

Castle Bridge School Handbook

(2015–2016)

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We extend a warm welcome (and welcome back) to each of you!

Castle Bridge School Mission and Vision

Mission

To provide each student with a high-quality, arts-infused, project-based PreK - 5th grade experience that will develop the skills and passions for inquiry and engagement in support of their growth as scholars, workers and citizens.

The school's design will embody this mission in the following ways:

1. Through the educational program, our goal is for children to meet or exceed state and national standards. The curriculum develops knowledge, concepts and skills through student initiated inquiry, emergent curriculum, differentiated instruction and formative assessment. Children are recognized as builders of knowledge and collaborators in problem solving; academic skills are learned and applied to these inquiries.
2. Integration and inclusion stimulate the kind of learning necessary for members of a multicultural democracy. By providing a rich educational environment, families from various socioeconomic and cultural circumstances are drawn to the school. Also, all of the classes are mixed-grade, which allows students to stay with teachers for two years, lessens competition among students, increases the individualization of learning expectations, and allows for social/emotional fluidity for children.
3. The school adheres to progressive educational philosophy in the tradition of John Dewey, Lillian Weber, Deborah Meier, and Patricia Carini. By accepting and pursuing balance between the values of the individual and the community, skills and habits, expression and perception, choice and adherence, measurable and immeasurable, safety and risk, the school places itself firmly in the progressive tradition.
4. Families are organic partners in the educational process. From the informed choice that families make in registering their children at Castle Bridge, families are welcomed into the school community through: weekly communication, classroom volunteering, workshops, community events, and governance committees.
5. Violence is not tolerated. All forms of violence: verbal, physical, psychological are addressed through classroom discussion, community discussion, conflict-resolution strategies, and therapeutic interventions – while respecting the rights of all school community members to privacy and confidentiality.
6. A professional community that is invested in its own intellectual and creative growth. Staff attend a three-day retreat once a year. They will read and discuss professional literature as well as new children's literature. Staff meet for 90 minutes weekly to share and further their practice, with particular attention to the ongoing observation, description and assessment of children's work.
7. Formative assessment is an integral piece of the instructional approach. Through careful observation, ongoing description and recording of children's work, teachers will engage in a continual formative assessment loop through which they will inform and adapt their approaches and expectations for students.

Vision

Small school where children and families are known well

- 200 children PreK through 5th grade.
- Families welcomed and encouraged to participate in daily life of the school.
- Weekly letters home from principal and regular communication from teachers.
- Regular community events on evenings or weekends.
- Formal conferences twice a year include the child as well as the parents and teachers. Narrative reports twice a year describe the child's daily experience and detail intellectual, social and physical growth.

Rigorous project-based integrated arts curriculum

- Children will engage in self-initiated project work through which they will explore a broad range of materials and modes of working and strengthen their expanding reading, writing and math skills in the service of real work.
- Projects will include all manner of crafts including cooking and sewing, as well as building, gardening, researching, performing, and experimenting. These activities will engage children in real-life work and skills they will bring into their future studies and the work world. Daily practice developing executive functions of initiation, perseverance, inquiry, organization, regulation, and problem solving.

Physical and nutritional health is a priority

- Skating, swimming, and daily physical exercise.
- Gardening, cooking, camping and farm visits will shape our wellness curriculum that ties the health of our bodies to our dependence on a healthy earth

Mixed-age classes to challenge and deepen children's knowledge

- Mixed-age classes increase the intellectual and social challenges children meet while reducing the level of competition.
- Children stay with teacher for two years.

Choral and instrumental music program

- Voice is our first instrument. Together we build our community in the blending of our voices.

School-wide conflict resolution program

- The school has a no-violence policy. Learning to negotiate conflict in a nonviolent and creative manner is something that most people have to learn. This school uses the Collaborative Problem Solving approach developed by Dr. Ross Greene to support all members of the school community in learning these vital skills.

Fully integrated community and inclusive curriculum to meet all learning styles

- Our democracy is strengthened when we can learn and work together across our age, class, ethnic, racial, political and religious diversity. We see our responsibility to support those with all sorts of learning challenges.

Important Family Information

School Day

As a community, we cherish beginning and ending our days together. Being on time helps children transition more smoothly from one activity to another. Here are the times you need to remember:

Drop off:

- Monday through Friday from 8:00 am to 8:40 am.
- Breakfast is available for every child and is served from 8:00 am to 8:30 am.
- Outdoor breakfast recess will begin at 8:00am in the play yard across the street.
- Children may be dropped off in the cafeteria or in the play yard across the street.
- After 8:45 am, you are late and must sign in at the front office when you arrive.

Pick up: For your child's safety, please let us know as soon as possible who will be picking him/her up at the end of the day. Pick up is at the Broadway door or in the cafeteria on rainy days. (**Please note the different dismissal times.*)

<i>*Monday and *Friday</i>	<i>PreK & K/1 - 2:50 pm</i>	<i>2/3 & 3/4 - 2:40 pm</i>
<i>Tuesday, Wednesday, Thursday</i>	<i>PreK & K/1 - 3:20 pm</i>	<i>2/3 & 3/4 - 3:10 pm</i>

Morning Programs

As you are able, please join us for the following weekly community activities:

- Community Sing: Mondays at 8:40am. Starts September 21st. Students, teachers, and families sing Spanish and English songs together, in the school cafeteria.
- Parent Curriculum Session: One Thursday morning a month there will be a parent curriculum session with teachers from 8:40 am to 9:40 am.
- Classroom Recital: Fridays at 8:40am. Starts September 18th. Children have one minute to share a song or poem.
- Java with Julie: Fridays at 9:15 to 10:00am. Come chat.

After-school Programs

Castle Bridge

Duration: Dismissal at 4:45 or between 5:30 and 6pm. A 30-minute recess/snack time is followed by three sessions in Spanish language through music/dance, art, and percussion; Late fees of \$1 per minute will apply after 6pm. Grades 3 & 4 will participate in pre-instrumentation keyboard and recorder classes.

Registration: Request a registration packet from the office during the first week of school or please email Sally (castlebridge.afterschool@gmail.com). Registration is open to all grades (including preK, provided they can hang with the pace).

Cost: If your family qualifies for free lunch, cost per child is \$1/day or \$5/week. If your family qualifies for reduced-price lunch, cost per child is \$3/day or \$15/week. If your family does not qualify for free/reduced lunch, cost per child is \$10/day. Please note: the cost may change slightly as we develop new classes.

Additional programs at or nearby but not run by the school:

Girl Scouts at Castle Bridge

Troop Leader: Crystal Williams; Day/Time: Mondays 2:50 pm – 5:00 pm;
Size of Group: Limited to 20 scouts; Fees: \$150 annual dues (one full payment or two payments of \$75); Late pick up fee: \$10 per 10 minutes late; Snacks are provided by families on a rotating basis.

Police Athletic League (PAL)

\$100 yearly fee; Jennifer Tortora, Center Director, Armory Center-Police Athletic League, Inc., 216 Ft. Washington Avenue, New York, NY 10032, Tel. (212) 927-0306 Ext. 304, Fax (212) 927-9364; Email: JTortora@palnyc.org.

Highbridge Park

Free program; Ulisses Rodriguez, Director, Highbridge Fieldhouse After School Program, 2301 Amsterdam Avenue, New York, NY 10033, Phone: (646) 629-8272, Email: Ulisses.Rodriguez@archny.org

Summer Program

Registration: Open to all currently registered Castle Bridge students (pre-K thru 3).

Hours: 8:30-9:00 am (Arrival) to 5:00-5:30 am (Dismissal)

Staff: Current Castle Bridge Staff and Teaching Artists

Language: The program will be run primarily in Spanish.

Activities: Swimming @ Highbridge Pool (3X/week); Big Trip (1X/week); Walking Trip (1X/week); Book Clubs; Journaling, Farmers Market; Cooking; and Composting.

Workshops: Music, Theater, Dance, Art, Science, Sport 1, Sport 2, Project Time

Cost: \$150, \$75, \$25 depending on income statement and W2 submission for ALL adults in household

Contact: Sally at castlebridge.afterschool@gmail.com

Medical Forms

Please be sure to complete and submit all paperwork during the first few days of school. Remember that all children need an updated physical performed by their doctor. We share a school nurse with PS 128. If your child has doctor's orders that need to be submitted, please make sure you see the nurse. Contact the PS 128 school office (212) 927-0607 in order to reach the nurse.

Transportation

Please check with the secretary for bus information. You may also contact the Office of Pupil Transportation, whose agents are available Monday–Friday / 6:00 am-7:30 pm at (718) 392-8855 and PupilTransportationTeam@schools.nyc.gov, to ask questions, make complaints, or get more bus (and MetroCard) information OR visit the webpage below: <http://schools.nyc.gov/Offices/Transportation/ServicesandEligibility/StudentMetroCards/default.htm>

Contacting your Child or your Child's Teacher

If you need to contact your child or your child's teacher during the day, please call the office at (212) 740-4701 and leave a message with Cynthia or Crystal. They will relay the message. Note: although the teachers are happy to talk with parents about children, the morning arrival period is not the best time for a discussion. The children need their attention and the teachers want to be available to the children. Please contact the teachers using the contact information provided above. While you will have your child's teacher's personal contact information, please use it sparingly and NOT before 8am, during the school day, or any later than 8pm.

Addressing Concerns

If you have a question or concern regarding your child, please feel free to contact the teacher via note, email, or phone (keeping in mind to avoid the before 8:00am, during school hours, and after 8:00pm times). Allow 48 hours to receive a response. If a response is not received within that time period, please send a gentle reminder to the teacher as they may be attending to more immediate concerns. If you think your question or concern requires immediate attention, please contact Crystal. If you think the question or concern requires additional attention or broader resolution, please contact Julie. Each and all Castle Bridge staff members are accessible to listen to questions and/or concerns, as they arise. Please be aware, however, that addressing these questions and/or concerns is a thoughtful process that may or may not have immediate resolution. And, just as the school respects the rights of all of its community members to privacy and confidentiality, we ask all families to be mindful of this as well when addressing concerns.

General Communication

As a young school and community, we are still finding our way. Being a dual-language school only adds to the challenges in communicating, as we are literally speaking different languages. We are a diverse community, bringing very different life experiences to the table as well. As we work together to raise more empathetic children, it is important to be mindful that our experiences inside the school are as diverse as our experiences outside the school. Patience, understanding and compassion are the keys to bridging those experiences. Keeping the dialogue / line of communication open only serves to help us strengthen these bridges, better our school, and build our community. We strive to improve while being fully aware that perfection is not achievable.

Progressive Education and Curriculum

Dual Language

Castle Bridge is a dual-language school. Students learn English and Spanish. The ultimate goal is for all to become fluent in both languages. Kids will be able to have conversations, read, and write in both languages. All subjects are taught in both languages. We have read-alouds in both languages, as well as math, science, and writing. During our Community and School sings we alternate between songs in English and Spanish. As an additional support, the afterschool program is an arts enrichment program nearly completely taught in Spanish. This will provide our Castle Bridge community the opportunity to be bilingual and participate in our surrounding community.

For grades PreK through 1st our school day is divided into 50 percent of the day in English and 50 percent in Spanish. We follow the roller coaster model throughout the day. This means that the day will begin in one language and before outside time we will switch to the second language. On the following morning we begin with the language spoken during the afternoon and before outside time change again. For grades 2nd through 5th we alternate days between English and Spanish. Both languages are provided equal space to be developed. Students will be able to have rich experiences in both languages and they will be supported according to their needs.

Project Time: Why Choice?

Many traditional school settings do not acknowledge the power of offering children choices throughout the school day. Oftentimes, these settings prioritize rote, passive learning, which emphasizes procedure, conformity and control. We embrace choice to, among other things, foster innovation, self-expression and empowerment. When children choose, they learn that their interests are valuable and worth pursuing. It is this conviction that we believe will best prepare children to offer their own voice later in life as productive citizens in a democracy.

Choice Board

Every Project Time begins with a review of available choices, which vary a bit from day to day. This review of the “choice board” is a shared reading activity and by the end of the year, all the children can read the chart independently—in both English and Spanish! Typically, children will choose only one area to work in during Project Time and take turns choosing one at a time. There is a small card labeled with a picture of that area and colored dots to indicate how many children may work there. Because each area can only accommodate a certain number of children comfortably, we set limits on the number of children who can work in each area each day. It can be hard for children, in the beginning of the year, to negotiate feelings of frustration and disappointment as certain areas become “closed.” Those feelings are natural. However, most children quickly adapt to this routine when they realize there is an opportunity to try and enjoy something new and that they may work in their favorite area another day.

The choices can include art (collage, tray painting, clay), math (manipulatives and games), writing and drawing, sensory table (sand and water), science, pretend, blocks, puzzles, books and bears, cooking, storytelling, construction, Legos, trains and tracks.

Why Project Time?

Serious learning happens when children initiate their own projects and are motivated to finish them. Their self-confidence and self-awareness grows in tremendous ways. We want to take a closer look now at a few work areas to help you understand the learning that happens when children choose.

Blocks: Children experience a myriad of interdisciplinary learning when they work with hardwood unit blocks, including science, math and social studies concepts: pattern arrangements, sorting and classification, length, space and volume, eye-hand coordination, and causal relationships.

Art: When children work with open-ended art materials, they construct their own knowledge of abstract concepts by re-creating experiences in concrete ways: representation and symbolism, symmetry, trial and error, inductive reasoning, finding out about line, shape and color, and visual vocabulary.

Pretend: Children make sense of their world by playing much the same way adults make sense of their world by talking. When children are deprived of their right to play, their potential is diminished because the understanding of their experiences is confined to a sensory level. We believe play promotes the emotional well-being essential to be a receptive, motivated learner, including addressing: positive self-concept, power and powerlessness, danger and safety, gender and identity, family roles, and people and their work.

Mixed-Age Groupings

One motivation underlying progressive schools was to challenge artificial boundaries that limit intellectual and social integration of all kinds. Mixed-age groupings is one structure that fosters the kind of integrated experience we value at Castle Bridge School.

The integration works on a variety of levels. Mixed-age groupings require a teacher to consider each child as an individual at her/his own place along all kinds of learning continua. The focus, by necessity, is on the individual child, because there is no way to force children who span three years across two grades into the same expectations for academic performance.

The structure of mixed-age groupings supports and requires teachers to individualize curriculum and expectations regardless of the age span. The flip side is that it allows the children to view themselves more individually and not with the constant expectation that there is one set of criteria for all the children in the class.

Mixed-age groupings more closely reflect the world the children are coming from and the

one they will enter when they leave school. The artificial notion that one's peers are those people who are exactly one's age promotes a kind of pecking order and differentiation that inhibits cross-group integration that is essential in a happy productive life. Why shouldn't a five-year-old feel comfortable addressing an eight-year-old?

Single-age groupings fix a child into a social-academic position in the class configuration. The high fliers are always on top, the steady kids are always in the middle, the struggling kids are always at the bottom. Never do the high fliers realize that there are other kids out there who are ahead of them, nor do the middles and bottoms ever get to feel confident, expert, and dependable as learners. This mirrors the rigidity of family configurations. The oldest is always the oldest, regardless of maturity, the youngest is always the baby, even when they're eighty. People are stuck in their position in the family constellation, older or younger, etc. For some it can be very hard, and very frustrating to break out.

Mixed-age groupings are sometimes called family groupings. The reason for this is that children take on the role of older or younger sibling, the one who's challenged to keep up, or the one who's buoyed by the responsibilities of being the elder. Children can grow enormously when they move from being the younger child in the class to being the older child in the class the following year. The confidence and growth that a child can make when they find that they can help another child, that they are expert in something and can bring another kid along, is invaluable. So too can it be a relief for the elder children to have the responsibilities in life taken off their shoulders for a while when they are the younger in class. The children generally also have the benefit of being with the same teachers for two years. This model also helps knit the school together into a community.

Recess

At Castle Bridge we *really* believe in recess. We see it not only as a time for free play that kids need, but also as a time for physical development and social interactions. Every day (unless there is a downpour or the temperature is below 10 degrees F) children will be outside playing for about 40 minutes. During this time they run laps and are encouraged by grown-ups to try new physical activities, involving balance, strength, coordination, and flexibility. They have the chance to interact with children from other classes and grades; older children are expected to help out the younger children.

We will go out in drizzle, cold, and snowy conditions. Children who dress for the weather (snowpants, mittens, hats and boots) stay much warmer running around than the adults who oversee them! Children will jump in puddles and roll in the snow and mud. Once we get back inside the school, children can change into dry clothes (please send some) to be comfortable all afternoon.

Wear and Tear

At Castle Bridge we recognize that taking risks in play assists children in learning about their bodies, their limitations and what they are capable of doing. Inevitably, with all the great outdoor learning we do, there is wear and tear on small bodies. Castle Bridge kids will fall and hurt themselves. We have staff trained to administer first aid and we have a nurse on site. Any minor injuries will be attended to. You will be contacted only if there is an injury to the head or serious bleeding. Otherwise, we will take very good care of all small injuries and remind our learners that scrapes and scratches are all part of a well-practiced childhood.

Lunch and Snack

Your child may bring breakfast and lunch to school. Please send your child with healthy foods and drinks. Please understand that we do not allow sugary drinks (including iced tea) or snacks or glass bottles. You may apply for lunch in our school office (see the secretary) or online www.applyforlunch.com. Please note: the regular price for lunch is \$1.75. For more information, contact SchoolFood's Help Desk at (877) 363-6325, send an email to foodcompliance@schools.nyc.gov, or visit www.schoolfoodnyc.org.

Castle Bridge has a dynamic cooking program! Cooking is an important part of our curriculum in which children learn so much as they help prepare snacks. Crystal, our parent coordinator, is a professional chef, and she has our children eating all sorts of delicious and healthy green things they may have never heard of before, as well as slipping in a few healthy, sweet treats.

Benefits of the Castle Bridge Cooking Program:

1. Children become familiar with healthy and nutritious foods.
2. Children learn about hygiene and safety when preparing foods. For instance they learn that anytime their fingers touch the floor, their mouths, or their noses they have to rewash their hands.
3. Children practice their math skills when measuring and counting ingredients and the number of servings needed for their class.
4. Children experience the joy of preparing something delicious for others.
5. Children experience the joy of being appreciated for being someone who gives or appreciating others who give to them. These are huge and important experiences for all people. These are the kinds of experiences that hold us together as families and communities.

Supplies

Our school does not ask for notebooks, markers, etc. like most schools. Typically, each day, your child needs:

- A large backpack—large enough for the children’s folders and for carrying skates in the winter time.
- Comfortable, sturdy shoes
- For PreK and K/1 classes a SMALL blanket, towel (no larger than 3 feet by 5 feet that can be easily stored, no yoga mats or sleeping bags) for our daily rest period
- Water bottle
- Extra clothing: As soon as possible, please send the items in the following list in a bag. The bag will remain in the classroom or cubby. Please label all your child’s belongings.

Long-sleeve shirt (in fall/winter); Short-sleeve shirt (in spring/summer)

Sweatshirt or sweater (in fall/winter)

Pants (or shorts) and socks

Underwear

During swim sessions:

- One towel
- One swimsuit
- swim cap

Families Helping Out in School

We need your help!

Parents/guardians contribute to the culture of the school in so many different ways. Teachers and administrators could use your helping hands with setting up classrooms, organizing/sorting books, and other tasks as they prepare for the new school year.

Classroom/School Helpers: Please check with your child's teacher regarding assistance they may need with projects and other tasks. You may also contribute by reading with children, attending community sing, suggesting songs, sorting papers in classrooms, assisting with the cooking program with snacks, sharing favorite recipes, etc.

Chaperones: We would love for you to join us on school trips to parks, zoos, Grand Central station, playgrounds, and museums. We will travel by walking, public transportation, or school bus. Permission slips and more information will be sent home. You are welcome to accompany us and chaperone small groups of children. During these times you are there to be of service to all of the children in the class. No younger siblings should come along, so please only chaperone when you can give your full attention. We would also love for you to join us during daily recess, whether for one group on one day or all groups on all days of the week. Please contact Crystal for detailed information about recess times.

Classroom Parents: We are requesting family volunteers to be classroom parents. Classroom parents help with a variety of things, including, but not limited to, organizing classroom events, getting information to all families, coming on school trips, and more. Each class should aim to have between two and four classroom parents who can coordinate and communicate by phone or e-mail with the other parents/caregivers in the class. As we get to know one another, please think about how you can use your skills and abilities as a classroom parent. You might feel that a yearlong commitment is difficult to make due to anticipated schedule changes. Please consider volunteering a semester at a time by specifying your availability for fall/winter or spring slots. Each class should work toward identifying among parents who would like to serve as classroom parents by October or earlier. If you'd like to volunteer please send a message to the PTA with your name, your child's classroom, and your availability.

Parent Teacher Association (PTA)

All parents/guardians of the Castle Bridge school community are automatically members of the PTA. Each of us has the opportunity to voice our concerns and participate in decision-making.

This year's officers are:

Co-Presidents: Anthony Marcus and Laura Rice Stein
Co-Secretaries: Ellie Thomas and Luisa Hassan
Co-Treasurers: Vera Moore and Oliver Simons

Meetings will convene once a month, alternating between morning and evenings, at dates and times to be announced. We have elections at the end of the school year. We aim to have one English-dominant and one Spanish-dominant or bilingual parent for each position. There are also a variety of committees you may lead and/or join.

School Leadership Team (SLT)

The School Leadership Team (SLT) is comprised of instructional and non-instructional personnel as well as parents. The SLT advises and assists in the development of the educational programs, and preparation & evaluation of the school improvement plan.

Meetings occur once a month and are open to the school community. Specific dates and times are to be determined, but most likely immediately before the PTA meetings. Parent members (except for PTA co-presidents) are elected for two-year terms, staggered, at the end of every school year that applies.

This year's SLT members are:

Julie Zuckerman, Principal	Anthony Marcus, PTA Co-President
Liz Orlando, UFT	Laura Rice Stein, PTA Co-President
Staff TBD	Sabrina Smith-Sweeney, Parent Member
Staff TBD	David de la Nuez, Parent Member
Staff TBD	Parent Member, TBD

Friends of Castle Bridge, Inc.

Friends of Castle Bridge is a not-for-profit formed in 2014 in support of Castle Bridge School. It is run entirely by parent volunteers and works closely with the Castle Bridge PTA, Principal Julie Zuckerman, and our Community Advisory Board in achieving annual goals for sustaining and enriching the rich multilingual/multicultural learning environment of the school.

There are many ways that you can support our mission: making a donation online (www.friendsofcastlebridge.org), offering to volunteer, offering sponsorship for one of our current high-priority projects, or simply asking us to keep in touch with you.

Activities Fees/Donations

At Castle Bridge, we engage in many activities that are designed to help our children be well-rounded and resilient individuals. The school is committed to making sure that each child has access to the activities we offer—they are considered part of the curriculum, but the DOE does not cover the costs. Families provide most of the funding for the cooking, swimming, ice-skating, and other enrichment programs, as well as childcare for evening meetings at the school. A donation of \$250 per child approaches, but will not completely cover, what will be needed to pay for these activities. As an added bonus, the PTA is now a 501c (3) charity, so your contributions are tax-deductible. Please make your contributions payable to the Castle Bridge PTA.

As a community, we recognize not all members may have the resources to contribute the activity fee, some families will be able to give more and some will have to give less. If your family is able, please consider giving more. Many families contribute 0.5 to 1% of their of annual income to the activities fund. If the full amount is not possible for you, we ask you give as much as you comfortably can, we use every penny towards the children's needs. If you cannot give all at once, we welcome weekly, monthly and whenever-you-can contributions. In addition to these donations, the PTA helps to organize fundraisers throughout the year to provide for these activities, as well as for small special projects, which the PTA membership votes on. Families are needed to help with fundraising such as an ongoing thrift store/tag sale, movie nights, a spring flea market, school pictures, and a yearbook. We also welcome your time and efforts. If you are able to give your time to the school to help in whatever needs to be done, that is equally important and valued.

In addition, we ask families to contribute materials for the school/classroom throughout the year, for all children to use:

- Disinfectant wipes, baby wipes, facial tissues, Paper towels, hand sanitizer, hand soap, dish soap, sponges
- Empty paper towel and toilet paper rolls
- Costumes and pretend play items
- Cookie cutters, rollers
- Puzzles, blocks
- Purses, Hats
- Small pieces of wood
- Buttons, yarn, string, needles with large holes
- Fabrics and paper for arts and crafts
- Small plastic bottles
- Small board books
- Clean baby jars and egg cartons, unused pizza boxes, cardboard boxes
- shoeboxes

Cooking program donations:

- Flour, Sugar, Salt
- Dry snacks: graham crackers, goldfish crackers, saltines
- Reusable plastic plates, cups, dishes

Calendar

Notices of events specific to Castle Bridge will be sent home throughout the year. Please note that Castle Bridge Staff have additional Staff Development time/days due to specific DOE programs in which our school participates.

The following are official DOE calendar items *plus Castle Bridge specific dates in italics*:

2015

Wednesday, September 9:	FIRST DAY OF SCHOOL
Monday-Tuesday, September 14-15:	Schools Closed (Rosh Hashanah)
Wednesday, September 23:	Schools Closed (Yom Kippur)
Thursday, September 24:	Schools Closed (Eid Al-Adha)
Monday, October 12:	Schools Closed (Indigenous Peoples' Day)
<i>Friday, October 30:</i>	<i>Half Day (Staff Development Time)</i>
Tuesday, November 3:	NO STUDENTS (Staff Development Day)
Thursday, November 5:	Half Day (Family Conferences)
Wednesday, November 11:	Schools Closed (Veterans' Day)
Thursday-Friday, November 26-27:	Schools Closed (Thanksgiving Recess)
Thursday, December 24 through Friday, January 1, 2016:	Schools Closed (Winter Recess)

2016

Monday, January 18:	Schools Closed (Martin Luther King, Jr. Day)
<i>Friday, February 5:</i>	<i>NO STUDENTS (Staff Development Day)</i>
Monday, February 8:	Schools Closed (Lunar New Year)
Monday, February 15 through Friday, February 19:	Schools Closed (Mid-Winter Recess)
Thursday, March 3:	Half Day (Family Conferences)
Friday, March 25:	Schools Closed (Good Friday)
<i>Friday, April 1:</i>	<i>NO STUDENTS (Staff Development Day)</i>
Monday, April 25 through Friday, April 29:	Schools Closed (Spring Recess)
Monday, May 30:	Schools Closed (Memorial Day)
Thursday, June 9:	NO STUDENTS (Staff Development Day)
Tuesday, June 28:	LAST DAY OF SCHOOL