprehensive communications system between school and home is a vital aspect of a successful educational program. This transmission of information supports the existing curriculum as well as helps to promote and establish new lines of conveyance. A system, one that encourages a transfer of information from school to home and vice versa, can establish a compatible rapport whose benefits can be reaped many times over.

The communications process can be facilitated through many means. Verbal and written correspondence provide the cornerstone, if not the foundation, of a solid communications network. This can be augmented by a variety of activities that solicit parent participation and community response. The totality of this communication, both quantitatively and qualitatively, are the key to its success.

The in-input of the community at large cannot be short-changed. The school is an established entity in the micro-

cosom of the local society, and as such, it permeates all segments of the community, both public and private. Utilized correctly, it can establish a viable communications vehicle linking the public domain and the private sectors. But misused or neglected, it can cause a catastrophic dissonance whose repercussions can cause irreparable harm.

The site administrator can do much to insure the success of the school's public relations program. At the elementary level it becomes the building principal's ultimate responsibility to oversee, develop and implement a comprehensive correspondence system. It must consider the specific needs of the school--its population, ethnic make-up, grade level configurations, etc. In addition, it is important to examine the surrounding community, for the school is a vital cog in the complex wheel of society-at-large.

This multi-dimensional program must include the dissemination of information on a regularly-scheduled basis. By doing so, one lends consistency to its design and can be assured of harnessing maximum benefits from these efforts. In this way, the school's consumers--parents, students and community members--will consider this data a valuable compilation of important information.

If the public school hopes to establish an effective liaison between the school and the home, it must provide parents with the necessary building blocks for that partnership. The paramount concern of both parent and teacher

is the health, well-being and education of the child. This common interest and concern helps to establish that unifying link that melds them together. But interest alone is not enough. A well-planned and comprehensive communications program must be initiated, established and maintained.

A basic communications program must involve parents, teachers and students. It includes the daily dialogue between teacher and student, the formal conferencing between parent and teacher and any written data and documentation, from a simple absence excuse to the parenthetical notations in the cumulative record file. It is an all-encompassing process that beams to its audience in a multi-dimensional mode.

Within the pages that follow lie prototypes for three specific communication models. Each of these has been conceived and developed for the elementary school level. They offer important and valuable information in a formidable and purposeful manner. Documents such as these keep the communications network open as well as record for posterity the history of the school organization, its procedures and its traditions.



I. W E E K L Y B U L L E T I N

A weekly bulletin can keep parents abreast of current news , policies and events. It can include contributions and short articles from the total school family - principal - teachers - parents - students. It should provide a vehicle that communicates the most up-to-date information.

The enclosed prototype suggests a model for such a weekly bulletin. This one, edited by the principal, includes a potpourri of information in a well defined and organized mode.

The first section includes a brief summation of the week past. This updates parents with the school's program and familiarizes them with the on-going educational processes. The second part is comprised of announcements, issues of importance and coming events. This helps to generate excitement and curiosity among the school family. A calendar of events, listing activities, meetings, educational programming and civic events is listed next. This enables parents to plan and prepare for the inclusion of many worthwhile experiences in their family's routine. Last, a special thought or tip is always included. This helps to stimulate and perpetuate interest and excitement in the educational growth of our children.

# Cathedral City Elementary School

In our school...KIDS COUNT!

VOLUME 1 NO 16

FRIDAY MARCH 27, 1981

WE'RE PROUD TO ANNOUNCE...

Last Monday, Mrs. Morrison's second grade class took an exciting excursion to the supermarket. They were led on a tour of the produce section where they purchased a variety of vegetables. Back at school, the children prepared a sumptuous array of hot and cold vegetables. A bountiful feast was enjoyed by all.

Ralph Santos, a student in Mr. Prutzman's class has invented a new box game called "Detante". It is the rage of the sixth grade class. It seems that the creation of this phenomenon has motivated many other children to invent their own games. And just think, this was all initiated by a sixth grade social studies lesson.

Our third annual Balloon Day ceremony was celebrated yesterday afternoon. Students and teachers in grades kindergarten through sixth launched 723 balloons which represented thousands of books read during the past two months. It was a pleasure to see so many parents turn out and join us for this event. We're so proud of our super readers!

COMING UP...

Mark your calendar and save this date...Wednesday, April 1st is OPEN HOUSE. Please join us at 5:00 for our family picnic. Classrooms will be open from six o'clock to 8 PM. Your children will have many special projects on display. We hope to see you there.



The Parent-Teacher Group will hold its monthly meeting on Thursday, April 2nd at 9 AM. Orange Juice and homemade goodies will be served in the Resource Room. Important items to be discussed include the end of the year Parent Volunteer Tea, Sixth Grade Culmination, Beautify our Campus Campaign and budget allocations for the coming year. Please contact PTG president, Anita Green at 342-0865 for further information.

Channel 7 will be presenting an excellent program this Tuesday at 3:30. As part of their Afternoon Special series, The 99th Emergency tells the story of a young boy who has difficulty adjusting to a new school. It is particularly suitable for children ages seven to twelve.

## \*CALENDAR OF EVENTS\*

Mon. March 30th	3rd grade trip to the Living Desert Reserve Games Workshop for parents-Library 1Q 12
Tues. March 31st	The 99th Emergency Channel 7 3:30 PM
Wed. April 1st	OPEN HOUSE AND FAMILY PICNIC 5-8PM
Thurs. April 2nd	Parent Teacher Group meeting 9AM
Fri. April 3rd	Flying Saucer Ice Cream Sale 50¢

DID YOU KNOW...Daily reading aloud by your child and you reinforce all reading skills taught at school. The children who read the most, often read the best!

Have a good week!

Molly Schecter, Principal

I I.   E L E M E N T A R Y   S C H O O L   H A N D B O O K

All schools are required by law to disseminate certain important information. Most institutions at the secondary level provide this data in the form of a student handbook. It includes much of the information delineating the school's curriculum, activities and student's rights and responsibilities.

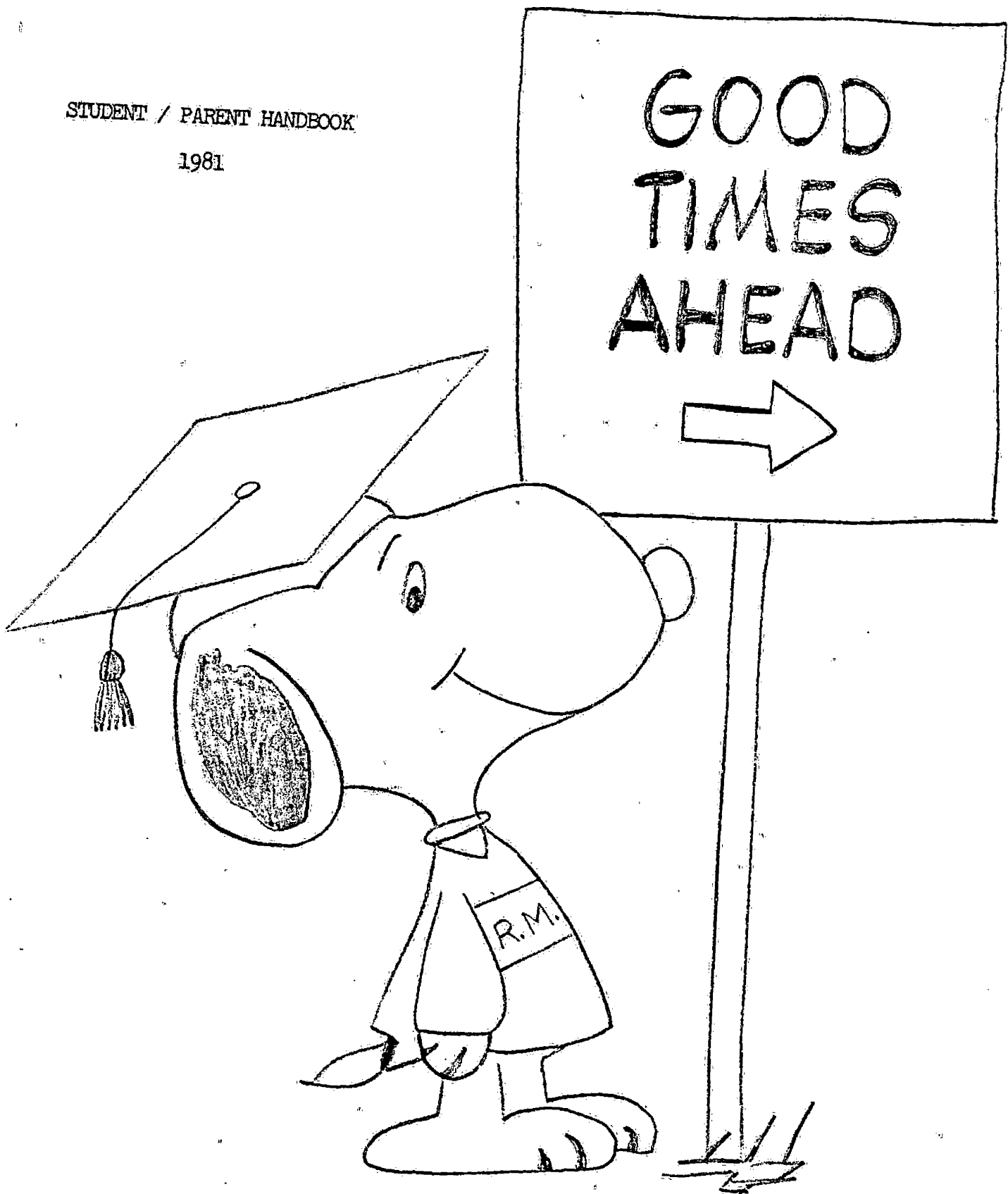
At the elementary level there exists many rules, regulations and important policies of which parents and students too, must be kept abreast. Unfortunately, few prototypes have been developed which meet this need. As a result, individual notes and bulletins are sent home and are either lost, misplaced or ignored. By combining and organizing this data into a comprehensive handbook, it will be readily available to all parents and students for quick reference.

A handbook for the elementary school should be prepared for dissemination at the beginning of each school year. A copy would accompany each child home on opening day. In addition, distribution should be made to new students and their families upon entering school so as to familiarize them with the existing program.

The handbook that follows is a prototype for the elementary level. It was conceived and developed for Rancho Mirage Elementary School, Palm Springs Unified School District, Palm Springs, California.

STUDENT / PARENT HANDBOOK

1981



RANCHO MIRAGE SCHOOL  
42-985 INDIAN TRAIL RANCHO MIRAGE, CA 92270 346-8187

R A N C H O   M I R A G E   S C H O O L

STUDENT / PARENT HANDBOOK

1981

42-985 INDIAN TRAIL

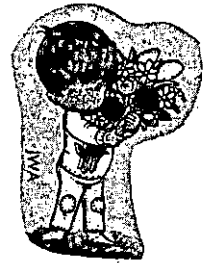
RANCHO MIRAGE CA 92270

(714) 346-8187

LINDA BRAY

PRINCIPAL

\*\*PREPARED BY MOLLY SCHECTER\*\*

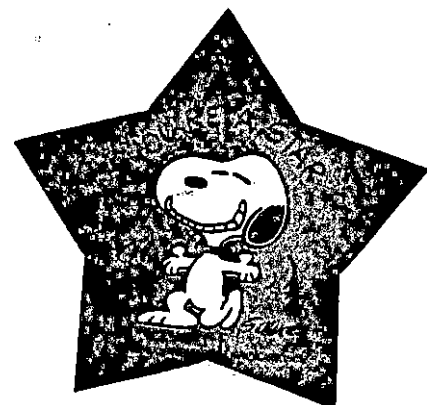


# KIDS COUNT

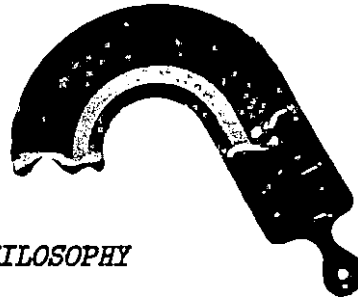
WELCOME TO RANCHO MIRAGE SCHOOL! NESTLED WITHIN THE RANCHO MIRAGE COVE, OUR SCHOOL IS ONE OF EIGHT ELEMENTARY SCHOOLS IN THE PALM SPRINGS UNIFIED SCHOOL DISTRICT. OUR SCHOOL IS COMPOSED OF APPROXIMATELY FOUR HUNDRED STUDENTS AND A STAFF OF TWENTY-SIX WHO WORK DILLIGENTLY TO PROVIDE AN EXCITING LEARNING ENVIRONMENT FOR YOUR CHILDREN.

RANCHO MIRAGE SCHOOL OPENED IN SEPTEMBER 1968. SINCE THAT TIME, THE THREE PODS HAVE GROWN TO INCLUDE ADDITIONAL PORTABLE CLASSROOMS AND A BEAUTIFUL MULTI-PURPOSE-ROOM. OUR CLASSROOMS ARE SURROUNDED BY AN EXPANSIVE GRASS FIELD AND PLAYGROUND WHICH PROVIDE A WARM AND WELCOMING ATMOSPHERE CONDUSIVE TO LEARNING, PEER INTERACTIONS AND COOPERATIVE PLAY.

OUR MOTTO. KIDS COUNT!







*PHILOSOPHY*

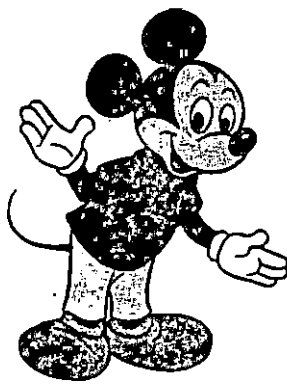
*WE BELIEVE THAT STUDENTS SHOULD BE ALLOWED AND ENCOURAGED TO...*

*DO ALL THEY CAN DO...*

*LEARN ALL THEY CAN LEARN...*

*BE ALL THEY CAN BE!*





### COMMUNICATION



**LATE TO SCHOOL?...**Go directly to the office and get a late slip. Bring this to your teacher so that you may be admitted into class.

**ABSENT FROM SCHOOL?...**Parents are requested to call the school on the first day of their child's absence. You'll need an absence excuse signed by your parent explaining the reason for your absence. Bring your note to your teacher on your first day back to school.

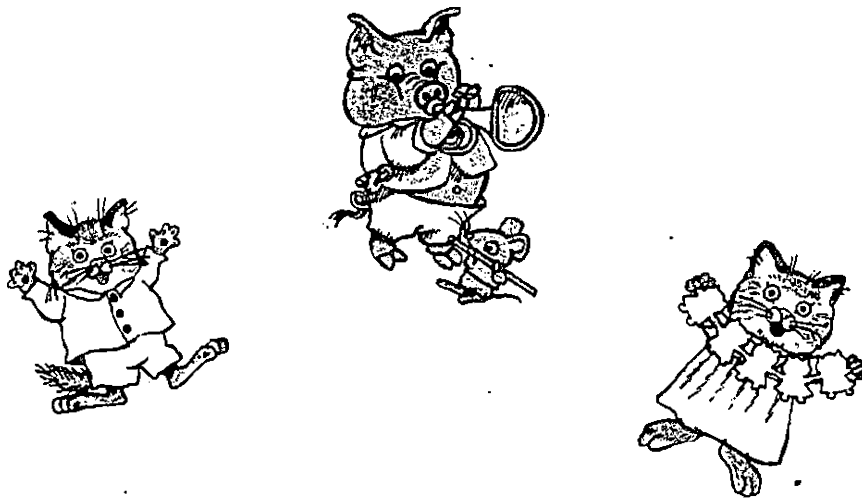
**IF YOU MUST LEAVE SCHOOL DURING THE DAY...**Bring a note stating the reason you must leave and the time that your parent will be picking you up. Parents must sign-out in the office before their children may leave campus.

**IF YOU ARE UNABLE TO PARTICIPATE IN P.E...**You must bring a written note from home describing the reason you are unable to participate in athletic activities and the length of time for which you must be excused.

**HOME REPORTS.....**Most teachers have an individualized reporting system to keep you informed of your child's progress. If you have further questions or concerns, you may arrange a personal conference with your child's teacher.

**FRIDAY BULLETIN...**At week's end, a bulletin is prepared by the principal highlighting recent activities and upcoming events. This will keep you up-to-date with the happenings at our school.

**CLOSED CAMPUS.....**Students must NEVER leave the campus without permission except at the end of the school day.



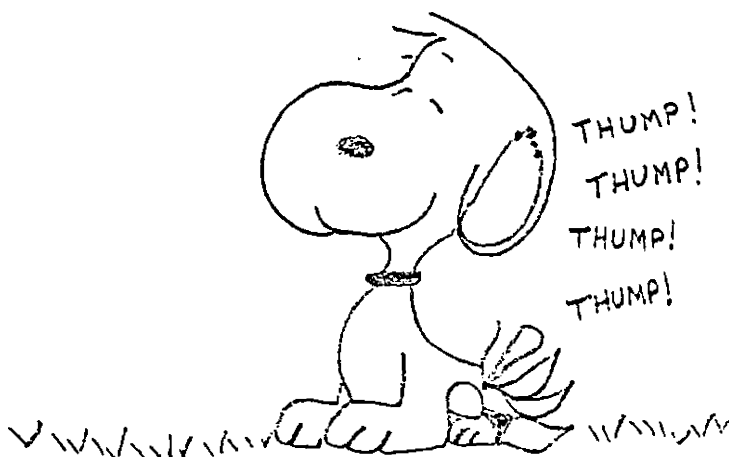
**\*\*WE'RE THE BEST\*\***

OUR COMMUNITY PAYS TAXES AND GIVES SUPPORT TO PROVIDE US WITH THE  
BEST EDUCATION POSSIBLE. WE RESPOND WITH OUR GREAT SPIRIT. OUR  
GOAL IS TO MAKE THIS THE BEST ELEMENTARY SCHOOL IN THIS COUNTRY!

OUR TEAM IS CALLED THE RANCHO MIRAGE RAMS.

OUR SCHOOL MOTTO IS "KIDS COUNT".

OUR SCHOOL COLORS ARE BLUE AND GOLD.



# R U L E S

## APPROVED PLAYGROUND GAMES

- \*HANDBALL\* \*JUMP ROPE\* \*SOCCER\* \*FOUR SQUARE\* \*BARS\*
- \*HOPSCOTCH\* \*VOLLEYBALL\* \*TEAMBALL\* \*FLAG FOOTBALL\*
- \*SOFTBALL\* \*BASKETBALL\* \*TETHERBALL\* \*KICKBALL\*
- \*SWING\* - COUNT TO 50; ONE PERSON AT A TIME. SIT IN THE SWING.

## BALL CHECK-OUT

- \* STUDENT MUST GIVE NAME AND ROOM NUMBER TO CHECK OUT EQUIPMENT.
- \* EQUIPMENT MUST BE RETURNED BY THE PERSON WHO CHECKED IT OUT.

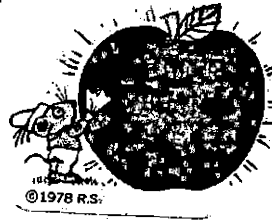
## CAFETERIA RULES

- \* WALK DIRECTLY TO THE CAFETERIA, ACCOMPANIED BY YOUR TEACHER.
- \* ONCE SEATED, REMAIN AT THAT TABLE UNTIL DISMISSED.
- \* EIGHT STUDENTS ONLY MAY SIT AT THE ROUND TABLES, TEN AT THE RECTANGULAR TABLES.
- \* STUDENTS MUST TALK IN QUIET VOICES. IF VOICES ARE TOO LOUD, THE NEXT DAY WILL BE A SILENT DAY WITH NO TALKING.
- \* AFTER FIFTEEN MINUTES, A BELL WILL RING/WHISTLE WILL BLOW. AT THAT TIME STUDENTS PREPARE TO BE DISMISSED BY CLEANING UP THE TABLE AND AREA AROUND IT. STUDENTS MUST WAIT UNTIL THE NOON SUPERVISORS DISMISS THEM.
- \* STUDENTS MUST WALK DOWN THE HILL TO THE PLAYGROUND.



BUS RULES - Riding the school bus is a privilege, not a right.  
Children must remember these important rules:

- \* BE AT YOUR BUS STOP ON TIME.
- \* WAIT AT YOUR STOP IN A POLITE, CONSIDERATE MANNER.
- \* USE YOUR BEST BEHAVIOR ON THE SCHOOL BUS.
- \* FOLLOW THE RULES SET BY YOUR BUS DRIVER.
- \* BE A RESPONSIBLE AND COOPERATIVE BUS RIDER.



EACH STUDENT AT RANCHO MIRAGE IS RESPONSIBLE FOR FOLLOWING ALL SCHOOL RULES. THESE INSURE THAT WE WILL HAVE A SAFE AND SECURE ENVIRONMENT FOR LEARNING.

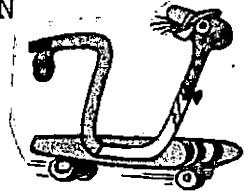
#### GENERAL RULES.

- \* THERE ARE TO BE NO SKATEBOARDS BICYCLES OR ROLLER SKATES ON CAMPUS. IF SKATEBOARDS OR ROLLER SKATES ARE AT SCHOOL THEY MUST BE KEPT IN THE OFFICE. HOWEVER, WE ARE NOT RESPONSIBLE FOR THEM.
- \* RADIOS AND TAPE PLAYERS ARE TO BE KEPT AT HOME. IF BROUGHT ON CAMPUS, THEY WILL BE TAKEN BY THE PRINCIPAL AND RETURNED TO PARENTS ONLY.
- \* NO THONGS AT SCHOOL. BRING TENNIS OR OTHER CLOSED SHOES FOR THE PLAYGROUND. IF SANDALS ARE WORN, WEAR SOCKS. WE CARE ABOUT YOUR FEET.
- \* STUDENTS SHOULD MAKE AFTER-SCHOOL PLANS IN ADVANCE. THE SCHOOL PHONE IS FOR EMERGENCY USE ONLY WITH A NOTE FROM THE TEACHER.
- \* GUM, CANDY OR FOOD IS NOT ALLOWED ON THE PLAYGROUND OR IN THE CLASSROOM. THE ONLY EXCEPTION TO THIS RULE IS THE NUTRITION BREAK AND PARTY TREATS.
- \* STUDENTS MAY NOT LEAVE CAMPUS AT ANY TIME WITHOUT WRITTEN PERMISSION FROM THEIR PARENTS.



#### PLAYGROUND RULES

- \* ALL GAMES ARE TO BE PLAYED ON THE PLAYGROUND AND FIELD ONLY.
- \* ALL GAMES STOP WHEN THE BELL RINGS/WHISTLE BLOWS.
- \* STUDENTS WALK TO AND FROM THE PLAYGROUND.
- \* BALLS ARE TO BE BOUNCED BY HAND AGAINST BACKSTOPS ONLY. NO KICKING AGAINST BACKSTOP IS PERMITTED.
- \* STUDENTS WHO CHOOSE NOT TO PLAY IN ANY OF THE ABOVE GAMES MUST SIT ON THE BENCH. THEY MAY GO TO THE LIBRARY IF THEY HAVE A SIGNED PASS FROM THEIR TEACHER AND THEY MUST GO IMMEDIATELY FROM THE CAFETERIA.



# KIDS COUNT



I I I. P A R T N E R S I N E D U C A T I O N :

A R E F E R E N C E G U I D E F O R P A R E N T S

Prior to the age of five, most children receive the majority of their education via the parent-child relationship. Countless hours and painstaking energies are expended by parents in an effort to help their youngsters grow into mature and fulfilled individuals prepared for the adult world. In this totally supportive role, most parents offer their child a loving and nurturing environment. This guardian teaches the youngster the basic skills necessary for survival in our society. This job is often time-consuming and tedious but the end product is rewarding and fulfilling. One cannot underestimate the effects that parenting has on a child's future.

Yet the school system labels parents as "lay people." Perhaps this is a misnomer, for although many parents may not possess the skills and professional training of an educator, there exist certain intrinsic qualities that enable parents to guide children throughout their educational careers.

The public school can assist parents by making training and materials available to them. It is often the most simple of activities that encompass and incorporate the most rudimentary building blocks of educational skills and tools.

The dissemination of this information in written form can serve as a handy reference guide for parents. Broken down into the components of major curricular areas, it delineates basic activities and ideas which parents can help incorporate into their family lifestyle.



The accompanying guide is a prototype of such a model.  
Entitled, Partners in Education, it conveys the founding premise that together we can best serve the needs of our children.

RESPONSIBILITIES	1st	2nd	3rd	4th	5th
<p>ATTENDANCE/PUNCTUALITY/PREPAREDNESS</p> <p>1. To be on time, prepared to work with necessary materials and assignments (grade 1-6)</p> <p>Kindergarten Teachers should help students establish patterns of punctuality.</p>	Warning by teacher with record kept.	15 minute detention with teacher with parent notification.	30 minute detention with teacher/Principal notified	Principal/parent/child Conference 1 Hour detention	SARB or Dist. Com.
<p>SUITABLE LEARNING ENVIRONMENT</p> <p>1. To contribute to a positive Learning Environment by:</p> <p>a. respecting the authority of the teacher (the right of other students to learn)</p> <p>b. refraining from any intimidation</p> <p>c. refraining from purposeful physical injury to others</p> <p>d. refraining from any willful damage to or theft of school or private property</p> <p>e. refraining from sale of possession or being under the influence of any controlled substance or narcotic or possession of a dangerous object.</p> <p>f. refraining from vulgarity or profanity directed toward another person</p>	<p>APPROPRIATE</p> <p>Teacher warning to student with record kept.</p> <p>Teacher/Parent contact (oral) Principal advised in writing. 15 minutes detention.</p> <p>Principal Contact Parent Contact ISS</p> <p>Teacher/Parent contact. Principal advised in writing.</p> <p>Administrative contact with Police OSS Confiscate contraband (Local Drug Abuse Referral)</p> <p>Teacher warning to student with record kept.</p>	<p>LAW ENFORCEMENT AGENCY NOTIFIED AS WARRANTED</p> <p>Teacher/Parent contact. Principal advised in writing. 15 minutes detention.</p> <p>Principal/Parent Conference 30 minutes detention.</p> <p>OSS</p> <p>Parent/Teacher/Child Conference..ISS Restitution</p> <p>Review for possible Expulsion Hearing</p> <p>Teacher/Parent contact-Principal advised - 15 minute detention</p>	<p>Principal/Parent Contact.</p> <p>30 minutes detention.</p> <p>Principal/Parent/Child Conference 30 minutes detention.</p> <p>OSS</p> <p>ISS...Restitution Part of Cum Record</p> <p>Principal/Parent contact - 30 minute detention</p>	<p>Principal/Parent/Child Conference 30 minutes detention.</p> <p>ISS/OSS</p> <p>Review for possible Expulsion.</p> <p>OSS Restitution</p> <p>Principal/Parent/Child/Teacher Conference 30 min. detention</p>	ISS/OSS REVIEW FOR POSSIBLE EXPULSION HEARING

CUMULATIVE DISCIPLINE RECORD

STUDENT'S NAME: \_\_\_\_\_  
 (Last) (First) (Middle)

DATE OF BIRTH: \_\_\_\_\_

[illegible]

COMMENTS & PARENTS' SIGNATURE(S): \_\_\_\_\_

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RESPONSIBILITIES	CONSEQUENCES				
	1st.	2nd.	3rd.	4th.	5th.
SUITABLE SCHOOL ENVIRONMENT:	APPROPRIATE LAW ENFORCEMENT AGENCIES NOTIFIED AS WARRANTED				
1. To contribute to a positive school environment by:					. . . . . OSS . . . . . REVIEW FOR POSSIBLE EXPULSION . . . . .
a. respecting the authority of teachers at the school and following school (play-ground rules)	Teacher warning to student. Principal advised in writing.	Principal advised in writing. Parent contact by principal or designee	Principal/parent/child conference. Nature of offense determines punishment (ISS/OSS)	Principal/Parent/Child conference. Nature of offense determines punishment (ISS/OSS)	
b. refraining from any intimidation	Principal advised in writing. Parent advised. Warning to student.	Principal/Child/Parent Conference (ISS/OSS)	→		
c. refraining from purposeful physical injury to others	Principal advised. Principal/Parent/Child conference (ISS/OSS)	ISS/OSS	→		
d. refraining from any willful damage to or theft of school or private property	Principal/Parent/Child conference Restitution (ISS/OSS)	ISS/OSS	→		
e. refraining from possession or being under the influence of any narcotic or controlled substance or possession of any dangerous object.	Contact Police Confiscate contraband. (Local Drug Abuse Referral) OSS	REVIEW FOR POSSIBLE EXPULSION			
refraining from possession or use of tobacco	OSS	OSS	OSS	REVIEW FOR POSSIBLE EXPULSION	
f. refraining from vulgarity or profanity directed toward another person	Referral to office Office advises teacher who warns student	Teacher/Parent contact ISS	Principal/Parent/Child conference ISS	Principal/Parent/Child conference ISS/OSS	
g. refraining from littering or defacing campus	STUDENT CLEANS CAMPUS AND/OR MAKES RESTITUTION				



**BUS STOP...TRANSPORTATION BEHAVIOR/ STUDENTS**

RESPONSIBILITIES	CONSEQUENCES				5th	
	1st	2nd	3rd	4th		
SUITABLE ENVIRONMENT	ALL STUDENTS WILL BE REQUIRED TO SIT IN ASSIGNED SEATS UNLESS WAIVED BY DISTRICT TRANSPORTATION LIASON & WILL BE ISSUED AND REQUIRED TO CARRY A BUS PASS					
To contribute to a safe bus stop and transportation environment by:						
a. respecting the authority of the bus driver	Written warning given by bus driver and returned	Written warning given by bus driver/Appropriate administrator notified	Written warning given by bus driver/Parent/Child conference	Suspension by bus driver until Administrator/Parent/Child conference determines suspension time	LOSS OF BUS PRIVILEGE FOR THE REMAINDER OF THE SCHOOL YEAR	
b. refraining from verbal intimidation of other students	Written warning given by bus driver/Appropriate administrator phones parent	Written warning given by bus driver/Appropriate administrator/Parent/Child conference	Suspension by bus driver until Appropriate Administrator/Parent/Child conference determines the suspension time	Loss of bus privilege for remainder of the school year		
c. refraining from physical injury to another student	Appropriate Administrator/Parent/Child conference 3-10 day bus suspension	Appropriate Administrator/Parent/Child conference 10 day - remainder of year bus suspension	Suspension of bus privilege for remainder of year & possible Expulsion Hearing			
refraining from physical injury to bus driver	IMMEDIATE SUSPENSION BY BUS DRIVER PENDING ADMINISTRATIVE HEARING INCLUDING PARENT/CHILD/BUS DRIVER WITH LOSS OF BUS PRIVILEGE AND POSSIBLE EXPULSION HEARING					
d. refraining from damage to bus, public or private property or theft of property at the bus stop	Appropriate Administrator/Parent/Child conference with suspension until restitution	Suspension of bus privilege for remainder of the year Restitution & Possible Expulsion Hearing				
e. refraining from being under the influence of or in possession of any narcotic or any controlled substance or possession of any dangerous object	Contact Police/Confiscate substance or object Administrative Hearing with bus driver/suspension 30 days or longer based on Hearing	Loss of bus privilege Review for possible Expulsion				
refraining from possession or use of tobacco	Appropriate Administrator/Parent/Student conference 3 day suspension from bus	Appropriate Administrator/Parent/Student conference 10 day suspension from bus	Suspend bus privilege for remainder of the year			
f. refraining from vulgarity or profanity	Written warning given by bus driver and returned	Written warning given by bus driver/Appropriate administrator phones parent	Written warning given by bus driver/Administrator/Parent/Child conference	Suspension by bus driver until Administrator/Parent/Child conference determines suspension time		
g. refraining from any act which endangers the safety of the passengers of the bus, including leaving the bus by other than an authorized exit	Administrative/Parent/Child conference with a minimum 3 day suspension from the bus	Administrative/Parent/Child conference with a minimum 30 day suspension from the bus and police contact	Suspend bus privilege for the remainder of the year	Review for Expulsion		
h. refraining from leaving the bus at other than student's authorized bus stop without written permission	Written warning given by bus driver and returned	Written warning given by bus driver/Appropriate Administrator/Parent/Child conference	Suspension by bus driver until Administrator/Parent/Child conference determines suspension time	Loss of bus privilege for remainder of the semester		
. . . . . ANY ROCK OR MISSILE THROWN AT A BUS WILL RESULT IN PROSECUTION TO THE FULLEST EXTENT OF THE LAW . . . . .						

**PALM SPRINGS UNIFIED SCHOOL DISTRICT  
CUMULATIVE DISCIPLINE RECORD**

STUDENT'S NAME: \_\_\_\_\_  
(Last) (First) (Middle)

DATE OF BIRTH: \_\_\_\_\_

DE/SCHOOL	RESPECTING AUTHORITY				REFRAINING FROM VERBAL INTIMIDATION				REFRAINING FROM PHYSICAL INJURY TO OTHERS				REFRAINING FROM PHYSICAL INJURY TO DRIVER				NARCOTICS/ WEAPONS			

DE/SCHOOL	VULGARITY/ PROFANITY				ENDANGERING SAFETY OF PASSENGERS				REFRAINING FROM EXITING AT OTHER THAN AUTHORIZED STOP				REFRAINING FROM PROPERTY DAMAGE OR THEFT				POSSESSION OR USE OF TOBACCO			

TEACHER'S & PARENTS' SIGNATURE(S): \_\_\_\_\_

**SPECIAL EVENTS BEHAVIOR/PUPILS**

RESPONSIBILITIES	CONSEQUENCES			
	1st	2nd	3rd	4th
<b>PUNCTUALITY:</b> . . . . . REQUIRES COMMUNICATION OF RULES TO STUDENTS AND PARENTS AT THE BEGINNING OF EACH SCHOOL YEAR....				
To arrive at departure point on time with necessary materials and to be picked up by parent or parent designee on time	Written reminder of rules to parent and student	Parent/Child conference Suspension from next special event	Parent/Child Conference Suspension from Special Events for 18 weeks	
<b>SUITABLE ENVIRONMENT:</b> . . . . . APPROPRIATE LAW ENFORCEMENT AGENCY NOTIFIED AS WARRANTED . . . . .				
To contribute to a suitable environment by:				
a. respecting the authority of all supervisors, chaperones and security personnel	Verbal warning to student with record kept	Principal/Parent/Student Conference Suspension from next event	Principal/Parent/Student Conference Suspension from Special Events for 18 weeks	
b. refraining from any damage to or theft of school, public or private property	Principal/Parent conference Restitution	Suspension from attending future events/Restitution & Possible Expulsion Hearing		
c. refraining from possession, sale, otherwise furnishing or using any weapon or dangerous weapon	Parent requested to pick up student/Appropriate law enforcement notification Suspension from attending future events Possible Expulsion Hearing			
d. refraining from possession, use, sale or otherwise furnishing any narcotic or controlled substance or alcoholic beverage	Parent requested to pick up student/Appropriate law enforcement notification and suspension from attending future events Possible Expulsion Hearing			
e. refraining from possession, use or furnishing tobacco	Parent requested to pick up student	Principal/Parent conference Suspension from Special Events for 18 weeks		
f. refraining from profanity, vulgarity or unacceptable behavior	Verbal warning to student with record kept	Principal/Parent conference/Suspension from next event	Principal/Parent Conference Suspension from Special Events for 18 weeks	
g. refraining from any other disruptive behavior or disruption of activities	Parent requested to pick student up	Principal/Parent/Student Conference Suspension from Special Events for 18 weeks		



STUDENT'S NAME: \_\_\_\_\_  
(Last) (First) (Middle)

STUDENT'S NAME:

RADE/  
SCHOOL.

## PUNCTUALITY

RESPECTING  
AUTHORITY

SUITABLE ENVIRONMENT	
REFRAINING FROM PROPERTY DAMAGE OR THEFT	NARCOTICS/ WEAPONS

**NARCOTICS/  
WEAPONS**

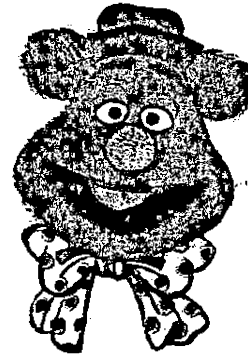
POSSESSION OR  
USE/TOBACCO

PROFANITY/  
VULGARITY

## DISRUPTIVE BEHAVIOR

COMMENTS & PARENTS' SIGNATURE(S): \_\_\_\_\_

\_\_\_\_\_



## DRESS AND APPEARANCE

**\*\*ALL STUDENTS ARE REQUIRED TO DRESS IN AN APPROPRIATE MANNER  
WITH EMPHASIS ON NEATNESS AND SAFETY.\*\***

NEATNESS...

CLELINESS...

MODESTY...

SAFETY...

PERSONAL AND PUBLIC HEALTH

**\*\*ANY STUDENT WHOSE MANNER OF DRESS ATTRACTS UNDO ATTENTION, CAUSES  
A DISTRACTION OR POSES A HAZZARD TO PERSONAL SAFETY MAY BE REQUIRED  
TO GO HOME AND BECOME PROPERLY PREPARED FOR SCHOOL.\*\***

HERE ARE A FEW SUGGESTIONS...

\*NO THONGS

\*NO BAREFEET

\*CLOTHES MUST BE PATCHED AND CLEAN

\*NO HATS IN CLASS

\*NO BATHING SUITS

\*SOCKS MUST BE WORN WITH SANDALS

\*NO SHIRTS WITH INAPPROPRIATE PICTURES OR SLOGANS



**\*\*REMEMBER - KIDS SHINE WHEN...THEY BATHE REGULARLY...COMB AND BRUSH  
THEIR HAIR...WEAR CLEAN CLOTHES...USE GOOD MANNERS...  
POSTURE...A PLEASANT VOICE...AND APPROPRIATE LANGUAGE.**

STANDARDS OF BEHAVIOR - The Palm Springs Unified School District has adopted a policy describing standards of behavior for all pupils. Students are responsible for adhering to these rules and regulations.

HOMEWORK POLICY -



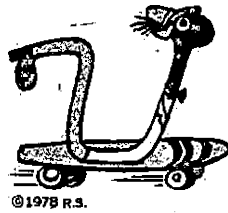
The Palm Springs Unified School District policy requires that each student devote a minimum amount of time to home study:

Grades K-3	one hour per week
4-6	two hours per week

Parents are encouraged to assist their children in developing good work habits and providing a quiet and well-lit place to study.

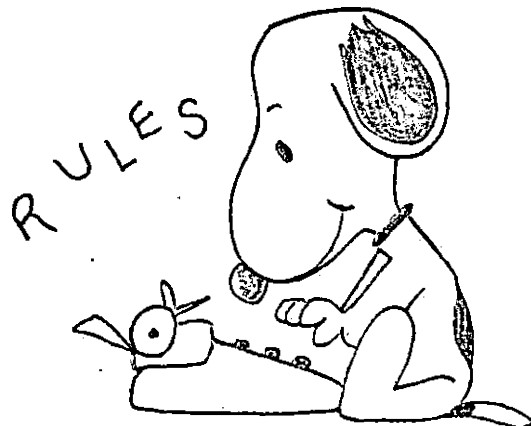
TRANSPORTATION -

Whether walking-riding-biking-skating. Use caution and safety going to and from school.



\* Bicycles may be used as transportation to and from school. Lock your bike securely in the rack beside the parking lot. Students who ride their bicycles on campus will lose the privilege of bringing them to school.

\* Skates and skateboards may be ridden to school. Students must take them off once they are on school property and leave them in the office until 3 P.M.





## **\*\*REPORTS OF STUDENT PROGRESS\*\***

OUR SCHOOL YEAR, DIVIDED INTO TRIMESTERS, PROVIDES THREE PERIODS FOR STUDENT GRADING. THE FIRST CONFERENCE, HELD IN NOVEMBER ENABLES PARENTS AND TEACHERS TO MEET AND DISCUSS THE INDIVIDUAL PROGRESS OF THEIR CHILD AND THE REPORT CARD GRADES EARNED. THE SECOND CONFERENCE PERIOD IS HELD IN EARLY APRIL. IN JUNE, AT YEAR'S END, THE FINAL REPORT CARD GRADES ARE SENT HOME.

CONFERENCE TIME AFFORDS AN EXCELLENT OPPORTUNITY TO DISCUSS YOUR CHILD'S INDIVIDUAL ACHIEVEMENTS AND PLANS TO STRENGTHEN AREAS OF APPARENT WEAKNESS. TEST SCORES, TEACHER OBSERVATION AND OTHER RELEVANT DATA ARE PRESENTED TO PROVIDE A COMPREHENSIVE PROFILE OF YOUR CHILD. ADDITIONAL CONFERENCES WILL BE ARRANGED AT ANY OTHER TIME DURING THE YEAR IF YOU OR YOUR CHILD'S TEACHER FEEL ONE IS NECESSARY.

DURING THE SPRING SEMESTER, CERTAIN STANDARDIZED TESTS ARE GIVEN AT EACH GRADE LEVEL TO MEASURE STUDENT ACHIEVEMENT. THIS DATA IS EVALUATED AND UTILIZED TO ASSIST IN PROVIDING THE BEST POSSIBLE LEARNING SITUATION FOR YOUR CHILD. CHILDREN WILL BE BETTER PREPARED FOR TEST DAY IF THEY HAVE HAD SUFFICIENT SLEEP AND A HEALTHY BREAKFAST.

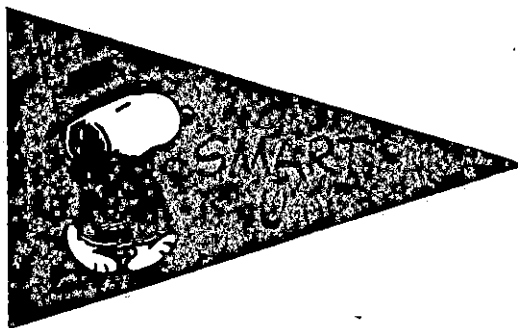




## \*\* AWARDS \*\*

ALL OF US RECOGNIZE THE NEED FOR ACKNOWLEDGING CHILDREN'S ACHIEVEMENTS. AS SUCH, TEACHERS PROVIDE THE OPPORTUNITY FOR REWARDS THROUGH PRAISE, AWARDS AND POSITIVE NOTES HOME. IN ADDITION, AWARDS ARE GIVEN TO RECOGNIZE THOSE CHILDREN WHO HAVE DEMONSTRATED SUPERIOR ACHIEVEMENT IN SPECIFIC AREAS. THESE INCLUDE:

\*\* BACKPACKER OF THE YEAR \*\* \*\*THE ERIC NAY MEMORIAL AWARD\*\*  
 \*\*100% ATTENDANCE AWARD\*\* \*\*LIONS CLUB AWARD\*\* \*\*KIWANIS CLUB\*\*  
 \*\*MOST IMPROVED STUDENTS AWARD\*\* \*\*SOROPTOMIST ESSAY CONTEST\*\*  
 \*\*OUTSTANDING STUDENT AWARD\*\*  
 \*\*BEST CITIZEN AWARD\*\*



### SPECIAL PROGRAMS

*Our school sponsors many special programs that augment and compliment classroom activities. This is just another example as to how we "take an extra step" for your children .*

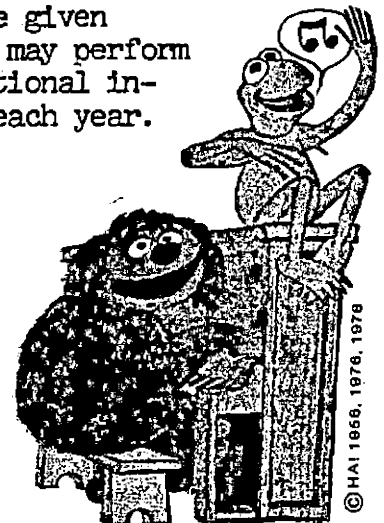
OUTDOOR EDUCATION - The study of outdoor education which encompasses land, sea and space is studied at each grade level. It is our hope that through these investigations children will become more sensitive to the beautiful environment in which they live.

After extensive study and research of a specific grade level topic, the environmental studies unit is culminated in a special field trip to...

KINDERGARTEN	Ranch life/Animals	Day trip - ranch
1st Grade	Mountains	Day trip - Idyllwild
2nd Grade	Desert	Day trip - Living Desert Reserve
3rd Grade	Desert	Day trip - Living Desert Reserve
4th Grade	Mountains	Overnight - Pine Springs
5th Grade	Desert	Overnight - Anza Borrego
6th Grade	Space/Sea	Overnight - San Diego



MUSIC - Fifth and sixth grade pupils are invited to participate in the vocal and instrumental music programs. Children are given instruction on a selected musical instrument and/or may perform in the school chorus on a twice weekly basis. Additional information is provided during the fall trimester of each year.



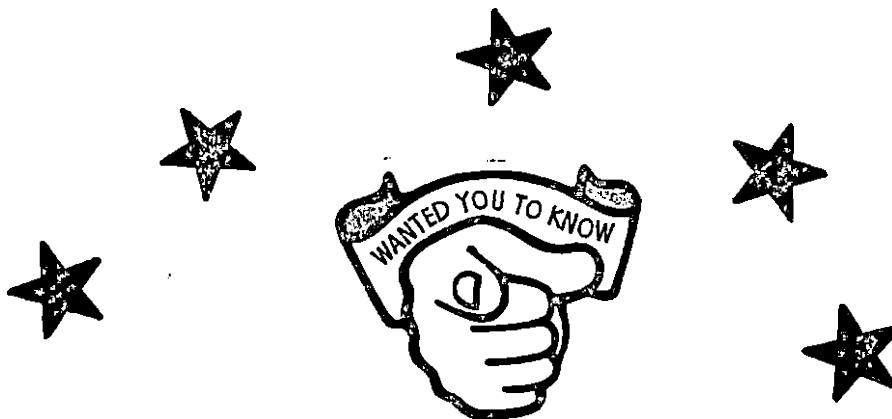
PL-94-142 provides a free and appropriate education to all handicapped children in the least restrictive environment. At our school we have the following resources available in addition to the regular classroom:

**SPECIAL DAY CLASS** - Rancho Mirage School has a special day class to facilitate those children with special learning needs. This class is staffed by a classroom teacher and aide and accommodates identified children in grades 4 - 6. Children attend this class for the majority of the school day and then are mainstreamed into the regular classroom for afternoon activities.

**RESOURCE SPECIALIST** - Children who need individual help beyond that available within the regular classroom may be eligible for the resource specialist program. Students attending this program receive specialized remediation for a maximum two hours per day by a specially credentialed teacher and aide.

**PSYCHOLOGICAL SERVICES** - A variety of specialized services, in addition to those provided on our campus, are offered at the district level. You may contact the Director of Pupil Personnel Services at the school district office for additional information.

**G.A.T.E.** - Students who exhibit qualities of academic or creative giftedness may be eligible for the Gifted and Talented Education program (G.A.T.E.) Those students are clustered into selected classes which provide enrichment activities that dovetail with the regular grade level curriculum.



### SPECIAL EVENTS AND ACTIVITIES

**BACK-TO-SCHOOL-NIGHT** - All parents are invited to attend Back-To-School-Night - an orientation held early in the school year to familiarize parents with their child's teacher and educational program.

#### **OPEN HOUSE -**



Open House is held each spring as an opportunity for parents to share in the achievements of their children. Classrooms are opened and parents invited to view displays of student projects. This is held in conjunction with the annual Art Show which highlights art and craft projects made by our children and the Rancho Mirage School Science/Math Fair in which every student, grade K - 6 has an individual project on display.

#### **BALLOON DAY -**



Each year children participate in Balloon Day - the culmination of an extensive reading program sponsored by our school library. Each child contracts to read a certain number of pages, thereby earning a helium balloon. On that special day, all children who have fulfilled their contracts set off their balloons during a special assembly ceremony. The sky is then filled with a spectrum of color representing the thousands of books enjoyed by your children.

#### **TRACK MEET -**



Children in grades 3 - 6 may participate in the school track meet. This includes running and jumping events, the highlight of which is the Rancho Mirage mile run. Winners at the school level are invited to participate in the district meet held at Palm Springs High School and the county meet sponsored by the Riverside County Schools.





**RECORD BREAKING DAY -** Can you jump the furthest? Run the fastest? Can you do any special fete better than anyone else? Well, then you may want to participate in the Rancho Mirage School Record Breaking Day held each May! All first through sixth graders are welcome to enter. Get your name in the record book!

**SPELLING BEE -**

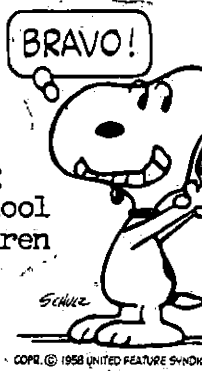


Intermediate grade children may participate in our annual school spelling bee. Winners at the classroom level participate in a school spell down. The school champion represents Rancho Mirage in the district meet whose winner goes on to compete in the county level competition. The fortunate winner of this event represents Riverside County and participates in the National Spelling Bee in Washington, D.C.

**GRADE LEVEL ASSEMBLIES -**



Each grade level is responsible for preparing and presenting an assembly for the entire school family. This is an opportunity for the children to participate in singing, dancing, dramatics and other activities that provide refinement of aesthetic talents and oral communication skills.



**END OF THE MONTH ASSEMBLY**



The entire student body meets together at the end of each month to share the special activities, events and experiences that have taken place in their classrooms. Parents are welcome to attend this assembly which takes place the last Friday of each month.

#### SOROPTOMIST ESSAY CONTEST



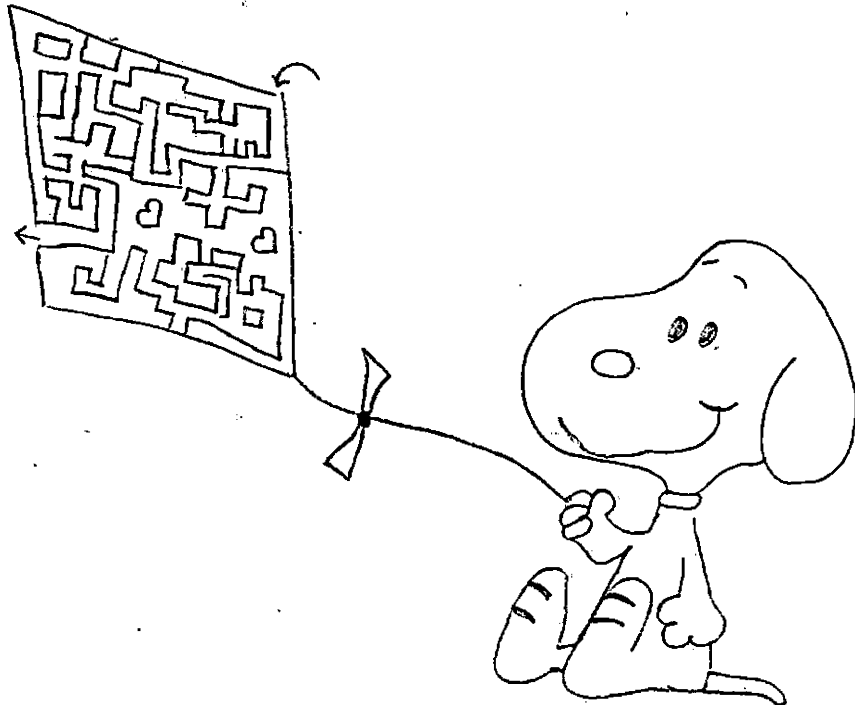
- Each spring the Soroptomists sponsor an essay contest at our school. Every child participates by writing an in-class essay on a predetermined theme. All entries are judged by a panel of respected community representatives. Savings bonds and ribbons are awarded at each grade level in recognition of the high quality essays produced by our children.

#### TEACHER / STUDENT GAMES

- During the course of the year, teachers and students challenge one another to various sporting events. These include the faculty-student football, volleyball and softball games.

#### PROMOTION EXERCISES

Sixth grade promotion exercises are held during the last week of school. This is an opportunity to recognize those children who have successfully fulfilled the promotion requirements of the Palm Springs Unified School District and Rancho Mirage School. Further information regarding the exact date and time will be announced as the big day approaches.



?????

SCHOOL DAYS WORD HUNT

?????

H B M R A R T A W S N F G D E C L O C K  
I C A T C E H I R C O P A P E R L C O M  
S R T L D A R E I I T P M Z R U P J N T  
T A H N B D O Y T E E E E B A L L S Q Z  
O F M U S I C S I N B N S I S E A P C D  
R T G O N N E L N C O C G H E R S R E E  
Y S L A N G U A G E O I K C R A Y O N S  
P H Y S I C A L E D K L T E A C H E R K  
S P E L L I N G E F Y B O O K S P E N K  
L G E O M E T R Y T D I C T I O N A R Y

DESK

BALLS

SPELLING

READING

LANGUAGE

GEOMETRY

WRITING

PHYSICAL ED.

ART CRAFTS MUSIC MATH SCIENCE HISTORY DICTIONARY NOTEBOOK PEN



GAMES

TEACHER

PAPER

RULER

PENCIL

ERASER

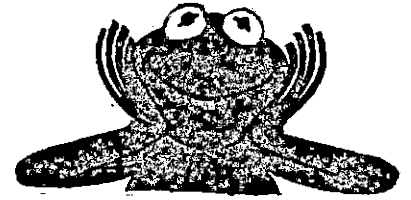
CRAYONS

BOOKS

\*\*Grateful thanks to United Features Syndicate, Inc. for use\*\*

of their comic characters in this publication

# CLUBS



**STUDENT COUNCIL** - Children learn about government through participation in student council. Each class selects two representatives who attend bi-monthly student council meetings. These meetings are chaired by the student council president, who is ably assisted by the vice-president, secretary and treasurer.

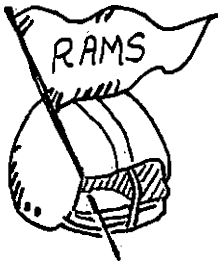
**BALL MONITORS** - Fifth and sixth grade students assist in the checking out of balls and equipment during recess and lunch. They perform a valuable service for their schoolmates.

**ECOLOGY CLUB** -

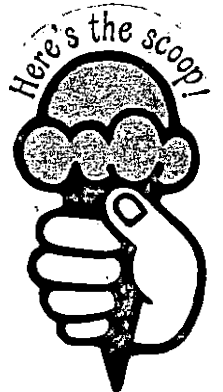


Magnificent mountain and desert terrain provide a beautiful backdrop for our campus. Fourth through sixth grade students may join the ecology club whose members learn about desert ecology through study trips and hikes. Meetings are held weekly during lunch with overnight hikes scheduled on selected weekends.

**FOOTBALL TEAM** -



Fifth and sixth grade students are invited to join the school's football team. The Rancho Mirage Rams play intra-squad games as well as travel to other schools within the district to practice skills of football and sportsmanship.



# LIBRARY

All students at Rancho Mirage School have the privilege of using our beautiful library. Books, magazines, filmstrips, etc. can be utilized for resource and pleasure. Students visit the library as a class on a weekly basis. In addition, they may use this facility during recess and class time with teacher permission.

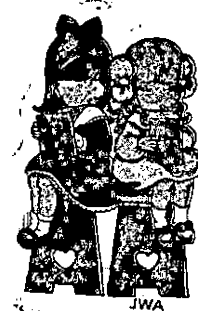
## REMEMBER...

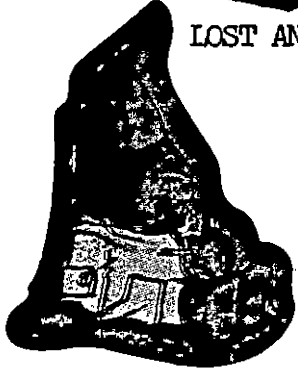
- \* *Return all books promptly - others may be waiting to read them. Lost books must be paid for!*
- \* *Appropriate behavior in the library is essential. Keep quiet, stay seated so that others are not disturbed.*
- \* *Familiarize yourself with the card catalogue and the many varied resources and services available in your school library.*
- \* *Library use is a privilege - not a right. Prove that you have earned this opportunity.*
- \* *The librarian is entitled to all the courtesies given your classroom teacher. She has a busy job. Please cooperate!*

\*\*\*\*WE ARE PROUD OF OUR LIBRARY\*\*\*\*

READING LAB - Children in grades 3 - 6 attend the reading lab on a bi-weekly basis. This augments their in-class reading program providing individualized instruction at the child's appropriate learning level. Two highly trained aides staff this lab.

USE YOUR  
LIBRARY





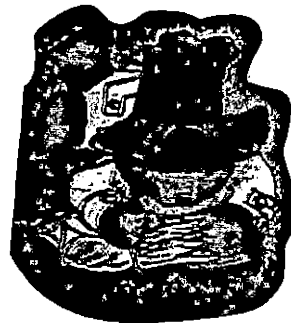
**LOST AND FOUND** - Students are cautioned against bringing valuable items to school. Any personal belongings should be labeled with the student's name, class and phone number. Lost or stolen articles should be reported to the office immediately. Jackets, sweaters, hats, etc. are kept in the office for a three month period of time. If, after that time has elapsed, there remain unclaimed articles, these are donated to various charitable organizations.

**GET THE PICTURE?** - Individual student portraits are taken each fall by a professional photographer. Students, if they wish, may purchase these as a keepsake of their elementary school experience or to share with relatives and friends.



During the spring, photos are taken of each class, school personnel and various clubs and groups. In addition, candid shots are taken of special events that have highlighted the year at Rancho Mirage. These are compiled into a school annual, Memories, that may be purchased by your child.

**EXTRA! EXTRA! READ ALL ABOUT IT!** - The Rancho Mirage sixth grade is responsible for publishing the official school newspaper complete with news stories, features and puzzles. It is distributed at no charge to all students attending our school.



# PARENTS CAN

R ead to your child often.

E xpand your child's experiences.

A sk him to retell a story in his own words.

L et him see you enjoy reading.

L et him tell you about his reading at school.

Y ield to his interests and tastes in reading.

H elp him find a quiet place to read.

E ncourage him to use the library.

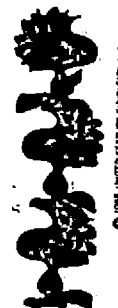
L isten to what he has to say.

P raise your child as often as possible.

- \* Volunteer to read to primary students or listen to primary students read.
- \* Teach elementary students about your hobbies.
- \* Help teachers correct papers, make teaching games.
- \* Work with school organizations such as P.T.G., S.I.P., V.I.P.
- \* Work in the school library.
- \* Support educational activities at home by listening to children, correcting homework, etc.
- \* Praise students for their achievements in school.
- \* Support school activities and special events.

\*\*AT OUR SCHOOL, KIDS ARE NUMBER ONE\*\*

FIRST-  
RATE



## PARENT INVOLVEMENT

P.T.G. - The Rancho Mirage Parent-Teacher Group is an active organization comprised of parents, teachers and community members. Together they participate in fund-raising activities and other programs that support and benefit our school. The Halloween Carnival, our most successful school fund-raiser, is a P.T.G. sponsored event that is greatly anticipated by all. All parents are invited and encouraged to join this group and attend their scheduled meetings.



V.I.P. - Very Important People are those individuals who give their personal time to volunteer in our classrooms and school. Parents may assist in class activities, tutor individuals or perform much needed clerical tasks. Those interested in joining this select and special group may contact the school office for additional information.

S.I.P. - Rancho Mirage school receives additional funding through our state project, School Improvement Plan. We have an active school site council responsible for the writing, implementation and monitoring of this project. This additional funding provides for additional classroom services, support staff and materials which greatly enhance your child's education.





# SCHOOL MAP



Day Care



Pod 1



Kindergarten

Pod 2



Pod 3



Pod 4



Library



Office

M.P.R.

cafeteria



5



6a



6b



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PARTNERS IN EDUCATION  
A Resource Guide For Parents



# **PARTNERS IN EDUCATION**

**1981-1982**

**Cathedral City  
Elementary School**

**Introduction**

**Reading**

**Math**

**Writing**

**Science**

**Social Studies**

**Creative Expression**

**Health and Safety**

**Bilingual**

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Education is a "family affair". As such, parents, students and teachers need to work closely together to provide the best educational opportunities possible. Our school offers a variety of learning activities and programs. This can be richly complimented by a warm and supportive home atmosphere that provides assistance, encouragement and love.

There are many activities done outside of the classroom that teach and reinforce important learning skills. Within the pages that follow are many ideas which you as parents can share and enjoy with your children. By working together as partners in education, we can provide our children with a rich, fulfilling and well-rounded education.

## **Introduction**

**Reading**

**Math**

**Writing**

**Science**

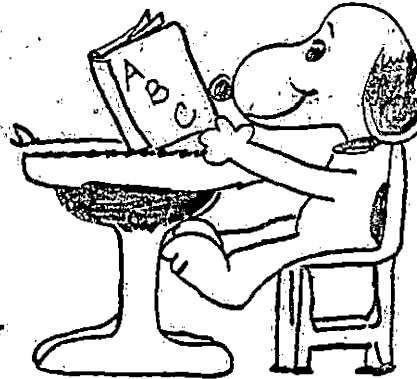
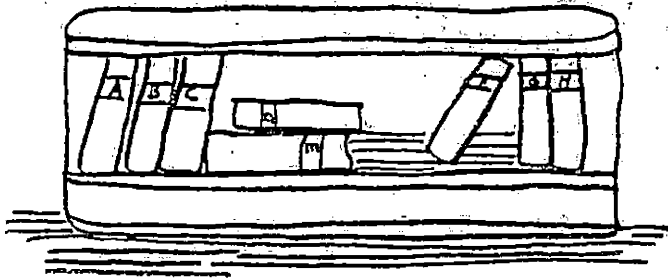
**Social Studies**

**Creative Expression**

**Health and Safety**

---

**Bilingual**



1. Daily reading aloud - by your child and you - will reinforce all reading skills taught at school. The children who read the most, often read the best!
2. Ask your child questions about the reading he/she has done silently. What is your favorite part? Which part was funniest? scariest? What characters were in the story? etc.
3. Encourage your child to read traffic signs as you are driving in the car. Your child will progress to read names of streets, buildings, billboards, etc.
4. Check to make sure your child can identify and read information to use in an emergency. Can he/she use a telephone book to look up emergency numbers? Can he/she identify the poison symbol?
5. Use the T.V. guide with your child. Ask him/her to plan an evening of television viewing, finding appropriate listings in the guide and writing a schedule. Discuss programs with your child as you watch together.

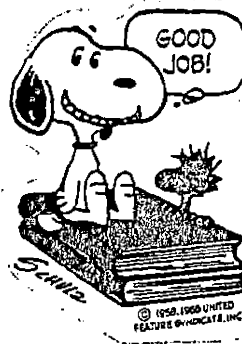
Reading  
Math  
Writing  
Science  
Social Studies  
Creative Expression  
Health and Safety

6. Play listening games in the car or at home. Have your child tell you letters that start words you recite, middle vowel sounds, ending consonants. Listen to traffic sounds, sounds in your neighborhood and home.
  7. Have your child read you recipes from the cookbook. He/she will have a great opportunity to use the abbreviations he/she is learning in school.
  8. Allow your child to cook simple recipes. Reading and following directions in sequence are valuable skills!
  9. Take your child to the public library as often as possible. Not only are you making books available, but you are giving your child the message that YOU think his/her reading is important.
  10. Let your child see you read. Along with books, magazines and the daily paper, comment to your child when you read a label, read a recipe, read directions.
  11. Plan to have many reading materials in your home. The public library loans books, records, magazines, tapes, etc.
- 
12. A subscription to a children's magazine would make an excellent birthday gift or present for a special occasion.
  13. Send or give your child brief notes and happy messages of praise which will reinforce reading skills while letting him/her know how special he/she is.
  14. Scrabble, Boggle, crossword puzzles are only a few of the many word games available that will help your child improve spelling and increase vocabulary.
  15. Label household items so that youngsters can connect the word with the item. This activity encourages vocabulary development.
  16. Reading to your child provides an excellent model for diction and expression. In addition, be a good model by reading during your leisure time. Encourage children to join you in this enjoyable and rewarding activity.

(continued)

**Math**  
**Writing**  
**Science**  
**Social Studies**  
**Creative Expression**

17. Books are excellent for gift giving. Birthdays and holidays are opportune occasions for sharing this special gift. The school librarian or your child's teacher can suggest books that are of particular interest, quality or perhaps compliment the current curriculum.
18. Have a family bulletin board where important announcements can be posted. In addition, write down phone messages, etc. as these provide excellent reading practice.



1. Children need a firm foundation of basic math facts. Help them by drilling with math flash cards. These can be purchased at most variety stores, or for a fun project, why not make them together with your child?
2. Grocery shopping provides many opportunities to explore mathematical concepts:
  - \*Before a shopping trip, your child can read the grocery ads and do a price comparison from store to store.
  - \*Have your child compute the unit price to determine the best buy.
  - \*Children should be encouraged to pay particular attention to the size and quantities of packages and containers. Ask your child to locate the "one pound can" or the "half gallon bottle".
  - \*At the checkstand, children can compute the total grocery bills. This provides for reinforcement of computational skills.
3. If your child receives an allowance, discuss the concepts of budgeting and saving as well as spending.
4. Help your child to master the art of telling time. Provide clocks that have Arabic numerals and Roman numerals as well as our now common digital variety. Stress concepts such as "hour", "half hour", "second hand".

Math  
Writing  
Science  
Social Studies  
Creative Expression

5. Cooking activities provide practical application of math skills. Children can:



- \* Select a recipe and determine cooking time, temperature, amount of ingredients, etc.
- \* Measure dry and liquid ingredients.
- \* Develop a bank of cooking/math vocabulary such as dozen, pound, quart, and the abbreviations for various measuring utensils and sequential measurements.
- \* Let youngsters experiment with measuring cups and spoons and water. How many cups make a pint, quart, gallon?

6. Young children can participate in various counting experiences at home.

- \* Have your youngster set the table with the proper number of plates and utensils.

- \* Count out the number of tomatoes, carrots, etc. needed for the salad.

- \* Have children help with laundry chores. Encourage

them to count "pairs" of socks, locate "sets" of napkins, fold in "halves", "quarters", etc.

7. Number games such as bingo, cards, dominoes, and board games offer experiences in number identification and computation. Children can count the number of puzzle and game pieces to see if they total the amount noted on the box.
8. Encourage your child to keep a calendar and label the dates with special events. Discuss concepts such as day, week, month and year. Have children locate important dates and occasions and determine how long until that special day arrives.
9. Take your child with you to the bank. This affords many opportunities to see and deal with math, numbers and money. Get your child his/her own savings account and encourage him/her to make deposits, figure interest, etc.
10. When you are at a restaurant, have your child compute the total of different menu items. When the bill comes, your child can check it for accuracy. Can your child figure tax, tip, etc.?





Once upon a  
time, a long  
time ago...

1. Have youngsters dictate stories to you. These can be written down to be read and enjoyed over and over again. Children may also enjoy drawing pictures to go along with these stories.
2. Children can help younger siblings by "playing school". This provides additional learning practice in a fun and relaxed atmosphere.
3. Children can keep a diary or journal. Not only will this provide practice in writing but an outlet for personal expression as well.
4. Children can keep an annotated scrapbook or picture album. What a valuable memory this will provide of their childhood experiences.
5. The U.S. Postal Service and the Red Cross are two agencies who will provide pen pals for your child. This experience will allow him/her to practice writing skills, investigate other cultures and make friends world-wide.
6. Encourage children to write letters and cards to friends and relatives. In addition, they can send letters of inquiry to companies, letters to the editor of the local paper, etc.
7. Provide your child with his/her own telephone book. This will reinforce skills of alphabetizing and recording and retrieving information.

Writing  
Science  
Social Studies

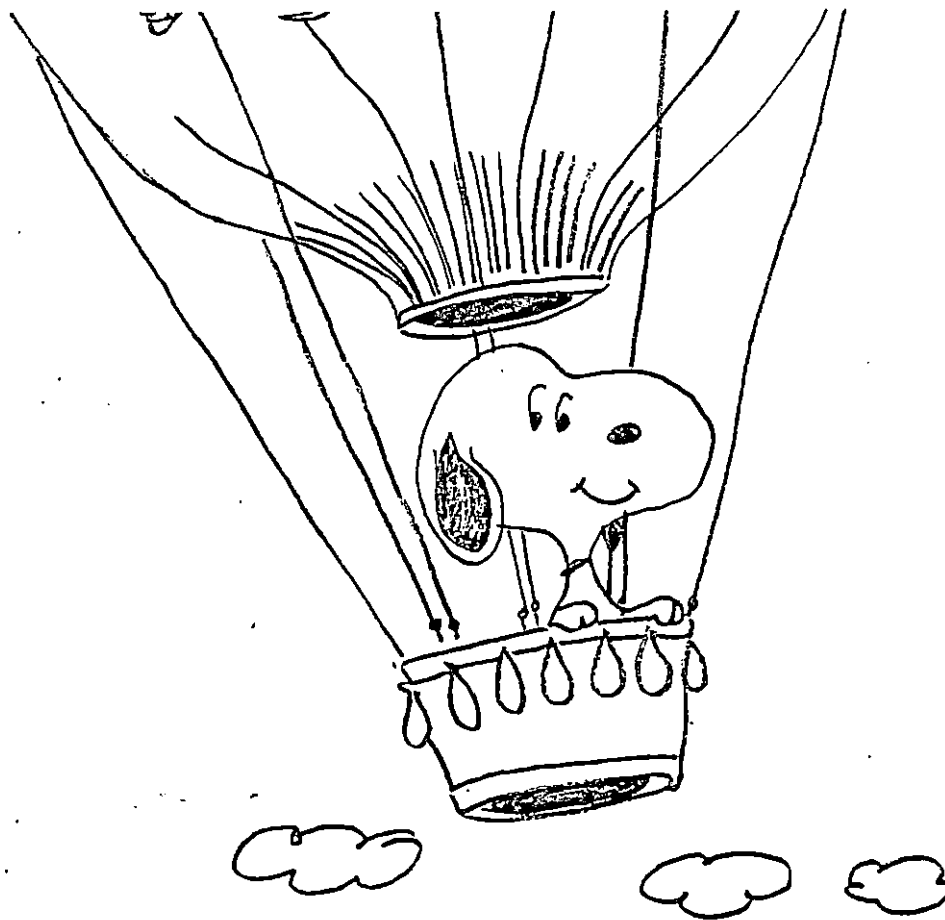
Dear Grandma,  
Thank you for  
your last letter.



8. Your child's mind is filled with imagination. Encourage him/her to record these thoughts in the form of short stories and poems. Why not collect and bind them as a memory of your child's growing-up years?
9. Record your family's heritage by writing a family log. This will generate interest in family genealogy as well as keep a record of important family events.
10. Motivate your child to write by subscribing to children's magazines. Many have articles and stories written by children for children and solicit contributions from their audience.
11. For the young child, spark an interest in writing through readiness activities. Letter identification (on boxes, in magazines, with alphabet noodles) and letter formation (with crayons, blocks, sand) set the foundation for future writing activities.



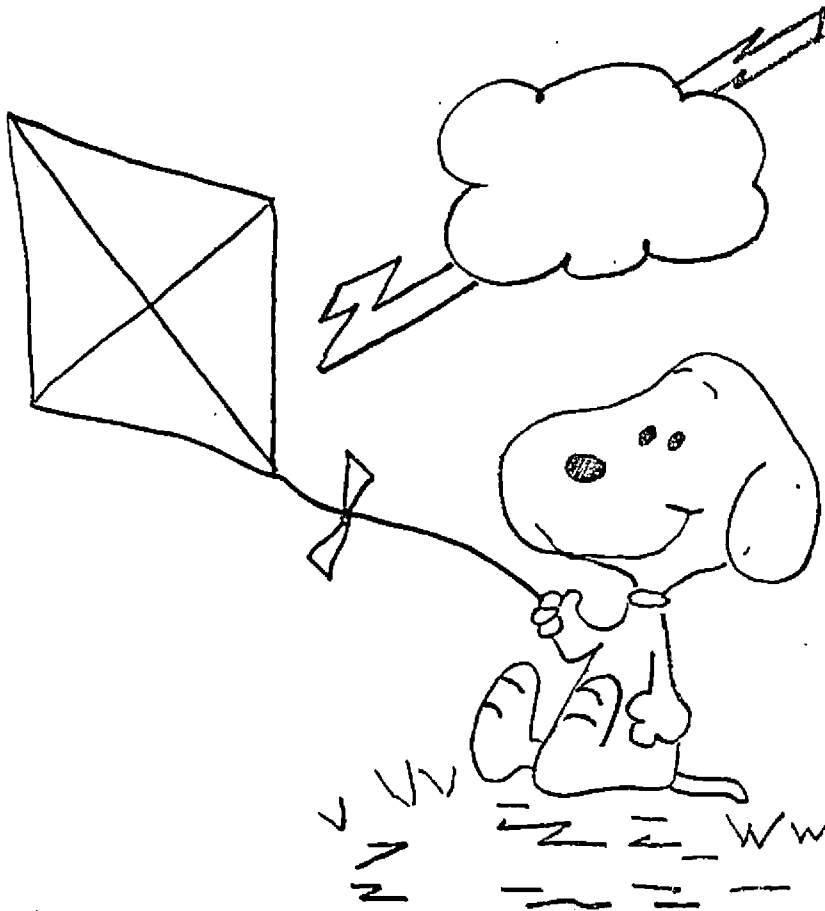
Science

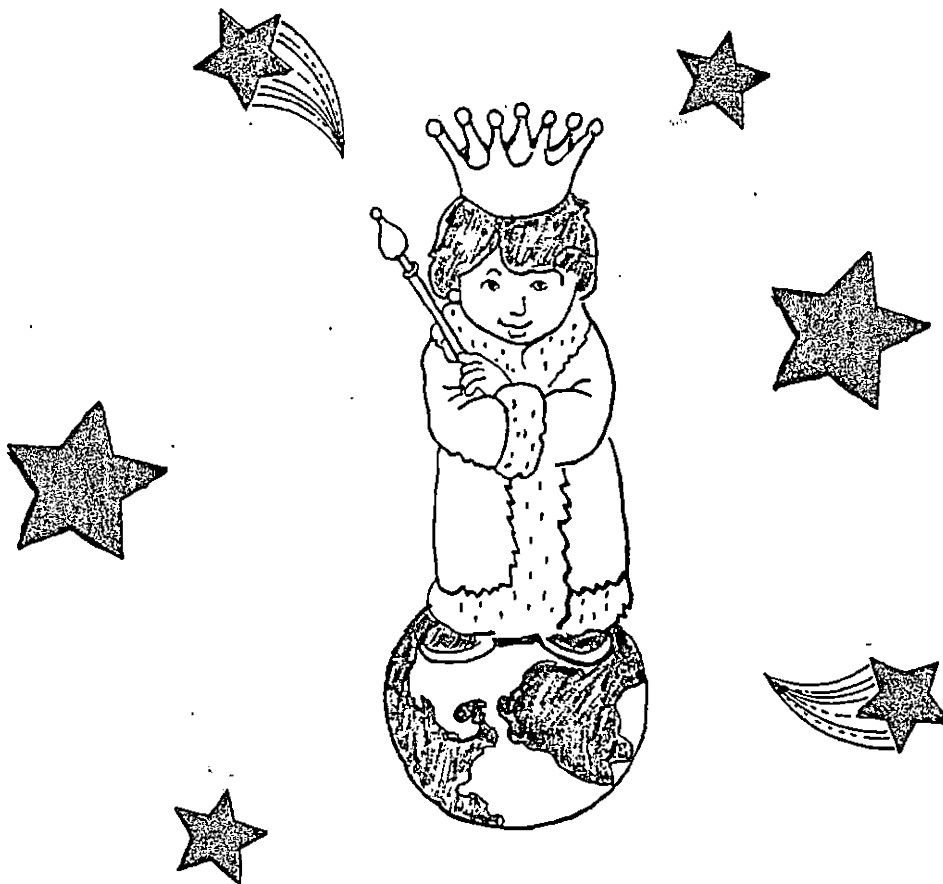


1. Encourage your children to discover, investigate and build. Erector Sets, building blocks and chemistry sets are a few of the materials that will help stimulate this interest.
2. Young children can explore their own backyards and its environment. This can lead to building a birdhouse, pond, ant farm or rabbit hutch.
3. Have children investigate their own homes. Identify mechanical devices such as doorbells, sewing machines, hinges, locks, clocks, etc.
4. Stop to watch the telephone repairman, a new building under construction, heavy bulldozers and equipment. Often everyday experiences wet the appetite and spark a curiosity for learning.
5. Allow your children to participate in home gardening. They can plant seeds, flowers and vegetable gardens or help with other maintenance jobs such as weeding, watering, etc.
6. Introduce your child to a hobby such as woodworking, sewing, cooking, stamp collecting, etc. This can provide many hours of fun along with reinforcing basic skills such as measuring, cutting, following directions and the construction of a finished product.

(continued)

7. Accompany your children on nature walks. Encourage your child to use all five senses when exploring something new (touch, taste, hear, see, smell).
8. Take trips to local museums, planetariums, the beach, desert, mountains, zoo, dairy, farm.
9. Give your child gifts which will peak his/her scientific curiosity. Consider an aquarium, chemistry set, a telescope, science kit, ant farm, magnifying glass, binoculars, or biography of an inventor.
10. Encourage your child to begin a nature collection of rocks, leaves, shells, insects, flowers, etc. This provides practice for many skills such as categorizing, classifying, identifying, etc.
11. Make your child's next trip to the doctor or dentist a learning experience. Ask the doctor to show your child special equipment, machinery, ex-rays, etc.
12. Children can become weather-wise. Ask them to check the sky for clouds and changes in weather patterns; read the thermometer to determine temperature; build a small home weather station and collect and record data.
13. Ask adult friends to share their special talents, hobbies and skills such as: electronics, astronomy, ham radio, gardening, bird watching.





1. Watch or listen to news programs as a family. Discuss current issues and affairs. Encourage your child to express his/her thoughts and opinions.
2. Provide your child with basic reference materials such as an atlas, dictionary, local maps, globe. Have your child locate and research places you have visited or countries that are currently in the headlines.
3. Plan trips that provide educational as well as recreational experiences. Visit historical monuments, museums, etc. Encourage your child to research your itinerary before the family excursion begins.
4. Guided tours of local establishments provide many meaningful experiences. A trip to the fire station, police department, bakery, dairy, local newspaper, airport, or historical landmark will create memories, spark interest, and develop community pride.
5. Children can travel around the world through books. Encourage them to investigate different cultures, countries, and lifestyles through varied readings.
6. Accompany your child to the county courthouse and observe the democratic process in action. This true-life drama is difficult to duplicate anywhere!
7. Jigsaw puzzles of the United States, the world and famous landmarks are available at your local variety or toy store. These generate hours of constructive activity and foster the idea of fun in learning.

(continued)

TODAY WILL GO  
DOWN IN HISTORY!



8. Games such as Risk, Game of the States and flash cards reinforce historical, geographical and cultural facts. Played at home, they can provide opportunities for family interaction.
9. When traveling, provide children with paper and pencil to record facts and impressions. They can either draw or take photographs which can later be compiled into a travel log.
10. Teach your child to be a good citizen by being a good role model yourself. Discuss the importance of judging people as individuals rather than by race, color or religion. Encourage children to respect individuality and recognize the qualities and characteristics of others.
11. Explore the various career opportunities available to your child. Have adult friends explain the different duties and responsibilities of their jobs. Discuss with your child how the skills and training learned in school are preparation for the world of work.
12. Celebrate the diversity of our American culture. Attend native Indian events and learn about various religious holidays and special cultural ceremonies.





1. Playtime can be spent creating skits, plays and pantomimes. This will encourage a creative outlet for their energies as well as opportunities for cooperative neighborhood play.
2. Pantomime games, such as charades, provides avenues for creative communication as part of a family play session.
3. Encourage your child to dramatize stories and television programs. Can he/she change the characters? contrive a new ending?
4. Collect old clothes that children can use for dress-up. This encourages healthy experiences in role play as well as a wardrobe available for skits and plays.
5. If possible, take your child to a concert, recital, play, ballet, or musical production. Our local high school as well as other community and professional groups conduct performances primarily geared towards a young audience.
6. An excellent birthday gift could well be an inexpensive record player simple enough for a child to operate. Children's records provide hours of listening pleasure as well as opportunities to sing-a-long, dance and create.
7. Encourage musical experiences for your children by listening to records and singing songs together. If possible, provide your child with the opportunity to take either vocal or instrumental music lessons.

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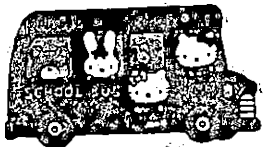
8. Children can invent many musical instruments with household items such as boxes, plastic containers, pots and pans, beans and utensils. Make these items available to them and encourage this creative play.
9. Simple musical toys, such as song bells, recorders, drums and harmonicas provide introductory experiences in music. Also, electronic games such as Simon create opportunities to explore musical patterns and sounds.
10. Family outings to local museums, galleries and festivals are fun as well as educational.
11. Have a variety of supplies available to your child for creative activities. Include sheets of paper, colored markers, finger paints, water colors, clay, glue, fabric, yarn, wood scraps and other miscellaneous materials. Encourage your child to experiment, explore and create new productions.
12. Children can use their artistic talents to make stationary, holiday cards and festive decorations. In addition to providing hours of creative fun, this endeavor allows them to share their creations with friends and relatives.
13. Display your children's art with pride. Let them know you're proud of their efforts by hanging their work in plain view; perhaps on the refrigerator, front door, or a bulletin board.







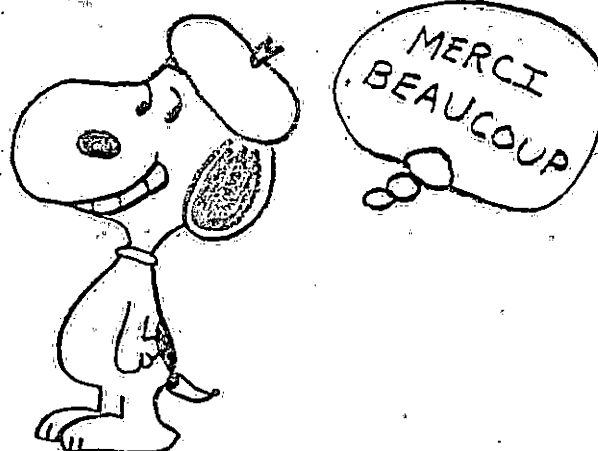
1. Children must be taught the safest route to and from school. If they walk, remind them to STOP, LOOK and LISTEN before crossing any intersections. Bus riders must follow the posted rules to insure a safe ride. Children who are transported by car should wait for their rides in an orderly manner at the specified area. If your children are permitted to ride their bicycles to school, be sure they abide by the traffic rules. Bikes should be locked up on the school yard and checked regularly to insure their safety.
2. Teach your children their full names, addresses and telephone numbers at the earliest possible age. In addition, they should know who to contact in an emergency, your work number and the safest route home. This information is most valuable in an emergency situation.
3. Encourage your child to join one of the fine clubs or organizations in our community. They provide for constructive use of leisure time and are an excellent opportunity to meet people and make friends. Here is a list of some of these fine organizations: Boy Scouts, Girl Scouts, AYSO Soccer, Lyceum of the Desert, Cathedral City Little League, Boys' Club of Palm Springs.
4. In order to function at their peak, children need a balanced diet and the proper amount of sleep. Encourage your child to dress appropriately for the weather. Following these suggestions will help prevent illness.
5. Physical examinations, dental check-ups and vision and hearing screenings will insure that your child is in tip-top health. Keep your child's teacher informed of any problems, especially those that will affect his/her learning or day to day functioning in school.
6. If your child exhibits symptoms of illness, consult a doctor regarding treatment. Call the school office to make us aware of the reason for your child's absence.



7. Simple exercises such as sit-ups, push ups, jumping jacks and running in place provide a healthy experience for all. So why not make it a family affair?
8. Swimming, hiking, jogging, bike riding and walking are healthy outlets which encourage family activity. Provide your loved ones with opportunities to exercise together.
9. Teach your child about the need for proper nutrition and a balanced diet. Prepare meals that include foods from the four food groups. Encourage your child to pack lunches that include these healthful foods.
10. Discuss the importance of proper hygiene. Encourage your child to bathe regularly, wash and comb hair, brush teeth and dress neatly. A clean and fresh appearance makes one feel good about him/herself as well as creates a good impression on those we meet.



1. Motivate your child to learn English by providing quality books, records, tapes, television programming and games in the English language.
2. Children can identify familiar pictures and products in magazines and match them to their corresponding term in English.
3. Encourage your child to interact with native speakers. Not only does this provide practice with the language, but it will also expose the other children to your language and culture.
4. Utilize the public library. It can provide the appropriate books, flash cards, records and other materials which will help facilitate language acquisition.
5. Encourage your child to teach younger brothers and sisters the vocabulary he/she is learning.
6. Whenever possible, use English in the home. This will provide family practice with the language as well as show your children that YOU feel it is important to learn English.



# Tips For Parents

- \* Have a positive and supportive attitude when working with your child. Lessen the tension of work sessions by keeping things light-hearted.
- \* Make certain your child has a quiet, well-lit place to work, free from noises and interruptions.
- \* Be a partner in education. Help your child and school by assisting with homework, supporting policies and enforcing deadlines.
- \* Listen to your children and answer their questions. This will open up an on-going channel of communication.
- \* By dealing in a consistent manner, you will help establish positive patterns of behavior.
- \* Consult your school, church or synagogue, or public agencies to secure guidance and family assistance. These organizations are here to help.

#### IV. CONCLUSION

Public relations is a vital operation which contributes to the success of agencies in the public domain. A positive relationship between the school and surrounding community are the backbone of a well-articulated educational program. As such, it must be supported by a network of communications initiated and coordinated by the site administrator.

A well-developed and comprehensive communications system would incorporate a multi-modal approach. This must include communications which take on many forms. Written correspondences such as newsletters, bulletins, manuals, handbooks, etc. and verbal contacts such as group meetings, telephone calls, inservices and conferences provide opportunities to keep the public well-informed. Add to these a variety of approaches centered around the specific programs and policies of the particular school and the result will be an enlightened public and qualitatively superior educational program.

The three models developed for this project are concrete examples of innovative communiques. These prototypes have been created by the author for use at the elementary school level. It is within this configuration where few if any such examples have been developed. Although the three samples generated within the previous pages are specifically written for particular school sites, they are offered as functional and viable prototypes suitable for adaptation at all schools at the elementary level.

Of particular significance in the preparation of this document was the importance of "process" as well as "product". Skills such as composing, editing, illustrating, formatting, printing and design have resulted in the three products comprising this project.

The three products inspired by this master's project have been adopted by the Palm Springs Unified School District, Palm Springs, California. The first prototype, a weekly bulletin, and the third, a reference guide for parents, have been incorporated into the communication system of Cathedral City Elementary School. The parent guide is in the process of being translated into Spanish for the 1981-1982 school year. The second prototype, the Parent/Student Handbook, is currently utilized at Rancho Mirage School, Palm Springs Unified School District, Palm Springs, California.

It gives this author great pride and personal gratification to know that these original communiques have become an integral part of this district's communications system. It is this author's sincere hope that they may, too, serve as an inspiration to others concerned with expanding and improving school-community relations.