

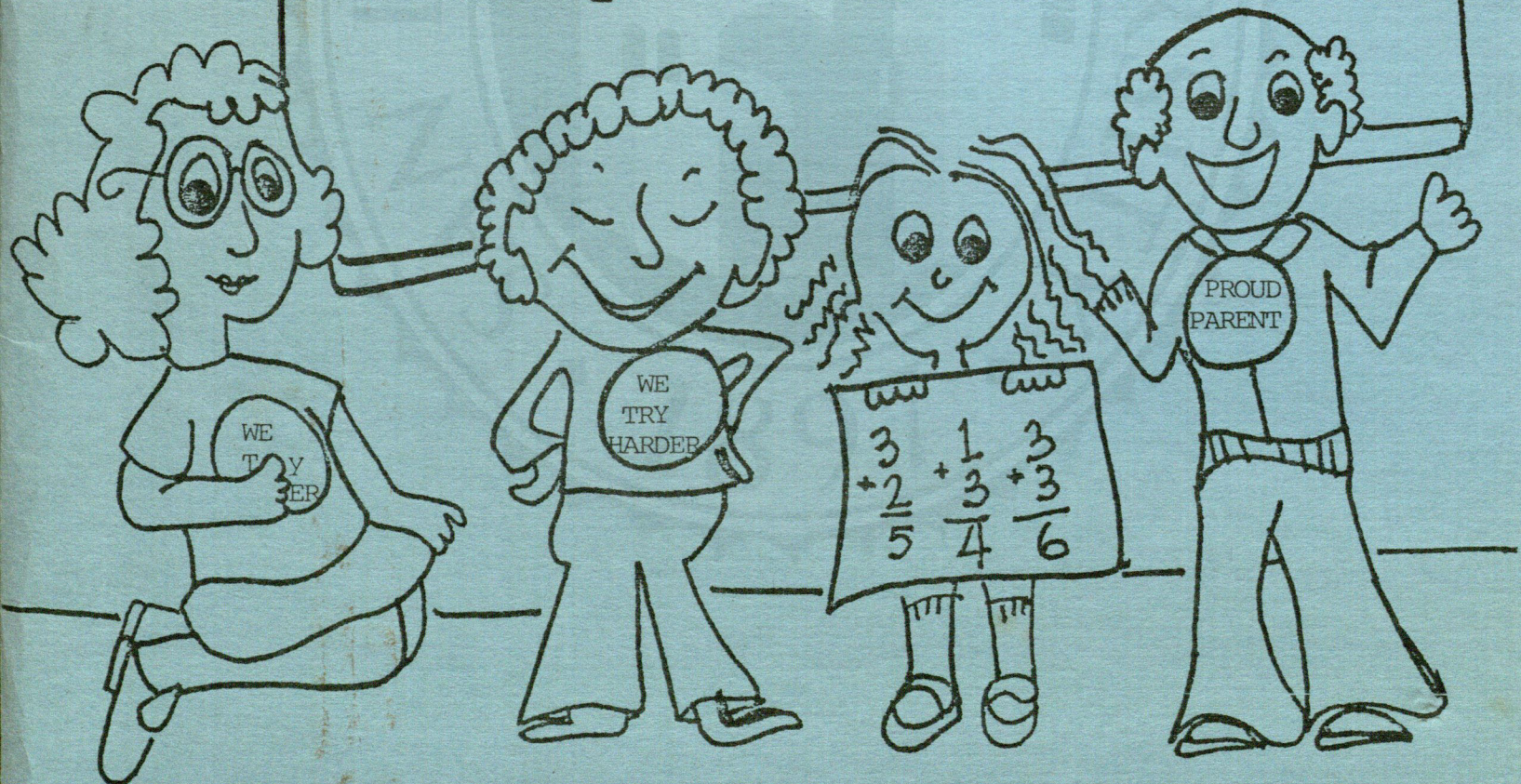
# STOCKTON

ELEMENTARY SCHOOL

415 31st Street

Phone: 234-3329

# WELCOME





# HANDBOOK OF STOCKTON SCHOOL PROGRAMS AND SERVICES

1979 - 1980

DESCRIPTION: The Stockton Community consists of apartment dwellings and older single family dwellings located within the boundaries of 28th Street on the west, Freeway 94 on the north, Wabash Blvd. on the east, and Clay Avenue on the south.

There is a high unemployment rate in this community with over half of the families getting some type of family assistance. Ninety-eight percent of the student population is multi-ethnic. It is a community in transition with the extension of Barrio Logan to our school. Approximately 35% of the families do not use English as a dominant language.

The Stockton School population consists of 376 K-3, 214 4-6 or a total of 590. In addition, 60 students are involved in a PreSchool Program. There is a Child Care Center on site providing service for 33 children. One-hundred eighty (180) additional students participate in the Learning Center Program daily.

The full-time staff consists of 30 certificated and 12 classified; the part-time staff consists of 5 certificated and 27 classified.

STOCKTON'S SPECIAL PROJECTS: Stockton School has several special programs to provide services for our students. Participating students in projects are:

Title I	423
Follow Through	182
S.I.P.	590
Pre-Kdgn. Program	60
AB 1329	120

Criteria for selection of ESEA, Title I and EDY project participants:

Kindergarten students were identified on the basis of scoring at 50% percentile or below on Analysis of Readiness Skills Test in September.

In grades 1-6 students were identified on the basis of reading and/or math scores on the CTBS in May 1978. All students below the 50th percentile were identified as project students.

All limited or non-English speaking students are identified as project students.

## TITLE I, SCHOOL IMPROVEMENT PROGRAM, PROJECT FOLLOW THROUGH and PRE SCHOOL PROGRAMS:

Stockton School submitted a consolidated application for its Title I, EDY, SIP and Pre-Kindergarten Programs. This consolidated application included Instructional Components in Language Development, Reading and Mathematics with the Multiculture intertwined. Support Components consist of Staff Development, Parent Education, Parent Participation and Health and Auxiliary Services. The entire project was written and developed by teachers, aides and parents. Final approval was given by the Stockton S.S.C. in the Spring of 1979.

CONSOLIDATED APPLICATION MANAGEMENT: Primary responsibility for program management is assigned to Mrs. Connie Akashian and Mrs. Marge Curry. They are facilitating the implementation, monitoring activities, and keeping records



that verify over and above services are being provided for project participants.

READING: In K-1st grade the Lippincott Series has been purchased to improve the reading skills of the students. That particular program was selected because it has an excellent reading readiness program. This was felt in our needs assessment to be an area that needed strengthening.

Grades 1-6 have adopted the Ginn Reading Series 720/360. This program is broken up into units or levels and provides a more realistic approach to the teaching of reading by our staff. The smaller increments of learning provide for easier success patterns. The staff has purchased additional phonetical aids, tapes etc. including the management systems. Each teacher is expected to maintain a class record of level of conceptual development of each class member.

The Library-Media Center has set aside special times during the week for project participants to engage in the Center activities. The Student Center has a selective tutoring program for participants. The Cross-Age Tutoring Program provides additional support in Reading and Math for students needing review and reinforcement.

DISTAR READING: The DISTAR Direct Instruction Reading Program is being taught in K, 1 and 2 Follow Through classes. This program is highly structured in order to provide a similar learning environment in each classroom. Besides the regular teacher an Aide is utilized in this program. Next year Distar Reading will be taught in 3rd Grade as well.

MATHEMATICS: For the 1979-1980 school year as a total school we have adopted the Scott Foresman K-6. The teachers felt this program better reflected the needs of our students to concentrate their efforts on computation.

The District Management system is used in Grades K-3. Such a system includes criterion reference tests, horizontal extension of mathematical concepts, and class records of concepts attained.

In Grades 4-6 the Scott Foresman Management System was purchased because teachers felt it would serve their needs better in the upper grades.

Tutoring in mathematics is provided by the Student Center on a selective basis.

DISTAR MATHEMATICS: The Distar Direct Instruction Mathematics Program is being taught in the Kindergarten and first grades. A four hour Instructional Aide assists the teacher in this program. This program will be expanded to Grades 2 and 3 in the next two years.

LANGUAGE DEVELOPMENT: The staff selected the MacMillan Composing Language in Grades K-2. It was felt that it met student needs better because it develops written language skills through the spoken language. The Lippincott Reading Program also concentrates heavily on Language Skills.

The Laidlaw Basic English Series was chosen by Grades 3-6. It provides a sound sentence structural analysis which fills a need of our students.

A checklist of Language skills is being used as the Management System.

During the 1978-1979 School Year Follow Through Programs implemented a DISTAR Oral Language Program. This is a highly structured Direct Instruction Model.



BILINGUAL EDUCATION: During the 1979-1980 School Year three credentialed bilingual teachers were added to our Staff.

Students who are limited or non-English speaking receive instruction in basic subjects in Spanish while they are learning English. English speaking students in these rooms get instruction they would receive in a regular classroom, but, in addition, may learn some Spanish.

Staff assignments in Bilingual Education include:

K - 1	Melanie Rose
1 - 2	Gail Derrig
3 - 4	Fred Montes
5 - 6	Betty Walters

The number of Spanish-speaking students in the class will determine whether the teacher teaches both in English and Spanish or whether two teachers will work as a team--one teacher teaching the Spanish component as the other teaches the English component.

The District ESL Bilingual Continuum and Spanish Language Arts Continuum are used to place children at the proper level of instruction in their primary language and in English as a Second Language.

The Bilingual Parent Advisory Committee consists of approximately fifteen parents representing the bilingual community. All proposed programs are discussed with this Advisory Committee.

Project funds are now being used to purchase reading, math and library books written in Spanish and materials for learning English.

In addition, some funds are used to provide additional aide time for these students.

The District has provided Bilingual Inservice Education for staff members.

MULTICULTURE: The multiculture program has three major objectives:

- To develop students' self-concept.
- To help students relate to other people.
- To develop an appreciation of students' own culture and other cultures in American society.

A variety of materials are being used in classes to attain these objectives. The main focus this year is on the district developed "Me to We" Program. Other materials include SRA Focus on Self-Awareness, "Person I Am", "Wonderworm" and "TA for Tots".

OVER AND ABOVE SERVICES FOR PROJECT PARTICIPANTS: In the classroom project students receive intensified skill instruction in reading, math and language development through utilization of instructional aides, parent/community volunteers, college students and Cross-Age Tutors.

Each teacher who has project participants has been allotted money to purchase classroom materials for project students.



Management system for Ginn 360/720 and supplementary reading materials such as workbooks, tapes, manipulatives, reading games and skilpak duplicating masters have been purchased to individualize and provide more concentrated reading instruction for project students.

Spanish reading materials and other learning aids for Spanish-speaking students have been ordered.

Additional math workbooks, manipulative materials and games, and duplicating masters, along with a record-keeping system, have been purchased to be utilized by project participants in Grades 4-6.

Programmed reading and math texts were purchased to use as reinforcement of reading phonics skills and math computational skills in Grades 1-3.

A Reading Lab was established in February of 1979 to provide over and above service to Compensatory Education Participants. The Prescriptive Learning Reading Lab Materials is being purchased from Compensatory Education Funds staffed by a Miller Unruh Reading Teacher. In addition to the teaching machines in the Center the Laboratory has computer service to monitor the progress of each student participating. Recently a four hour para-professional was added to the Staff. This addition will provide opportunity for the establishment of a Cross-Age Tutoring Program. Children who participate are removed from the classroom and given short term concentrated instruction in reading. This laboratory is housed in Bungalow 8 in the northwest corner of the school site.

#### Out of Class

A. Student Center (Counseling): Because of a need to improve our students' self-concept and ability to get along with others, one classroom was designated as a Student Counseling Center. Staffing was accomplished by purchasing two additional days of District Counselor time and adding seven hours of time for a Counseling Aide. In addition, community agency personnel come on a regular basis. Materials relating to self-awareness and interpersonal relationships were purchased to be used on a one to one basis and in group counseling. Project participants utilize the Student Center on a referral basis.

The implementation of the Student Center at Stockton School has had an immediate effect on the number of disruptive children referrals to the office.

The Student Center concept represents a team approach, including the collective efforts of the principal, teachers, counselors, aides, and community volunteers. Together, they strive to build and maintain a viable effective guidance program at Stockton School.

The Student Center is the center of the Stockton Guidance Programs. It serves as the identifying and coordinating service agency of our school to better provide the needed services for students and family members.

The primary purpose of the Student Center is to provide a warm and accepting climate in which ALL students can develop and sustain positive interpersonal and social skills, thereby enhancing academic quality as well.

Because our student population is fast becoming multi-ethnic in composition, Student Center services have been expanded to meet the need to minimize racial tensions at school.



Student Center referrals may be made primarily by teachers. However, other school personnel may make referrals as well. Student Center referral forms, which provide for a behavioral check-off and a comment space, are available in the Student Center. Students returning from the Student Center will be given a pass or follow-up form with comments made by Center staff members.

Student Center activities focus in the content area of teaching social skills, self-awareness and self-worth. Activities include counseling one-to-one and group, role-playing, arts and crafts, mini-lessons utilizing media materials, leisure reading games, and academic tutoring. These activities are geographically located at specific stations within the Center. The stations include individual study booths, arts and crafts, math learning machine, Dukane Audio-Visual machine, educational T.V., individual counseling booth, and behavior oriented games.

The Student Center staff attempts to negotiate a behavior modification oriented contractual agreement between student and counselor. The student is encouraged to renounce his/her past unacceptable behavior and to adopt alternative acceptable behavioral patterns.

As students fulfill contractual agreements of both the Student Center and the classroom, teachers may refer them to the Student Center for reward activities. These might include games, educational T.V., leisure reading or arts and crafts. Moreover, students who fulfill contractual agreements may earn the Stockton School Certificate of Excellence for improved behavior which is displayed on the School Office Bulletin Board.

B. Library Media Center: The Library Media Center is open for all classes five days a week to check out library books and activities relating to basic skills or enrichment.

In addition to the multi-funded Library technician, the Library Media Center has a four-hour aide.

C. Nurse Practitioner: The Nurse Practitioner is a multi-funded position of Follow Through, Compensatory Education and District Funds.

Compensatory Education project students needing physical assessments are being examined, including a nutrition evaluation, immunization evaluation, physical exam, and health counseling with appropriate referrals made when necessary.

In addition, a three hour para-professional is assigned to the Nurse's office from School Improvement Funds along with a CETA Health Aide for three days a week.

D. Project Resource Teachers: Stockton's two project resource teachers provide assistance to specified teachers, pupils and parents which enables the classroom teacher to more effectively individualize instruction.

They assist in the identification and evaluation of the project population and also recommend and prepare materials, methods and ideas to cope with defined learning problems.



The Project Resor Teachers are responsible for coordinating and supervising the work of paraprofessionals including scheduling of monthly inservice meetings.

Various other duties may be assigned. Some specific responsibilities include:

- Providing leadership in preparation, implementation and evaluation of the school plan.
- Selection, Coordination, inservice training and supervision of paraprofessionals and volunteers.
- Coordinate and assist in testing of project students.
- Monitoring of the School Plan to review with staff their progress toward meeting stated objectives.
- Work with Library/Media Center, Student Center, and Reading Lab personnel to provide maximum services for students.
- Compliance Review with entire Staff.

E. Clerk: Four additional hours of clerical time is budgeted. Two hours are from S.I.P. and two hours are from Title I. Mrs. Lopez does clerical duties such as recording absences and tardiness, transfers and enrolls students. She types and distributes bulletins and newsletters, and does numerous other duties as needed. This enables the secretary to cope with the heavy additional work load created by special programs including time sheets for additional employees, ordering extra materials, keeping budget accounts for special projects, ordering field trip buses etc.

F. Community Aide: Mrs. Fannie Campbell has the responsibility of coordinating the Volunteer Program, parent education activities and informs parents and members of the Community of services that are available to them at the school and in the Community. This position is completely funded by Project Follow Through.

G. Breakfast Program: A Breakfast Program is available for all students at Stockton School. Presently there are between 100 and 200 students eating breakfast on a daily basis. This program is provided through the Federal Food Program, plus district funding. There is one-half hour of Compensatory Education funding for a paraprofessional to supervise early arrivals on the playground. In addition, the district provides one hour of supervisory time during the time the students are eating in the cafeteria.

H. Health: The School Nurse has the task to work within the framework of the school to provide for the students well-child care. Duties of the Nurse include:

- Necessary evaluating procedures such as a complete health history, a physical examination and a variety of special resources. Project participants needing physical exams will receive first priority.
- Provide skillful management of childhood emergencies until additional assistance is available.



- Help determine the presence of significant emotional disturbance in childhood and assists in management or arranges for community referral.
- Expand the knowledge by counseling of parents regarding parent relationships and various emotional and health problems, utilizing community resources.
- Coordinate the care plans of families, school and the community for the best care of the child in the school setting.
- A health objective in our school plan this year includes instruction in nutrition education for all SIP classrooms.

RACE/HUMAN RELATIONS -- DISCIPLINE -- INTEGRATION: Programs for Race/Human Relations, Discipline and Multicultural Education do not stand separate and alone. Many of our activities for these plans are intertwined within the subject matter of the total program. Each of these facets of programs in the affective domain have had Staff Committees with parent input and suggestions.

A. Race/Human Relations: In the Fall of 1977 a Needs Assessment Workshop was held which included over sixty parents and staff members. In May of 1978 a community survey of ninety-seven parents was conducted by Mr. George Shelton to gain wider input from the community. On October 18, 1978, a Needs Assessment and Evaluation Workshop was held to assess the needs and evaluate the strength and weaknesses of the 1977 plan. In September of 1979, the Race/Human Relations Committee met with Mark Romero (the Race/Human Relations Facilitator) to review the 1978 Plan. This Committee felt that many of the areas in need of emphasis should continue this year. Therefore, plans have been proposed to emphasize:

1. Communication - All levels (between parents and staff, students and staff etc.)
2. Self Concepts--Self Awareness - (Parents, students and staff)
3. Multi-cultural Intergroup Relationships

Some of the activities planned and already implemented are:

1. Pre-Balboa Park and Pre-Camp Experiences with "VEEP" Schools (Decatur and Scripps).
2. Inservice Education with Decatur and Scripps Teachers with a heavy responsibility on the Stockton Staff for the planning.
3. Natural History Museum Project with Decatur School.
4. A Natural Science Fair as a culmination in the Spring with Decatur.
5. Social Skills Lessons in each class including "Me to We" etc.
6. A minimum of ten hours of staff participation in Human Relations activities.
7. Parent Effectiveness Training Workshops.
8. Joint parent activities with Scripps and Decatur Schools.

B. Discipline: A Staff Discipline Committee was established this Fall to discuss ways of improving discipline at school. The Committee is proposing a three-part Discipline Plan.

1. A Student Code of Behavior Booklet. This booklet contains meaningful statements of how our staff feels about student rights.



2. The second part of our Discipline Plan includes specific actions that will be taken for any misbehaviors at our school.
3. The third part includes plans developed for staff member guidance.

At Stockton School We Believe....

1. Our students have the responsibility to behave in a manner conducive to good learning for himself and others.
2. Our students are encouraged to solve their own behavior problems through self-evaluation and self-control with the guidance of the teacher, principal, counselor and/or other staff members.
3. Our students with behavior problems show greater growth toward self-control with positive counseling procedures rather than punishment-oriented counseling methods.
4. That basic rules are needed for the well-being and safety of all.

At Stockton School our plan of action is....

In the event students cannot solve their own behavior problems and need some help, generally speaking the following steps will be taken:

1. The teacher, yard duty aide and counselor will counsel the student and guide him/her in solving the problem.
2. If the behavior of the student continues to be unacceptable usually the homeroom teacher would be in early contact with the parents to ask their assistance in helping the student solve his or her problem. The teacher may send the student to the Student Center for time out of the classroom and positive counseling techniques.
3. If continued contact of the parents by the teacher does not solve the student's behavior problem, the counselor and/or administrator will develop further plans of action with the parents.

C. Integration: The Stockton Learning Center opened in March of 1979. Its primary purpose is to help promote integration within the San Diego City Schools. This program is designed to have 180 students for one day a week have an education in an integrated setting with a highly enriching program in Art and Music, Reading and Mathematics. Each day a different group of 180 students participate. The Stockton School's 4th, 5th and 6th grade classes attend either the Stockton Learning Center or the Carver Learning Center. This program is a full year program with one semester attendance at Stockton and the second semester attendance at Carver which has a Physical Education, Science, Reading and Mathematics emphasis.

To date, over 100 adults from majority schools have visited the Stockton Learning Center to view and review the program.

STAFF DEVELOPMENT: Teachers, student teachers and aides have or will have several staff development activities for the year. Already some or all of the staff have participated in a Natural History Museum Tour, Workshop on Discipline, Inservice on the Distar Reading Program, Follow-Through Workshops, Human Relations Planning Workshop with Mark Romero, Bilingual Workshop, Learning



Center Workshops, Workshop on Guidance, Elementary Competencies, Program Compliance Review Workshop, and Special Education.

PARENT PARTICIPATION:

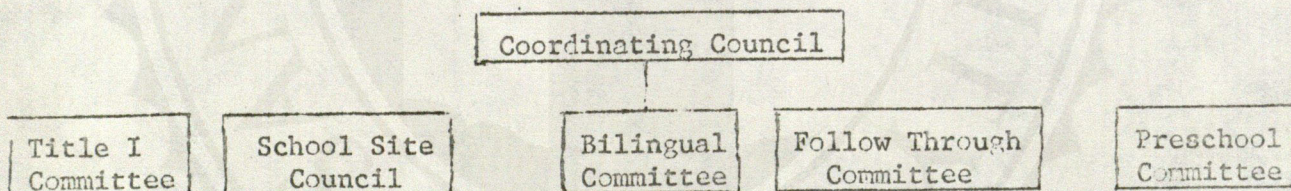
1. Parent Groups: Each special program at Stockton School has a Parent Advisory Committee. Stockton School's Coordinating Council includes the following Parent Advisory groups:

School Advisory Committee (Title I Program)  
School Site Council (School Improvement Program)  
Follow Through Advisory Committee  
Pre School Advisory Committee  
Bilingual Advisory Committee

Elections were held on April 5, 1979. Mrs. Virgie Reese, Coordinating Council Chairman sent home a request from the Council's Nominating Committee to have school-community parents send in recommendations for positions on the School Advisory Committee, School Site Committee and the Bilingual Committee. On May 31, 1979, Mrs. Reese sent out a ballot calling for the election of those nominated to be held in the school office from 9:00 a.m. to 3:00 p.m. on June 5, 1979. All notices went home written in both English and Spanish. Elections were held and members were elected for their designated committees.

On October 3, 1979, at a meeting of the School Coordinating Council, the Committee structure was explained and why certain people were on certain committees.

The organization of Stockton School Advisory Committee is as follows:



2. Parent Participation: Well over 50 parents and community members are participating in some manner at our school either on committees, volunteering in classrooms, or parent patrol. Presently the P.T.A. is not active. On Tuesday, November 20, 1979, at 7:00 p.m. there will be a community meeting to decide if the P.T.A. should become more active or disband.

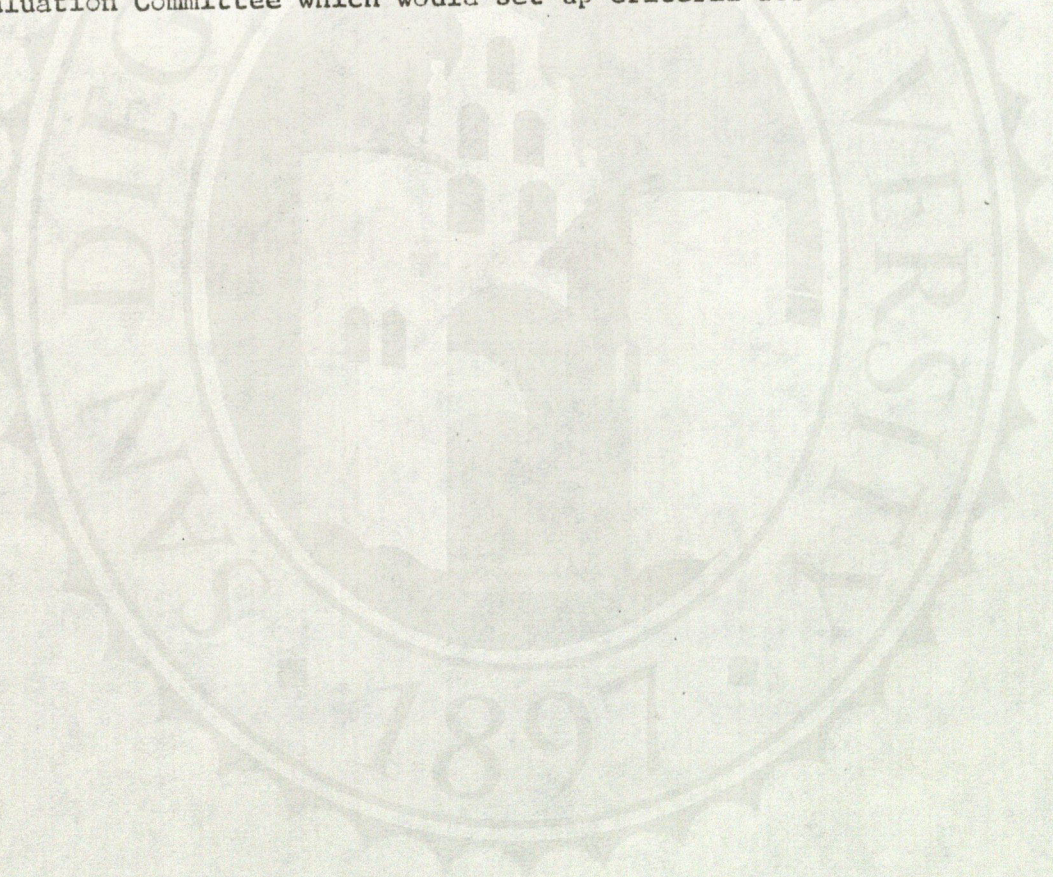
3. Parent Education: Parent Education Workshops have already begun this Fall. There has been a parent training session, a parent meeting on the bilingual program and a workshop on Alcohol and Drug Abuse. In addition, an adult education course in English was established for the Spanish Speaking members of our community. It meets five days each week and has approximately twenty members in attendance.

Teachers have had an Open House this Fall to explain the curriculum to our parents. Additional classroom visits for parents during the Spring are in the planning stage.

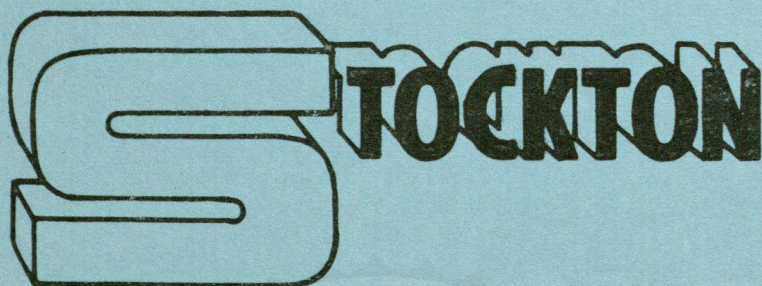


EVALUATION: The San Diego Unified School District Evaluation Services provide program planning and evaluation assistance for our school. They are involved in the monitoring and evaluating of our Title I, SIP, and other programs. This includes checking the status of record-keeping by looking at actual records, by discussing problems that staff members are having keeping records and by trying to find less time consuming ways to keep records required by the State. In addition, Mr. Stuart Macnofsky, Program Evaluator, assists schools in interpretation of data processing, printouts reflecting test scores, assisting in interpretation of criteria for project participant selection, and generally assists the school in developing its total Evaluation Program.

In the Spring of 1979 Parents on the Coordinating Council were asked to evaluate programs in priority order for funding in the 1979-1980 school year. This year the coordinating council is discussing ways to develop a separate Evaluation Committee which would set up criteria for evaluation of the programs.







# **Code of Behavior**

**415 31st Street  
San Diego, California 92102  
234-3329**



## INTRODUCTION

and

## STATEMENT OF POLICY

Dear Parents and Friends:

Discipline is an important part of growing up and living in the adult world. A school depends on children to act with consideration for others, resulting in good for all. Parents, students and school personnel must work together to guarantee a good program of school citizenship.

PARENTS are expected to cooperate and support the school personnel in maintaining and encouraging proper standards for their children.

STUDENTS are expected to comply with the regulations, pursue the required course of study, and obey school personnel.

SCHOOL PERSONNEL establish and maintain the standards of pupil behavior needed to achieve a functional learning atmosphere.

It is our hope that this Discipline Policy will prove a useful tool in the hands of parents and school personnel in the instruction of pupils as they participate in school activities.

Sincerely,

*David C. Wright*

Principal



Students at Stockton always try to be kind, polite,  
considerate and cooperative. Adults who work with  
us are treated with respect.

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## OUR CIVIL RIGHTS

I have a right to be happy and to be treated with compassion in this room.

This means that no one will laugh at me or hurt my feelings.

I have a right to be safe in this room.

This means that no one will

Hit me  
Kick me  
Push me  
Pinch me  
Hurt me

I have a right to learn about myself in this room.

This means that I will be free to express my feelings and opinions without being interrupted or punished.



I have a right to be myself in this room.

This means that no one will  
treat me unfairly because I  
am

Black or white  
Fat or thin  
Tall or short  
Boy or girl

I have a right to hear and be heard in this  
room.

This means that no one will

Yell  
Scream  
Shout  
Make loud noises

Adapted from "Our Civil Rights"  
Cassady Elementary School  
Des Moines, Iowa



YOU'RE UNIQUE, I RESPECT YOU, SO.....

You have a right to be safe in this room.

This means I will not

Hit you  
Kick you  
Push you  
Pinch you  
Hurt you

You have a right to be respected and treated  
with compassion in this room.

This means I will not laugh at you  
or hurt your feelings.

These are your rights as an individual as  
long as you do not interfere with the rights  
of others.

This means you will respect

My feelings  
My beliefs  
My values

as a unique individual and a member of the  
human family.



You have a right to be yourself in this room.

This means I will not treat you unfairly  
because you are

Black or white  
Fat or thin  
Tall or short  
Boy or girl

You have a right to hear and be heard in this  
room.

This means that I will not

Yell  
Scream  
Shout  
Make loud noises

You have a right to learn about yourself in this  
room.

This means that you will be free to  
express your feelings and opinions  
without being interrupted or punished.



At the Flag Salute.....

The flag salute is to show respect, love and allegiance to our country. This is the only time the school is all together in one place and we should enjoy this as a time of unity and pride in our school, city, state and country.

1. We should stand in line quietly and calmly, stand quietly wherever we are at the time of the flag salute.
2. Our hand should be over our heart to symbolize the seriousness of our pledge.
3. We say the pledge in a clear, loud voice-- thinking about what the words mean as we say them.
4. We show our joy and pride for our country by singing a patriotic song in a loud, clear voice.
5. We listen to the Principal as he tells us the school rules, makes announcements and gives out awards.
6. We applaud to congratulate the winners of awards and try our best the coming week to earn an award ourselves.
7. We return to class when dismissed by walking quietly and calmly.
8. We think of other ways we can show our love and respect for our country during the week.



Before School.....

1. Play with friends until the bell rings.
2. Go straight to the playground to wait and stay there until the bell rings.
3. Stay away from the cars.
4. Talk quietly.
5. Come to school at 8:00 a.m. for breakfast or 15 minutes before the bell.
6. NO GUM CHEWING BEFORE OR DURING CLASS!!!!

After School.....

1. Leave the school grounds and go directly home.
2. Meet the people you walk home with on the playground.
3. Walk past the classrooms quietly.
4. Walk home with people you don't fight with.
5. Cross the streets at the crosswalks.
6. Put your trash in its proper place. (Don't litter on the way home.)
7. Make sure your school papers get home.



At the Patrol Crossing.....

1. We follow the directions of the Patrol.
2. We stand on the sidewalk to wait to cross.
3. We look every way before crossing the street.
4. We cross in the crosswalk.
5. We walk quietly across the street.
6. When a patrol is not there, we are our own patrol.

During a Fire Drill.....

1. We walk quickly and quietly in single file to our assigned areas.
2. We follow directions and listen for instructions from the teacher.
3. We stand in line quietly until told to return to class by the teacher. We return to our classes quietly.



In the Library.....

1. We **read** quietly and talk softly.
2. We **handle** filmstrips, books and records **carefully**.
3. We wait quietly to get our books checked out.
4. We show respect to the Librarian and her helpers.
5. We listen to records and play games quietly.
6. While in the back room we show self-discipline.
7. We return books on time.

During Assembly.....

1. We will be on time when going to an assembly.
2. Walk to the auditorium quietly.
3. We give the speaker our attention.
4. We are active listeners.
5. We **raise** our hand to ask a question.
6. We **sit** quietly until the assembly is over.



### Health Rules.....

1. When we are healthy and have a good night's sleep, our minds are alert and set for learning.
2. Before school, we should wash our hands and face, brush our teeth, comb our hair and eat a good breakfast.
3. We wear appropriate clothes to match the weather.
4. We have our parent write or call the school office telling the exact reason we were absent.

### In the Office.....

1. We show respect to the secretaries and others who work in the office.
2. We enter and wait quietly until someone comes to assist us.
3. We will walk into the office quietly.
4. We do not chew gum in the office.



### Playground.....

1. We keep the rocks and dirt in their places on the ground.
2. We listen to the Yard Duty Supervisors.
3. We discuss our problems instead of fighting to solve them.
4. We play with the equipment and don't use it as weapons against other children.
5. We play on the playground and not in the halls, in the bathrooms or near cars.
6. No food on the playground.

### In the Restrooms.....

1. We use the restrooms during recess and lunch times so we can return to our rooms on time.
2. We keep the restrooms clean.
3. We don't waste towels, soap or water.
4. We are quiet in the restrooms and at the drinking fountains. Try not to disturb the classes in session.
5. The restroom is not a play area. It can be dangerous.



Classrooms.....

1. Do your best work--quietly.
2. Be responsible for yourself.
3. Listen carefully to instructions.
4. Get permission to leave the room.
5. Sit in your seat correctly--avoid accidents.



Lunch Tables and Cafeteria.....

1. Walk to the lunch line with a teacher or an aide.
2. Have patience--stay in your place in line and respect the rights of others.
3. Eat properly from your own tray.
4. We keep our food on our trays--we don't throw it on the floor or at others.
5. Hold trays with both hand--avoid accidents.
6. Pick up after yourself.
7. Use good table manners.
8. Sit at the table until you are finished and excused.
9. We help the smaller children instead of teasing, pushing or fighting with them. Always try to set a good example.
10. Check balls in and out with tags.

A STUDENT IS EXPECTED TO FOLLOW THE ABOVE RULES OR THESE PRIVILEGES MAY BE DENIED.

STUDENTS WHO DO NOT OBSERVE CAFETERIA STANDARDS MAY BE ASKED TO EAT AT HOME.



### General Rules.....

1. Observe practical safety rules when at the drinking fountains.
2. Stay out of the building at all times except when in class.
3. Follow all the safety rules. (Name calling, pushing, threatening and fighting is not acceptable behavior on our playground.)
4. Line up when the bell rings and walk in to class.
5. Remember that rock and sand throwing are against school rules.
6. Obtain permission from the teacher or office before leaving the school grounds.
7. Do not run on the sidewalk.
8. Remain silent and orderly during emergency drills.
9. Use restrooms properly.
10. Wear clothing that does not interfere with the educational process. (Thongs are not permitted.)



### SECTION III

### GENERAL PROCEDURE FOR RESOLVING BEHAVIOR PROBLEMS

1. All discipline problems to be resolved should begin with the classroom teacher. The teacher can be made aware of problems through:
  - a. Parents
  - b. Pupils
  - c. Aides or volunteers
2. It is hoped that with the constant interaction between the teacher and the pupil a successful solution can be reached at this point.
3. There are times when a specific problem is necessarily referred to other personnel such as Nurse, Counselor or Student Center for additional information that might be related to the cause of the discipline problem.

At this time it might also be necessary to have the pupil join with Parent, Teacher, Administrator and auxiliary personnel for an Individualized Counseling and Discipline Planning Meeting.
4. If all efforts fail and the discipline problems continue to exist, the ultimate disposition must be made by the Principal.

### COMMUNICATION:

If the parent wishes to initiate communication, a call may be made to the school secretary who will notify the teacher of the parent call and a mutually agreed upon conference may be arranged. The telephone number is 234 - 3329.

STOCKTON SCHOOL  
415 31st Street



**SAN DIEGO CITY SCHOOLS**

**LEARNING CENTERS**

**MUSIC**

**ART**

**BASIC SKILLS**

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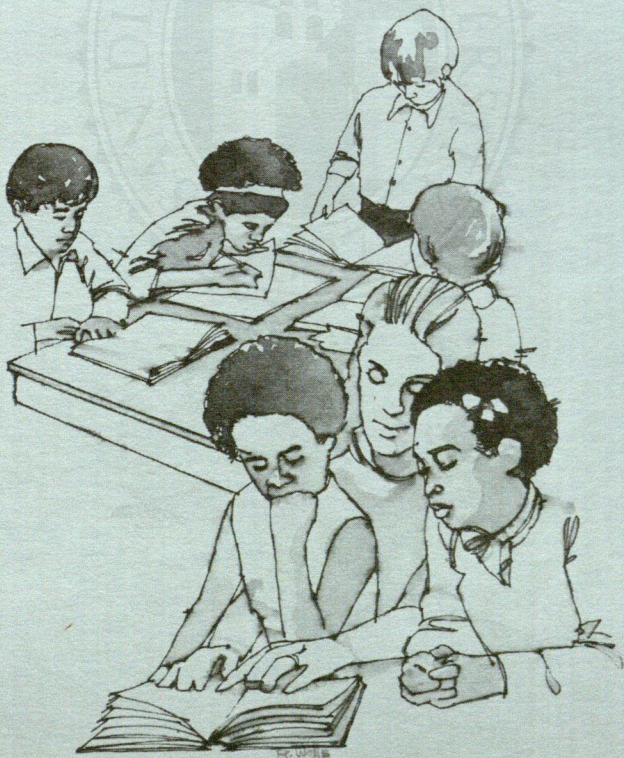


## WHAT IS A MUSIC/ART/BASIC SKILLS LEARNING CENTER?

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This unique learning center program in the San Diego City Schools provides instruction to fourth, fifth, and sixth graders in MUSIC, ART, and BASIC SKILLS. Classes from throughout the district meet at the center one day each week for one semester of specialized learning.

As part of the San Diego Plan for Racial Integration, the learning center program brings together classes from predominantly majority and predominantly minority schools into an integrated setting. Children attend the learning centers as a class, accompanied by their regular classroom teacher.



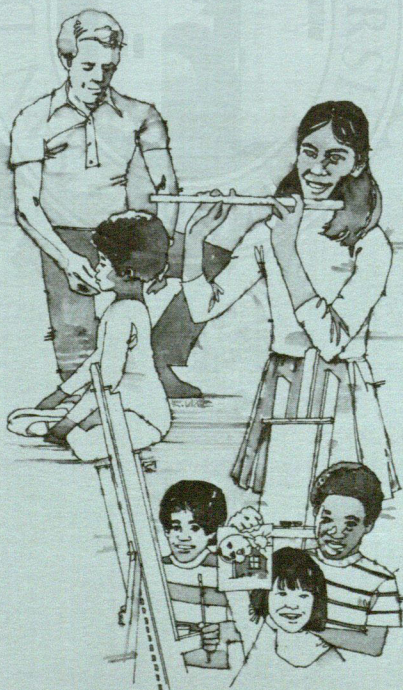


## YOU'LL ALSO WANT TO KNOW....

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Each day of the week 180 students from elementary schools throughout San Diego will attend each learning center. These students will be transported as class units with their teachers from their home schools to the learning centers. At the end of the instructional day, participating classes and their teachers return together to their home schools.

Additional information on the Music/Art/Basic Skills Learning Center is available from your child's principal. Check with your school principal to find out if your child's class is eligible to participate. General information regarding all integration programs is available by calling 293-8300.





## WHAT IS THE INSTRUCTIONAL PROGRAM?

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- Students are taught by teachers with specialized training, assisted by their regular teacher.
- Music instruction includes group singing, dance, classroom instrument playing, reading music, and listening.
- Art instruction emphasizes drawing, painting, printmaking, sculpture, fabric design, and theatre arts.
- Basic skills instruction uses many activities and materials to emphasize word identification, vocabulary development, comprehension, and the use of reference books.
- Math instruction includes teaching concepts of whole numbers, fractions, decimals, metric measurement, word problem solving, and geometry.





## **WHAT MAKES THE LEARNING CENTER SPECIAL?**

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The learning center program provides individualized learning experiences in music and art that are not available in the home school. Reinforcement of basic skills is emphasized.

The program is designed to bring together students and teachers from different racial, social, and economic backgrounds from other schools to increase understanding and mutual respect for these cultural differences.

Multiethnic and multicultural curriculum materials provide each child with the opportunity to understand and develop pride in his/her own ethnic heritage and to understand, respect, and accept the ethnic heritage of other people.

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### **Who is eligible to attend?**

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Learning centers are open to classroom groups in grades 4-6 accompanied by their regular teachers. Students will attend the Music/Art/Basic Skills Learning Center on the same day each week for a full semester. During the other semester students will attend a Science/Physical Education/Health/Basic Skills Learning Center at another school.





**SAN DIEGO CITY SCHOOLS**

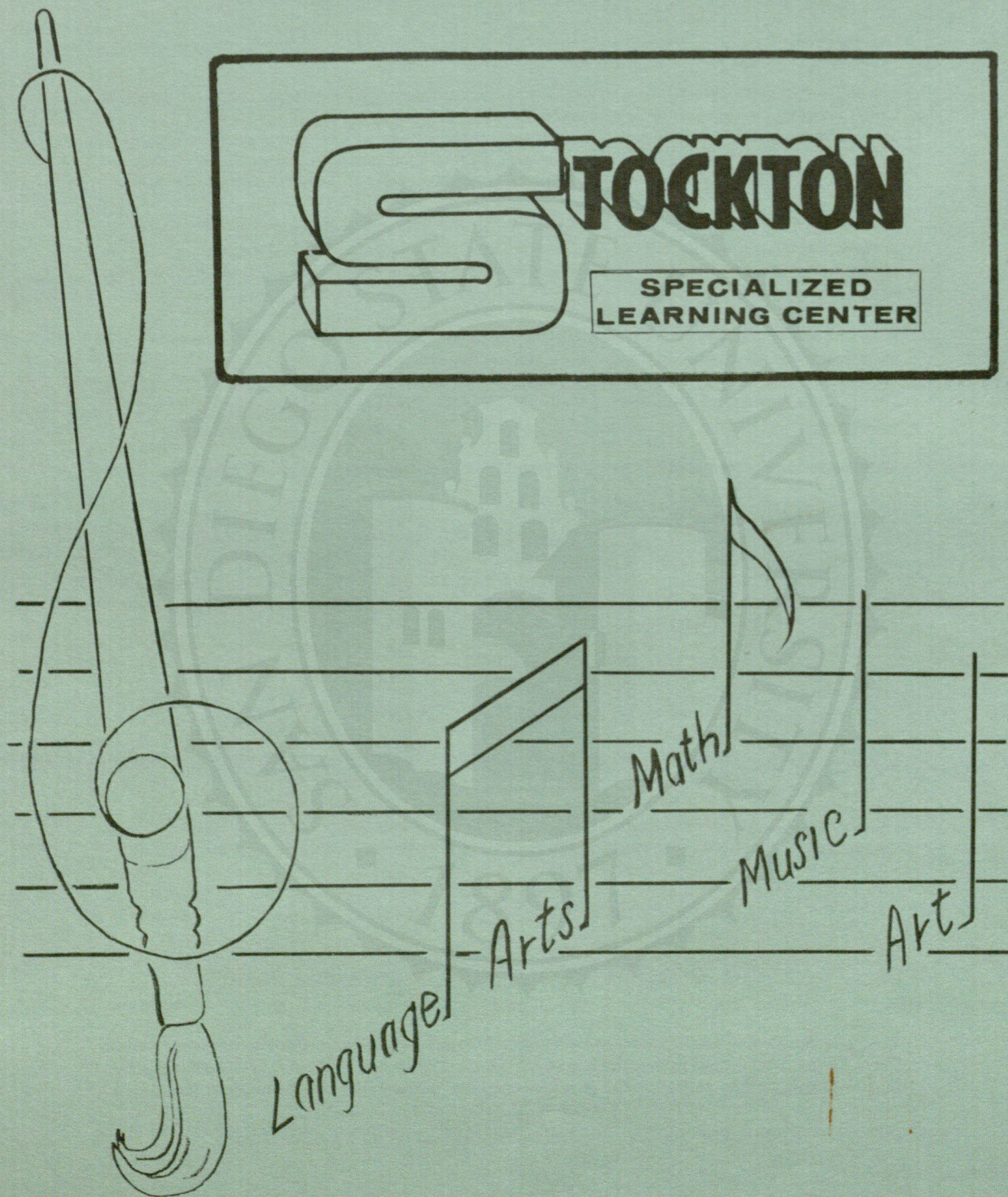


**VOLUNTARY INTEGRATION.**  
Better education by choice.



# STOCKTON

SPECIALIZED  
LEARNING CENTER





Dear Parents:

The entire staff of Stockton School wishes to thank you for your child's participation in our Learning Center Program. Because of our special equipment, low class sizes, and highly specialized staff, we are able to offer your child the highest quality of art and music education programs available, as well as basic skills instruction in mathematics and language arts/reading. Our counselor and staff also provide an important, well-planned program of race/human relations based on our district's integration guidelines.

This information is being provided in the hope that you will review its contents with your child. We have planned and written a three year program in all areas taught at the Learning Center. We encourage and hope your child will continue to participate in order to take advantage of the three year scope of this program.

When the school and home work closely together, then our children benefit. Please volunteer to spend some time at our school to assist the teachers in this exciting program.

The tentative schedule of elementary schools attending the Stockton Learning Center during the fall semester is:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Logan	Logan	Alcott	Holmes	Decatur
Miramar Ranch	Hickman	Logan	Ocean Beach	La Jolla
		Stevenson	Stockton	Scripps
				Stockton

The staff directly involved with the Stockton Learning Center during the fall semester is listed below. All may be reached by telephoning 234-3329

Cathy Lopez

Cathy Lopez  
Katy Smith  
Sherrie Finup  
Shirley Hardy  
Debbie Richardson  
Deborah Lowe  
Cindy Prosser  
Dorothy Stewart  
Betsy Camp  
Charlotte Hamilton  
Bertha Young  
Eve Pritchard  
Connie Akashian  
David Wright

Secretary  
Clerk  
Nurse  
Counselor  
Team leader and Language Arts  
Mathematics  
Art  
Art  
Music  
Music  
Music  
Project Resource Teacher  
Principal

The instructional program begins at 8:30 and ends at 2:30 when the children return to their home school. There is a 15 minute recess in the morning and a 35 minute lunch hour. The day is divided into six 45 minute periods. Each child receives 45 minutes per day instruction in Language Arts/Reading, 45 minutes per day in Math, 90 minutes per day in Music and 90 minutes in Art.



## **BASIC SKILLS**

Each week your child will meet with Miss Debbie Richardson for Language arts and with Mrs Deborah Lowe for math skills instruction in his or her regular classroom. Certificated teachers from the participating schools work with Miss Richardson and Mrs. Lowe to achieve a ratio of one teacher per 10 - 12 students.

### **Reading/Language Arts - Miss Deborah Richardson**

Reading/Language Arts stresses objectives based on the test content for the California Test of Basic Skills. These objectives are:

- Main idea
- Author's direction and purpose
- Cognitive outcome
- Vocabulary
- Details
- Sequence
- Oral expression
- Listening
- Written Language

The program uses the literature approach to meet its objectives and is correlated with the themes which are developed in Art and Music. The themes are designed to provide large and small group interaction and participation by students and teachers. Activities range from finding and using elements of a story to Reader's theater and creative writing.

In addition to the units described, commercial materials are available at the center to further develop the students' reading and language skills. The students will read and take home six books related to the themes which are especially written for the Learning Center. Students are grouped according to the reading level determined by the home school teacher.

### **Mathematics - Mrs. Deborah Lowe**

This year your child will attend a mathematics laboratory one day a week at the Stockton Learning Center. This math laboratory is an important part of your child's mathematical development.

All concepts and learning activities included in the program are based on the mathematics objectives of the San Diego Unified School District, and are designed to help meet the individual needs of your child. Lessons from the following areas are included:

- Decimals
- Fractions
- Geometry
- Graphing
- Metric measurement
- Problem-solving
- Whole numbers

A survey test is given to all participating students before they come to the Learning Center. This survey allows us, both the home-school teacher and me, to group children effectively into small groups based on your child's achievement level.



## MUSIC

Your child is scheduled for two music classes each week on a rotational basis. Instruction is given by three teachers with each teacher specializing in a different area.

### **Singing and Music Appreciation - Mrs. Charlotte Hamilton**

Children should "experience" music every day. Music can soothe, excite, encourage, and delight the child who enters into its portals.

My goal is to share the experience of music with my students through singing, listening and playing instruments. I will be using films, filmstrips, records, books, and rhythm instruments. They will have lessons on music from Bach to Rock.

Students will also have experiences in the music of many cultures which are identified for "celebration" or investigation on the San Diego City Schools Multicultural Calendar. I hope through these different experiences that each child will learn to appreciate the many different styles and kinds of music.

### **Body Movement and Dance - Mrs. Bertha Young**

In this class three or four activities are initiated each period. Some cultural dances and chants are taught during the semester based on cultures identified for "celebration" or investigation on the City School's Multicultural Calendar. Some of these reflect topics also taught in the remaining two music classes--music appreciation with singing and playing of various instruments. When body movements have been vigorous for a class, analysis of the musical structure of dance is presented (music theory) as students catch a breath. Rhythm patterns involving clapping, patsching (patting on knees), snapping, and stamping are explored as body percussion--with or without language--the Orff-Schulwerk approach to music. Audiovisual material may be presented to reinforce a musical theme or concept taught by music teachers at all Learning Centers. Particular students with special talents who wish to perform before their peers are given the opportunity to do so during these periods.

Exposure to different cultural dances is not the single benefit of this class. Dance and body-movement assists body balance; very often improved body balance aids in developing reading and reinforces math skills involving space, time, and number pattern.

### **Musitronic and Keyboard Instruments - Mrs. Eve Pritchard**

This area of emphasis serves as a resource in demonstrating instruction in keyboard instruments including the electronic keyboard as well as stringed autoharps and various types of bells. This is achieved through various musical endeavors that meet the needs of beginning music students to those who have enjoyed vast experiences through private and varying musical encounters. The individualization of a group helps tomorrow's citizens to be able to read, write, think, feel and dream, to move and be moved with a sense of aesthetic value. Making learning and playing together a natural, enjoyable integration experience is a primary goal.



## **ART**

Your child will spend six weeks with each of three art teachers on a rotational basis. Each teacher will emphasize different areas of art, stressing a variety of experiences. Two-period blocks of time in art will allow students to create and complete beautiful art objects.

The semester is divided into three units. The three units include Flora and Fauna, Heads/Portraits, and Fin and Feathers, with the theme being that many cultures use similar art motifs and media. Students see the concepts of art and design unfold as they study the history of art and its influences on the many ethnic cultures of the world.

### **Drawing and Painting Techniques - Mrs. Dorothy Stewart**

Working within the themes, my art program provides a multicultural emphasis in instruction utilizing drawing and painting techniques. I will be talking about visual elements (line, shape, mass, space, color and texture) to help the child understand unity, balance, movement and harmony in his art work. A variety of media will be used with each theme. These include pencil, charcoal, pen and ink, colored chalk, pastels, watercolors and tempera.

### **Two-Dimensional Art - Miss Cindy Prosser**

In two-dimensional art, students will study the principles and elements of design. Art experiences will include graphics, string and relief printing, batik, stitchery, textile design, tissue paper construction, and origami.

### **Three-Dimensional Design - Ms. Betsy Camp**

Working within the themes for this semester which will be carried out in all three art classes, students in room B1 will be working in three-dimensional design stressing the elements of line, shape, form and color. Multi-cultural influences will be interwoven into each project wherever possible. Major materials to be used will be clay, papier mache and wire.

## **COUNSELING - Mrs. Shirley B. Hardy**

The counseling center will provide an organized guidance program for students of varying ethnic and cultural backgrounds. The program will provide students with extensive guidance in the area of affective education, including self-awareness, race relations, and an understanding, appreciation, and acceptance of differences in people.

The counselor will be available to work with individual students, small groups and parent groups, to develop skills in effective communication, resulting in practical ways of solving race/human relations problems.



## CODE OF CONDUCT

While your child is attending the Stockton Learning Center, particular emphasis will be given to ensure that the children experience a meaningful interesting program of instruction and that they will be in a positive educational climate which stresses effective teaching and learning. As this program brings together pupils from all areas of the San Diego Unified School District, we need everyone to be familiar with and follow certain basic considerations while at the center.

Committees of parents, teachers and children have developed a Code of Conduct for Stockton students. I ask that you assist your child in understanding the importance of following the standards. If there are any questions about the behavior standards, please contact the counselor or any member of the Learning Center staff.

....All bus safety rules need to be followed.

....Basic school safety rules need to be followed such as:

1. Respecting the rights of all others.
2. Walking in the halls.
3. Using the equipment in a safe, prescribed way.
4. Stopping all play when the bell rings.

....A courteous, cooperative attitude needs to be shown both in the classroom and on the playground.

....Pupils need to wear clothes appropriate for an active physical education program, including suitable foot wear (thongs, sandals, etc. are not allowed).

....Candy and other food items may not be eaten on the grounds except in the lunch area at lunch time.

....Hats are not to be worn in the classrooms, auditorium, or cafeteria.

....We have a large staff and pupils attending the center need to know that the directions of the staff members need to be followed.

### AND VERY IMPORTANT

....If you are experiencing any difficulty, please request to see your teacher, the counselor, the nurse, a member of the center staff, or the principal.

Students having difficulty following the standards will be counseled by the teacher and/or counselor. In case of repeated or severe violation of standards as observed by a responsible adult, parents will be contacted.

Should it be necessary to send a letter to parents concerning their child's misbehavior, it will be sent by U.S. mail and include a stamped envelope addressed to Stockton School. This will easily allow parents to sign and return the lower portion of the letter.



**Nurse** - Mrs. Sherrie Finup, our nurse, is here each day during the week. On the day your child attends the Learning Center, if you have any questions concerning his/her health, please do not hesitate to telephone Mrs. Finup - 234-3329.

**Lunches** - Children are encouraged to eat in the cafeteria. Lunch tickets should be purchased at the home school. We strongly encourage that he/she purchase full or reduced price tickets for 18 lunches (full price \$10.80 and reduced price \$1.80). The advanced lunch card sale will reduce the possibility of the children losing money during the bus ride.

For students certified for free lunches, the home school will prepare a second free card. All cards will remain at the Learning Center the entire semester. When the semester is over, the cards will be returned to the home school.

**Playground** - At Stockton we have tried to fulfill the spirit of the Integration Program by having our Learning Center students and our upper grade Stockton students integrated for recess play.

Our playground is divided into areas according to games and Stockton and Learning Center classes are paired as they rotate to a different area each week.

You are encouraged to visit and observe and we're open to suggestions for new and better ideas to make our playground even nicer.

**Visiting** - Parents are always welcome to visit the Stockton Learning Center. If you are planning to visit, please contact our Community Aide or call the office - 234-3329.

Sincerely,

*David C. Wright*

David C. Wright  
Principal



32nd St.

# STOCKTON SCHOOL

234-3329

GATE

GATE

GATE

Alley

B4	B3	B2	B1
B5	B6	B7	

B8	B9	B10
----	----	-----

GIRLS	BOYS	22	20
-------	------	----	----

23	21	19	18
----	----	----	----

AUD.
C.A.F.

GIRLS	BOYS	9
4	8	
3	7	
2	6	
1	5	
L.C.1	K2	

W.R.M.	K-2
OFFICE AREA	K-1

GIRLS	BOYS	17
13	16	
12	15	
11	14	
10	SUR	
E3	E4	OM

K-3	K-4
-----	-----

PARKING LOT



San Diego City Schools  
STOCKTON ELEMENTARY SCHOOL

January 1980

Dear Parents and Friends:

The Board of Education has directed all schools to develop a school site discipline plan.

The plan for Stockton has been developed in three parts.

1. A Student Code of Behavior Booklet. This booklet also contains meaningful statements of how our staff feels about student rights.
2. The second part of our Discipline Plan includes specific actions that will be taken for any misbehaviors at our school.
3. The third part includes plans developed for staff member guidance.

At Stockton School We Believe:

1. Our students have the responsibility to behave in a manner conducive to good learning for himself and others.
2. Our students are encouraged to solve their own behavior problems through self-evaluation and self-control with the guidance of the teacher, principal, counselor and/or other staff members.
3. Our students with behavior problems show greater growth toward self-control with positive counseling procedures rather than punishment-oriented counseling methods.
4. That basic rules are needed for the well-being and safety of all.

We ask each of you to discuss the Code of Behavior Booklet with your children as well as Section II of the Discipline Plan. After you have gone over this material, we ask that it be returned to your teacher so that they may be used for discussions with students throughout the year.

The entire discipline plan has been developed through the hard work of students, parents and staff. We feel it is a constructive plan which will help us tend to our primary task of providing the best possible education for your child.

Please sign along with your child below to indicate you have discussed the Stockton School Discipline Plan with each other.

.....

Room No. \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

PLEASE RETURN THE DISCIPLINE PLAN TO YOUR CHILD'S TEACHER ALONG WITH THIS SLIP



## SECTION II - Stockton Procedures for Resolving Behavior Problems

### General Procedure

1. All discipline problems to be resolved should begin with the classroom teacher. The teacher can be made aware of problems through
  - a. Parents
  - b. Pupils
  - c. Aides or volunteers
2. It is hoped that with the constant interaction between the teacher and the pupil a successful solution can be reached at this point.
3. There are times when a specific problem is necessarily referred to other personnel such as Nurse, Counselor or Student Center for additional information that might be related to the cause of the discipline problem.

At this time it might also be necessary to have the pupil join with Parent, Teacher, Administrator and auxiliary personnel for an Individualized Counseling and Discipline Planning Meeting.

4. If all efforts fail and the discipline problems continue to exist, the ultimate disposition must be made by the Principal.

The Staff felt it important that students understand the consequences of their misbehavior. Therefore, we have listed these below so that children can make good judgments if they are tempted to disregard a school rule.

### Unexcused Absence

- a. Funds that the San Diego Unified School District receive from the State of California are given to the District on the basis of pupil attendance. Excused absences are verified illness or quarantine, verified medical, dental, optometrical or chiropractic appointments, and attending funeral services of the immediate family.

#### b. Action:

1. First series of excessive absences warrants form letter from Nurse.
2. Second series of excessive absences warrants letter from District Counselor.
3. Third series of excessive absences warrant letter from the Principal. Copies of letters to be placed in student's file.

### Truancy

A truancy is defined as being absent without valid excuse. Under California law parents or guardians are responsible for keeping children in regular attendance at school from age six to eighteen.



ACTION:

1. Counseling by teacher or appropriate staff member.
2. Referral to Student Center for counseling. Parent notified by Teacher.
3. Referral to Student Center for counseling. Parent notified by Counselor.
4. When a student continues to show disruptive behavior student will be suspended from class either in the Student Center or to his home.
5. Parent Conference with Principal, Counselor, Teacher to make plans for additional assistance.
6. Transfer to another school.

PHYSICAL ABUSE OF A STAFF MEMBER

ACTION:

1. Students who physically abuse any staff member will be referred to the Principal for immediate suspension.
2. Before admission to class, the student and his or her parents must meet with the Principal for a conference about the student's future behavior.

DISRESPECT TO STAFF MEMBERS

ACTION:

On the Playground

1. First Offense - benched in Student Center at recess. Parents notified by Counselor.
2. Second Offense - Referred by Counselor to Principal for suspension.

Student and parents must meet with the Principal to discuss future behavior.

In the Classroom

1. First Offense - removal from the classroom to the Student Center. Teacher contacts home.
2. Second Offense - removal from the classroom to the Student Center. Counselor calls home.
3. Third Offense - suspension from school. Student/Parent conference with Principal about future behavior.



### Rock Throwing on the Playground

Rock throwing is a serious misbehavior because of the potential injury to eyes and other parts of the body.

#### Action:

1. First offense when seen by an adult - warned and recorded in Student Center if no one is hurt.
2. Second offense - removed from playing on the playground for three days.
3. Third offense - suspension from school

When an injury is involved in any of the steps, the length of suspension depends on the severity of the injury.

### Late Pick-up for PreSchool/Kindergarten Students

Children in PreSchool and Kindergarten dismissed at 11:45 and 12:35 (Wednesday PreSchool dismissals at 10:30 and 12:00) need to be picked up promptly as no supervision is provided to assure their safety.

#### Action:

1. First time - teacher contacts parents
2. Second time - Principal contacts parents
3. Principal writes letter home and files in student folder

### Candy and Gum

No candy and gum are to be brought on school grounds. Rewards should be other than candy or gum because of nutritional value, tooth care and the possibility of inducing hyperactivity.

#### Action:

Candy or gum brought on to the school grounds will be taken from students and thrown away.