

WASHINGTON  
ELEMENTARY  
SCHOOL

Parent  
Information  
Booklet  
2011-2012

301 Washington Avenue  
Union, New Jersey 07083  
(908) 851-6460

September 2011

Dear Parents and Guardians:

On behalf of the staff of Washington School, I would like to welcome students and their parents to the new school year! Education at Washington School is designed to meet the needs of each individual student, but ultimately each individual will gain from school according to the effort they apply. To increase the degree of educational success, it is imperative that the teacher, parent, and administrator communicate openly and frequently concerning the progress of the student.

The school makes special efforts to create and promote a good relationship between the home and school. Bulletins, regular conferences, and direct contact with parents are part of these efforts. Parents are encouraged to initiate their own contacts whenever necessary.

Let's work together. Our school has a proud tradition of academic excellence and, with your help, I'm sure the present year will be one of the school's very best.

Please be sure to read the enclosed materials carefully and explain them to your child. This is updated yearly and contains a great deal of important information.

Be sure to sign the "Parent/Guardian Signature Form," which can be found on our website. On the bottom of that page is also an Internet Use Permission Form. Please return the entire page to your child's teacher.

We have provided a significant amount of information for you to retain for future reference.

Always feel free to contact us regarding any concerns or questions.

Sincerely,

Mr. Mark C. Hoyt  
Principal

# **WASHINGTON SCHOOL MISSION STATEMENT**

The Mission of our Washington School Family is to provide every child with a sound academic foundation, a positive environment, and the skills necessary to continue learning as a lifelong pursuit.

To achieve these objectives, we believe that certain principles and conditions - individually and collectively - must be present.

## **RESPONSIBILITY**

Pursuit of our objectives must be the collective effort of a “Family” consisting of students, teachers, parents, administrators, staff and the community. The functioning of this “Family” should be based on mutual respect, mutual accountability, and a common commitment to our mission.

Parents will be active participants in the education of their children.

All members of the Family will model the behavior of a life-long learner. We will all continue to learn together.

Everyone affected by a decision is involved directly or representively in the making of that decision.

Quality education includes efficiency. Resources must be used wisely, effectively and efficiently in the pursuit of our objectives.

## **CURRICULUM**

The foundation of our efforts is the belief that all children can learn, that standards must be set, and that expectations must be high and clearly communicated.

Instruction will recognize a variety of learning styles to accommodate the differences among students.

The curriculum will stress traditional academic subject areas, with particular emphasis given to reading, mathematics, science, social studies and cultural literacy. Activities and pursuits which interfere with this emphasis should be minimized.

Instruction and activities should be planned which encourage students to become self-directed and self-motivated learners, which develop coping skills and the ability to adapt to change, which cultivate critical thinking and problem-solving skills, and which promote creativity and positive risk-taking.

Maximum participation in a variety of learning experiences and co-curricular activities should be encouraged.

The technologies of today's "information society" should be used as learning tools, as well as subjects for study.

Links should be provided to as many resources as possible so that each student has an opportunity to pursue excellence in an area of his/her own choosing.

Current health, physical education, and safety issues will be addressed regularly.

## **ENVIRONMENT**

By modeling the values of patriotism we will instill pride in country, community, and school.

Individual dignity and a sense of self-worth will be fostered in students and staff.

Above all, we must create and maintain an environment which encourages, recognizes, rewards and celebrates academic progress and achievements at all levels.

The school will explicitly teach and reward the agreed upon universal values of the school and community through the format of Assertive Discipline.

Effective and sufficient teaching tools must be available, and continuing effort must be made to provide an innovative learning environment.

Everyone has a right to a clean, safe and structurally sound environment which is conducive to the learning process.

Community resources will be identified, developed and utilized for the betterment of all.

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**ABSENCES & TARDINESS:**

Always report your child’s absence daily. Call the nurse at 851-6466 between 7:05 and 9:45 a.m. Only Parents/Guardians may call the nurse’s answering machine to report attendance. You may also send her an e-mail at vchi@twpunionschools.org.

Any child not in the classroom by the late bell will be considered tardy. The late bell for grades 3-4 is 8:50 a.m. The late bell for grades K-2 is 9:05 a.m. Students who arrive late must report to the MAIN OFFICE for a late slip. If you wish to report an absence prior to 9:00 a.m., voice mail is available. Parents using the voice mail must give the following information:

- NAME, TEACHER**
- REASON FOR ABSENCE**
- NUMBER WHERE PARENT CAN BE REACHED**

We strongly urge you not to take your child out of school early as it interferes with the instructional program and can adversely effect your child’s academic progress.If you must pick up your child before the 3:05 dismissal, please send a note to the teacher stating the dismissal time and the reason for leaving school early.

Families should not plan vacations for times that school is in session.

**BEHAVIOR & ATTENDANCE CODE:**

The purpose of this policy is to ensure that the physical and mental health, safety, and welfare of students in Washington School be protected and an orderly environment conducive to learning be maintained. Students shall conduct themselves in keeping with their level of maturity. They shall act with due regard for the educational purposes underlying all school activities; for the widely shared use of school property; for the rights and welfare of other students; and, for the supervisory authority vested by the Board of Education and state statutes in all members of the school staff.

Parents/guardians are expected to guide and direct their children toward standards of good conduct in the total school environment as described, as well as to cooperate with school officials in preventative and disciplinary measures regarding their children. The principal and teachers shall afford parents adequate opportunities to work with school staff in helping, supporting,and modifying the behavior of students.

The following discipline policy and accompanying regulations shall be in effect for all Elementary Schools. It reflects the need for students to exhibit acceptable behavior and good self-control at all times.

- A. The following behavior during any part of the school day is strictly forbidden: Fighting, profanity, abusive language,obscene gestures, disruptions and/or misconduct in class and any insubordinate act directed towards an authorized employee of the Board of Education.
- B. All students are expected to attend school dressed in a neat, clean and appropriate manner. The interpretation of this rule is at the discretion of the building principal.
- C. Any action that endangers or threatens to endanger the health, safety and welfare of others is not permitted.
- D. Vandalizing, destroying, damaging or defacing personal or school owned property is forbidden and will be strictly enforced.
- E. Students shall not bring or use on Board property tobacco, any other smoking substance or any controlled dangerous substance.
- F. A student will not be eligible for promotion if unexcused absences exceed 10% (18 days) of school year.
- G. Other behavior disruptive to the normal school routine which does not conform to the local school’s established regulations will not be permitted (See specified building behavior codes).
- H. Parents/Guardians and student are advised that school lockers are subject to inspection at any time.

## **METHODS OF BEHAVIOR MODIFICATIONS**

As appropriate, the principal, teachers, Superintendent, and the Board of Education, are authorized under law, policy or practice, to prescribe and implement any one or combination of the following types of corrective disciplinary action in the case of students committing any one or combination of the types of offenses.

### **ASSERTIVE DISCIPLINE PLAN GUIDELINES:**

for the Classroom, School and Playground

#### **Types of Consequences**

Name on board (warning), lunchtime detention, a.m. and p.m. detention, removal from class, forwarded to another classroom, parent conference, suspension, and other appropriate corrective actions deemed necessary in accordance with the law and due process.

Other Consequences include:

- Student Conference with Principal
- Parent Conference
- Deprivation of Privileges/Loss of recess, etc.
- Suspension with referral to Superintendent
- Other appropriate corrective actions deemed necessary in accordance with the law and due process.

### **BUS TRANSPORTATION RULES OF CONDUCT:**

In order to insure a maximum degree of safety and comfort to students involved in pupil transportation each student is expected to abide by the following rules of conduct:

- Abide by the rules governing accepted and polite conduct.
- Observe property rights by not defacing the property surrounding the bus stop.
- Do not crowd or push at the bus stop.
- Board the bus in single file, go immediately to a seat, and sit down.
- If seat belts are provided, fasten your seat belt.
- Remain seated at all times while the bus is in motion.
- Keep the aisles clear at all times.
- Talk in conversational tones; be quiet to hear instructions or announcements.
- Treat the bus as if it is your property; do not damage any part of it.
- Obey all of the rules and follow the directions of the bus aide, bus stop aide, and bus driver.
- Answer politely and accurately when questioned.
- Do not talk back when reprimanded.
- Do not talk to the driver while the bus is in motion unless there is an emergency.
- Do not distract the driver through misbehavior.
- Do not eat or drink anything on the bus.
- Do not operate any equipment on the bus. If you wish to open a window, ask the bus aide or driver for permission.
- Keep arms, hands, and other parts of the body inside the bus.
- Do not throw or propel in any way objects while on or out of the bus.
- Remain seated until the bus has come to a complete stop.
- Exit the bus in single file and move away from side of the bus.
- Keep the aisles clear at all times.
- Fighting, profanity, and smoking are forbidden on the bus.
- Alcoholic beverages and non-prescribed controlled substances are prohibited on the school bus.

- Radios/Tape recorders and live animals are not permitted on the school bus.
- Parents/guardians/authorized adults must be present at the bus stop to receive and supervise pre-K, K and grade 1 students as they exit the bus.

**If you are going to cross in front of the bus after you get off, do the following:**

1. Exit the bus promptly.
2. Walk with the aide ahead of the bus on the sidewalk or shoulder of the road until you can clearly see the bottom of the windshield and the steering wheel and STOP.
3. When the driver has checked to make sure no cars are coming, he/she will motion YOU to cross in front of the bus.
4. For your safety, look both ways to see that there are no cars coming.
5. Walk quickly across the street; don't stop; don't turn back; don't run; and when you get to the other side, get up on the sidewalk or, the shoulder of the road on streets with no sidewalks.

If you plan to have your child not use the bus on a given day to go home, please note that **we must have a written note in advance**. Except in emergencies, we expect to be notified at least 1 day in advance in writing; be aware that phone calls are very difficult to verify. Without appropriate verification, the child will be placed on the bus. If you take your child, you must report to the main office or school nurse so we can verify that he or she is leaving with an appropriate adult. It is never appropriate for a bus student to meet an adult outside of the school. Attendance is taken every time the children line up for the bus to go home and every child must be accounted for before the bus leaves the school.

Pupils in violation of any of the preceding rules are subject to suspension from pupil transportation or from school for a period of time to be determined by the building principal.

### **BUS TRANSPORTATION DISCIPLINE POLICY:**

FIRST OFFENSE - Generally, when a student has been reported by a bus driver, aide, or another student for misconduct at a bus stop or on the school bus and his/her actions have endangered the safety of others, the principal shall investigate to determine the accuracy of the charges. If the student has, in fact, violated any of the Rules of Conduct for Pupil Transportation, the principal shall have a conference with the student and driver. A letter advising the parents of this incident shall be sent by the principal. An in-school consequence maybe levied.

SECOND OFFENSE - when the same student has been reported for a second infraction, the principal shall verify the charges as in the case of the first offense. If the student has, through his/her misbehavior endangered the safety of others, the principal may request a parent conference. Generally, the Rules of Conduct should be reviewed as they relate to their child's behavior, and reference made to the possible consequences of any future misbehavior. A school bus suspension may be levied as a consequence.

THIRD OFFENSE - When the same student has been reported for the third time and the steps of verification and endangerment have been established by the principal, he/she may notify the parents that the student will be suspended from pupil transportation for a period of up to five days. If the principal does, in fact, suspend the student from transportation, the principal should further advise the parents that they are responsible for providing transportation during the suspension period, and the student's absence from school during the suspension period will be considered truancy unless the absence is due to some medical

reason which can be supported by a doctor's letter, or some other justifiable reason. In any event, absence during transportation suspension will cause the suspension period to be extended for the number of days of such absence. The students name, route number, and suspension dates shall be sent to the transportation department as soon as the principal has made this determination.

FOURTH OFFENSE - The procedure for this offense and subsequent offenses shall be handled in the same manner as a third offense, except that the suspension period may be from ten days to twenty days.

New Jersey Statute 18A:25 - Authority over pupils

A teacher or other person in authority over such pupil shall hold every pupil accountable for disorderly conduct in school and during recess and on the playgrounds of the school and on the way to and from school.

**The driver shall be in full charge of the school bus at all times and shall be responsible for order. The driver shall never exclude a pupil from the bus. If unable to manage any pupil, he/she shall report the unmanageable pupil to the principal of the school which the pupil attends.**

**A pupil may be excluded from the bus for disciplinary reasons by the principal and his/her parents shall provide for transportation to and from school for the period of such exclusion. Please note: video cameras been installed to verify bus behavior.**

#### **CAFETERIA RULES:**

- As you enter the cafeteria, sit in your assigned seat immediately and wait for directions.
- Running is not allowed in the cafeteria or in any part of the school at any time.
- Students who need a straw, napkins, silverware, etc., raise a hand for the Aide's attention.
- Any talking is to be to your immediate neighbors (across or next to you) in a normal tone of voice.
- All students must clean up the immediate area where they have been eating; this means the table as well as the floor.
- Lunch trays are returned when the Aide gives you permission. In returning your lunch trays, be sure you throw all paper goods in the waste basket. Place empty milk cartons in the plastic basket.
- All coats and hats are removed and placed on your chair while you are eating.
- We never throw food, paper, or anything else.
- All food is to be eaten in the cafeteria - NOT outside OR in the auditorium.
- After eating, children exit the cafeteria, stay to the right on the staircase, walk quietly to the playground or auditorium. ALWAYS keep your right hand on the railing.
- During lunch time, NO ONE is out of the cafeteria without permission.
- Glass containers are not permitted.
- If you need to use the lavatories after lunch, follow this procedure:
  - a. Finish eating.
  - b. Clean up your place.
  - c. Get permission from the person on duty.

- d. Use lavatory, return to cafeteria, sit down in your place and wait for dismissal.
  - e. Use lavatories directly across from the cafeteria.
  - f. Use the lavatories BEFORE you go outside. Once outside there should be no need to return to the building for the lavatory or drinks.
- When the bell rings at the end of lunch period, students are to stop all games and line up immediately by class on the playground in order to return to class. The children will be permitted to enter only with the classroom teacher present.

### **CONCERNS:**

If you have questions or concerns regarding your child at school, always contact your child's teacher as soon as possible -- call or send in a note. **Maintaining communications with your child's teacher is extremely important!** If you need more information than the teacher can provide, then contact the principal. See "Parent/Teacher Conferences" for more info.

## **CURRICULUM GUIDES FOR MATHEMATICS, LANGUAGE ARTS, SCIENCE AND SOCIAL STUDIES BY GRADE**

### **MATHEMATICS GRADE K**

The child will:

1. Count from 0-20 (0-10, 0-20).
2. Recognize the numerals 0-10, 0-20.
3. Write the numerals 0-10 then -20.
4. Arrange numerals 0-10 in rank order.
5. Identify numerical quantities to sets of 10 and match the numeral to the corresponding set.
6. Provide the missing numeral in series 0-10.
7. Can count objects in a given set.
8. Demonstrate understanding of 1:1 correspondence of sets.
9. Identify ordinal positions 1st - 10th.
10. Identifies basic shapes.
11. Identify the fraction  $\frac{1}{2}$  in relation to the whole using pictures.
12. Compare lengths, weights, volumes and quantities in terms of *more*, *fewer* and the *same*.
13. Tell time to the hour.
14. Name the days of the week.
15. Identify the penny, nickel, dime and quarter.

### **LANGUAGE AND READING READINESS GRADE K**

The child will:

1. Demonstrate verbal fluency by conversing, asking questions and sharing experiences.
2. Recall a story facts and sequence.
3. Arrange 3-5 story pictures in sequence.
4. Listen to a story and supply an appropriate ending.
5. Shows interest in books and stories.
6. Can read sight words.
7. Recognize and write his/her full name (in capital and lower case).
8. Identify upper and lower case letters in sequence.

9. Identify upper and lower case letters out of sequence.
10. Can write upper and lower case letters with correct formations.
11. Identifies beginning and ending and long and short vowels.

## **SCIENCE KINDERGARTEN**

1. Amazing Me.
2. Feed Me!
3. On the Move.
4. Out and About.

## **SOCIAL STUDIES GRADE K**

The child will learn to:

1. State full name, address and telephone number.
2. Identify the school staff, their jobs and locations.
3. Name family members.
4. Identify community helpers and their responsibilities.
5. Say "The Pledge of Allegiance."
6. Recognize and associate holiday symbols and customs with their respective holiday.
7. Identify the globe as a model of the earth, locate land, water and the United States.
8. Identify means of transportation and communication.
9. Become aware of environments other than their own (i. e. farm, urban, suburban, etc.)
10. Participate in sharing current events.

## **TOPICAL OUTLINE FOR FAMILY LIVING - KINDERGARTEN**

- I. Bathroom Sanitation
- II. Living Things
- III. Safety: To and From School

## **GENERAL SKILLS DEVELOPMENT GRADE K**

### **Social and Emotional Behavior**

The child will learn to:

1. Demonstrate a good self-concept.
2. Cooperate with peers, teachers and school staff.
3. Assume responsibilities.
4. Respect the rights of others.
5. Aid in making class decisions.
6. Share materials and equipment.
7. Work and play cooperatively in a group.

### **Health and Safety**

The child will learn to:

1. Demonstrate good health habits.
2. Discriminate between nutritious and non-nutritious foods.
3. Know and follow school and bus safety rules.
4. Know fire safety procedures and exhibit proper behavior during fire drills.
5. Stranger awareness.

### **Gross Motor Skills**

The child will learn to:

1. Move and name body parts.

2. Walk up and down stairs alternating feet.
3. Hop on one foot, jump, gallop and skip.
4. Bounce a ball.
5. Throw a ball in the air and catch it.

### **Fine Motor Skills**

The child will learn to:

1. Develop crayon and pencil control.
2. Draw vertical, horizontal, curved and slanted lines.
3. Trace a shape.
4. Cut straight and curved lines.
5. Manipulate classroom games and materials.
6. Button, snap and zipper clothing.
7. Attempt to tie shoes.
8. Use eating tools properly.

### **Auditory Perception**

The child will learn to:

1. Distinguish between similar and different sounds.
2. Follow a three step oral direction in order.
3. Identify rhyming words.
4. Imitate a sound.
5. Classify words by beginning sounds, ending sounds and long vowel sounds.

### **Visual Perception**

The child will learn to:

1. Identify the nine basic colors.
2. Verbalize similarities and differences among shapes and symbols and duplicate the shapes and symbols.
3. Follow left to right sequence.
4. Describe and duplicate a given pattern.
5. Draw a person and include facial features, trunk and limbs.

### **Art**

The child will learn to:

1. Express creativity using a variety of materials.
2. Use art tools and materials properly.

### **Music**

The child will learn to:

1. Participate in singing activities.
2. Play rhythm instruments.
3. Move to rhythmic patterns.
4. Participate in creative movement activities.
5. Attend to listening activities.
6. Describe pitch, tempo, dynamics, and mood in short music selections.

## **MATHEMATICS GRADE 1**

### I. To the Student/Parent or Guardian:

The purpose of these guides is to provide you with a complete overview of the mathematics curriculum, including the objectives to be studied and your teacher's requirements for the successful completion of the math objectives. We hope that you will work together so that sufficient study and practice will be provided as needed to master these skills.

### II. Curriculum Requirements:

Tests - To be given throughout the year on the objectives being taught.

Homework - District policy (total study time 10-15 minutes for all academic subjects in grade one - increasing each year) is a guideline which encourages written and/or oral nightly assignments.

Class Participation - Student needs to be attentive, active and responsive.

Good Attendance - Punctuality, citizenship and good effort are necessary for successful achievement.

### III. Curriculum Title and Description:

Math objectives are established by the District wide Permanent Action and Task Force Committees and are described in the following:

### IV. Curriculum Objectives

#### The student will:

1. Recognize numerals 0-100.
2. Count in sequence from 0-100.
3. Write numerals in series by 1's, 0-100.
4. Write and count by 2's to 100.
5. Write numerals in series by 5's, 0-100.
6. Write numerals in series by 10's, 0-100.
7. Understand and write numerals in rank order from smallest to largest.
8. Identify place value to 1's and 10's place.
9. Add horizontal and vertical number facts with the minuend no greater than 12.
10. Subtract horizontal and vertical number facts with the minuend no greater than 12.
11. Applies appropriate problem solving strategies.
12. Understanding of coins and values
13. Understanding of geometry concepts.
14. Understanding of measurement concepts
15. Time concepts to 1/2 hour and 1 hour.
16. Recognizes and completes patterns.
17. Interprets graphs, tables, charts and calendar.
18. Uses manipulatives effectively.

## **LANGUAGE ARTS GRADE 1**

### I. To The Student/Parent or Guardian

This list of language arts objectives for the elementary school have been provided for your information and convenience. Your awareness of the goals that we will be working toward will help you to help your child do his or her best throughout the year. Children, parents, and teachers working together can achieve the highest levels of accomplishment.

## II. Curriculum Requirements:

- Steady attendance, attention to the lesson, and good effort are necessary for optimal success.
- Daily participation in the lesson is expected of each pupil.
- Study and preparation are necessary for your child's best performance on tests.
- Daily involvement in completing the homework is required for a child to keep up with the pace of the class's learning.

### Curriculum Objectives. The student will develop and demonstrate skill in these areas:

1. Ability to write upper and lower case alphabet letters - uses proper spacing.
2. Ability to apply a sound to its written symbol.
3. Ability to blend sounds into words.
4. Ability to write dictated sounds, words, and sentences.
5. Understanding the meaning of words, sentences, and paragraphs in his or her reading.
6. Is able to write well constructed sentences.
7. Use appropriate punctuation and capitalization.
8. Identify and correct errors in written work.
9. Express ideas orally in complete thoughts.
10. Enjoy experiences with children's literature.
11. Recognizes high frequency (sight) words.

## **SCIENCE GRADE ONE**

1. What is Science?
2. Life Science - 5 senses, living/non-living, plants and animals.
3. Physical Science - motion, properties of matter.
4. Day/night, seasons and weather.
5. Earth and Space Science - objects in the sky.
6. Environmental Science - recycling, pollution, natural resources.

## **SOCIAL STUDIES GRADE 1**

### Curriculum Objectives

The major emphasis in grade one is the family, school, home and neighborhood. Patriotism and Citizenship are also included as an integral part of the 1st grade Social Studies program.

### The student will develop and demonstrate skills in these areas: They will know:

1. The members of his/her immediate and extended family and that family members help each other.
2. That rules are needed at home, in school, and in the neighborhood.
3. The physical and emotional needs of the family.
4. That people help one another (interdependence).
5. That all human beings are more alike than different.
6. Flat maps and globes: the use of and differences in.
7. The practical meaning of: respect for school materials, property, and authority; demonstrating being a good sport; being polite and courteous; trustworthy and responsible privileges carry responsibilities; working responsibly with others; and having a sincere concern for others.
8. How to recognize the flag of the United States, demonstrate respect for our flag, recite the "Pledge of Allegiance" to the flag, sing the first verse of "America," and recognize the music of "The Star Spangled Banner."
9. Christopher Columbus was one of the first explorers in America; Martin Luther

King is recognized as a leader of the Civil Rights Movement; Abraham Lincoln is recognized as a famous U.S. President; and George Washington was the first president of the United States.

## **TOPICAL OUTLINE FOR FAMILY LIVING - FIRST GRADE**

- I. All Living Things are Composed of Cells
- II. How Plants, Animals and Humans Differ
- III. Parts of the Body
- IV. Developing a Sense of Responsibility for your Body
- V. Appreciation of Parents and Other Family Members
- VI. Recognizing the Influence of Emotions on Mental and Physical Health

## **MATHEMATICS GRADE 2**

### Curriculum Objectives:

The student will:

1. Count & write from 0-1000 by 1's.
2. Count & write from 0-1000 by 5's.
3. Count & write from 0-1000 by 10's.
4. Understand and write numerals in rank order from smallest to largest, 0-1000.
5. Understand greater than (>), less than (<) and equal to (=).
6. Identify numerals in ones, tens and hundreds place.
7. Determine the total value of coins to one dollar.
8. Know addition facts to 18.
9. Add three or more addends to 18.
10. Know subtraction facts to 18.
11. Solve word problems.
12. Add two digit numbers.
13. Subtract two digit numbers.
14. Multiplication concepts.
15. Tell time.
16. Measurement
17. Geometry: describes models and classifies figures.
18. Fractions and probability.

## **LANGUAGE ARTS GRADE 2**

### Curriculum Objectives. The student will develop and demonstrate skill in these areas:

Reading Comprehension and Vocabulary:

1. Applying phonetic and structural analysis in reading new words.
2. Recognizing needed phonetically irregular words.
3. Developing comprehension of silent and oral reading.
4. Reading expressively, using contextual clues and punctuation.
5. Extending experiences with literature.

Study Skills

1. Using the dictionary to identify words.

Oral Language Skills

1. Expressing ideas, relating individual experiences and participating in group discussions.

## Writing Skills

1. Developing skill in forming letters legibly and correctly in manuscript writing.
2. Spelling correctly their basic vocabulary and specified phonetically irregular words.
3. Continuing the development of the ability to construct correct sentences and express ideas in simple paragraphs.
4. Proofreading, identifying and correcting errors in their writing.
5. Continuing the development of the ability to use capitalization and punctuation correctly.

## SCIENCE GRADE TWO

In second grade the students will demonstrate knowledge of basic facts and concepts on the following topics:

### ANIMALS

- Body coverings
- Is it plant or animal
- Food chains
- Food webs
- Parents and babies
- All babies look different
- Grouping animals
- Let's classify animals

### LIFE CYCLES

### EARTH SCIENCE

- Surface features
- Land and water
- Continents and oceans
- Soil
- Importance of soil
- Erosion
- The building of rock
- Valuable minerals
- Minerals and their products
- Uses of minerals and rocks

### FOSSILS and DINOSAURS

- What is a fossil?
- How are fossils formed?

### THE SOLAR SYSTEM

### LIGHT

- Reflecting light
- Casting shadows
- Looking through matter
- Bending light
- Color and rainbows

## WHAT IS A MAGNET?

- Special attractions
- Areas of magnetism
- Temporary magnets
- Using electricity
- Electrical paths

## SOUND

- Mystery sound
- Vibrations
- How sound travels

## **SOCIAL STUDIES GRADE 2**

In social studies second grade students will demonstrate knowledge of basic facts and concepts on the following topics:

1. Map skills
2. Urban communities
3. Suburban communities / change over time
4. Citizenship / making rules
5. Recognize symbols of the United States / New Jersey
6. Wants vs. needs - how do people meet their needs
7. Goods vs. services
8. Human resources
  - Natural resources
  - Native Americans
  - Pilgrims
  - Pioneers
  - Explores
  - Columbus

## **TOPICAL OUTLINE FOR FAMILY LIVING - SECOND GRADE**

- I. Reproduction of Plants and Animals
- II. Care and Nurture of Living Things
- III. Awareness of Child's Role in the Family
- IV. Continuation of Safety Awareness
- V. Continuation of an Awareness for Body Care

## **MATHEMATICS GRADE 3**

### Curriculum Objectives:

The student will:

1. Know addition and subtraction facts through 18.
2. Know multiplication and division facts through 45.
3. Solve word problems.
4. Read, write and understand numerals 0-9,999.
5. Understand greater than (>), less than (<) and equal to (=).
6. Compute addition accurately through 3 digit numbers with renaming.
7. Compute subtraction accurately through 3 digit numbers with renaming.
8. Compute multiplication accurately through 3 digit numbers with renaming.

9. Understand estimation and rounding numbers.
10. Know money concepts.
11. Tell time.
12. Know basic concepts of measurements.
13. Know basic concepts of geometry.
14. Recognize fractional parts.
15. Use graphs and tables correctly.

### **LANGUAGE ARTS GRADE 3**

Curriculum Objectives. The student will develop and demonstrate skills in these areas:

Reading comprehension and vocabulary:

1. Identifying word meanings in context.
2. Identifying main ideas of a passage.
3. Identifying supporting details.
4. Developing comprehension of silent and oral reading.
5. Extending experiences with literature of various types.

Study Skills

1. Using the dictionary to locate words and identify word meaning and structure.
2. Using reference sources to locate information.

Oral Language skills - Students will continue to develop their ability to make oral presentations.

Writing skills

1. Developing skill in forming letters legibly and correctly in cursive writing.
2. Spelling correctly a teacher directed word list.
3. Combining ideas into well-constructed sentences.
4. Proofreading, identifying and correcting errors in their writing.
5. Applying the fundamental use of grammar in constructing sentences and expressing ideas in simple paragraphs.
6. Continuing the development of the ability to use capitalization and punctuation correctly.

### **SCIENCE GRADE THREE**

1. What is Science? Properties of Matter.
2. Structure of Matter - Matter and Energy.
3. Motion and Forces.
4. Animals and environmental studies?
5. Plants?
6. Water cycle?
7. Earth's weather
8. Soil?

### **SOCIAL STUDIES GRADE 3**

Curriculum Objectives:

In grade three we examine the community as a natural extension from our study in the two previous grades. Comparisons are also made with the communities in other parts of the world. Patriotism and Citizenship are also included as an integral part of the 3rd grade Social Studies program.

The student will develop and demonstrate skills in these areas: They will know:

1. That the community is structured to meet people's basic needs and that

- communities are continually changing in this process (Union Township included).
2. That communities vary in size, population, and structure; i.e. farm communities, towns and small cities and big cities.
  3. How communities provide people with facilities that satisfy the needs and wants (Union Township included).
  4. That communities interact by transportation and communication facilities.
  5. There is a need for rules and order at the community level (Union Township included).
  6. How to generally use maps and globes (Union Township included).
  7. The practical meaning of: respect for school materials, property, and authority; demonstrating being a good sport; being polite and courteous; trustworthy and honest, having respect for people of many different heritage's; self-responsibility, privileges carry responsibilities; working responsibly with others; and, having a sincere concern for others.
  8. How to recognize: where the flag is displayed in Union; the seal of Union Township; when to honor our flag; the qualities of good citizenship; and sing "This Land is Your Land"; the first verse of "The Star Spangled Banner"; the significance of Flag Day and Memorial Day; and the significance of the Statue of Liberty, the White House, the Liberty Bell, the Washington Monument, the Lincoln Memorial and the Capitol Building.

## TOPICAL OUTLINE FOR FAMILY LIVING - THIRD GRADE

- I. Heredity
  - A. Physical and Mental Characteristics
  - B. Genes determine Physical and Mental Characteristics
  - C. Understanding of Multiple Births
  - D. Development of the Awareness of Differences in Growth Patterns and rates
- II. Growth and Development (continue and review)
- III. Family Units
- IV. Development of Responsibilities within the Family and Community

## MATHEMATICS GRADE 4

### Curriculum Objectives:

The student will:

1. Read, write and understand the value of numbers 0-9,999,999.
2. Maintains recall of basic facts for addition, subtraction, multiplication, and division.
3. Compute addition through 5 digit numbers with regrouping.
4. Compute subtraction through 5 digit numbers with regrouping.
5. Compute multiplication with 1 and 2 digit multipliers.
6. Compute division with 1 digit divisors.
7. Communicates understanding of math concepts.
8. Uses manipulatives effectively.
9. Applies appropriate strategies in problem solving.
10. Uses estimation and mental math to obtain reasonable answers.
11. Understands and computes problems involving decimals.
12. Exhibits understanding of money concepts.
13. Exhibits understanding of basic fractions.

14. Exhibits understanding of geometry concepts.
15. Exhibits understanding of time concepts.
16. Exhibits understanding of measurement concepts.
17. Exhibits understanding of probability concepts.
18. Interprets graphs, tables, and charts accurately.

#### **LANGUAGE ARTS GRADE 4**

Curriculum Objectives. The student will develop and demonstrate skill in these areas:

##### **READING**

1. Decodes words effectively.
2. Comprehends material read.
3. Uses interpretative and critical thinking (inferential/analytical).
4. Understands, applies and develops new vocabulary.
5. Reads orally with fluency and meaningful expression.
6. Makes effective use of independent reading time.

##### **WRITING/LANGUAGE**

1. Clearly expresses thoughts and ideas in sentences.
2. Supports ideas with appropriate details.
3. Uses capitalization and punctuation correctly.
4. Uses a variety of words.
5. Demonstrates proper use of grammar.
6. Exhibits understanding of parts of speech.
7. Composes paragraphs with correct structure.
8. Uses the process approach in writing.
9. Exhibits understanding of varied writing formats.
10. Proofreads
11. Expresses thoughts and ideas well orally
12. Projects voice and makes eye contact.

##### **SPELLING**

1. Learns assigned spelling words.
2. Applies correct spelling in everyday classwork.

#### **SCIENCE GRADE FOUR**

Exhibits an understanding of scientific vocabulary and concepts.

Uses scientific method in activities, projects and experiments.

Draws reasonable conclusions from observations.

Records data accurately.

Contributes to class discussions and activities.

1. What is Life Science?
2. Biomes.
3. Introduction to the Human Body.
4. Earth in Space
5. Surface Features.
6. Motion/Forces
7. Work/Machines
8. Light
9. Electricity/Magnets
10. Microworld.

## **SOCIAL STUDIES - GRADE FOUR**

1. Demonstrates understanding of social studies concepts.
2. Uses maps, globes, charts, and graphs effectively.
3. Uses text and resource materials appropriately.
4. Shows an awareness of other cultures and their contributions.

## **TOPICAL OUTLINE FOR FAMILY LIVING - FOURTH GRADE**

- I. Body Structure and Functions
- II. Care and Protection of the Body
- III. Heredity - Continuation of Characteristics
- IV. Being a Better Person - Developing a Continuing Awareness of Responsibilities towards others
- V. Superiority of Humans Over Animals

## **SPECIAL SUBJECTS - ALL GRADE**

### **TO THE STUDENT/PARENT OR GUARDIAN:**

This list of objectives for art education, music, computer education, physical education for kindergarten through fourth grade and instrumental music for third and fourth grade has been provided for your information and convenience. Your awareness of the goals that we will be working toward will help to allow your child to do his or her best throughout the year. Children, parents, and teachers working together can achieve the highest levels of accomplishment.

## **ART EDUCATION**

### **CURRICULUM REQUIREMENTS**

Steady attendance, attention to the lesson and good efforts are necessary for optimal success

Active participation in the lesson is expected of each pupil

Students are given marks on their report card in third and fourth grades. Attentiveness and good listening skills are required to be successful.

### **CURRICULUM OBJECTIVES**

The major emphasis of the art program in Kindergarten through 4<sup>th</sup> grades is to develop the potential and foster the desire for students to express themselves creatively in the arts, and to appreciate the aesthetic expression of others.

The student will develop and demonstrate skills at each level in these areas:

1. Children will be exposed to the elements of color, line, shape, pattern and texture
2. Children will know how to work safely and correctly with and handle all art materials (media) and tools (pencils, markers, crayons, scissors, brushes, etc.)
3. Children will experience working with crayon, tempera paint water color, markers clay, collage, fiber, paper and 3-dimensional objects.
4. Children will begin to evaluate his/her own work and how to improve it (critique)

- and that of peers.
5. Children will be exposed to multi-cultural art.
  6. Children will be exposed to art appreciation.
  7. Children will be introduced to art careers.

## **COMPUTER EDUCATION**

### CURRICULUM REQUIREMENTS

Steady attendance, attention to the lesson, and good efforts are necessary for optimal success

Active participation in the lesson is expected of each pupil

Students are given marks on their report card in third and fourth grades.

Attentiveness

and good listening skills are required to be successful.

### CURRICULUM OBJECTIVES

The major emphasis of the computer program kindergarten through fourth grade is to introduce the children to computers and utilize microcomputers in the enhancement and extension of the pupils' educational program.

The student will develop and demonstrate skills at each level in these areas:

1. At the kindergarten level students will develop a familiarity with the visible components of the computer system, the keyboard, and the mouse through the use of appropriate activities and courseware. The courseware and the Kidpix program will enhance classroom learning through letter and number recognition and spatial awareness.
2. At the First Grade level students will increase their awareness of the capabilities of a computer system and improve keyboard facility. Software serves a dual purpose in providing a vehicle for keyboard practice and in supplementing and reinforcing classroom learning. Kidpix affords the opportunity for the continued development of spatial awareness and simple problem solving techniques. A simple word processing program allows the students to write their own stories and poems.
3. At the Second and Third Grade levels the students will become familiar with principles, procedures, and limitations of computer systems and will use the computer as a tool for inquiry, problem-solving, and recreation appropriate to the student's level. The continued use of word processing software, Kidpix, and problem-solving software will increase the student's proficiency. The Internet will be introduced in third grade and used to augment the student's learning.
4. At the Fourth Grade level the student will know principles, procedures, and limitations of computer systems and will continue to use the computer as a tool for inquiry, problem solving, and recreation appropriate to the student's level. Through the use of word processing software, Graphing software, Kidpix, and problem-solving software the Student will continue to increase proficiency at their individual level. The student will become familiar with the Internet to extend the scope of their knowledge through research.

## **WORLD LANGUAGE**

An instructor of Spanish will visit each second, third, and fourth grade class on a scheduled rotation to provide onsite language experience. Classroom teachers also includes a half hour for viewing "Español para ti" in their weekly plans and has at least

one reinforcement activity ready for each visit with the instructor.

The report card comment for Spanish is determined by:

1. A small assessment (20-25 items for identification, matching or multiple choice, involving no correction of Spanish).
2. Student participation during videos and with the instructor (Remember, it is genuine participation and not accuracy in Spanish).
3. Student folder/portfolio of cultural or practical activities for use in the Spanish language, according to the Core Curriculum Standards of topics and interdisciplinary subjects taught.

The portfolio of instruction includes: songs, games, greetings, identifying classroom objects, counting, math functions in the target language, and the days of the week.

## **INSTRUMENTAL MUSIC - GRADE 3 & 4**

### CURRICULUM REQUIREMENTS:

Steady attendance, attention to the lesson, and good effort are necessary for optimal success.

Weekly participation in the lesson is expected of each pupil.

Daily practice and preparation are necessary for your child's best performance.

### CURRICULUM OBJECTIVES:

1. Each student will need to practice 20 minutes each day.
2. Each student will participate in a weekly lesson of 30 minutes.
3. The role of the parent/guardian is to provide a quiet area where the student can practice undisturbed.
4. The parent/guardian must be actively involved in their child's music education by providing patience and encouragement. The student will do their best and feel their best when given this support.
5. Grade 3 students will demonstrate their skills at the Arts' Festival where a variety of songs will be performed.
6. Grade 4 students will perform in December and in the Arts' Festival in which the above skills are evident.

## **PHYSICAL EDUCATION**

### CURRICULUM REQUIREMENTS:

Steady attendance, attention to the lesson, and good effort are necessary for optimal success.

Active participation in the lesson is expected of each pupil.

### CURRICULUM OBJECTIVES:

Physical Education is that phase of general education which contributes to the total growth and development of the child primarily through physical activities.

The students in each grade level will develop and demonstrate skills in these areas:

1. Develop overall fitness with emphasis on cardiovascular endurance, muscular strength and endurance, flexibility, balance and overall coordination.

2. Develop self confidence, leadership, cooperation, self-esteem, creativity, safety awareness, and a sense of fair play.
3. Develop the abilities children need to participate in most traditional games, such as soccer, volley ball, basketball, softball, and football as well as more innovative games, such as parachute play, scooter play, and juggling.

## **VOCAL MUSIC**

### CURRICULUM REQUIREMENTS

Steady attendance, attention to the lesson, and good effort are necessary for optimal success.

Active participation in the lesson is expected of each pupil.

Performances are required during the 3rd and 4th grades. Appropriate behavior is necessary in order to be a part of these performances and attendance is mandatory for all performances.

### CURRICULUM OBJECTIVES

The major emphasis of the vocal music program in Kindergarten through 4th grades is to develop the potential and foster the desire for students to express themselves creatively in the arts, and to appreciate the aesthetic expression of others. This will be achieved by developing goals in the music reading and music notation. Students will also develop the ability to sing alone and with others using a varied repertoire of music as well as develop the ability to listen, analyze, and describe music.

The student will develop and demonstrate skills at each grade level in these areas:

1. At the Kindergarten level students will be able to listen, analyze, and describe music using activities that include singing, movement and using percussion instruments.
2. At the First Grade level students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater and visual arts.
3. At the Second Grade level students will be able to play the recorder, following music notation and will be able to identify basic rhythms.
4. At the Third and Fourth Grade levels students will develop vocal skills including singing on pitch and in rhythm with appropriate diction, and posture. They will also develop skills that will enable them to sing expressively and respond to cues given by the teacher.
  - A. In Third Grade these skills will be demonstrated at the Arts Festival in which the students will sing a variety of selection from memory.
  - B. In Fourth Grade students will perform in December and in the Arts Festival in which the above skills will be evident.

### **FAMILY LIFE CURRICULUM:**

"Family Life" curriculum has been approved by the Board of Education. If you wish your child to be excused from any portion of this curriculum because of conflict with conscience, or sincerely held moral or religious beliefs, he/she will be excused without loss of credit or lowering of grade. Please notify the teacher in writing. Copies of the "Family Life" curriculum are in each school, the Board of Education Office and

the Health Supervisor's Office at Union High School. If you have any questions or wish to review the curriculum, you may call Washington School or contact the Health Education Director at Union High School (851-6513).

### **EDUCATIONAL GOALS:**

- to foster pride in work and a feeling of self-worth, self-reliance and self-discipline;
- to foster a respect for law and authority;
- to teach reading, writing, speaking, listening, and mathematical skills;
- to foster the development of social skills enabling work and play with other individuals;
- to foster an appreciation and understanding the arts including music, art, literature and other forms of human expression;
- to teach children to practice and understand the ideas of personal and public health safety;
- to foster a concern for the proper use and/or preservation of natural resources;
- to foster the development of basic skills in sports and recreational activities;
- to teach knowledge and understanding of the physical and biological sciences;
- to foster an understanding and appreciation of our historical and cultural heritages;
- to teach knowledge and appreciation of the historical record of human achievements, failures and current societal issues;
- to teach students to be efficient and effective members of an economic society and to develop a set of skills enabling success in any future endeavor;
- to teach competency in all subject areas including the arts, history, philosophy, literature, language and ethics ... with language mastery and higher level thinking skills development as the common thread or link between disciplines;
- to teach students how to think and reason;
- to foster standards to live by and political sensibilities;
- to teach general competence in technology - to use technology to assist instruction;
- to develop higher learning skills through the use and study of philosophy, problem solving, metaphor and expression;
- to prepare students for a happy and productive life, not simply to earn a living;
- to teach students how to learn;
- to nurture students in a safe, clean, interesting, intriguing, stimulating and pleasant environment;
- and to motivate students to want to learn for the rest of their lives.

### **DISMISSAL:**

**Early Dismissal:** If it is necessary for you to pick up your child prior to regular dismissal time, send a note to your child's teacher stating the time and reason for early dismissal (i. e. doctor's appointment, dentist, etc.) Parents are to report to the main office to pick up their child on such occasions.

**Bus Students:** Any time a bus student is not going home on the bus, the parent/guardian must provide the nurse, main office or teacher with written notification. If no written notification is received, the child will be sent home on the bus.

**Regular Dismissal:** The classroom teacher dismisses the children at a

designated exit door or location; ask the teacher if you are not sure. Pre-K and Kindergarten students must be dismissed to a parent/guardian or other authorized adult. Please plan to meet your children at their exit doors. Due to the congestion at dismissal, parents must wait outside for their children.

**EMERGENCY CARDS:**

For your child’s safety, it is critical that the school has up-to-date emergency cards on file. The emergency phone numbers listed must contact authorized adults directly who are available to come to school within minutes should the need arise. Whenever your phone numbers change, at work, at home, or for your back-up numbers, let us know immediately in writing.

**FIRST DAY CONCERNS FOR STUDENTS:**

Feel free to walk your child to the lineup area during the first three days of school. Say a brief “good-bye” and walk away slowly. Any initial anxiety will cease in a few days. You can be sure that your child is in capable and caring professional hands here at school --- rest assured that we are very experienced in dealing with these types of situations and will treat all of our children with kindness and compassion. In extreme cases, escort your child through the front doors and to the school nurse for assistance. In this case, do not use the playground doors...they are for children and staff. Adults entering with children makes it very difficult for us to maintain building security and safety. Your cooperation is critical.

**FIELD TRIPS:**

From time to time, classes have the opportunity to go on educational field trips. At such times, a signed permission slip is required from the parent/guardian. Any money for field trips should be sent in a sealed envelope with the child’s name and room number on it. Chaperone needs will be determined by the classroom teacher and filled by the class captain.

**FORGOTTEN ITEMS:**

All books, lunches, etc., to be given to your child must be delivered directly to the office. Office staff will contact your child’s classroom and arrange for them to receive the items needed. **ADULTS MAY NOT GO TO CLASSROOMS TO DROP THE ITEMS OFF WITHOUT OFFICE PERMISSION.** Also, please do not bring your child back to school after school hours to get books and homework items left in class without the teacher’s permission. Check with your child’s teacher about policies related to this as teaching responsibility to children, particularly as they get older, is an important goal. When forgotten items include coats or similar belongings, you can find custodians on each floor to assist you. Check in with the office first if it is during school hours.

**GENERAL SCHOOL RULES:**

- If an individual, other than a parent or guardian, is to pick up your child after school, it is required that the teacher receive written notification from the parent/guardian.
- Children will walk carefully on staircases, stay to the right and always keep one hand on the railing.
- Talking or running during fire drills is prohibited. Pay careful attention to

instructions.

- Running is not allowed when crossing streets and streets are only crossed at the crosswalks.
- Respect is given to all crossing guards.
- Homework must be completed as assigned.
- Children should never open doors for adults. If a child sees an adult outside by an exit door, they should go immediately and get the assistance of a teacher or other staff member. Parents/Guardians who wish to enter the building must cooperate in this regard and never encourage children to open doors for them.

### REPORT CARDS:

In grades K-4, report cards are distributed in November, February, April and June. See "Grading Policy" for more information.

### GRADING POLICY:

As the children proceed through the grades, different systems are utilized to indicate progress in a variety of subject areas. These areas are described in detail on each report card. The actual marks used on report cards are as follows:

#### Grade

#### Grading Key

Grade K

S = Satisfactory

I = Improving

N = Needs Improvement

X = This concept is not addressed during this marking period

Grade 1

S = Satisfactory

I = Inconsistent

N = Needs Support

X = This concept is not addressed during this marking period

Grade 2

S = Satisfactory

I = Inconsistent

N = Needs Support

X = This concept is not addressed during this marking period

Grade 3

#### Marking Period Grades

4 = Outstanding

Student has shown excellence in applying the skills 90-100% of the time

3 = Above Average

Student has applied the skills 80-89% of the time

2 = Average

Student has applied the skills 70-79% of the time

1 = Below Average

Student has applied the skills 60-69% of the time

U = Unsatisfactory

Student has applied the skills less than 60% of the time

#### Skills Area Grades

□ = Satisfactory

No difficulty with this particular skill

I = Improving

Indicates improvement with the particular skill

N = Needs Improvement

Indicates difficulty with the particular skill

X

This skill/concept is not addressed during this marking period

Speaking & Listening, Handwriting, World Language,  
Work & Study Skills, & Social Skills

*(graded by classroom teacher)*

N = Needs Improvement      I = Improving

□ = Satisfactory

Grade 4

Marking Period Grades

4 = Outstanding	Student has shown excellence in applying the skills 90-100% of the time
3 = Above Average	Student has applied the skills 80-89% of the time
2 = Average	Student has applied the skills 70-79% of the time
1 = Below Average	Student has applied the skills 60-69% of the time
U = Unsatisfactory	Student has applied the skills less than 60% of the time

Skills Area Grades

□ = Satisfactory	No difficulty with this particular skill
I = Improving	Indicates improvement with the particular skill
N = Needs Improvement	Indicates difficulty with the particular skill
X	This skill/concept is not addressed during this marking period

Handwriting, World Language, Work & Study Skills, & Social Skills

*(graded by classroom teacher)*

N = Needs Improvement      I = Improving

□ = Satisfactory

Grade 3 and 4 represent your child's first experiences with number grading on the report card. The elementary school grading experience is designed to prepare students for the rigorous academic road ahead of them while at the same time provide an important positive learning experience within the constraints of a more objective assessment instrument.

**HEALTH AND THE NURSE:**

The health and safety of your child is a concern to us at Washington School. In order to keep all records up to date, we encourage you to inform the nurse of any immunizations or medical information pertinent to your child. Please read the enclosed information regarding procedures for medication given in school. Remember that a child who is not feeling well is at a great disadvantage. In the best interest of everyone's health, please keep your child at home when he or she is not well. If you have any health questions, please feel free to call the nurse ( 851-6466).

### **PROCEDURES REGARDING ADMINISTRATION OF MEDICATION IN SCHOOL:**

The administration of prescribed medication to a student during school hours is permitted only when failure to take such medicine would jeopardize the health of the student, and the student would not be able to attend school if the medicine were not made available during school hours.

- The school does not provide students with aspirin or any other medication.
- All medication must be brought in by the parent/guardian or parent designee.
- The parent/guardian must provide a written request for the administration of the prescribed medication in school. A **Medication Authorization Form** can be obtained from the school nurse.
- Non-prescription medication: Written orders are to be provided to the school by the private physician, detailing the name of the student, name of the drug, dosage, and time of administration. All non-prescription medication must be brought to school in the original container. It is recommended that medications be given between 11:30 AM and 12:30 PM, in order to maintain the continuity of the student's learning process.
- Prescription medication: Must be brought to school in the original container with a CURRENT DATE, appropriately labeled by the pharmacy or physician indicating the student's name, name of medication, dosage, time of administration and attending physician's name. (Signed Medication Authorization Form) It is recommended that medications be given between 11:30 AM and 12:30 PM, in order to maintain continuity of the student's learning process.
- The school will provide safe storage of the medication.
- The records or documentation process is required to be maintained by the certified school nurse.
- The certified school nurse or parent/guardian is the only one permitted to administer medication in the school or on school trips.

**CONSIDERATION FOR FIELD TRIPS:** Children who require daily medication may need special consideration when planning school trips. The following is a list of appropriate options. Of course, each of these would require approval of the child's parent/guardian and physician. They include:

- Altering the scheduled hours of administering the medication so the child is getting the first dose at school (about 9:00 AM) and the second dose after the class returns (usually about 2:00 PM).
- Assigning a certified school nurse to accompany the student.
- Withholding medication during the course of that particular activity, and giving it when the student returns to school.
- Requesting that a parent/guardian of the affected child accompany the group to administer the medication to the child.
- If none of the above options are possible, it may not be feasible for the child to participate.

### **HOMEWORK AND STUDY GUIDELINES:**

Homework serves an important purpose in your child's school life. It is a means of reviewing and reinforcing the lessons taught in school and is a critical element of instruction. Homework is also a way to help your child to develop work and study habits that will assist throughout the critical years spent in school. You can help your child develop some routines that are of assistance in not only successfully completing homework assignments, but doing well in school. The following suggestions are offered for this purpose:

- Monitor eating habits in order to ensure that nutritious meals and snacks are eaten, both at home and in school.
- Ensure that the child receives sufficient sleep 7 days per week.
- Join the local library and take out books with cassette tapes to reinforce listening skills and oral comprehension.
- Arrange for your children to watch Educational Television programming.
- Sometimes it is helpful to arrange for an older student to assist as a tutor. This older student can assist with math, reading, writing and spelling.
- On a regular and consistent basis, read to your children and ask them questions regarding the story; this assists in developing oral comprehension. Request appropriate reading books. You can find Easy Reader books (for lower grades) at a local libraries and book stores.
- Provide a composition book and encourage your child to write simple sentences in a diary format. A sentence should be written daily.
- Play games that reinforce learning concepts such as Scrabble for Juniors, S'Math, Bingo, etc.
- Ask your children if they have homework each day. Be aware that homework is generally assigned every day except Friday or the day before a holiday. By asking your child about homework, you are helping him/her to remember that there is an assignment to be completed. For grades 1-4, encourage your child to use a homework pad. This encourages good habits and provides you with a written record to check daily.
- Show a keen interest in your children's homework. Ask them to show the homework to you and to explain what the work completed was about. Sharing children's work with them reinforces the importance of homework and helps children understand that you are interested in their progress. Looking at your children's homework also keeps you informed about their progress and the way they are able to complete the work assigned.
- Remember that homework is your child's work - not yours. You should not do the work for the child; rather, you should be concerned with whether or not your child did the work. If your child has trouble with a homework assignment and cannot complete it, write a note telling the teacher about the problem. It is the teacher's responsibility to make the homework assignment clearly understood by each student.
- Help your child set a regular homework time each day and remain with that commitment. Free your child of other responsibilities at that time.
- Provide your child with a quiet place to work and study where he/she is not disturbed by younger children or pets.
- The following guidelines are used by our teachers in determining the minimum length of nightly homework assignments:  
Grade K - 5 minutes    Grade 1 - 10 minutes    Grade 2 - 20 minutes  
Grade 3 - 30 minutes    Grade 4 - 40 minutes
- Be sure to monitor your child's homework assignments for all learning areas including Math, Language Arts, Science, Social Studies, Speech, Music, and any other your child is involved in.

#### **HOMEWORK WHEN ABSENT:**

When you call in your child's absence, you may request homework for your child. The homework will be ready in the office by 3:00 p.m. for you to pick up, or you may request to have it brought home by your child's friend. Adults are not permitted to go to the classroom to pick up homework materials or books.

**INCLEMENT WEATHER PROCEDURES:**

From time to time, we are confronted with the problem of inclement weather such as extreme cold, rain, snow and ice. This situation impacts students arriving and departing from school. The following procedures will help make arrival and departure both safe and orderly. At the principal's discretion, the building is open to the children due to inclement weather in the morning.

**• DROP OFF**

On bad weather days ( Pineapple Flag days), children may be dropped off in the designated area anytime AFTER 8:30 for 3rd and 4th grade students; and AFTER 8:45 for Pre-K through 2nd grade. The auditorium back doors are opened at 8:30 on bad weather days. Please say your goodbyes to your children and kiss them before you reach the drop-off zone.

We have designated an area on Whitewood Road as the official drop-off zone. This is the area between the two entry doors which has a sidewalk to the curb area. You *must not* drop off your children before you reach this point because this slippery, grassy area often has dog droppings and is muddy. Please do not let your children out of your car until you reach the drop-off zone.

**• WHERE YOUR CHILDREN GO**

Upon entering the School, pre-K, Kindergarten, First and Second grade children are directed to assigned areas in the auditorium where they remain with their classes until directed to proceed to their classrooms. Third and Fourth grade students are directed to the cafeteria, until their teachers direct them to go to their classroom.

It is imperative that you drive with the safety of *all children* in mind as you approach the drop-off zone. Give yourself extra time on bad weather days, and as you get in line, *do not let your children off before you get to the designated drop-off zone*. Do not zoom ahead of the other cars to leave off your children, as this only makes a very busy situation even more hazardous. We insist that you NOT park on the other side of Whitewood Road and attempt to cross your children - traffic moves very fast in this area. PLEASE: NO K TURNS!!!

**SCHOOL CLOSING:**

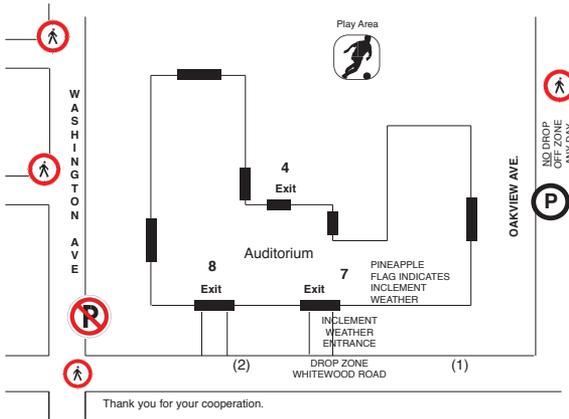
School is cancelled due to emergency conditions:

1. A phone call will be made to your home by our class captains.
2. Tune your cable television to our local district Channel 34 for updates.

***YOUR CHILDREN ARE SUPERVISED AT ALL TIMES.***

• **AFTERNOON PICKUP GUIDE**

- Meet children at regular dismissal locations on bad weather days.
- Observe all traffic/parking signs.
- Do not enter teacher’s parking area.
- Observe all traffic regulations.
- Please drive with care in slippery weather.



**INSURANCE:**

An optional insurance plan is available to all students. Information regarding this excellent program is distributed early in the school year. Please return the envelope whether or not your child participates.

**INTERNET USE POLICY:**

Purpose: The Internet is an electronic communications network that provides vast, diverse and unique resources. As a learning resource, the Internet is similar to books, magazines, videos, CD-ROMs, and other informational sources. In the Township of Union Public Schools, the Internet will be used to educate and inform.

Use: Union students and staff will use the Internet to participate in distance learning activities to include, but not limited to: consulting with experts, communicating with other students and professionals, and locating material to meet their educational needs. Just as the purpose, availability, and use of media materials does not indicate endorsement of their contents by school officials, neither does making electronic information available to schools imply endorsement of that content.

In order to ensure Internet access is used only for appropriate purposes through Board of Education sponsored access lines, all staff and students are required to sign Use Agreements.

While the Internet can be a useful learning tool, the parents, students, and staff signing the permission form must understand that certain undesirable information may become available that may be considered inappropriate and/or offensive. District staff will attempt to monitor these activities, but they cannot guarantee that there will

be no contact with undesirable, offensive, or unwanted information. For the student, parental counseling is extremely important. For the staff, prudent judgement is the norm. **The use of Internet is a privilege, not a right. Inappropriate use will result in cancellation of privileges.**

PENALTIES

Any user violating these provisions, applicable state and federal laws or posted classroom and district rules, is subject to loss of network privileges, and any other district disciplinary options, including criminal prosecution where appropriate. **The district will not be responsible for content accuracy or quality of information obtained through any Internet connection.**

**LUNCH:**

Children have the option of bringing lunch to school or purchasing it in the school cafeteria. Students may purchase lunch on a daily or weekly basis. Applications for free/reduced lunch will be distributed to students on the first day of school. Students in grades K-4 have a 40 minute lunch period that includes recess time on the playground. On rainy days, the students will view films in the school auditorium. It is suggested that you send lunch money in a sealed envelope with your child’s name on it. Please do not send more money than your child needs. In emergencies, we will lend children money for lunch. Prompt repayment is required and allows us to continue to loan lunch money; and you will receive written notification. Return payments in a sealed envelope with your child’s name to the main office only. Write “LUNCH MONEY” on the envelope.

**THE LIBRARY/MEDIA CENTER**

HOURS OF THE CENTER:

8:45 A.M. - 3:15 P.M.

USE OF THE CENTER:

Students are admitted to the center before school with a pass. At all times, students must have a pass from their teacher in order to use the center.

**BORROWING MATERIALS**

- Grade K: One book
- Grade 1: One book or one magazine
- Grade 2: Two books or one book and one magazine
- Grade 3: Two books or one book and one magazine
- Grade 4: Three books or two books and one magazine

LIBRARY MATERIAL DUE DATES ARE DETERMINED BY TEACHER REQUEST

**PRE-K STUDENTS --- ENTRY INTO BUILDING:**

- During normal weather conditions (non-inclement), the teacher and/or assistants will accept your children at 9:05 a.m. On inclement weather days please follow the directions on page 27. Teachers and/or assistants will accept your children between 8:45 and 9:05 a.m. at exit 8.
- Only Grade Pre-K children may use Exit 8 --- Adults are not allowed to enter. If your child is late, please take him/her to the main office via the front door on Washington Ave. for a late pass.
- If you have other children in grades K through 4, please see INCLEMENT WEATHER PROCEDURES described in a preceding section.
- Entry to the school through the doors by the dumpster is not permitted. All adults use the main doors on Washington Ave. Check into the office when you arrive.

**PHYSICAL EDUCATION: (A MESSAGE FROM THE HEALTH AND P.E. DEPARTMENT)**

*ATTIRE:* Students are requested to wear comfortable clothes that are appropriate for the activities planned for Physical Education. Girls may not wear a skirt or dress. Instead they may wear shorts, pants or sweat pants. Athletic type footwear (sneakers) with a flat sole (no cleat or waffle-type soles) are to be worn for safety reasons. Sneakers must have shoe laces or Velcro. Slip on sneakers are not to be worn for safety reasons, also. No shoes of any kind are to be worn for Physical Education.

- The children do not change their clothing for Physical Education. Please have them dress appropriately in the morning on a Physical Education day.

*JEWELRY:* The wearing of jewelry is a safety hazard in the Physical Education class. All Jewelry (i.e. , rings, bracelets, watches, necklaces, chains, and earrings-any type of earring that hangs below the ear lobe may not be worn) must be taken off before entering the gym. The students are responsible for their own jewelry if they wear it to school. The jewelry may not be given to the instructor to hold onto. The safest place for the students' jewelry on a Physical Education day is at HOME.

*MEDICALLY EXCUSED:* Any student that is excused from Physical Education classes due to illness or injury must have a note written by their parent or guardian explaining the reason for excuse and date of excuse along with the parent's signature. The note must be given to the Physical Education Instructor. If the excuse is for more than 2 days, then a doctor's note is required.

**PLAYGROUND RULES & GUIDELINES:**

The playground is a large area that requires careful management. Please read the following carefully.

- Adults must not enter playground at lunch, please report to the main office.
- A.M. - Adults back by grass or trees only.
- Please observe playground arrival times: 8:30 for grades 3-4, 8:45 for grades K-2. These times are purposely staggered to reduce street traffic and the amount of children on the playground at any one time.
- The a.m. playground is not designed for aggressive play time activities. Please remind your child not to run or play ball in the a.m. — better they are fresh, unbruised, and well-rested when beginning their studies each day.
- Once on the playground a child **must not** be removed. Teachers and staff do not know all 1000+ parents by sight and cannot allow adults to take children off the playground. If you need your child after she or he is on the playground, go to the

office through the front door, and we will have your child brought to you there.

- Upon arrival in the morning, children are to leave their backpacks by their playground line numbers.
- No ball playing of any kind is allowed in the morning or after school until 3:30 p.m.
- No bicycle is to be ridden on the school grounds during the school hours - 8:00 a.m. to 3:30 p.m.
- No tag, football, or similar games allowed. Play games with no pushing and shoving.
- No knives, fireworks, pagers, smoke bombs, or dangerous items are allowed on school property.
- All medication must be sent to the nurse's office immediately. Children are to go directly to the nurse's office with medication, NOT to the playground.
- No baseball bats, Skip-its, Frisbees, softballs, hardballs, footballs, whiffle balls or superballs on playground at any time."Nerf" type balls are acceptable. Jump ropes are only for jumping, not swinging around or tug-of-war.
- Children may bring balls to school for use on the playground during lunch recess. **BALLS SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME.** Balls must fit safety standards. Students should carry balls in their back packs or in a bag; balls should not be played with while walking to school — this presents a serious safety concern should a ball bounce into or toward the street. If you have any questions regarding acceptable game balls, contact the physical education teacher. *No ball playing before school on the playground.*
- Adults are not permitted to enter the building through the playground doors. For security purposes, enter the school through the front door and go directly to the main office.
- Students line up quietly and immediately when the bell rings-WALK to your line up.
- No student may enter the building without permission from a teacher on duty.
- Children in grades 3 and 4 cannot enter the playground until 8:30 a.m.
- Children in grades K, 1, and 2 cannot enter the playground until 8:45 a.m.
- Students must leave the school grounds at dismissal. Go directly home. Do not go to stores or to another child's home without your parent's permission.
- Students will wait on the playground inside and near the fence for parents to arrive.
- Bicycles, pets and ball playing are not permitted on playground at dismissal time.
- For safety's sake, parents are asked not to park by school bus areas. Please drive very slowly by the school, stay out of no-parking zones in the street and do not allow your child to cross the streets outside of the crosswalks.

## **INTERVENTION AND REFERRAL SERVICE**

This committee is comprised of representatives of the administration and professional staff. It serves to discuss strategies and design programs to assist children who exhibit difficulties in behavioral and academic areas. Students are referred to this committee by the classroom teacher. This committee precedes any other students special needs committee.

## 504

Section 504 is a broad civil rights law protecting the rights of individuals in programs and activities that receive federal funding from the U.S. Department of Education. The law protects all school-age children who qualify as “handicapped” according to the definitions described below. Section 504 of the Rehabilitation Act of 1973 states: “No otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, as defined in section 706(8) of this title, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service” (Sec. 794).

The Township of Union Public School district does not discriminate in admission or access to, treatment or employment in its programs and activities in accordance with Section 504 of the Rehabilitation Act of 1973 and ADA.

Questions regarding Section 504 should be directed to Greg Tatum, Assistant Superintendent of Schools, and to the Section 504 designee in each of the district’s schools.

### **SUPPORTIVE INSTRUCTIONAL SERVICES:**

A.A.P. (Academic Achievement Program), Speech, E.S.L. (English As a Second Language), G & T (Gifted & Talented), and special educational programs and services are available for those students who meet the established eligibility criteria.

### **PARENT/TEACHER CONFERENCES:**

All teachers are required to hold at least one conference during the course of the school year with the parent/guardian of each pupil. Parents may request additional conferences with their teachers as needed. Open communications are encouraged. It is always the best policy to contact your child’s teacher immediately when you have concerns; you will find the teachers helpful, encouraging and able to provide you with the information you need.

Teachers have very demanding schedules and strive to give all their students 100% of their attention. The best way to contact them is to leave a phone message in the main office, e-mail or send a note in with your child. They will call you back and you can then discuss your concerns or set up an appointment if you wish to meet in person. Many times, two-way written communication works extremely well. We cannot permit adults to walk into the school and go to classrooms without an appointment — this is particularly difficult in the morning when children are arriving and preparing for class or at 3 p.m. when children are preparing for dismissal. Such impromptu visits can distract teachers from their important responsibilities and interrupts the educational process which relies on one of our society’s most limited and precious commodities, time.

**RECESS MILK & SNACK TIME:** Pre-K-3

Recess milk may be purchased on a 20 day cycle. Whole, 2%, low-fat and skim are available. Notices of periodic collections for milk will be sent home regularly. Students in lower grades participate in a daily snack activity and nutritious snacks are strongly encouraged. Wise choices include foods such as vegetables, fruits, cheeses, crackers, etc.

**BEFORE & AFTER SCHOOL CARE:**

For a fee, the Five Points Branch Y.M.C.A. offers a morning and after care program. Information regarding this program can be obtained by calling 908-688-9622. Note that children must be picked up daily at 3:05 p.m. sharp. In addition, emergency cards must have up-to-date phone numbers that connect directly to adults who are available to come to school within minutes should it become necessary.

**TESTING:**

Several standardized tests are used for assessment in the elementary school including the State (NJASK) New Jersey Assessment of Skills and Knowledge test for grades 3 and 4 (spring), the NJ PASS test for grades 1 and 2, the California Abilities test (IQ) for second graders (winter) and a district created achievement test for kindergarten students. All tests are administered in the school. Grades 1-4 are sent out for professional scoring. Kindergarten tests are scored in house. Parents will receive a report for each test except IQ.

**LUNCH SCHEDULE**

<b>Grade 3</b>	<b>11:20 - 12:00</b>
<b>Grade 4</b>	<b>11:40 - 12:20</b>
<b>Grade K</b>	<b>12:00 - 12:40</b>
<b>Grade 1</b>	<b>12:25 - 1:05</b>
<b>Grade 2</b>	<b>12:45 - 1:25</b>

**VALUABLES AT SCHOOL:**

Students should not bring jewelry, radios, walkmans, cameras, live animals or similar delicate or expensive materials to school without permission from the principal. Keep in mind that the school has no provision for replacing lost or broken items. Some classrooms have access to hall lockers to store coats and lunches. Money and other valuables are NEVER left in lockers, locked or not. Never give a child more money than needed and put money in sealed envelopes with names clearly marked. **With an indelible marker or pen, always mark all coats, gloves, backpacks, lunch boxes, hats, etc., with your child's name.** Our lost and found box is always full of unmarked clothing and belongings!

Children's eyeglasses are very expensive. We recommend that you select eyeglasses with great care and in consideration of the treatment children typically give them. Scratch resistant lenses, flexible frames, and high quality cases are strongly recommended. Discuss this important issue with your eye doctor when selecting.

**VISITORS & BUILDING SECURITY:**

Parents/guardians are welcome at Washington but to ensure the children's safety, building security, and uninterrupted instruction, certain rules must be followed.

- When you arrive, enter through the main door on Washington Avenue, then report directly to the main office.
- All visitors, including parents and other adults, must stop in the office first in order to sign the visitor form, communicate your reason for the visit, and obtain a visitor pass. The secretarial staff will call the person you wish to see and confirm your visit.
- All informal/formal discussions or conferences should be planned with the teacher in advance so as not to conflict with or distract staff from other teacher duties, student supervision or instructional activities.
- Office staff will advise the Principal or school nurse of any emergency situation requiring the need for a nonscheduled appointment with any staff member.
- Please sign-out at the end of your visit and return the pass to the office.

Please Note: Signing in and/or obtaining a pass does not allow for visits to any part of the building; please limit your visit to the prearranged appointment. Your cooperation in this regard is very much appreciated and helps us provide maximum uninterrupted instruction and security for the children.

**VOLUNTEER SERVICES AND RELATED PTA ACTIVITIES:**

Volunteer services are greatly appreciated and of great assistance. These activities are coordinated through our P.T.A. (Parent Teacher Association). These services work in conjunction with the smooth functioning of our school and enhance the overall instructional program. Feel free to contact our P.T.A regarding these important activities.

**WE URGE EVERY FAMILY TO JOIN THE WASHINGTON SCHOOL P.T.A.**

**UNION TOWNSHIP PUBLIC SCHOOLS PHONE DIRECTORY:**

*Washington School*

Mark C. Hoyt, Principal	851-6460
Virginia Chi, School Nurse	851-6466
Mary Dinardo, Secretary	851-6460
Laura Finnerty, Secretary	851-6461
Cafeteria	851-6462
Library/Media Center	851-6463
Child Study Team	851-6464
Fax	810-1012

*District Administration*

Union Board of Education Main Number	851-6400
Dr. Patrick Martin, Superintendent	851-6420
Greg Tatum, Assistant Superintendent	

Board Secretary and Attorney	851-6411
Business Administrator	851-6406
Director of Transportation	851-6447
Director of Maintenance and Operations	851-6427
Director of ARA and Cafeteria Services	851-6429
Residency	851-6403

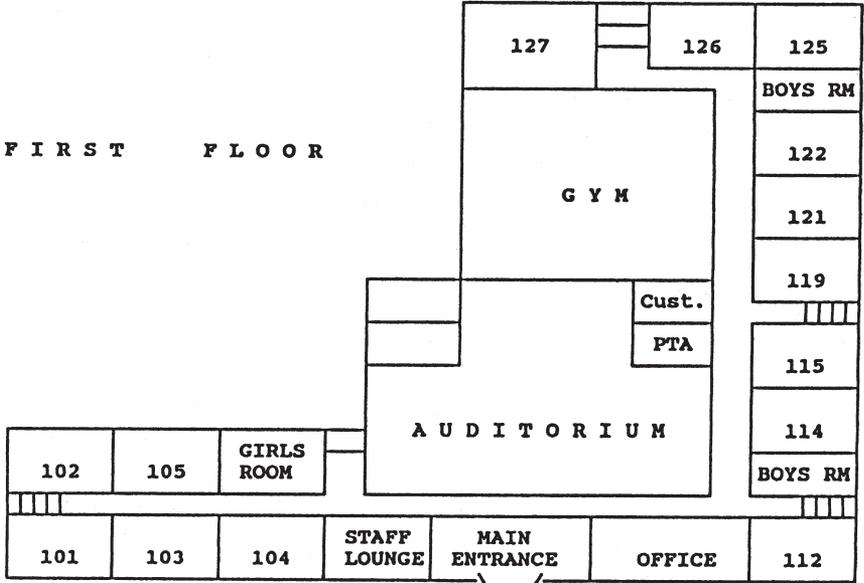
*District Subject Areas*

Director of Curriculum	851-6522
Social Studies	851-6557
Science	851-6556
Business Education	851-6554
Math	851-6559
Foreign Language, ESL	851-6553
Music Education	851-6476
Art Education	851-6481
Physical Education	851-6514
Director of Special Services	851-6484
(HS, C5) Substance Awareness Coord./ Student Assistance Counselor	851-6883
Health	851-6508
Gifted & Talented/Elem. Computers	851-6554
AAP (Academic Achievement Program)	851-6456
Language Arts/Libraries	851-6558
Vocational Education	851-6535
Pre-K	851-4417

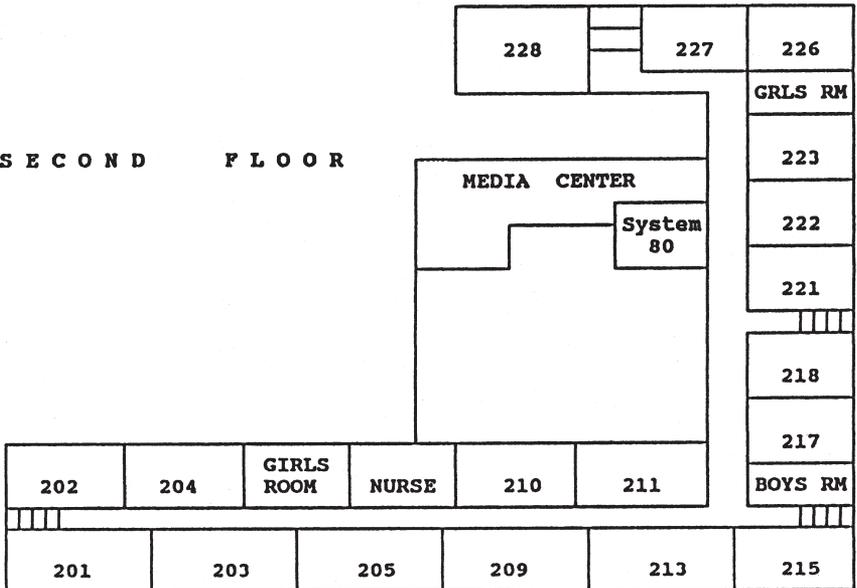
# WASHINGTON ELEMENTARY SCHOOL

## FLOOR PLAN

### FIRST FLOOR



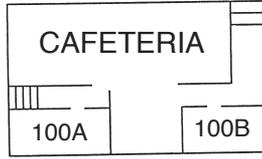
### SECOND FLOOR



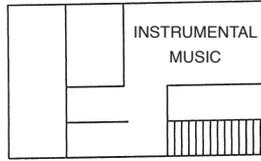
# WASHINGTON ELEMENTARY SCHOOL

## FLOOR PLAN

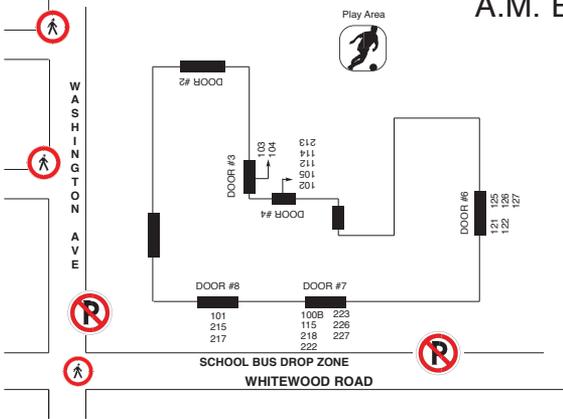
LOWER LEVEL



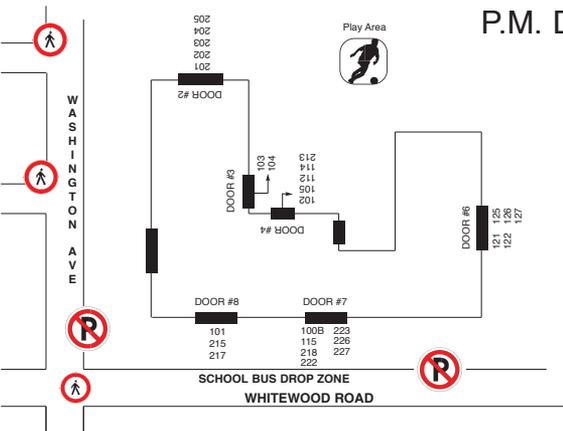
BASEMENT



A.M. Entry



P.M. Dismissal



## **Dress Code** (Students)

Everyone connected with the school should help to create and maintain the best possible atmosphere for learning. Good taste in the choice of clothing contributes to this atmosphere. Therefore, every pupil should select clothing that is in good taste and appropriate for school.

Appropriate attire is as follows:

1. All shoes must have backs or heel straps. No platform shoes or flip flops.
2. All shoes must be tied at all times.
3. Any type of headgear may not be worn in the building.
4. Shirts:
  - A. No tank tops or T-shirts with open sides.
  - B. No muscle shirts or net shirts may be worn without another shirt under it.
  - C. Shirts with inappropriate and/or indecent expressions, pictures, and slogans are unacceptable.
  - D. All shirts and blouses must be long enough to be tucked in.
5. No coats or down vests are to be worn during school unless permission is granted by the administration due to an emergency situation in the building.
6. Shorts and skirts must be decent in length.
7. Students' pants must not fit skintight.
8. If biker pants, aerobic pants, etc. are worn, then shirts worn with these pants must be fingertip lengths.
9. Pants will not be worn below the waist.
10. Sunglasses must not be worn in school.
11. No backpacks/purses are to be worn in class.

**TOWNSHIP OF UNION SCHOOL DISTRICT  
SCHOOL CALENDAR  
2011-2012**

Sept. 1, 2011	Townwide Staff Meeting
Sept. 6, 2011	Staff Development Workshop
Sept. 7, 2011	First Day of School
Sept. 29, 2011	Closed – Rosh Hashanah
October 10, 2011	Closed – Columbus Day
Nov. 8, 2011	Closed - Election Day Staff Development Workshop
Nov. 10, 11, 2011	Closed – NJEA Convention
Nov. 23, 2011	Half Day Thanksgiving Recess
Nov. 24, 25, 2011	Closed - Thanksgiving
Dec. 26-30, 2011	Closed – Holiday Recess
Jan. 2, 2012	Closed – New Year’s Observance
Jan. 3, 2012	School Reopens
Jan. 16, 2012	Closed – Martin Luther King’s Birthday
Feb. 17, 2012	Closed – President’s Weekend Staff Development Workshop
Feb. 20, 21, 2012	Closed – President’s Weekend
March	No Closed Days
April 6, 2012	Closed – Good Friday
April 16-20, 2012	Closed – Spring Recess
April 23, 2012	School Reopens
May 25, 2012	Half Day Memorial Day Weekend
May 28, 2012	Closed – Memorial Day
June 21, 2012	Last Day of School – Graduation

**\*183 Days**

**\*NOTE:** 183 School Days incorporates 3 days into the calendar for anticipated school closings due to inclement weather. If more days are needed in excess of the 3 days built into the calendar, the days will be made up by the following emergency closing schedule:

<b>Closed</b>	<b>Make Up</b>	<b>Closed</b>	<b>Make Up</b>
4 <sup>th</sup>	April 16	6 <sup>th</sup>	April 18
5 <sup>th</sup>	April 17	7 <sup>th</sup>	April 19

In the event the 3 snow days are not utilized the days will be subtracted from the school year by extending the Memorial Weekend as follows:

1 <sup>st</sup> Remaining Day	School Closed – Friday, May 25
2 <sup>nd</sup> Remaining Day	School Closed – Tuesday, May 29
3 <sup>rd</sup> Remaining Day	School Closed – Wednesday, May 30

5512.01 HARASSMENT, INTIMIDATION, AND BULLYING (M)

Table of Contents

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C.	Pupil Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Off School Grounds
F.	Harassment, Intimidation, and Bullying Reporting Procedure

A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

"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, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. 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. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
4. 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/her person or damage to his/her property; or

5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. 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.

### C. Pupil Expectations

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Pupil Conduct.

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members.

Pupils are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Pupil Conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

The Board expects that pupils will act in accordance with the pupil behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);

2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Pupil rights; and
4. Sanctions and due process for violations of the Code of Pupil Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, pupils, instructional staff, pupil support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to pupils and their parents or guardians the rules of the district regarding pupil conduct. Provisions shall be made for informing parents or guardians whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to pupils who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

#### Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

#### Factors for Determining Remedial Measures

##### Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance; and
11. Relationship to pupils and the school district.

##### Environmental

1. School culture;
2. School climate;

3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

#### Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

#### Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;

3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

Examples of Remedial Measures – Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;

20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and
26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

The district will also impose appropriate consequences and remedial actions to a person who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

#### E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior 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/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior 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.

#### F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Pupils, parents, and visitors are encouraged to report alleged violations of this Policy 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.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.