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Livingston Elementary School
Parent Handbook
2017-2018



Livingston Elementary School
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Livingston Elementary School
960 Midland Boulevard
Union, New Jersey 07083

Benjamin Kloc
Principal

September 2017

Dear Parents and Guardians,

The faculty, support staff and I extend a warm welcome to you and your child as we begin the new school year at Livingston School. As principal, I will do my best to ensure that your child is provided with a safe and supportive learning environment, as well as a quality educational program.

Livingston School has historically enjoyed a proud tradition of academic excellence. We have an experienced instructional staff and an array of specialized programs that are designed to meet the diverse needs of our students. However, in order to ensure that students get the most out of their school experience, the development of a strong partnership between the home and school is essential. With this in mind, the teachers and I pledge to keep the lines of communication open through personal contacts, telephone conversations, newsletters, a monthly calendar of events, progress reports, report cards, as well as various informational notices. We ask that you assist us by closely monitoring your child's homework on a daily basis, taking time to talk to your child about his/her school day, maintaining ongoing communication with your child's classroom teacher, and reinforcing the development of good study habits within the home. Joining and becoming active in our school's PTA is also highly recommended.

This handbook is intended to provide you with information about our school's philosophy, goals, curriculum, expected rules of conduct, and general procedures. It also contains some important district-wide policies that have been developed by the Union Township Board of Education. Please review this handbook carefully and maintain it for future reference. It may clarify any questions that you or your child may have during the course of the year.

If you have any questions or concerns regarding your child, I suggest you contact your child's teacher(s) as soon as possible. Feel free to contact me if you have any questions, suggestions and/or concerns regarding any aspect of our school program. I look forward to meeting you and your child.

Best wishes for a great school year.

Sincerely,

Benjamin Kloc

Benjamin Kloc
Principal

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LIVINGSTON SCHOOL TIME SCHEDULE

Pre-K (A.M. Session)	9:00 – 11:30
Pre-K (P.M. Session)	12:30 – 3:00
Grades K, 1 and 2	9:00 – 3:00
Grades 3 and 4	8:45 – 3:05

LUNCH SCHEDULE

Grade 4	11:15 – 11:55
Grade 3	11:40– 12:20
Grade 2	12:05 – 12:45
Grade 1	12:30 – 1:10
Grade K	12:55 – 1:35

LIVINGSTON SCHOOL MISSION STATEMENT

The Mission of Livingston School is to provide a safe, well organized, child-centered environment which enables each student to reach his/her fullest potential. The foundation of our efforts is a belief that all children can learn and that the partnership between parents and teachers is essential in helping each student to achieve in school and become a life-long learner.

CURRICULUM

- The Livingston School curriculum is aligned with the new Common Core Curriculum Standards.
- Grade level skill proficiencies in the areas of language arts literacy and math have been established for students in grades PreK-4. They are located on pages 21-31.
- 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, writing, other communication skills, mathematics, science, social studies, health/physical education, library science, and cultural literacy.
- Instruction and activities will be planned to:
 - a) encourage students to become self-directed and self-motivated learners
 - b) develop coping skills, and the ability to adapt to change
 - c) cultivate critical thinking and problem solving skills, and
 - d) promote creativity and positive risk-taking.
- Participation in a variety of learning experiences and enrichment activities will be encouraged
- Technology will be incorporated as an instructional tool and subject for study.
- Current health, physical education and safety issues will be addressed throughout the year.

ENVIRONMENT

- A nurturing environment will be provided which allows children to grow and develop self-confidence.
- Livingston School will provide a safe, clean, and structurally sound environment which is conducive to the learning process.
- Individual dignity and a sense of self-worth will be fostered in students and staff.
- The students will understand and appreciate social and cultural diversity.
- Community resources will be identified, developed and utilized.
- By modeling the values of good citizenship, the students will develop pride in our country, community, and school.
- Above all, we will strive to maintain an environment which encourages, recognizes, and rewards academic progress and achievement at all levels.

Livingston Elementary School Staff

<u>Grade</u>	<u>Teacher</u>	<u>Assistant/Instr. Aide/Resource</u>	
Pre-K	Ms. Janowski	Mrs. Cornacchia	105
Kindergarten	Mrs. Hrdina-Brown	Mrs. Micoelli	117
	Mrs. Hutter	Mrs. Rogers	112
	Ms. Santos	Mrs. DiGangi	102
	Ms. Valia	Mrs. Guarino	103
Grade 1	Mrs. Caverly		210
	Ms. Santos		205
	Mrs. Iovine		107
	Mrs. Markel		201
Grade 2	Mrs. DeBaere		214
	Mrs. Doyle		203
	Mrs. Genova		116
	Mrs. Licks		211
Grade 3	Mrs. Conneely		101
	Mrs. Denner		208
	Ms. Kitzman		212
	Mrs. Nichols		114
Grade 4	Mrs. Moore		204
	Mrs. LaRue		202
	Mrs. Mikros		113
	Ms. Sibilis		215

Special Area Staff

Mrs. Corigliano - AAP	Mr. Miller-Physical Education
Mrs. Cefolo-AAP	Mr. Shaw-Physical Education
Mrs. Drivas- AAP	Mrs. Lupo-Secretary
Mrs. Sickles-Art	Mrs. Cannon -Art
Mrs. Conforti-Secretary	Mrs. Celitti-Media Clerk
Mr. Seyffart-Computers	Mrs. Braxton-Wilson-Librarian
Mr. Edward Nelson-ESL	Ms. Shanley- Speech
Mrs. Nardo- Nurse	Mr. Yoselevich-Instr. Music
Mrs. Lau -Vocal Music	Mrs. Luna -Spanish
Mr. Hernandez-Head Custodian	Mrs. D'Agostino- Resource
Mrs. Scharago-Resource	
Ms. Bullock- Resource	

STUDENT BEHAVIOR

Appropriate student behavior is necessary to ensure that the physical and mental health, safety and welfare of students are protected and an orderly environment conducive to learning is maintained. With this in mind, students will be expected to conduct themselves in an appropriate manner with respect to their developmental level of maturity.

Parents/guardians are expected to guide and direct their children toward standards of good conduct in the total school environment and cooperate with the school officials in preventative and corrective 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 who demonstrate by their conduct, in school, that they require such intervention.

ASSERTIVE DISCIPLINE PLAN

In order to provide your child and his/her classmates the educational climate they deserve, a school wide Discipline Plan is in place at Livingston School. Each teacher will establish and review the classroom rules of behavior with the students on the first day of school and it will be reviewed during the year as needed.

DISTRICT-WIDE RULES OF BEHAVIOR

The following behaviors are strictly prohibited and will result in disciplinary action:

- Fighting, profanity, abusive language, obscene gestures, disruptions and/or misconduct in class and any insubordinate act directed towards an employee of the Board of Education.
- Any action that endangers or threatens to endanger the health, safety and/or welfare of others. Such behaviors may result in notifying the local police department.
- Vandalizing, destroying, damaging or defacing personal or school-owned property.
- Behaviors that are disruptive to the normal school routine, which does not conform to the school's established regulations, will not be permitted.
- Tape recorders, radios, camcorders, and live animals are not permitted in the building without the principal's approval.

Weapons of any kind are not permitted in any Union Township school building. Any student in possession of such an item will be reported to the local police department and will be subject to disciplinary action. Please note that toys that resemble weapons are also strictly forbidden. This includes pen knives, water pistols, and the like are prohibited.

METHODS OF BEHAVIOR MODIFICATIONS

Where appropriate, principals, teachers, the 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 listed in Section 1.

- Individual assertive discipline rules – class
- Student conference
- Deprivation of privileges
- Detention
- Parent conference
- Referral to Counselor
- Suspension
- Suspension with referral to superintendent
- Other appropriate corrective actions deemed necessary in accordance with the law and due process.

GENERAL SCHOOL RULES

- Students are expected to show respect toward others at all times.
- Bullying, teasing or intimidation of any kind will not be tolerated. Violators will be subject to a disciplinary response.
- Running is not permitted in any part of the school except during supervised physical education or playground activities.
- Bathrooms are to be used and maintained appropriately. Used paper towels are to be discarded in the proper receptacles.
- Loud talking or noise making that is disruptive to the good order of the school or classroom is not permitted.
- Students present in the building, outside of school hours, are subject to the same conduct requirements that are in effect during the regular school day.
- Talking or running during a fire drill or other emergency drill is prohibited. It is particularly important for students to be quiet, listen to and follow the directions of their teacher during these types of activities.
- Any child who has to leave school prior to the regular dismissal time must be picked up from the office and signed out by his/her parent/guardian. No student is allowed to leave the building during school hours without permission from the office.
- Inappropriate or disrespectful language, gestures, or behavior in school or on the playground will not be tolerated and will be subject to disciplinary action.
- Students are to obey the directions of the crossing guards, bus aides, and all Board of Education employees.
- Students should never open an exterior door for adults. If a child sees an adult outside by an exit door, he/she should immediately notify a teacher or other staff member.
- Electronic or computer games, toys of any sort, laser lights, and cell phones are not to be brought to school. If a parent allows a child to have a cell phone, it must be kept in the student's book bag and kept in the "off" position until the end of the school day. If a student's phone rings during class, it will be confiscated and the child's parent/guardian will be required to come to school to claim it.
- For security purposes, all visitors to our school must use the main entrance door when visiting our school and report directly to the main office. Parents are not allowed to go to their child's classroom without receiving permission from the main office.

CELLULAR PHONES

During school hours, students' cell phones are to be turned off and kept in their book bag/backpack. Any student who is found using a cell phone during the course of the day will be subject to disciplinary action. This is in accordance with the Township of Union Board of Education.

ARRIVAL TIMES: Grades 3 & 4 – 8:30 AM Grades K, 1 & 2 - 8:45 AM

Students are to report directly to their designated line-up area upon arrival in the morning. Room numbers will be used to indicate line-up areas on the playground. Any child not in the classroom by the late bell will be considered tardy. **The late bell for grades 3-4 is 8:50 AM. The late bell for grades K, 1 & 2 is 9:05 AM**

- Please do not allow your child to arrive before the times indicated above. There are no staff members on duty to supervise the students before 8:30 AM and the school is unable to guarantee their safety.
- Children must be supervised by an adult until the time they are permitted to enter the school yard or auditorium (on inclement weather days).
- Tardiness- **Students who arrive to school late must be signed-in by a parent/guardian in the main office. Please do not drop off your child without seeing that he/she enters our school building safely.**
- Inclement Weather - In the event of inclement weather or extreme cold, students will report to the auditorium in the morning. A flag will be displayed at the front of the building to indicate that students will be indoors.

ABSENCES FROM SCHOOL:

It is of utmost importance that any absence of a student at Livingston School be reported to our school nurse, Mrs. Nardo, between 8:05 am and 9:20 am on the day of the absence at **908-851-6444**. This must be done for each daily absence. If a prolonged period of illness is indicated, please notify Mrs. Nardo at this time.

If you wish to report an absence prior to 8:00 am, an answering machine is available. Parents using the answering machine must give the following information:

NAME AND GRADE OF STUDENT

TEACHER'S NAME

REASON FOR ABSENCE

Every school day is important to your child's academic progress and his/her overall school program. Therefore, families should refrain from planning vacations while school is in session.

BATHROOM:

Students are to use the bathroom in their section of the building or nearest to their classroom.

Students are not to play or bring pencils, pens or markers into the bathrooms.

In grades 2-4, students are to sign out when leaving the classroom and sign in upon returning.

BEFORE/AFTER SCHOOL PROGRAM:

For a fee, the Five Points YMCA provides a morning and after care program at Livingston School. For additional information contact the YMCA at 908-688-9622.

BREAKFAST PROGRAM:

Our school participates in the National School Breakfast Program. The breakfast that is offered is a hot or cold breakfast and satisfies the National Breakfast Program dietary requirements. A monthly lunch and breakfast menu will be provided to you on a regular basis.

The cost of the breakfast is determined by ARAMARK Food Services. There is no cost for those students who were eligible for free lunch under the National School Lunch Program last year, although the child's eligibility status may change upon the submission and review of a new Free/Reduced Price Meals Application.

BREAKFAST TIMES:

8:10AM-8:30 AM Grades 3-4. The upper grade students will need to arrive promptly in order to have sufficient time to eat and arrive at their regular homeroom destinations.

8:30AM -8:50AM Grades K-1-2, and bus students

***Unfortunately, ARAMARK Food Services is unable to provide breakfast for pupils that do not have money with them or in their account.**

Students participating in the breakfast program are to enter the school through the front door and then walk to the rear door of the cafeteria. They will be supervised by a Livingston School staff member. When the students are done eating breakfast, they will be directed to report to the playground or auditorium, depending upon the weather conditions.

CAFETERIA RULES AND REGULATIONS:

- Students are to enter the cafeteria in a quiet and orderly manner.
- Running, pushing, and/or cutting in line are strictly prohibited.
- Students must sit within their assigned classroom areas.
- Students are not permitted to move from table to table.
- Glass containers are not permitted.
- Students are to show respect and courtesy to the aides at all times. The aides are in charge during lunchtime.
- Students must acquire permission from a cafeteria aide in order to leave the cafeteria for any reason.
- Food is not to be taken out of the cafeteria unless it is in a lunchbox, etc.

CAFETERIA RULES AND REGULATIONS: (continued)

- At the cafeteria aide's signal, students will line up in their designated areas.
- Weather permitting, the students will be allowed to go out to their assigned playground areas for outdoor recess. When the bell rings, students are to walk, not run, to their designated line-up area.
- Students are to leave the cafeteria or playground area after lunch period in a quiet and orderly manner.
- Students who have no money available for lunch will receive a cheese sandwich and container of milk, courtesy of ARAMARK Food Services. Unfortunately, there will not be an option for any other entrée on the menu.
- Students may pay daily for lunch or apply money from their individual accounts.

CLASSROOM RULES:

Students are expected to:

- Follow Directions – In or out of class, in assembly programs, in special classes, in the cafeteria, in the school yard, in hallways, etc.
- Raise Hand – They are to seek and receive permission before leaving seat, speaking, leaving room, or asking questions.
- Keep Hands, Feet, and Objects to Self – This prohibits fighting, pushing, pinching, kicking, and /or throwing objects.
- Use Proper Language At All Times – Classroom, hallways, playground, etc.
- Be Prepared for Class – This includes homework, textbook/workbook, notebook, supplies, etc.

Students who demonstrate positive behaviors at school will receive: positive notes home, certificates, free time classroom activities, and other positive rewards selected by the teachers.

DISMISSAL:

Mrs. Janowski's Pre-K students will be dismissed through the front portico door. A parent/guardian or other authorized adult must be present to receive the child.

Students in grades K through 4 will be dismissed by their teachers from their designated exit door to a parent/guardian or other authorized individual. K-2 classes are dismissed at 3:00 PM. Third and fourth grade students are dismissed at 3:05 PM. Parents must provide a signed written note to the teacher if they choose to permit their 3rd or 4th grade child to walk home without a parent or other authorized person at dismissal time.

Bus students are to report to main hallway immediately upon dismissal before boarding the bus.

If an individual other than a parent/guardian is to pick up your child after school at the designated exit location, it is necessary for you to notify your child's teacher in writing. That person's name, address and phone number should be listed on the back of your child's emergency card.

Unless accompanied by a parent/guardian, students are to leave school grounds at dismissal and go directly home. They are not to go anywhere else without parental permission.

Children who do not have parental permission to walk home alone after school or walk with a sibling attending Livingston School will not be released by the teacher at dismissal time. The child will be returned to the main office to await the arrival of the parent/guardian or other authorized person.

Students will be dismissed only to a parent/ guardian or authorized person(s) listed on the emergency card unless written permission is received prior to dismissal time. Please be sure to update information on your child's emergency card(s) if changes occur during the school year.

Unless it is absolutely necessary, parents/guardians are discouraged from taking their child out of school early as it interferes with a child's instructional program and may potentially be disruptive to the teacher's lesson. If you must pick up your child before his/her regular dismissal time, please send a note to the teacher or call the office stating the dismissal time as well as the reason for leaving school early.

DRESS CODE:

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 student should select clothing that is in good taste and appropriate for school.

Appropriate attire is as follows:

- All shoes must have backs or heel straps. No flip flops.
- All sneakers must be tied at all times.
- All shirts must have sleeves.
- Shirts with inappropriate and/or indecent expressions, pictures, and slogans are unacceptable.
- No hats permitted in the building, unless otherwise authorized by the Principal.
- No bandanas, headbands, or head coverings are permitted except for religious purposes
- Heelies (sneakers with wheels) are not permitted at any time.

EMERGENCY CARDS:

Parents will be required to complete an emergency card for their child. It is critical that the information on a child's emergency card is current and accurate. Any changes in a home, cell, or work phone number must be reported to the teacher promptly.

EMERGENCY SCHOOL CLOSINGS:

The school district has implemented a Global Connect (reverse 9-1-1) phone system to notify parents and staff of emergency school closings, as well as other important information.

In the event that school is closed, notification will continue to be made available on Channel 34 (Cable) as well as on the district's website: www.twpunionschools.org

In the event of a delayed opening, school will begin one hour later than usual. All bus service and police protection will also start one hour after the usual time. Lunch and dismissal time will remain the same.

In the event of rain, sleet, snow, or extreme cold, students will enter the school building via the main entrance on Midland Boulevard and report to their assigned line-up areas inside the school building. The vast majority of the students report to the auditorium. Designated classrooms will report to the cafeteria on inclement weather days. A decorative flag will be hung out the window of the classroom directly above the school's main entrance to indicate that the students will be indoors.

GUIDELINES FOR PARENTS:

- Parents are welcome to visit our school. However, all visitors must enter the building via the main entrance and report directly to the office.
- Please be sure that your child has money for lunch or money in his/her lunch account.
- For safety's sake, and to avoid traffic gridlock, please do not park in drop-off areas or in the area designated for our school buses. Please drive very slowly by the school, stay out of no-parking zones in the street, and do not allow your child to exit your car on the driver's side.
- Encourage your child to cross at crosswalks. Please set a good example for child by doing the same.

HALLWAY SAFETY:

- Students are to walk quietly through the halls and up and down the stairs. Avoid skipping stairs.
- Students are to walk on the right side of the hallway and staircase in single file.
- When passing as a class, students are to stop at designated areas and wait for their teacher.

HALLWAY SAFETY: (continued)

- Students are to take the shortest route to and from their destination.
- Congregating/socializing with other students is not allowed in hallways or bathrooms.
- No running, chasing, horseplay, or other inappropriate behavior is allowed in the hallways.
- Students are expected to hold the door for the next person.

HEALTH AND SPECIAL MEDICAL CONDITIONS:

The health and safety of your child is of major concern to us at Livingston 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.

This includes any allergies, be it seasonal or food allergies. Please read the information below regarding procedures for medication given in school. If you have any questions please feel free to call our school nurse, Mrs. Nardo, at 908-851-6444.

HOMEWORK:

The Union Township Board of Education believes that homework, relevant to material presented in class, provides an opportunity to broaden, deepen or reinforce the student's knowledge. Part of the student's homework responsibility is being prepared for class with the required materials. Pupils absent for any reason must make up assignments, class work and tests within a time that shall be equal to the number of school days missed. The following is the **minimum** amount of homework recommended for each grade level:

Kindergarten	5 minutes
Grade 1	10 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	40 minutes

When the classroom teacher has not assigned homework, it would be beneficial for you to have your child read or study for their allotted time. Homework is expected to be completed on a daily basis.

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 one of your child's classmates or neighborhood friends. Parents are not permitted to go to the classroom to pick up homework, materials or books on their own.

I.&R.S. (INTERVENTION AND REFERRAL SERVICES) COMMITTEE:

An Intervention and Referral Services Committee is a school-based team that works cooperatively with parents to design and monitor the implementation of strategies for assisting pupils who are referred because they are experiencing difficulties at school. Students may be referred to this committee by a teacher, school administrator, or by a parent/guardian.

MEDICATION IN SCHOOL:

The administering of prescribed medication to a student during school hours will be 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 certified school nurse or parent/guardian is the only one permitted to administer medication in the school or on school trips.

- The school does not provide medication to students.
- The parent/guardian must provide a written request for administration of the prescribed medication in school. (Signed Medication Authorization Form)

MEDICATION IN SCHOOL: (continued)

- Non-prescription medication: Written orders are to be provided to the school by the primary 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. (Signed Medication Authorization Form). 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: Written orders are to be provided to the school by the primary physician, detailing the name of student, name of the drug, diagnosis and reason for administration of the drug, dosage, and time of administration. It 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, diagnosis and reason for administration of medication, dosage and time of administration. (Signed Medication Authorization Form)
- The school will provide safe storage of the medication.
- The records or documentation process is required to be maintained by the certified school nurse.

Children who require daily medication will 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 parents/guardians 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)
- 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.

PARENT/TEACHER CONFERENCES:

All classroom teachers are expected to conduct at least one conference during the course of the school year with the parent(s)/guardian(s) of each pupil. A parent(s)/guardian(s) may request additional conferences with their child's teacher(s) as needed. Open communication is encouraged. It is always the best policy to contact your child's teacher immediately if and when you have a concern. You will find the teachers helpful, supportive, and able to provide you with the information you need. The best way to contact your child's teacher is to leave a phone message in the main office, via e-mail, or send a note in with your child.

PLAYGROUND RULES:

- Adults **may not** enter the playground at all during the scheduled school day. Parents are to report to the main office if it is important to see or speak to your child. Adults are also not permitted to enter the building through the playground doors. Please observe playground arrival times: 8:30am for grades 3-4, 8:45am for grades K-2.
- No ball playing of any kind is allowed near the line-up areas. Wall-ball is not permitted before school or at dismissal time. It is permitted during the lunch recess period only..
- A child must not leave or be removed from the playground without notifying a teacher on duty. Teachers and staff do not know all 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.
- Tag, football, soccer, or similar contact activities are not permitted.
- 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 to be used for jumping, not swinging around or tug-of-war.
- Children may bring "approved" balls to school for use on the playground during lunch recess.
- Ball should be clearly marked with the child's name. Balls must meet safety standards. Students should carry balls in their back packs or in a bag. They should not be played with while walking to school as this presents a potential safety hazard should a ball bounce into or toward the street. If you have any questions regarding acceptable game balls, ask your child's teacher.

PLAYGROUND RULES: (continued)

- Children are never permitted to leave the playground. If a ball goes over the fence, the student is to ask a lunch aide to retrieve it.
- If a student needs to enter the building to use the bathroom or to see the school nurse, he/she must secure the permission of one of the lunch aides on duty.
- Students are not permitted to write on the blacktop with chalk or any other writing tool.
- Students are to line up quietly and immediately when the bell rings. They are to walk to their line-up area, not run.
- No student may enter the building without permission from a teacher on duty.
- Children in grades 3 and 4 may not enter the playground until 8:30 A.M.
- Children in grades K, 1, and 2 are discouraged from entering the playground before 8:45 A.M.
- Students must leave the school grounds at dismissal. They are to go directly home and not to another child's home without parental permission.
- Bicycles, pets and ball playing are not permitted on the playground at dismissal time.
- The Tot-Lot will be opened each day at 3:30 P.M. The school is unable to provide supervision of students after normal school hours.

CONSEQUENCES

Should a student violate any of the above rules, the teacher will invoke one of the following disciplinary actions:

- Warning
- Time-out (The student will be directed to a designated area on the playground for a short period of time or may lose his/her outdoor privilege for the remainder of the period.)
- The student will be reported or sent (depending upon the seriousness of the infraction) to the principal. This will result in a warning, temporary or long term loss of playground privilege, parent notification, and/or suspension.

PHYSICAL EDUCATION:

- Students are to wear comfortable clothes that are appropriate for the activities planned for physical education.
- Sweat pants, shorts, pants, or skorts are acceptable.
- Footwear-athletic type footwear (sneakers) with a flat sole (no heel), all sneakers must have laces or velcro.
- All jewelry must be removed before physical education class (i.e. earrings, rings, bracelets, necklaces, chains, and watches). The physical education teacher will not be responsible for holding any student's jewelry. The safest place for the student's jewelry on "gym day" is AT HOME.

Any student that is excused from physical education classes due to illness or injury must have a note written and signed by their parent or guardian explaining the reason for excuse and date of excuse. The note must be given to the physical education instructor and/or school nurse. If the excuse is for more than 2 days, a doctor's note is required.

PTA:

Livingston School's PTA (Parent Teacher Association) is a vital component of our school community. All parents/guardians and staff are encouraged to join, support and participate in the activities sponsored by the PTA. Every activity is conducted for the benefit of the children. This year's PTA President is Mrs. Jessica Carrancho.

REMEDATION (COUNSELING SERVICES)

Mrs. Roberts is our school counselor. As a certified school counselor, she serves as our school's Anti-Bullying Specialist and is the chairperson of our Intervention and Referral Services Committee. Mrs. Roberts is prepared to support and assist students to develop socially, academically, and behaviorally. She will work with parent(s)/guardian(s), teachers, and students to create a supportive environment that will help the student to function more effectively at school. Mrs. Roberts will be working with students individually and in small group settings. Parent(s)/guardian(s) are encouraged to contact Mrs. Roberts at (908) 851-6786 if you have a concern regarding your child.

REPORT CARDS:

Students in grades K through 4 will receive report cards on a quarterly basis. Pre-Kindergarten students will receive progress reports in February and June. There is space on the return envelope for teacher and parent comments. Parents may access their child's grades throughout the year on the districts by signing up on the Parent Portal, located on the school district's website home page.

RULES OF CONDUCT FOR PUPIL TRANSPORTATION:

In order to insure a maximum degree of safety for students who are bussed to and from school by the Board of Education, each student is expected to abide by the following rules of conduct:

- Abide by the rules governing acceptable 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.
- Remain seated at all times while the bus is in motion. If seat belts are provided, they must be fastened.
- Talk in conversational tones; do not become boisterous or loud.
- Follow the directions of the bus assistant, bus stop assistant and bus driver.
- Answer politely and accurately when questioned.
- Do not talk to the driver while the bus is in motion unless there is an emergency.
- Do not distract the bus 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 assistant 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 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 immediately upon exiting.
- 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 iPods are not permitted on the school bus.

Students in violation of any of the above rules are subject to suspension from student transportation or from school for a period of time to be determined by the building Principal in accordance with Board of Education policy.

A parent/guardian or authorized adult must be present at the bus stop to receive and supervise our younger students as they exit the bus.

CONSEQUENCES:

FIRST OFFENSE -Generally, when a student has been reported by a bus driver, assistant 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 or phone call advising the parents/guardians of this incident shall be sent by the principal.

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 shall request a parent conference at the earliest possible date. Generally, The Rules of Conduct should be reviewed with the parents/guardians at this meeting as they relate to their child's behavior, and reference should be made to the possible consequences of any future misbehavior.

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 parent(s) that the student will be suspended from pupil transportation for a period of **five days**. If the principal does, in fact, suspend the student

from transportation, the principal should further advise the parent(s)/guardian(s) 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 student's name, route number and suspension dates should 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**. **18A:25-2.**
Authority over pupils.

A pupil may be excluded from the bus for disciplinary reasons by the principal and his/her parents/guardians shall be required to provide transportation to and from school during the period of such exclusion.

ADDITIONAL BUS INFORMATION:

- All students who are eligible for bus transportation must carry and show their bus pass (which contains a photo ID) to the driver and/or bus aide.
- No student may change buses for any reason without the approval of the supervisor of transportation.
- No walking students may ride a bus for any reason.
- Bus students who are not going home on the bus for any reason (parents are picking them up when leaving school early, walking with a friend, etc.) must bring a note from their parents/guardian stating the reason. All notes are to be brought to the main office by 9:30 a.m. If a student forgets his/her note and we do not hear from the parent, the child will be required to go home on the bus.

SAFETY / SECURITY DRILLS:

Pursuant to N.J.S.18A:41-1, every school principal must have at least one fire drill and one school security drill each month within school hours. A school security drill is defined as an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

STUDENT ACCIDENT INSURANCE:

At the beginning of the school year every parent is given the opportunity to purchase student insurance. Each student will receive information regarding Bollinger Insurance Company's program. Parents interested in purchasing school insurance for their child may apply directly on-line. Purchase of this insurance is optional.

SUPERVISION BEFORE & AFTER SCHOOL:

Students in Grades 3 & 4 are not allowed on the playground/auditorium before 8:30 A.M. This is when staff supervision begins. Students in grades K, 1 & 2 are discouraged from arriving to school before 8:45 A.M.

Children must be picked up daily at 3:05 PM sharp at their designated dismissal area. 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. For a fee, the Five Points Branch of the Y.M.C.A. offers a Morning and After-Care program here at Livingston. Information regarding this program can be obtained by calling the Y.M.C.A. directly at 908-688-9622.

TESTING:

During the school year, standardized tests are administered to students in grades 2 through 4. They include the administration of the Cognitive Abilities Test for students in grade 2 as well as the state's new PARCC Test (Partnership for Assessment of Readiness for College and Careers) for students in grades 3 and 4. Locally developed mid-year and end of the year skill proficiency assessments will also be administered to students in grades K thru 4 in January and June in the areas of language arts literacy and mathematics. The locally developed proficiency assessments are graded by the teachers. The PARCC and the Cognitive Abilities Tests are sent out for scoring by an outside vendor.

TEXTBOOKS:

Each student is responsible for the care of the books loaned to them by the Union Township Board of Education during the school year. Textbooks must be covered at all times. Book inspection will be conducted regularly by the classroom teacher. If a book is lost or damaged, a fine will be imposed and should be paid immediately. Students who have outstanding obligations at the end of the year will not receive a report card until the fine is paid.

TRIPS:

During the year, teachers may schedule field trips to supplement and enrich our school's curriculum. A signed permission slip from parents or a legal guardian is required in order for students to participate. As representatives of Livingston School, students are expected to be well-behaved, appropriately dressed, and prepared for a unique educational experience. Any money for field trips should be sent in to school in a sealed envelope with the child's name and room number on it.

VALUABLES AT SCHOOL:

Students should not bring jewelry, radios, ipods, toys, cameras, live animals or similar delicate or expensive materials to school without permission from the principal. Keep in mind that the school has no provisions for replacing lost or broken items.

Never give a child more money than needed and put money in a sealed envelope with your child's name clearly marked. Using a marker or pen, always label all coats, gloves, backpacks, lunch boxes, hats, etc., with your child's name. All too often, our lost and found area is full of unmarked clothing and belongings.

VISITORS & BUILDING SECURITY:

Parent(s)/guardian(s) are welcome at Livingston School. However, to ensure the children's safety, building security, and uninterrupted instruction, certain rules must be followed.

1. When you arrive, enter through the main door on Midland Boulevard and then report directly to the main office.
2. 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's Pass. The secretarial staff will call the person you wish to see and confirm your visit.
3. Visits are by appointment only and are managed by the office.
4. 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.
5. Office staff will advise the principal or school nurse of any emergency situation requiring the need for an unscheduled appointment with any Livingston staff member.
6. Please sign-out at the end of your visit and return the Visitor's Pass to the office.

VOLUNTEER SERVICES:

Volunteers provide valuable services for the children and the staff. Parents/guardians and other approved adults must register to volunteer through the district's Office of Volunteer Services and consult with the principal and/or classroom teacher.

ACADEMIC SKILL PROFICIENCIES:

The following is a listing of the academic skill proficiencies that have been established for each grade level in the areas of language arts and mathematics. Faculty, staff, and parents should refer to these lists throughout the academic year to ensure that every student is acquiring the fundamentals necessary to be successful at the next grade level.

WHAT EVERY STUDENT MUST KNOW BY THE END OF PREKINDERGARTEN

LANGUAGE ARTS

- Know colors: red, orange, yellow, green, blue, purple, pink, black, brown, white.
- Know full name.
- Print first name.
- Recognize phone number, address and age.
- Know and recite alphabet.
- Identify upper and lower case letters.
- Know opposites
- Know rhyming words.
- Hold a crayon and pencil correctly.
- Listen attentively.
- Focus on task.
- Follow multi-step directions.
- Express thoughts and ideas verbally.
- Follow routines.
- Communicate in a complete sentence.
- Listen to a story and be able to retell simple facts.

MATHEMATICS

- Know Shapes
 - circle, square, triangle, rectangle, oval, heart, star, diamond
- Recognize and Count to 1 – 10
- 1 to 1 correspondence
- Able to count Objects 1 – 10
- Recognize phone number, address and age
- Recognize size (small, medium, large)
- Can differentiate between same and different
- Listen attentively
- Focus on task
- Follow multi-step directions
- Complete 10 piece puzzle
- Follow routines

WHAT EVERY STUDENT MUST KNOW BY THE END OF
KINDERGARTEN – LANGUAGE ARTS

Reading

- Name the upper and lower case letters in alphabetical and random order.
- Identify letter sounds beginning, middle, and end.
- Identify rhyming words.
- Name words that begin with a specific sound.
- Track (know how to read from) left to right, top to bottom, and front to back.
- Identify long and short vowels, sounds.
- Retell a story to show their comprehension.
- Identify sight words taught. (List will follow)
- Demonstrate comprehension for listening and reading.

Writing

- Write a simple sentence with/and without prompts and use of appropriate sentence structure.
- Print from left to right.
- Print uppercase letters and lower case with correct formation.
- Print name clearly using proper letter formation.
- Use appropriate pencil grip.
- Use letter upper and lower case letters appropriately.

Listening

- Follow multiple step directions.
- Listens for various purposes (for example, demonstrates that a response is expected when a question is asked; enters into a dialog after listening to others; repeats parts of stories, poems or songs.
- Sequence a story from an oral reading prompt.

Speaking

- Tell a story or an idea in sequence.
- Use words to describe and explain.
- Share ideas and feelings.
- Speaks with appropriate volume for the environment.

WHAT EVERY STUDENT MUST KNOW BY THE END OF KINDERGARTEN – MATHEMATICS

EACH STUDENT WILL BE ABLE TO:

Counting and Cardinality:

- Recite and count numbers forward to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence.
- Count objects in a given set up to 20.
- Recognizes numerals 0 – 20 out of sequence.
- Write numbers in correct formation 0 – 20.
- Fill in missing numbers, forwards and backwards up to 20 ex. (0, 1, __, 3, __, 5) ex. (10, 9, __, 7, __, 5).
- Compare two numbers between 1 and 10 presented as written numerals (less than, greater than, equal to).

Operations and Algebraic Thinking

- Represent addition and subtraction with objects, situations, expressions, etc.
- Solve addition and subtraction word problems within 10.
- Decompose numbers less than or equal to 10 into pairs in more than one way.
- For any number from 1 to 9, find the number that makes 10 when added to that number.
- Fluently add and subtract within 5.

Number & Operations in Base Ten

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones.

Measurement and Data

- Measuring
 - Compare and order objects by weight, height, and length.
 - Use non-standard units to measure weight, height, length, and capacity.
 - Sort objects by visual observation according to length, height, and width
- Classify objects and sort the groups by count (limit count to 10 or less).
- Sort and describe objects by color, shape, or size.

Geometry

- Describe and understand basic shapes (square, circle, triangle, rectangle, and hexagon) as well as solid shapes (sphere, cube, prism, cylinder, pyramid, and cone).
- Understand and use positional /size/ location words such as (more, less, fewer, above, below, top, bottom, middle, next to, left, right, most, least, equal).
- Analyze and compare two- and three-dimensional shapes.
- Model shapes in the world by building them from components and drawing them.
- Use simple shapes to construct larger shapes.
- Use appropriate pencil grip.

WHAT EVERY STUDENT MUST KNOW BY THE END OF FIRST GRADE– LANGUAGE ARTS

Reading

Students will be responsible for reading district chapter books as well as writing a response to the book.
Knows sounds, spelling of Treasure’s Reading Program including initial and final consonants (cat), initial diagraphs (sh, wh), two-letter blends (bl, br), short and long vowel sounds (a-cat, e-pet, i-pig, o-pop, and u-bug) and diphthongs (ar).
Match oral words to printed words.
Read the first grade high frequency sight words and phonetically regular words (spelling words from reading program).
Read and comprehend words with inflectual endings.
Use picture clues (illustrations) to read and understand words.
Tell whether a story is real or make-believe.
Tell the main idea (what the story is about) and sequence (order of events) of a story.
Predict what will happen next in a story.
Identify parts of speech. (nouns, verbs, adjectives)

Speaking and Listening

Expresses thoughts and ideas clearly.
Tell ideas about what they read or heard in a discussion or to a large group.
Wait their turn to talk, listen to others while waiting and stay on topic.
Demonstrates understanding of oral directions.

Listening

Sit quietly without distracting others and show the speaker they are listening.
Ask appropriate questions.

Writing

Name and use words with opposite meanings (hot/cold), words that rhyme (big/pig), and simple compound words (into, pancake).
Write a sentence that starts with a capital letter and ends with punctuation.
Print correctly and neatly so that others can read their printing.
Use upper and lower case letters appropriately.
Write well constructed sentences using appropriate vocabulary.
Write three sentences on topic.

WHAT EVERY STUDENT MUST KNOW BY THE END OF GRADE 1 – MATHEMATICS

EACH STUDENT WILL BE ABLE TO:

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction within 20.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
- Understand and apply properties of numbers (commutative and associative) to add.
- Understand subtraction as an unknown-addend problem.
- Add and subtract within 20.
- Fluently add and subtract within 10.
- Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, (example: $8 + ? = 11$)

Number & Operations in Base Ten

- Count to 120
- Read and write numerals and represent a number of objects with a written numeral within 120.
- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Use the symbols $<$, $>$, and $=$ to compare two two-digit numbers.
- Within 100, add a two-digit number and a one-digit number, and a two-digit number and a multiple of 10.
- Find 10 more or 10 less than a two-digit number without having to count.
- Within the 10 – 90 range, subtract multiples of 10 from multiples of 10.

Measurement and Data

- Measuring
 - Compare and order three objects by length
 - Express the length of an object as a whole number of length units.
- Tell and write time in hours and half-hours using analog and digital clocks.
- Organize, represent, and interpret data with up to three categories.

Geometry

- Distinguish between defining attributes (closed figure, three-sided) and non-defining attributes (color, orientation).
- Build and draw shapes with defining attributes.
- Compose two- or three-dimensional shapes to form composite shapes.
- Partition circles and rectangles into two and four equal shares; describe the shares using the words *halves*, *fourths*, and *quarters*.
- Use the phrases *half of*, *fourth of*, and *quarter of*

WHAT EVERY STUDENT MUST KNOW BY THE END OF SECOND GRADE– LANGUAGE ARTS

Reading

Exhibit skills of independent reading/comprehension to process story elements:

Predicting	Setting
Inferring	Main Idea
Characters	Supporting Details

Decode and word attack skills. Understanding the use of vowels.

Demonstrate knowledge of Language art concepts of contractions, synonyms, antonyms, homophones, compound words, prefixes and suffixes.

Distinguish between different types of sentences, i.e., question, exclamation, statement.

Read fluently with comprehension.

Read/comprehend six chapter books with class and connect with writing proficiency.

Alphabetize.

Listening and Speaking

Respond to the varying demands of audience, task, purpose and discipline.

Comprehend as well as critique.

Follow one-and two-step directions.

Make strategic use of visual displays to express information and enhance understanding of presentations.

Writing

Write one well constructed paragraph with a beginning, middle and end.

Recognize and use Standard English grammar including irregular plural nouns, pronouns, past tense verbs, adjectives and adverbs.

Demonstrate command of Standard English capitalization, punctuation, and spelling when writing.

Ask and answer such questions as who, what, where, when, why and how to understand key details in a text.

Begin cursive writing with an emphasis on correct formation and neatness.

Proofread

WHAT EVERY STUDENT MUST KNOW BY THE END OF GRADE 2 – MATHEMATICS

EACH STUDENT WILL BE ABLE TO:

Operations and Algebraic Thinking

- Use addition and subtraction within 100 to solve one- and two-step word problems with unknowns in all positions.
- Use drawings and equations with a symbol for the unknown number to represent problems.
- Fluently add and subtract within 20 using mental strategies.
- Know from memory all sums of two one-digit numbers.
- Determine whether a group of objects (up to 20) has an odd or even number of members.
- Write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects in rectangular arrays of up to 5 rows and columns; write an equation to express the total as a sum of equal addends.

Number & Operations in Base Ten

- Count within 1000
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
- Use the symbols $<$, $>$, and $=$ to compare two three-digit numbers.
- Fluently add and subtract within 100.
- Add up to four two-digit numbers.
- Add and subtract within 1000.
- Mentally add 10 or 100 to a given number within 100 – 900 range.
- Mentally subtract 10 or 100 from a given number within 100 – 900 range.

Measurement and Data

- Measure the length of an object by selecting and using appropriate tools.
- Measure the length of an object twice, using different units of measure; describe how the two measurements relate to the size of the unit chosen.
- Estimate length using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another.
- Tell and write time using analog and digital clocks to the nearest 5 minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
- Represent data by making a line plot, where horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph to represent a data set with up to four categories; answer questions using information presented in a bar graph.

Geometry

- Recognize and draw shapes having specified attributes.
- Identify triangles, quadrilaterals, pentagons, hexagons, and circles.
- Partition a rectangle into rows and columns of same-size squares and count them.
- Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc.

WHAT EVERY STUDENT MUST KNOW BY THE END OF THIRD GRADE– LANGUAGE ARTS

Reading

- Identify the number of syllables.
- Use opposites, rhyming words, synonyms, compound words, and common homonyms.
- Identify, understand, and use prefixes and suffixes (ing, ly, ed, un, dis, re).
- Alphabetize to the second letter and find words in a dictionary.
- Choose reading selections for a particular purpose (pleasure, information, research and author's purpose).
- Distinguish between fiction and nonfiction.
- Follow directions, predict next step and outcome, and draw conclusions.
- Describe setting, plot, characters, resolution, and mood and relate stories to them.
- Read aloud.
- Participate in choral reading of descriptions, poetry, and summaries.
- Use a variety of word attack skills.
- Use the following elements of literature:

Steps in a process	Vocabulary
Main idea	Cause and effect
Supporting details	Context clues
Sequence of events	
- Read the six chapter books. Discuss and write in meaningful essay.
- Compare & contrast themes, settings and plots written by same author using same or similar characters.

Speaking

- Speak slowly, loudly and face the audience.
- Organize thoughts before speaking.
- Contribute to group discussion when it is their turn.
- Briefly and clearly answer questions.
- Speak in complete sentences.

Listening

- Show social courtesies for listening (pay attention, no distractions, look at speaker, and respond to speaker).
- Use active listening to summarize verbally and in writing descriptions, stories, and informal presentations.
- Follow multi-step directions (up to three steps).
- Listen and speak to gain knowledge.

Writing

- Write correctly & neatly so that others can read their work. (In cursive by June and print).
- Write sentences that include capital letters and end punctuation.
- Use correct grammar in written assignments (singular/plural, subject/verb agreement).
- Use various reference sources such as dictionary, and computer.
- Use the writing process (draft, revise publish) to write a three paragraph story.
- Compare and contrast, provide reasons that support opinion.
- Use of sequential wording (first, finally)

Viewing

- Acquire information through viewing various types of media.
- Construct meaning from the various types of media they view.

WHAT EVERY STUDENT MUST KNOW BY THE END OF 3rd GRADE – MATHEMATICS

Number Sense, Numeration, and Numerical Operations

- Use place value to read, write, and describe the value of whole numbers through 10,000
- Use expanded notation to the hundreds place
- Compare and order whole numbers
- Use fraction names to describe fractional parts of whole objects (denominators 2 – 8)
- Compare and order fractions with like denominators
- Add and subtract to solve problems involving whole numbers up to the thousands place
- Use the identity and commutative properties for addition and multiplication
- Know multiplication facts up to twelve (by June)
- Demonstrate an understanding of division and its relationship to multiplication
- Identify the operation(s) necessary to solve a word problem (addition, subtraction, multiplication, division)
- Round 2 & 3 digit numbers to the nearest ten & hundred & estimation
- Open-Ended 1 Step problem (by January) show work
- Open-Ended 2 – 3 step problem (by June) show work

Spatial Sense, Measurement, and Geometry

- Identify the appropriate unit of measurement (length, weight, and capacity)
- Estimate and measure length to the nearest $\frac{1}{4}$ inch, weight to the nearest pound, and capacity
- Compare units within the customary system
- Determine the value of sets of coins and make change up to a dollar
- Use digital and analog clocks to tell time to the nearest five minutes
- Name, describe, and draw a square, rectangle, triangle, circle, and their solid equivalents
- Identify congruent shapes
- Identify lines of symmetry
- Area and perimeter and volume

Patterns, Relationships, and Functions

- Recognize numerical patterns
- Extend and create numerical patterns

Data, Probability, and Statistics

- Gather, organize, interpret and display data using charts and graphs (bar, picture, line)

WHAT EVERY STUDENT MUST KNOW BY THE END OF FOURTH GRADE– LANGUAGE ARTS

Speaking

- State a main idea and fully explain with at least three or more supporting details.
- Answer and ask questions (polite, clear, brief, focused) in complete sentences.
- Present an oral report (book report, current event, hobby talk, demonstration).
- Add good ideas in small and large group discussion when it's their turn.
- Contribute ideas in small and large group discussion appropriately.

Listening

- Demonstrates the social skills of audience behavior (eye contact, quiet and still, attentive, responsive.)
- Use active listening to summarize, respond, and recall main ideas, sequences, and important details.
- Use listening as a basis for writing and speaking.
- Express and support an opinion given topic.

Writing

- Use capitalization and punctuation correctly.
- Use parts of speech (noun, pronoun, verb, adjective, and adverb.)
- Identify and write verb tenses, using rules learned.
- Identify subjects and predicates – complete and simple.
- Use verbs, adjectives, and adverbs to elaborate and revise their own writing sample.
- Correctly use contractions, compound words, synonyms and antonym pairs.
- Write quotations correctly.
- Develop an expository paragraph containing topic sentence, supporting details and closing sentence, or conclusion.
- Write a persuasive paragraph which includes details that support an argument.
- Write a narrative which includes (setting problem, action, climax, ending) revolving around a speculative prompt, using story elements as a guideline.
- Edit and revise writing for appropriate grammar, spelling, punctuation and capitalization thru drafting process.
- Use a variety of literary techniques which include similes, metaphors, dialogue, idioms, onomatopoeia, alliteration, personification.
- Develop an essay for each of six novels (see reading).
- Writing a five paragraph essay (introduction, three supporting paragraphs, and concluding paragraph) using writing process.

Reading

- Recall literal details from story or passage read.
- Use illustrations and prior knowledge to predict outcomes.
- Recognize sequence of events.
- Identify cause and effect.
- Draw conclusions and make inferences.
- Distinguish between fact and opinion.
- Compare and contrast (characters, events).
- Identify story elements – problems and solutions
- Identify author's purpose for writing.
- Identify examples of figurative language in story read.
- Use context clues to identify story meaning.
- Use glossary, dictionary and thesaurus to locate word meaning.
- Use variety of graphic aids to organize information.
- Alphabetize a given group of words.
- Use learned spelling patterns to read and spell assigned words.

Viewing

- Acquire information through viewing various types of media.
- Construct meaning from the various types of media they view.

WHAT EVERY STUDENT MUST KNOW BY THE END OF 4th GRADE – MATHEMATICS

- Read, write, and round rationale numbers to the hundred millions
- Money - Count, compare, order, and make change using a variety of strategies.
- Add and subtract using regrouping up to four-digit whole numbers
- Use median, mode and range to describe a set of data
- Collect, construct, display and interpret data, charts, graphs, and plots
- Perform multiplication of two-digit multipliers
- Perform division using a single-digit divisor
- Identify point, lines, segment, and angles
- Identify properties of plane and solid figures, and recognize the relationship of objects in the environment
- Determine the perimeter and area of polygons
- Understand the concepts of and recognize geometric transformations (rotations, reflections, and translations)
- Recognize congruent plane figures after performing geometric transformations
- Estimate and measure length, weight, and capacity using metric and customary units
- Use ordered pairs to locate points and plot positions on a coordinate grid
- Solve real-world problems involving length, weight, capacity, money, time, elapsed time, temperature, perimeter, and volume
- Model fractions, mixed numbers, and find equivalent fractions
- Compare and order whole numbers, decimals, fractions, and mixed numbers
- Add and subtract decimals, fractions with like denominators
- Identify and extend upon geometric and numerical patterns by stating their rules
- Problem solving strategies should be used throughout

SPECIAL AREA SUBJECTS

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 is provided for your information. Your awareness of the goals that we will be working toward will help to enable 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 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. 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 student. Students are given marks on their report card in third and fourth grades.

Attentiveness and good listening skills are required to be successful.

COMPUTER EDUCATION (continued)

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 students' 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.

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 student.

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(s) /guardian(s) is to provide a quiet area where the student can practice undisturbed.
4. The parent(s)/guardian(s) 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 student.

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, volleyball, 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 student.

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

VOCAL MUSIC (continued)

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. 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 Livingston School or contact the Director of Health/Physical Education, Mrs. Linda Ionta, at Union High School (908-851-6513).

NOTICE OF CHILD FIND ACTIVITY
Pursuant to the Individuals with Disabilities
Education Act and New Jersey Administrative Code,
Title 6A:14, Special Education

The Township of Union Public School District has a responsibility to locate, identify and evaluate all resident students with disabilities who are in need of special education and related services, including students with disabilities attending nonpublic schools. The school district locates, identifies and evaluates, where appropriate, the following:

Children below school-entry (3-5); school age children; children entering school for the first time; children enrolled in public and private schools; transfer pupils and school age children who are eligible to attend school, but who are not attending school and who are residents of the Township of Union School District. Upon written request, the district will conduct an initial identification meeting for any resident child to determine whether a referral for special education and related services is appropriate. Such a request may be made by contacting Kim Conti, Supervisor of Special Services, and Township of Union Public Schools at (908) 851-6478 or by writing her at 2155 Morris Ave, Union, N.J. 07083. The school district provides special education and related services for children ages 3-21. Information for children with potential disabilities or those with disabilities from birth to three is available through Project Child Find, (A service established by the NJ Department of Education through I.D. E. A., Part B funds from the U.S. Department of Education) at 1-800-322-8174.

SECTION 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 subjected 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.

INTERNET USE GUIDELINES
STUDENTS/STAFF

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 students 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 judgment is the norm. The use of Internet is a privilege, not a right. Inappropriate use will result in a cancellation of privileges.

NETIQUETTE

The district has rules for acceptable behavior. Likewise, there are correct procedures and rules that govern the use of the information networks. If students do not follow these guidelines, they will lose their privileges to access the information highway.

1. Be polite. Do not get abusive in messages to others.
2. Do not use vulgar or obscene language.
3. Do not intentionally disrupt the network or other users.
4. Do not reveal your personal address or phone number or that of students or colleagues. Electronic mail is not guaranteed to be private.
5. Vandalism and/or harassment will result in the cancellation of the offending user's privileges.
6. Illegal activities are forbidden.

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.

INTERNET USE GUIDELINES PERMISSION FORM

Dear Parent(s)/Guardian(s):

Please review your individual family expectations regarding materials you may approve for your son/daughter to access on the Internet. If you want to allow your student independent access, please sign below.

_____ Yes, I give permission for my son/daughter to be issued access to the Internet through the computer network at the Union Township Schools. I have reviewed the school rules (in this booklet) regarding network and Internet use with my child.

_____ No, I do not give permission for my son/daughter to be issued access to the Internet.

Child's Name _____

Parent(s)/Guardian(s) Signature _____

Date _____

