

Johnson Park School Handbook

2019~20



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TABLE OF CONTENTS

Welcoming Statements	1
Scholastic Programs	2
Academic Subjects	2
Specials	2
Support Services	2
• Accelerated-Intervention-Services (A.I.S.) Program	2
• English-as-a-Second-Language (E.S.L.) Program	3
• Special-Education Programs	3
• Adapted Physical-Education (Ad.P.E.) Program	3
• Speech-and-Language Support	3
• Guidance Services	3
• Pre-Kindergarten (P.K.) Program	3
Academic Policies and Practices	4
Grade and Classroom Placement	4
Back-to-School Night	4
Parent-Teacher Conferences	4
Homework	4
Progress Reports	5
Standardized Testing	5
Field Trips	5
Media Center	6
Assembly Programs	6
Acceptable-Use Policy	6
Coming and Going	8
School Hours	8
Arrival at School	8
Dismissal from School	8
Emergency Closings	8
Transportation	8
Attendance	9
Attendance Policy	9
Vacations	10
Health	10
Examinations and Screenings	10
Immunizations	10
In-School Accidents, Illnesses, or Emergencies	11
Illness Precautions	11
Medications	11
Special Circumstances	11
Communicable Diseases and Conditions	12

Injuries at Home	12
Regulated Substances	12
Outreach	12
Allergies	12
Behavior	12
General Guidelines	12
Weapons	12
Aggressive Threats or Actual Aggression	13
The Anti-Bullying Bill-of-Rights Act	13
Lunchtime and Recess	13
Lunch	13
Nutrition Regulations	14
Lunchroom Behavior	14
Recess	14
Recess Behavior	15
Other Procedures and Services	15
Dress Code	15
Lost and Found	16
Weekly Newsletter and Notices Home	16
Telephone Calls	17
Cellular Telephones	17
Visitors	17
School Records	17
Discharging Pupils to a New School	18
Parties	18
Child Custody	18
Safety Drills	18
Gifts	18
Questions, Concerns, or Problems	19
Our Parent-Teacher Organization	19
Staff Assignments	21
Appendix	23
Behavioral Expectations	25

Dear Johnson Park Parent:

We're pleased to share this handbook with you to help make your child's experiences at JP ones that are happy and productive. Please review the information we've provided so we can foster a strong, positive partnership between school and home.

JP's traditions are those of open communication and close cooperation among parents and staff. We invite you to continue to work with us in the adventure that learning is at JP.

Yours truly,

Robert A. Ginsberg
Principal

Dear Johnson Park Parent:

Our Parent-Teacher Organization (P.T.O.) warmly welcomes you to JP and the Princeton Public Schools. Our P.T.O. provides enhanced educational opportunities for our children throughout the school year.

We assist in science, performing-arts, and international celebrations, in varied assemblies, in site-based planning, and much more. Through an excellent working relationship with our staff, we help in important ways to expand our curricula.

All parents are members of our P.T.O. Our organization and our school work best when parents are involved. We invite your participation in as many of our school events as you can attend.

Yours truly,

María Maurer
Lisa Robinson
2019-20 P.T.O. Co-Presidents

SCHOLASTIC PROGRAMS

Our scholastic program consists of three elements: academic subjects, specials, and support services.

Academic Subjects

All children, except some having special needs, receive instruction within their regular classroom in language-arts literacy (reading, writing, speaking, listening, and viewing), mathematics, science, and social studies; in grades 2-5, world languages (Spanish) is also in the mix. Guided by district-approved curricula, our teachers use a variety of instructional methods, materials, and grouping patterns to meet our pupils' individual needs.

Each regular-education classroom has clusters of iPads and laptops and a printer. We also have class sets of iPads and laptops that teachers can check out for their pupils' long-term special projects.

Our teachers integrate technology into their ongoing classroom instruction. Internet access links every classroom to the world.

Specials

Youngsters receive instruction from certified specialists (hence, "specials") in art, health, library skills, music (general and vocal), and physical education. We also offer an introductory, elective instrumental-music program in grades 3-5.

Support Services

Our district is committed to meeting the individual and special needs of all our pupils. To these ends, our child study team (C.S.T.), comprised of a learning consultant, social worker, and psychologist, conducts individualized evaluations and develops specific educational plans for youngsters who have special learning, social, or emotional needs.

Our C.S.T. also provides consultation services for teachers and parents and counseling for children and parents. Where appropriate, our team will recommend and coordinate additional services such as occupational, speech, or physical therapy either at JP or another site.

In addition to our C.S.T. services, JP offers a number of programs to address the special needs of our pupils. Among the programs are the following:

- **Accelerated-Intervention-Services (A.I.S.) Program**

When our review of multiple measures, including youngsters' scores on the *Developmental Reading Assessment (D.R.A.)*, the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*, the *Student Learning Assessment (S.L.A.)*, *i-Ready*, pupils' day-to-day classroom performance, and other relevant data, suggests that some children may need additional help in one or more of the basic skills (mathematics, reading, and writing), we place such pupils, following notification of their parents, in our A.I.S. program. Guided by an individualized student instructional plan (ISIP) developed cooperatively by our A.I.S. and regular-classroom teachers, our A.I.S. providers supplement the instruction A.I.S.-eligible youngsters receive from their homeroom teachers.

We monitor our children's progress and periodically update their ISIPs. When pupils demonstrate that they've mastered the skills necessary for successful performance within their current grade, they no longer need to participate in our A.I.S. program, but may continue to receive periodic support.

Our A.I.S. teachers coordinate our A.I.S. program. Parents may direct their questions to them or to our other A.I.S. instructors.

- **English-as-a-Second-Language (E.S.L.) Program**

Through our E.S.L. program, youngsters with limited proficiency in English (English-language learners, or ELLs) receive instruction in learning English and extra support in mastering basic academic skills. ELLs meet for at least a half hour daily (at least 150 minutes per week) in small groups with a teacher specially certified in this field.

- **Special-Education Programs**

Pupils who have needs our general-education programs or portions of them are unable to meet receive specialized instruction to replace those aspects of our regular offerings. JP has four in-class-support arrangements, three resource centers, two districtwide classes for children with language-learning disabilities, and districtwide pre-school classes for three- and four-year olds with disabilities, while other elementary schools house districtwide classes for pupils with autism and multiple disabilities.

Our C.S.T. coordinates pupil evaluations and placements in close cooperation with parents. Please call our psychologist at JP if you have questions or concerns.

- **Adapted Physical-Education (P.E.) Program**

For youngsters who need a P.E. program more closely tailored to their individual needs, we provide adapted programming. A qualified specialist screens children in response to teacher or parent referrals.

- **Speech-and-Language Support**

Our speech-and-language specialists screen all pupils new to our district for difficulties in language or articulation skills; we don't consider a foreign accent cause for concern. We notify parents when testing indicates that remediation is appropriate, and we review with parents our plans for addressing their youngsters' needs.

- **Guidance Services**

JP has a fulltime school counselor who delivers a developmental-guidance program. That means that, although we provide short-term counseling services for pupils (or parents or staff members) who face specific or emergency challenges, we offer our youngsters ongoing instruction and support in areas such as conflict resolution, making friends, dealing with bullying, and setting goals for success.

Pre-Kindergarten (P.K.) Programs

JP houses a full-day, integrated-day pre-kindergarten program for children who are four years old by October 1st. Our district charges tuition for this program except for pupils who are eligible for free or reduced-price lunch or who have special needs that require P.K. support. We provide free transportation to and from school.

We also have a P.K. program for three- and four-year-olds who have a handicapping condition. Participation in this program is free, as is transportation.

ACADEMIC POLICIES AND PRACTICES

Grade and Classroom Placement

Deciding in which grade to place a child is bound by school-district policy regarding age and developmental and achievement levels. In exceptional situations, considered on a case-by-case basis, we may place pupils in a grade above that of their age peers or retain them in a grade they have completed. We make such placements only after our Intervention & Referral Services (I&RS) Committee has reviewed the matter and we've discussed it with the youngsters' parents.

Deciding in which class to place a child requires careful, considered, professional judgment. At JP, we take this responsibility seriously and devote considerable staff time to the process.

Our focus throughout our deliberations is the individual pupil. In striving to identify heterogeneous groups in which your youngster will function cooperatively, comfortably, and productively and to match teachers' instructional styles with pupils' learning styles, we seek input from our teachers and you.

We invite you to discuss fall placements via a questionnaire or in a letter to our principal (which we'll request in our weekly newsletter in April). Your input is most helpful when you describe your child's strengths, weaknesses, interests, learning styles, and needs; therefore, we don't accept requests for specific teachers.

Back-to-School Night

Near the start of school, we hold a *Back-to-School Night* to enable you to meet your youngster's teachers and others on our staff whose services you may need. Teachers provide an overview of their programs, discussing such topics as our curriculum, classroom procedures, and teachers' expectations with regard to homework, discipline, and the like.

Parent-Teacher Conferences

Although our district calendar lists pre-scheduled fall and spring conference times, we encourage you to call school whenever you wish to discuss your youngster's progress. Staff members may invite you, too, to a meeting if they feel it's appropriate. Sometimes, we include our boys and girls in the conferences we schedule with their parents.

If you wish to have a conference, it's important to make an appointment in advance so your child's teacher can have appropriate records and work samples available and allot enough time for a full review of relevant matters. Unscheduled discussions often detract from classroom instructional time or from teachers' planning for instructional activities.

Homework

Homework provides an avenue for home/school cooperation. Teachers assign homework to enable children to rehearse skills, extend classroom experiences, or prepare pupils for new learning.

Assignments vary depending on a youngster's developmental level. On Back-to-School Night and at other times during the year, teachers will outline their expectations and procedures for homework.

You can convey to your child the value you place on education and the importance of the partnership you and our teachers have developed by clearly stating your expectations regarding the completion of assignments. Also, please ensure your son or daughter has a place free from distractions in which to study or work.

Our teachers share their homework assignments via websites. Please check with your child's homeroom teacher for his or her website address to view the assignments.

Progress Reports

We issue formal, written progress reports for pupils in kindergarten through fifth grade. All pupils' parents receive oral progress reports at regularly scheduled parent-teacher conferences during the fall and spring and at other times when a parent or teacher believes such a report would be helpful.

Standardized Testing

Our district assesses our pupils annually to document their progress in mathematics, reading, and writing. For youngsters whose test scores demonstrate the children's learning needs, we provide additional instructional support.

Kindergarten teachers use a checklist of skills to assess our little ones' progress, and first- and second-grade teachers develop a portfolio of pupils' work samples. Teachers in grades K-5 administer the *Developmental Reading Assessment (D.R.A.)* to gauge our youngsters' reading progress. At appointed times throughout the year, we monitor our pupils' reading progress via the *Dynamic Indicators of Basic Early Literacy Skills* and their mathematics progress via *i-Ready*.

In the spring, our pupils in grades 3-5 will participate in the *Student Learning Assessment*, or *S.L.A.*, testing. We'll administer these online assessments in April or May.

A few months after the testing, you'll receive a print-out that delineates your child's test scores and a brochure that explains what the data mean. Our teachers, school counselor, and principal are also available to interpret the scores and discuss your youngster's performance.

For new enrollees who don't present recent standardized-test scores from their former districts, we'll provide an assessment shortly after registration to ensure we can more effectively meet those children's educational needs. We're pleased to share these results with parents.

No one should rely solely on test scores to make educational decisions. Teachers use test results as one of several indicators in determining pupils' strengths and weaknesses and in deciding how best to fashion an instructional program that serves individual children's abilities and talents.

Field Trips

Productive, effective learning often occurs beyond the classroom setting. To take advantage of the wide array of resources available in, around, and beyond Princeton, teachers take their classes on educational trips.

At the beginning of each school year or, for new enrollees, upon registration, we ask parents to sign a blanket consent slip that covers all walking trips teachers may take nearby, such as to our environmental trail or Greenway Meadows, the park on Rosedale Road opposite our access driveway. For other outings, teachers will request specific permission from you.

If you'd like to accompany your child's class on a trip, please let the teacher know; we especially encourage fathers to volunteer as chaperones. The teacher or room parent will call you if the trip requires additional adult supervision.

Teachers may request parental assistance in financing a trip. However, all children may participate in a trip regardless of their parents' ability or willingness to contribute.

Media Center

Our school library (or *media center*, as we now call it, because it's no longer a repository only for books) is open daily. For children who wish to do recreational reading, research, or schoolwork, we maintain an open library before the start of school and during lunch and recess periods if formal classroom instruction isn't taking place there.

Children and teachers may borrow books; so may parents. We also lend videotapes and software.

Under typical circumstances, a pupil may borrow at one time the number of books equal to the grade the child is in (except that kindergartners may borrow one book). We usually lend books for two-week periods.

Although we don't charge overdue fines, we expect borrowers to be considerate of others and return their books promptly. Of course, we expect users to replace books they lose or damage.

(By the way, the same policy holds true for classroom textbooks: We expect users to replace books they lose or damage. We may temporarily retain report cards as we attempt to clear book records.)

Assembly Programs

Throughout the year, we offer a variety of assembly programs. Some represent performances by JP classes; other presentations are professional cultural, scientific, or educational shows our P.T.O. has arranged.

All these programs enable us to teach appropriate audience behavior and to supplement our in-class offerings. Class presentations allow our pupils to demonstrate what they've learned and to experience performing and speaking before large groups.

We invite you to attend all presentations, most especially when your own youngster is performing. You may bring other family members, too, including very young children, so long as you understand that it's your responsibility to ensure the little ones don't become disruptive or interfere with our program.

Acceptable-Use Policy on District-Provided Access to Electronic Information, Services, and Networks (Adapted)

Electronic-information research skills are now fundamental to preparation of citizens and future employees. Access to the Internet enables pupils to explore libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world.

Our district expects that faculty will apply thoughtful use of the Internet throughout the curriculum and will provide to youngsters guidance and instruction in Internet use. As much as possible, we'll structure access from school to Internet resources in ways that point children to resources that we've evaluated prior to use. While pupils may be able to move beyond those resources to others that our staff hasn't previewed, we'll provide our youngsters with guidelines and lists of resources particularly suited to learning objectives.

As with any school activity, children utilizing district-provided Internet access must first have the permission of and must be supervised by the P.P.S.'s professional staff. Pupils utilizing school-provided Internet access are responsible for good behavior online just as they are in a classroom. The same general rules for behavior and communications apply.

The purpose of district-provided Internet access is to facilitate communications and information retrieval in support of research and education. To remain eligible as users, youngsters' use must be in support of and consistent with the educational objectives of our schools.

Access is a privilege, not a right. Access entails responsibility.

Users should not expect that files stored on school-based computers will always be private. We may treat electronic messages and files stored on school-based computers like school lockers. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

We don't permit the following uses of school-provided Internet access:

- Access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
- Transmit obscene, abusive, sexually explicit, or threatening language;
- Violate local, state, or federal statutes;
- Vandalize, damage, or disable the property of another individual or organization;
- Access another individual's materials, information, or files without permission;
- Violate copyright or otherwise use the intellectual property of others without permission; and,
- Run a business enterprise for profit.

School officials will, in keeping with existing procedures and practices regarding inappropriate language or behavior, determine disciplinary action results from a violation of the rules. When and where applicable, we may involve law-enforcement agencies.

P.P.S. makes no warranties of any kind, either expressed or implied, for the Internet access it is providing. Our district won't be responsible for damages users suffer, including, but not limited to, loss of data resulting from delays or interruptions in service.

Our district won't be responsible for the accuracy, nature, or quality of information stored on district diskettes, hard drives, or servers, nor for the accuracy, nature, or quality of information gathered through district-provided Internet access. Our district won't be responsible for personal property used to access district computers or networks or for district-provided Internet access.

Our district won't be responsible for unauthorized financial obligations resulting from district-provided access to the Internet. Finally, our district reserves the right to limit the use of personal electronic devices that disrupt the educational environment for pupils or staff members. (For additional information about related devices, please see the "Cellular Telephones" section on page 17 of this *Handbook*.)

COMING AND GOING

School Hours

School hours are from 8:25 a.m. to 3 p.m. for all pupils.

Arrival at School

Children may enter school no earlier than 8:00 a.m. and report directly to our cafeteria or gymnasium, where they may talk or read quietly under adult supervision until 8:25. Parents must escort their children into school if they arrive past 8:30.

Youngsters in grades P.K., K, and 5 report to our cafeteria; all other children, grs. 1-4, report to our gymnasium. **Pupils who arrive late** (after 8:30) should report to our main office to register their attendance and lunch plans with our secretary.

From September through October and from mid March through June, we invite pupils who arrive early to school to join their peers on our playground. We also allow specific grades to take advantage before school hours of our gaga pit, our media center, and our LegoLounge. We supervise all areas.

Dismissal from School

Normally, school ends at 3 p.m. On days officially designated on our school calendar as **early-dismissal days**, school ends at 1 p.m. We still provide for lunch prior to early dismissals.

For youngsters who must leave school early, we'll release them only to a parent or guardian unless we've received prior written instructions. In any case, whoever is picking up a child early must come to our office to sign the youngster out, and we'll arrange for the pupil to report from class.

Please notify your youngster's teacher in writing **if there's a change in your child's regular-dismissal routine**, *e.g.*, he's walking to a friend's house or a neighbor is picking her up. **If you don't notify us, we can't allow a youngster to change his or her dismissal routine.** Also note that pupils may ride only on the bus to which we've assigned them, while those whom we've not assigned to any bus may not ride one home to a friend's house.

Emergency Closings

If inclement weather or some other emergency requires our district to delay the opening of school or to cancel a session **prior to our regular starting-time**, our superintendent will make the decision as early as possible. **If you have entered your current telephone and cellular telephone numbers in your PowerSchool account, you'll receive an automated message regarding all emergency closings.** We'll also broadcast closings over radio station NJ1015 (101.5 fm), or you may call 806-4202 to listen to a recorded message.

Please don't send your youngster to school in severe weather until you've first listened to the radio or the hotline recording. We don't want children to be unsupervised.

If it becomes necessary to close school **during the day** because of emergency conditions such as inclement weather or a burst water pipe, our district will send out an automated call as well as an announcement via NJ1015, and subsequently send our pupils home. Room parents, too, will try to get in touch with you prior to dismissal. We urge you to plan for such emergencies early in the year and periodically to review your arrangements with your youngster.

Transportation

We want to ensure that our children's arrival at and departure from school are safe. Please cooperate with us in following the procedures we've established and review as a family the rules we've set.

Adult crossing guards are typically *not* on duty to help **walkers** reach and leave school safely. Pupils who walk or bike must use good judgment in crossing at our driveway entrance.

(Providing for crossing guards is a municipal function; the town is responsible for traffic and pedestrian safety. The police department, not the school board, determines crossing-guard locations.)

Prior to the first day of school, please plan with your youngster the safest route to school. Consider the presence (or absence) of sidewalks, intersections, traffic signals, and friends' homes, as well as things like traffic volume and blindspots. Then, together, practice the route, both ways, several times.

Children who travel **by bicycle** should follow the rules you've set for them on the streets. (If you haven't set any, now's the time to do so. Call the police department if you need guidance in determining what's safest.)

JP bikers are of an age where legally they must wear helmets. (We encourage parents to set an example by wearing helmets, too.)

Upon coming in sight of the school, riders should dismount and walk their bikes to the bike racks we've provided outside our building. We suggest youngsters use a chain and lock. (Parents can leave combination-lock codes and an extra lock key in our office.)

If you're coming **by car**, please obey all speed limits, including the 45 m.p.h. limit on Rosedale Road and the 15 m.p.h. limit on our school driveway (General Johnson Drive). Pull up to the curb at the break in our fence where an adult is present to cross pupils. Drop your child there, having him or her exit your car only on the sidewalk side; then, look carefully for walkers and bikers before pulling away. This drop-off area is a *Kiss-and-Go* zone.

If you need to come into school, please park in a visitor's stall along our access driveway. It's illegal to park along any yellow-painted curb at any time as we must keep our roadways accessible to emergency vehicles. Please don't park along the curb on the exit side of General Johnson Drive either, as it may block people from leaving or slow the flow of traffic.

When buses are unloading children, please don't drive past the vehicles even if you believe it's clear. A child may dart out unexpectedly.

If you're waiting for your child in the car, we consider that stopping, not parking. If you get out of your car and leave it, we consider it parking.

Please be respectful of others and of our pupils' safety. We need to keep traffic moving at all times without endangering our children.

Pupils who come **by bus** must be considerate riders. That means they must remain seated and belted, speak only in a conversational voice, keep all belongings and body parts inside the windows, and obey our drivers' orders. Our buses drop off our youngsters at our main entrance and pick them up at the curb adjacent to JP from our gym to our flagpole area.

Because misbehavior on a bus may distract a driver and thereby contribute to an accident, we treat such offenses seriously. If discussions with the youngster (first offense) and with the parent (second offense) don't produce acceptable deportment, we may suspend bus privileges for the offender for increasing periods of time (third and subsequent offenses). For additional information about bus behavior and consequences of bus misbehavior, please see our *Behavioral Expectations* in our Appendix on pages 23-24.

ATTENDANCE

Attendance Policy

It's our expectation (and Board of Education policy) that children will be in school daily. **Acceptable excuses** for absences include a pupil's illness, a family emergency, or legal or religious obligations. **If your child will be absent or tardy, please call our absence line at 609-806-4266, press 2 for JP, and leave a detailed message regarding the reason for your child's absence or tardiness.**

Upon youngsters' return from an absence, they should bring a written note to their teacher. For children who have been out three consecutive days, our school nurse will call parents to offer assistance.

Vacations

Our academic calendar, determined each spring, provides opportunities for families to vacation during the school year without interrupting pupils' educational programs. We encourage you to plan vacations with our calendar in mind.

Where unavoidable conflicts arise, we suggest you fashion learning activities that take advantage of your family's daily experiences (such as computing the cost of meals in a restaurant) and of the opportunities available at your vacation site. It's inappropriate to ask teachers to plan extra work to accommodate those not adhering to district policies.

Our teachers will gladly provide make-up work *after* a child returns to school from such an absence. Such assignments will reflect the lessons and assignments that occurred during the absence.

HEALTH

Our full-time school nurse serves as a resource for parents and youngsters and ensures pupils and staff learn, work, and play together in a healthy and safe environment. She monitors our children's on-going health needs and provides a number of other services, too.

Examinations and Screenings

Our district periodically screens the health of all pupils. We require youngsters new to our district and all third graders to have a complete physical examination or to present evidence they've undergone such an exam during the previous six months.

These exams enable us to review our children's health and to suggest medical referrals, if appropriate. We encourage you to have your family physician perform the examination; however, in the absence of such an exam, our school physician, upon advance notification to you, will screen pupils at school to enable them to meet all minimum health requirements. (We invite you to attend all such exams.)

Each fall, our nurse measures everyone's height and weight; she also screens all youngsters for vision and hearing difficulties. If she discovers a problem, she'll notify you and provide a referral for a follow-up by your own doctor.

We require screening for scoliosis (curvature of the spine) annually for all children after their tenth birthday. Screening usually occurs in late spring only after we've notified parents about the exam (for which they may wish to be present).

Every year, we make an effort to arrange for dental screenings at school for pupils whose parents give permission. Subsequently, we try to help provide for follow-up treatment for those who need it.

Immunizations

State law requires that all NJ schoolchildren be immunized against certain vaccine-preventable diseases. We provide parents with a list of required immunizations when registering their youngsters. Families whose religious beliefs conflict with this requirement may receive a waiver upon appropriate application to our superintendent or his designee.

In-School Accidents, Illnesses, or Emergencies

If your child suffers an accident or becomes ill while at school, our nurse will administer first aid and, if the matter seems to be more than routine, notify you. We provide nothing more than first aid, nor do we allow sick pupils to walk home; nor are we equipped to keep ill youngsters in school.

For those reasons, it's important that you promptly return the Emergency-Contact Card we send home in September. If changes occur in the emergency information, please let us know immediately.

Usually, if children have an oral temperature above normal but not higher than 100°F and it's accompanied by other symptoms, we send the pupils home. If youngsters have a higher temperature, we send them home even without other symptoms being present.

Illness Precautions

If children show general signs of illness--common indicators may include, but aren't limited to, headache, nausea, diarrhea, vomiting, fever over 100°F, or listlessness--we suggest you keep them home for the day. Youngsters who have skin rashes, sores, an elevated temperature, a sore throat, or swollen glands may require additional medical attention.

Your doctor is your best source of medical advice. We recommend you get in touch with him or her in questionable situations. In general, we remind you *not* to use aspirin for young children unless your doctor directs you to do so.

Medications

Only you or our nurse (the latter only upon written authorization, as noted below) may dispense medication to your child in school or on school trips. We don't permit pupils to carry their own medication nor to take it without supervision, except as prescribed by district policy.

If your child has an allergic, asthmatic, or other condition that may cause difficulty, we suggest you send medication for us to keep in school. We lock all medications, prescription and non-prescription alike, in our health office.

Our nurse will administer medication only if you've addressed each of the following requirements:

- Your family physician provides written authorization and specific directions.
- You provide written permission.
- The medication is in its original container.

Special Circumstances

If your child has special health or physical needs that may affect participation in school activities, such as involvement in physical-education classes, please notify our nurse in writing. In most circumstances, we assume pupils who return to school after an illness are well enough to participate fully in our programs.

Communicable Diseases and Conditions

Please inform our nurse of any communicable disease your youngster may have, such as chicken pox, strep throat, influenza, measles, rubella (German measles), mumps, scarlet fever, and fifth disease.

Injuries at Home

We respectfully request that parents treat at home injuries that occur there. It's inappropriate and not medically sound to expect our school nurse to deal with events that don't occur at school and to delay treatment for that purpose.

Regulated Substances

JP is a smoke-, alcohol-, and drug-free site. Parents are children's first models and first teachers (intentionally or not) when it comes to these matters.

The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. We prohibit the possession, use, or distribution of such substances on school premises or as part of any school activities, including those events not on school grounds.

Outreach

JP supports a wellness approach to health care. This means we take a proactive stance in matters related to the well-being of our pupils, their families, our staff, and our community.

To this end, we often publish timely health notes in our weekly newsletter. We may also offer workshops on relevant health matters, such as Lyme disease, cardiopulmonary resuscitation, and breast self-examination.

Allergies

We seek to make JP as allergen-free as possible. Please cooperate in our efforts.

BEHAVIOR

General Guidelines

We have two general guidelines about youngsters' behavior in school. They are:

- Treat others the way you want them to treat you.
- Do only what is safe and healthy for you and your friends.

In their classrooms, our children will translate these guidelines into more specific rules, such as "Keep to the right as you walk through our halls" or "Be polite to people." We encourage you to reinforce our guidelines. Parents must take an active part in supporting our staff in this effort.

During September, parents receive a list of JP behavioral expectations which outline specific requirements that we have for pupils' department. Parents and their children must sign and return to school a statement acknowledging that they've discussed the document. A copy of our expectations are in our Appendix.

Weapons

State law and school-district policy prohibit anyone except police officers from bringing weapons onto school property. Although many people don't consider Swiss army knives or similar "tools" to be weapons, there is no reason for a child to have such an implement at school. Therefore, we specifically forbid pupils to possess such items at or in JP.

Aggressive Threats or Actual Aggression

Under no circumstances shall we tolerate fighting or threats of violence between or among our youngsters. If children engage in aggressive behavior such that a staff member believes that an intention to injure is clearly observable, he or she will report the incident directly to the principal (or his designee).

The Anti-Bullying Bill-of-Rights Act

In January 2011, NJ's *Anti-Bullying Bill-of-Rights Act* took effect. "Harassment, intimidation, or bullying" means any gesture, any written, verbal, or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, a mental, physical, or sensory disability, or by any other distinguishing characteristic; and that
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his or her person or damage to his or her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils; or
5. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

Pupils, parents, and visitors should report alleged violations to the principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the *Code of Pupil Conduct* may not be taken solely on the basis of an anonymous report.

LUNCHTIME AND RECESS

Lunch

Youngsters may bring their lunch from home or buy their lunch in school. (Those who "brown-bag" it may still buy milk and/or ice cream, although we limit children to one ice-cream item per week, on Wednesdays.) We always have lunch, even on early-dismissal days.

At least three choices of wholesome, nutritious lunch are available daily. To help parents and youngsters plan their meals, we send home a monthly menu (which also lists current prices).

The government subsidizes lunch for youngsters whose families are on limited incomes. To determine if your child is eligible for free or reduced-price lunch, please complete the form we send home in September; additional copies are available in our school office. We treat all information confidentially.

State regulations govern what schools may officially sell for lunch. For that information, please call our district's food-services vendor, NutriServe, at 806-4286.

For all other situations that may involve food, the following rules apply:

- No one may serve, sell, or distribute anywhere on school property anytime before the end of the school day
 - *Foods of minimal nutritional value* (F.M.N.V.) as defined by U.S. Department of Agriculture regulations,
 - All food and beverage items listing sugar, in any form, as the first ingredient, and
 - All forms of candy.
- All snack and beverage items served anywhere on school property during the school day shall meet these standards:
 - Based on manufacturer's nutritional data or nutrient-facts labels
 - No more than eight grams of total fat per serving (exceptions: nuts and seeds), or
 - No more than two grams of saturated fat per serving.
 - All beverages shall not exceed 12 ounces except for water or milk containing 2%-or-less fat; whole milk shall not exceed eight ounces.
- The only permissible beverages in elementary schools are milk, water, or 100% fruit or vegetable juices.

Food and beverages served during special school celebrations (*e.g.*, our pancake breakfast) or curriculum-related activities (*e.g.*, international festivals or ethnic holidays) are exempt from the foregoing policy. So are medically authorized special-needs diets.

Lunchroom Behavior

In our cafeteria, we expect all youngsters to use proper table manners, to speak in a conversational voice, to remain in our lunchroom (except to go to the bathroom), and to clean up after themselves; we don't permit running or other inappropriate behavior. Our cafeteria/playground assistants, some of our teaching assistants, and, occasionally, parent volunteers provide supervision.

Recess

Everyone needs a break from hard work, and children are no exception. That's one reason we provide a daily recess of 25-30 minutes (depending on grade) right before lunch.

Recess serves other legitimate educational goals, too. It enables pupils to practice social skills, to use their imagination as they fantasize, pretend, and play make-believe games, to apply, outdoors, some of what they've learned in physical education, health, and science, to enjoy recreational reading when they decide to go to our media center instead of our playground, and to garden (when our garden club is functioning).

Because all youngsters need fresh air and to run around, we require everyone to go outside for recess at least part of the week (assuming decent weather); our media specialist maintains an open library during some recess periods to allow those who want to read to come there, too. During outdoor recess, all children must remain on our playground, blacktop, or athletic field under the supervision of our recess staff.

At recess, we have a *buddy bench*. Pupils receive training in its use, which is essentially to support our children in finding and making friends.

Recess Behavior

We want all our pupils to have fun on our play area and use the equipment that's there. Our playground staff also provides balls and other items for our youngsters' enjoyment.

And safe play must accompany fun play. To that end, we've set the following guidelines:

- Children should wear sneakers or rubber-soled shoes when playing on our playground. Proper footwear is especially important when playing on our blacktop areas. It's not a good idea for youngsters to wear clogs to school.
- We allow--encourage--small-group or team games that don't require physical contact, pushing, or the like; soccer, relay races, and shadow tag, for example, are fine.
- We don't allow "contact" games such as tackle football (or tackle anything!) or king-of-the-mountain. Our P.E. teacher provides "flags" for touch-football play.
- We discourage cliques and exclusionary behaviors.
- We don't allow name-calling, teasing, bullying, and rude or aggressive behaviors.
- We expect everyone to defer to our cafeteria and playground staff and to obey their directives.

Our P.E. teacher devotes time during our first few days to teaching (or reminding) our pupils how to use our playground equipment safely and provides written guidelines for each "piece"; other staff members review these teachings. We encourage you to discuss these matters at home, too.

During stormy or severely cold weather, we hold recess in our classrooms. (Our nurse and principal make the determination about the cold, so please dress your youngster warmly in the event we can let our children outside for even part of the time.) When recess is indoors, we expect our pupils to take part in quiet games and activities under the supervision of our recess staff.

If youngsters engage in inappropriate behavior during recess, we try to have them resolve the matter themselves with adult guidance; we may also ask repeat offenders to "sit out" a recess period or a part of one. Parents will receive notice if we have concerns in this area.

OTHER PROCEDURES AND SERVICES

Dress Code

JP doesn't prescribe a uniform because we seek to help our children learn to dress appropriately for a given situation. Pupils' clothing may reflect individuality and personal style so long as it's in keeping with our dress code, which we've developed to create an environment that's respectful of community attitudes and feelings.

Dressing for school isn't the same as dressing for leisure time outside school. We expect youngsters, with their parents' guidance, to consider cleanliness, modesty, neatness, and appropriateness of dress.

Here are some guidelines to support your children's decision-making:

- Tops should cover a child's midsection (including when the pupil raises his or her hand).
- Skin-tight pants, skirts, or tops--whether as a style or because a youngster has grown or gained weight--are distracting to others and possibly embarrassing to the wearer.
- Loose-fitting tank tops, particularly on upper-grade girls, are inappropriate.

- Clothing that mentions inappropriate topics (*e.g.*, alcohol, drugs, violence, cigarettes, or sex) or that displays offensive icons or illustrations aren't permitted.

- There's no need for pupils to wear valuable or expensive jewelry to school. The school can't take responsibility for its protection.
- Children may wear hats in hallways. They must remove headwear, except that of a religious or ethnic nature, during large-group events in our cafeteria or gym, during meals, and at any time in classrooms where an adult in charge requests pupils to do so.
- Children should dress in more formal attire for awards ceremonies and special occasions, such as chorus performances. Jeans, flip-flops, hats (unless of a religious or ethnic nature), warm-up suits, shorts, and printed t-shirts are inappropriate for formal events.

It's a good idea for parents to label all clothing. Annually, we donate thousands of dollars worth of unclaimed clothing to shelters for the homeless and to other charitable agencies because we're unable to return the items to their anonymous owners.

Lost and Found

To ensure nothing gets lost, please put youngsters' names on anything of value, particularly on clothing they may take off while working or playing, and on backpacks and lunchboxes. When we find items someone's left behind, we return them to the owners or, if we can't determine the owners (because parents or children didn't label the items), we place the items in our lost-and-found area located in our cafeteria.

We encourage you to look in our lost-and-found area whenever you're in school. Several times during the year, our P.T.O., which coordinates our lost-and-found activities, notifies parents we'll soon be donating unclaimed items to a charitable organization. That's your last chance to check for belongings before they're gone.

We ask children not to bring (and parents not to send!) items that have great monetary or sentimental value. Youngsters become upset if the items become misplaced or disappear.

We also urge parents to encourage their children to leave fad collectibles (*e.g.*, cards) at home. Lost or traded items cause incidents that forethought can prevent.

Weekly Newsletter and Notices Home

By e-mail, we send home a school newsletter on Fridays. Parents may request that we send home a hard copy, too. As the *Johnson Park School News* contains information about educational matters and about school, P.T.O., and community meetings and events, it's important that you read our newsletter. It's also a good idea for you to **check your child's backpack nightly for notices**.

If you or your organization has an item you believe will be of interest to the JP community, please submit it to our secretary at least a week prior to the requested publication date. Upon district approval of the item, we'll be pleased to publish it for you.

Telephone Calls

In emergencies, we allow pupils to call home. They report to our main office where they use our telephone, so it's unnecessary to send your youngster with a cellular telephone for that purpose.

It's important to keep our telephone lines open at all times. For that reason, we discourage our boys and girls from calling home at 3:00 to confirm after-school arrangements; youngsters should make and confirm their plans at home the previous evening

If you need to get a message to your child or a teacher, please call our secretary, who will take care of the matter. Although all our classrooms have telephone access to outside calls, we don't typically interrupt classroom instruction for parents to speak with pupils or teachers.

Unless you've been invited to do so, it's inappropriate to call a teacher at home. Please respect our teachers' right to privacy.

Cellular Telephones

There's little reason for elementary-school pupils to have cell phones in school, as our secretaries are conscientious in conveying parental messages to our youngsters. Cell-phone possession is potentially disruptive to the instructional process and may also create a have/have-not dichotomy among our children.

Therefore, the following guidelines prevail:

1. Without prior written approval from the principal, no child may bring a cell phone to school.
2. If, absent written approval, a pupil has a cell phone in school, we'll confiscate the device, call the youngster's parent, and request that he or she come to school to retrieve the item.
3. If a pupil brings a cell phone to school a second time, without prior approval, we'll confiscate the device and return it only on the last day of school in June.
4. In legitimate emergencies—having to make arrangements for playdates are *not* emergencies—parents may ask the principal to grant temporary permission for their children to bring a cell phone to school. The only conditions under which the principal shall provide such permission is if there's no reasonable alternative to a pupil bringing a cell phone to school.

Visitors

We welcome (invite! encourage!) you to visit JP to participate in activities, assist with projects, or discuss matters that require immediate attention. However, to avoid disrupting the classroom setting and the learning that's taking place there and to ensure our children's safety, we ask you to report to our main office where our secretary will direct you to a specific classroom when this is appropriate. If you'd like to have a conference about your youngster's progress, please arrange in advance for a mutually convenient time with the teacher.

We're sorry, but we're unable to allow non-enrolled minors to spend time in JP classes or at JP activities without direct parental supervision. As parents who volunteer to assist with trips or other projects need to be prepared to provide ongoing support to our teachers and children, non-JP youngsters should not accompany such volunteers.

Upon arrival at JP, all visitors and volunteers must sign in in our main office and affix a Visitor or Volunteer sticker to their shirt. There are no exceptions.

School Records

We maintain records that include a child's name, attendance, health history, academic-performance data, and other necessary information. Upon request, in advance, you may view your youngster's records in a timely manner with a staff member who will be pleased to explain the entries, interpret the statistics, and answer any questions you may have.

Discharging Pupils to a New School

If your child will be attending another school, please come to our office to complete the relevant paperwork. When we know in advance that a pupil will be leaving, it gives us time to prepare documentation to help officials at the new school make appropriate placement decisions. In cases where parents don't come to JP to discharge their youngsters, we typically receive the new school's requests for records subsequent to their assigning new enrollees to classrooms.

Parties

Birthdays are important events for children, and teachers use these times to help pupils feel special. We invite parents to help us focus on their youngster. We celebrate the child, not the food.

We insist that all youngsters be included in any classroom activity. Further, we don't allow children in school to distribute invitations to out-of-school parties unless all in the class are invited.

We limit other parties. To ensure all children are included in classroom celebrations, your youngster's teacher will provide you with guidelines regarding the sending or distributing of cards or notes in school. We're sensitive to all pupils' needs for affection, recognition, and inclusion.

Please note: Some parents now use e-mail to send party invitations. Kindly be aware that some families don't have e-mail access. Be sensitive to inadvertently excluding youngsters who may not be electronically connected.

Child Custody

When dealing with child-custody situations, we'll follow these guidelines:

Absent a court order defining the parents' custodial status, we'll release a youngster to either parent according to our typical dismissal procedures.

Where we've received a copy of a court order limiting custody, we'll attempt to comply with the order's restrictions.

We'll do all we can to work positively with parents during a marital separation or divorce. However, we won't assume the role of mediator; our sole perspective will be to serve as an advocate for the child.

Safety Drills

Each month, we hold two safety drills. One drill is always an evacuation drill where we remain on school grounds; we typically refer to this as a "fire drill."

Our other monthly drill is a security drill. Security drills include sheltering in place (locking access from the outside to JP), locking down (locking access to classrooms and having occupants shelter in an area where an intruder will be unable to see them), and evacuating and dispersing (leaving JP's campus and proceeding to an alternative site).

Gifts

In general, parents should not offer gifts to staff members. There are many appropriate ways for pupils or families to express their appreciation, such as via letters, cards, personal notes, or a youngster's illustration.

Questions, Concerns, or Problems

In most cases where you need help, the first person with whom you should get in touch is your child's teacher as he or she knows your youngster best. If your inquiry is of a more generalized nature, our secretary (procedural matters) or principal (educational matters) will be pleased to respond.

OUR PARENT-TEACHER ORGANIZATION

Our Parent-Teacher Organization (P.T.O.) serves to promote the well-being of our pupils and to enhance the educational programs we're able to offer them. To these ends, our P.T.O.

- Supports and assists with a number of educational initiatives (school safety programs, book week, international festivals).
- Organizes a number of school services (library volunteers, lost-and-found department, room-parent project, family directory).
- Sponsors family-oriented functions to enable children, parents, neighbors, and staff members to enjoy a sense of community (family picnics, moving-on ceremonies for fifth graders, hospitality events for new families).
- Provides financial resources to extend classroom and school-learning opportunities (mini-grant awards for classroom purchases, assembly programs, arts and science residencies, our kids' Lego Lounge, our emerging Makerspace).
- Organizes public forums for the discussion of relevant educational issues (computers, testing, health matters, curriculum updates, safety).

Every JP parent and staff member is automatically a member of our P.T.O. Our P.T.O. seeks your help as an active volunteer in one or more of its many undertakings and your support in its on-going fund-raising activities.

P.T.O. meetings usually take place at 9:00 a.m. on a Thursday during each month. We publish the dates, times, and locations in our weekly newsletter. All, including parents with toddlers, are welcome.

PRINCETON PUBLIC SCHOOLS**Johnson Park School
STAFF ASSIGNMENTS**

Homeroom Teachers	Assignment	Room
Frank, Julie	Grade Pre-K	109
Maloney, Christina	Grade Pre-K	209
Bongiovi, Denise	Grade K	206
Freedman, Donna	Grade K	208
Kukla, Tyler, and Parisi, Gianna	Grade K	210
Sarason, Jasmine	Grades K-2	110
Finn, Jennifer (Jenna)	Grade 1	118
Heller, Susan (Sue)	Grade 1	112
Moreyra, Christine	Grade 1	114
Albany, Kelly	Grade 2	119
Bender, Kathleen (Katie), and Palumbo, Lauren	Grade 2	125
Bustillo, Geraldine (Geri)	Grade 2	124
Eisenacher, Donna	Grade 3	132
Lennox, Sarah	Grade 3	137
Lepard, Alison	Grade 3	134
Park, Jennifer (Jen)	Grades 3-5	214
Miller, Melanie	Grade 4	217
Reeg, Emily, and Robey, Sarah	Grade 4	218
Shore, Elon	Grade 4	216
DeFilippi, Jennifer	Grade 5	221
Garriton, Lindsey, and Vunk, Sharon	Grade 5	220
Martin, Shannon	Grade 5	219
Specials Teachers		
Dyevich, Elizabeth (Liz)	Health Education	A5
Gates, Linda	Art	201
Henderson, Dawn	Library	202
Hennessy, Stephen (Steve)	Physical Education	300
Hobart, Lora	Science and Enrichment	212
Ketterer, Erin	Music	200
Support-Program Staff		
Arocho, Marilyn	Instructional Support	109
Arroyo, Santiago (Santi)	Instructional Support	134
Augustin, Maureen	Accelerated-Intervention Services (A.I.S.)	104
Baig, Uzma	Instructional Support	132
Barber, Patricia (Patty)	Instructional Support	214
Bates, Nicole	Accelerated-Intervention Services (A.I.S.)	105
Beauchamp, Daniel (Dan)	Instructional Support	134
Bianco, Mary	Instructional Support	137
Brownstein, Heather	Speech and Language	135
Burde, Diana	Learning Consultant	303D
Carley, Kari	Instructional Support	220
Cowell, Heather	Instructional Support	219
Dang, Chor-Ping	Instructional Support	208
DeLoca, Denise	Instructional Support	125
DiCindio, Maria	Speech and Language	207
Dyevich, John (Jack)	Instructional Support	110
Farrell, Colleen	Instrumental Music (Brass/Winds; Grs. 3-5)	302
Germaine, Lesley	Speech and Language	A4
Javick, Mark	Technology Support	215B
Jaeger, Ann-Marie	Instructional Support	109
Kang, Nanwon	Instructional Support	132
Knight, Kristin	Occupational Therapy (O.T.)	133
Lech, Jill	Special Education	115

Miles, Elizabeth (Beth)	Instructional Support	119
Minden, Sarah	Instructional Support	109
Moosavi, Rabab (Ruby)	English as a Second Language	111
Morenilla, Liliana	Liaison to Our Latino Community	207
Murray, Erynn	Adapted Physical Education	300
Palumbo, Lauren	Special Education	115
Ramsay, Kimberly (Kim)	Instructional Support	112
Rivera, Rebecca (Becca)	Instructional Support	214
Ryon, Sharon	Special Education	117
Schwarte, Patricia (Patti)	Instructional Support	214
Sharma, Divya	Instructional Support	209
Sitarik, Cheryl	Instructional Support	118
Sulit, Janeth	Instructional Support	217
Sweeney, Taysiyr (Tay)	Instructional Support	110
Thibault, Kimberly (Kim)	Instructional Support	105
Tracey, Joan	Instructional Support	209
Tria, Taylor	Instructional Support	124
Velez-Osorio, Carlos	Instructional Support	217
Venkatraghavan, Varalakshmi (Lakshmi)	Instructional Support	114
Weeks, Andrea	Instructional Support	216
Cafeteria/Playground Staff	Food-Services Staff	
Beauchamp, Valerie	Lilian Chipix	Caf.
Estrada, Heidi	Colin Rogers	Caf.
Holliday-Black, Davon	Antonia Santiago	Caf.
Osorio, Ana		
Administrative Staff		
Ginsberg, Robert (Bob)	Principal	Main Ofc.
Cowell, Michele	Administrative Secretary	Main Ofc.
Garcia, Marilou	Secretary	Main Ofc.
Custodial Staff		
Abbott, James (Jim)	Supervising Custodian	Cust. Ofc.
Joseph, Barbara	Custodian	Cust. Ofc.
Nelson, Opson	Custodian	Cust. Ofc.
Orellana, Jacqueline (Jackie)	Custodian	Cust. Ofc.
Pupil-Services Team		
Brownstein, Heather	Speech and Language	135
Burdge, Diana	Learning Consultant	303D
DeLia, Susan	Psychologist	303A
DiCindio, Maria	Speech and Language	207
Dyevich, Elizabeth (Liz)	Nurse	A5
Fiorentino, Jessica	Social Worker	303B
Germaine, Lesley	Speech and Language	A4
Knight, Kristin	Occupational Therapist	133
Minden, Roberta (Robin)	School Counselor	303C

DISTRICT OFFICIALS

Valley Road Administration Building

Stephen (Steve) Cochrane, Superintendent of Schools	806-4201
Michael (Mike) Volpe, Assistant Superintendent for Human Resources	806-4207
Anna (Annie) Gonzalez Kosek, Assistant Superintendent for Curriculum/Instruction	806-4203
Matthew (Matt) Bouldin, Assistant Superintendent for Business, Board Secretary	806-4205
Margaret (Micki) Crisafulli, Director of Student Services	806-4206
Donna Bradin, Transportation Coordinator	806-4209

APPENDIX

BEHAVIORAL EXPECTATIONS

Our Pledge

Be responsible.
Be respectful.
Be safe.
Be kind.
Be successful.

Our Expectations

Bus Stop

Keep your hands, feet, and objects to yourself.
Stay on the sidewalk.
Look carefully in both directions before crossing a street to get a bus or after leaving a bus.

Bus

Remain seated and belted, face forward, and keep the aisle clear.
Keep your hands, feet, and objects to yourself.
Use a quiet voice.
Obey directions the bus driver may give you.
Exit the bus safely, with riders closest to the front leaving first.

Arrival

Be on time and greet others.
Use a quiet voice.
Keep your hands, feet, and objects to yourself.
Tell an adult if there is a problem.
Stay seated in the area where you belong.

Hallway

Use a quiet voice.
Follow adult and patrol directions immediately.
Keep hands, feet, and objects to yourself.
Be aware of your surroundings.
Stay to the right and walk directly to your destination.

Classroom

To be established individually by each teacher and his or her pupils.

Bathroom

Leave from and return promptly to your classroom.
Flush the toilet.
Wash your hands with soap and water.
Keep the bathroom clean.

Cafeteria

Follow adult directions immediately.
Walk at all times.
Use a quiet voice.
Stay in your seat and raise your hand for help.
Clean up your area.

Outdoor Recess

Tell an adult when you leave from and return to an area.
Be in control of your body.
Use slides, ladders, and other equipment safely.
Follow adult directions immediately.
Take turns.
Be inclusive.

Indoor Recess

Use a quiet voice.
Follow adult directions immediately.
Follow classroom rules.
Help clean up.
Follow other indoor-recess rules specified by the classroom teacher.

Dismissal

Keep your hands, feet, and objects to yourself.
Be aware of your surroundings.
Walk on the sidewalk and stay behind the yellow caution line.
Walk quietly and directly to your destination.

Assemblies

Sit with legs criss-cross.
Keep your body still and hands in your lap.
Look at the presenter(s) and listen respectfully.
Respect and appreciate the presenter(s) by applauding.

