



Burnet Hill



Collins



Harrison



Hillside



Mount Pleasant



Riker Hill

Elementary School

Parent Handbook

2007-2008

Livingston Public Schools

Empowering All to Learn, Create, Contribute and Grow

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Livingston
PUBLIC SCHOOLS

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Livingston
PUBLIC SCHOOLS

S U P E R I N T E N D E N T ' S W E L C O M E

Dear Parent/Guardian,

Welcome to the Livingston Public Schools! After much hard work by parents, staff and other members of our community, Livingston's "Strategic Plan" and "Code of Conduct" were approved this past June. You will see references to both of them throughout this handbook, as these two important documents will set the stage for our district's future direction and success. They are both available on the district website, www.livingston.org.

Hopefully, you will find this handbook helpful as you navigate your child's experience within the Livingston public schools. In this age of technology, it is my goal to make the majority of the material contained in this booklet available on our web site so it can be updated frequently and accessible to you twenty-four hours a day, seven days a week. I also encourage you to sign up for our district newsletter, Livingston Public Schools E-News, by emailing our public information officer, Ellen Lazer, at elazer@livingston.org.

It is also important to keep your contact information updated on the district's automated alert system, to notify you immediately of inclement weather decisions or other unique situations. Visit the Automated E-Alert sign-up on the website.

In our continuing goal to enhance communications, I also encourage you to communicate frequently with us, particularly with your child's principal and teacher. Setting and sharing expectations early will create the most conducive learning environment for your child. I know that each employee is dedicated to providing the best education possible for your child(ren). During the past year I had the pleasure of meeting many of you and value the thoughts you have shared with me. Whether you are a parent new to the district, a parent with a student entering the schools for the first time, or a parent who is involved already with the schools, please do not hesitate to introduce yourself to any member of the administrative team and let us know what your thoughts are about your child's experience in Livingston.

Some time this fall we will ask parents and community members to fill out a Community Survey about the schools. Your responses will assist us as we strive for our goal—to provide a world class education that promotes academic achievement as well as social and emotional development for each child in our district. With you, our parent community, as partners in this journey, we hope to be able to achieve that goal!

Yours truly,

Dr. Brad Draeger

Superintendent of Schools

August 15, 2007

Livingston Public Schools
Empowering All to Learn, Create, Contribute and Grow!

DIRECTORY OF SCHOOLS

TO CALL ANY SCHOOL, DIAL (973) 535-8000;
you will be prompted to make a selection

Burnet Hill Elementary School

(ext. 6920)

25 Byron Place

Ms. Deborah Cook, *Principal*

www.burnethill-es.org

Collins Elementary School (ext. 8120)

67 Martin Road

Mr. Jeffrey Truppo, *Principal*

www.collins-es.org

Amos W. Harrison Elementary School

(ext. 8110)

148 North Livingston Avenue

Mrs. Cynthia Healy, *Principal*

www.harrison-es.org

Heritage Middle School (ext. 8090)

20 Foxcroft Drive

Mrs. Patricia Boland, *Principal*

Mr. Andrew Espinoza, *Vice-Principal*

Guidance Office: Ext. 8095

www.heritage-ms.org

Hillside Elementary School (ext. 8150)

98 Belmont Drive

Ms. Bernadette Pilchman, *Principal*

www.hillside-es.org

Livingston High School (ext. 8100)

Robert Harp Drive

Mrs. Pamela Clause-McGroarty, *Principal*

Mr. Warren Curd, *Vice Principal*

Ms. Nancy Elmezzi, *Vice Principal*

Mr. Dan Finkle, *Vice Principal*

Guidance Office: Ext. 8060

www.livingston-hs.org

Mount Pleasant Elementary School

(ext. 8140)

11 Broadlawn Drive

Mr. John Hopton, *Principal*

www.mtpleasant-es.org

Mount Pleasant Middle School

(ext. 8070)

11 Broadlawn Drive

Mr. Louis Melchor, *Principal*

Ms. Jennifer Wirt, *Assistant Principal*

Guidance Office: Ext. 8080

www.mtpleasant-ms.org

Riker Hill Elementary School

(ext 8130)

31 Blackstone Drive

Ms. Jo Tandler, *Principal*

www.rikerhill-es.org

LIVINGSTON BOARD OF EDUCATION

11 Foxcroft Drive
Livingston, New Jersey 07039
Telephone: (973) 535-8000
Fax: (973) 535-1254
www.livingston.org

Board of Education Members

Mr. Antonio Calcado, *President*
Mr. Charles Granata, *Vice-President*
Mrs. Sheri Goldberg, *Member*
Mr. Stan Graboski, *Member*
Mrs. Bonnie Granatir, *Member*
Ms. Natalie Agajanov, *Student Member*

Administration

Dr. Brad Draeger, *Superintendent of Schools*
Mr. Patrick Keenoy, *Assistant Superintendent for Student Services and Instruction*
Ms. Mary Oates, *Interim Assistant Superintendent for Curriculum and Instruction*
Mr. Steven K. Robinson, *Business Administrator/Board Secretary*
Mrs. Julia Mazarella, *Director of Guidance*
Mrs. Susan Burman, *Manager of Human Resources*

Role of the Superintendent

The Superintendent of Schools is appointed by the Board of Education to serve as the district's chief executive officer. It is the Superintendent's responsibility to administer Board policies. He acts as an advisor to the Board, keeping members informed of the needs and programs of the school, recommending appointments of all district personnel, and making recommendations concerning the operation of the school district.

Board Meetings

All residents are cordially invited to attend regular Board of Education meetings, which are held approximately twice a month, usually at 7:30 pm. Meetings are held in the Administration Building/Central Office, 11 Foxcroft Drive, as well as at the schools and Senior/Community Center. A schedule of meeting dates is available at the Board office (973 535-8000) and on the district web site (www.livingston.org). The dates are also posted at the Livingston Public Library and on the door of the Board of Education building on the Thursday preceding a regularly scheduled meeting.

At regular Board meetings, the Board of Education may take official action on school business, discuss policy, hire personnel, give direction to the Administration, and set goals for the district. The Board may also elect to meet in Closed Work Sessions following adjournment of the regular board meeting in accordance with the New Jersey Open Public Meetings Act (“Sunshine Law”). Topics discussed during closed sessions include personnel issues, labor negotiations, and confidential and legal matters. Most items discussed in closed sessions are formally voted on at subsequent regular Board meetings.

Members of the public attending Board of Education meetings are permitted to voice their opinions on school-related topics at specified times during the regular meeting. Time is allotted at the beginning of all voting meetings for audience comments on agenda items only, and again at the end of the meeting for comments on any topic concerning the schools.

Budget Input

The Board of Education generally begins the school budget development process in October and submits a tentative budget to the Essex County office for approval by mid-January. During the entire budget deliberation process, the Board of Education sets aside time at each of its Monday night meetings for public input on budget-related matters. Anyone not able to attend a Board of Education meeting may call or write to Board members or the Superintendent of Schools with their input and suggestions. Their email addresses are posted on the district website, www.livingston.org.



Census

An ongoing census is conducted so that the Board of Education can keep an accurate count of the exact number of children living within each school district. New residents are asked to call the Board office with any pertinent information about pre-school or school-age children, and to return a completed white census card.

Student Registration

New residents should register their children after they have closed on their homes and can show a copy of the deed. Renters must show a copy of the lease. Residents should bring the lease, or deed and Livingston tax bill, to the Board of Education office. They will also need an original birth certificate or passport, and social security number for each child to be registered. Additional proof of residency, such as a telephone or utility bill or a New Jersey driver's license with the Livingston address, will be requested 30 days after registration.

When families move within the district they must notify their home school and show the deed or lease. They must also notify the Board office in order to continue receiving items such as report cards and test scores. Call 973 535-8000 ext 8002 for additional information.



Livingston Public Schools

"Empowering all to learn, create, contribute and grow"

This is the MISSION STATEMENT that underscores, and will be associated with, the Livingston Public Schools as we move forward to meet the challenges of the 21st century. It forms the basis of our Strategic Plan, our road map for the next five years, and it was adopted by the Board of Education on June 4, 2007.

The Strategic Plan includes the district's strategic goals and core beliefs and is organized into eight strands, which are outlined below. All district initiatives will be aligned to the Strategic Plan.

1. Curriculum: What Students Learn
2. Instruction: How Students Learn
3. Professional Growth
4. Technology
5. Assets, Resources and Financial Support
6. Facilities
7. Parent and Community Partnerships
8. Policies and Procedures



Look for Strategic Plan highlights in newsletters, flyers and posters in your school. Read the plan, including the Strategic Goals and Core Beliefs, and become familiar with the eight strands. The Plan is available on the website: www.livingston.org.

GENERAL INFORMATION

Attendance

Parents are responsible for notifying the school before 8:00 am when a child will be absent. Children returning to school after an absence should always bring a written excuse. Excused absences, with the right to make up tests occurring on those days, are given for health reasons or for observance of certain religious holidays designated by the State Commissioner of Education (see “Calendar” on www.livingston.org). Excuses for religious observances should be sent to the school prior to the absence. According to law, principals cannot give excused absences to children accompanying parents on vacations.

If it is absolutely necessary to schedule medical, dental, or other appointments during the school day, please attempt to schedule them at the beginning or end of the day's session.



A written excuse, stating the reason for early dismissal or late arrival, should be sent to school prior to the day the child is to be excused. If your child is reporting to school late, he or she must be brought to the office by an adult and signed in for the remainder of the day. If you are picking your child up for early dismissal, please

come to the school office. No one is permitted to take a child from school unless the identity and authority of the adult caller are established beyond doubt. A parental note is required if a child is to go home with another child.

Affirmative Action/Equal Educational Opportunity

In order to maintain a learning and working environment that is in compliance with state regulations and is free from sexual harassment, the Board of Education has developed policies and procedures on affirmative action, equal educational opportunity, sexual harassment, and grievances. Students, parents, employees, applicants for admission and employment, and all individuals and organizations involved with the Livingston school district are hereby notified that the Board of Education affirms that no student shall be excluded from participation in, denied

the benefits of, or be subject to discrimination under any educational program or activity of this district on the basis of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic background, or disability.

Information about grievance procedures and Board of Education policy are available from the building principal or the building or district Affirmative Action Officer. A grievance is defined as a complaint of discrimination based on race, color, creed, sex, national origin, or disability. An elementary student who has a grievance should discuss the problem with a parent/guardian first. If necessary, the parent and/or the student should meet with the classroom teacher. If the problem is not resolved, the parent should call the problem to the attention of the principal. If the problem has still not been resolved, the district Affirmative Action Officer should be informed by the complainant. The Affirmative Action Officer will seek to resolve the problem. If the problem has not been resolved to the satisfaction of the parties involved, the parent and/or the student should contact the Superintendent.

The district's Affirmative Action Officer is responsible for coordinating the district's efforts to comply with regulations implementing Title VI and Title IX.



Bicycle Rules

Children in third grade or above may ride bicycles to school in accordance with local and State regulations concerning bicycle safety.

Call for Safety

A parent or guardian must notify the school of a child's absence by calling the appropriate "Call for Safety" number assigned to each elementary school. If a call is not received, the school office will utilize the information on the emergency cards to attempt to verify the whereabouts of the student. The Superintendent's office will be notified if a family cannot be reached.

Chain of Command

Parent requests for information about a child's academic progress, curriculum or social adjustment are always welcome. Please discuss these issues with your child's teacher.

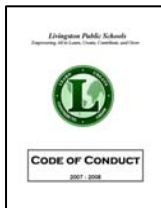
If more information is necessary, or if the matter does not appear to be resolved, the principal should then be called. If parents wish to continue beyond the school level, they should contact the Superintendent or his designee at the Board of Education office.

Clothing

Children should wear traditional closed sneakers for physical education and smocks/shirts for art class. Due to general safety concerns within the buildings, backless shoes are not permitted.

All outer clothing should be labeled with the child's name. Lost and found departments are maintained in each school building. Unclaimed lost and found items will be donated to charity.

Code of Conduct



To help students, parents and staff understand expectations for acceptable conduct on school property, the Board of Education adopted a Code of Conduct in June 2007. Parents are provided with a copy of the Code of Conduct prior to each school year, and will be required to sign a confirmation for it. The Code is also posted on the district website.

Dismissal

Parents will be notified about specific dismissal procedures for each elementary school by their school principals.

Drugs, Alcohol, Tobacco Policy



The Livingston Board of Education accepts the responsibility to provide a safe environment free of drugs within our schools and to assist our students to learn how to lead drug-free lives.

The intent of the policy is preventative and therapeutic rather than judgmental and punitive. The Board of Education shall accomplish this intention through a comprehensive chemical health education curriculum in accordance with existing Department of Education guidelines as well as an identification and referral process for those students who are affected by chemical use problems.

Any pupil under the influence of drugs and/or alcohol or exhibiting symptoms of a chemical use problem or involved in the sale or distribution of controlled dangerous substances shall be subject to the specific procedures, sanctions, disciplinary actions(s), and due process provisions for violations of the drug and alcohol policy.

Mood-altering chemicals include substances so designated in New Jersey statutes; those that release toxic vapors such as glue; anabolic steroids; all alcoholic beverages; and prescription drugs not prescribed for that person.

Student and/or parent refusal to cooperate with any and all phases of the substance abuse policy and procedures will lead to exclusion from school and shall be deemed a violation of the compulsory education and/or child neglect laws. All policies dealing with alcohol and drug abuse can be obtained at each of the district's schools and at the Board of Education office, and online at www.livingston.org.

Emergency Forms

Emergency forms assist the school in reaching a parent or guardian in case of an emergency or illness. Parents/guardians' phone numbers and emergency contacts are also listed. The school secretary should be promptly notified of any change of address, home telephone, or emergency telephone numbers.

Emergency School Closings



The Superintendent of Schools has outlined a policy for early school closing should severe weather or other emergency conditions develop during the course of the school day. Parents are asked to review with their children alternate arrangements in case they are not at home during the regular school day.

If severe weather starts in the morning once school has begun, the superintendent will make a decision by 11:00 AM whether or not to close schools. If that decision is made, the high school will close at noon, the elementary schools at 12:30 PM and the middle schools at 1:00 PM. The staggered schedule is necessary so that the school buses can make their runs. Both the district's automated alert system and phone chains are used to notify parents in the event of an emergency early dismissal. In case of early dismissal for inclement weather or other school emergency, the Superintendent and PTA/HSAs have established guidelines for parent notification (see page 39). The procedures for safe dismissal emphasize executing the district's automated alert system for phone calls and emails, the phone chain, including follow-up, communicating with the school office, utilizing emergency cards, and signing out children. The guidelines are provided at the end of this book in the section on Parent Teacher Organizations and are posted on the district website, www.livingston.org.

When severe weather conditions develop prior to the start of school, a decision will be made by 6:00 AM whether to close schools or have a delayed opening. Notification will be provided by the district's automated messaging system. The parent phone chain is used only for early dismissals.

In the event of a delayed opening, schools will begin later than the usual starting time. The notification process is the same as that outlined above. The high school will begin at 9:15 AM, the elementary schools at 9:35 AM, Heritage Middle School will begin at 9:55 AM and Mt. Pleasant Middle School will begin at 10:10 AM.

On days with delayed openings, students who receive bus transportation will be picked up based on a revised schedule.

School closing information is also provided on TV Channel 34 and posted on the district website, www.livingston.org, and is provided to radio stations WINS, WMTR, WWOR and 101.5 FM. Parents who are still unsure may call the automated phone system at the Board of Education office, (973) 535-8000, and select “8” for a recorded message. Please do not call police headquarters for school closing information.

Emergency Alerts



The district’s automated alert system allows us to contact you for inclement weather and other urgent news. You may elect to receive phone calls and/or emails. Please be sure we have your current preferences and contact information by visiting “Link Up With LPS” on the district website.



e-News

The school district publishes an electronic newsletter approximately twice a month with information of general interest. To receive the *Livingston Public Schools E-News*, send your name and email address to elazer@livingston.org.

Entrance Age Requirements

In order to be able to enter kindergarten in the fall, children have to be five years old by October 1. Children entering first grade must be six years old by October 1. Students in grades 2-12 who enter the Livingston schools from another community will be placed initially at their current grade level. If there appears to be a problem of adjustment or if school personnel have a question about the proposed placement, the child may be evaluated to determine if it is in his/her best interest to remain at that level or be reassigned.

Fines and Vandalism

Damage or destruction to Board of Education property will not be tolerated. Restitution will be sought from parents of minors involved.

Health Services

Please report all contagious diseases to the school nurse. After being ill, your child should not return to school before he or she is free of symptoms, and fever-free without medication, for 24 hours. The school nurse should also be informed of any medical problem concerning a student, a change in health status and any update in vaccinations.



The schools do the following health screenings:

- Blood pressure: K-12 annually
- Visual tests: pre-K, kindergarten, grades 2, 4, 6, 8, 10
- Hearing tests: pre-K, K-4, grades 6-8 and grade 10
- Height and weight are recorded annually for all grades
- Scoliosis: ages 10 and up every other year
- Physical examination: a health certificate from a family physician covering all mandated immunizations is required of all kindergarten entrants as well as all new entrants in any grade.

State immunization requirements:

1. Four doses of DTaP, the fourth dose to be administered on or after the fourth birthday for entrance
2. Three doses of polio vaccine. The third dose must be given on or after the fourth birthday for entrance.
3. Measles, mumps and rubella (MMR): one dose on or after the first birthday. A second dose is required for entrance.
4. Mantoux test for T.B. is required as per NJ State & B regulations
5. Hepatitis B – Series of three
6. Varicella vaccine
7. HIB vaccines: series of three or four before five years of age

ELEMENTARY SCHOOL HOURS

Regular: 8:05 AM to 2:25 PM

Delayed Opening: 9:35 AM

Early Dismissal: 12:15 PM

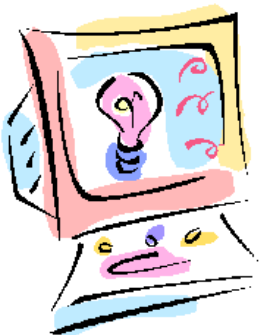
Emergency Closing: 12:30 PM

Homework

Homework is assigned at the discretion of the teacher and is intended to review, reinforce and support classroom instruction. Homework should be meaningful and may be differentiated depending upon the individual needs of the student.

Homework assignments will be available on the second day of an absence. Communication between home and school should be maintained when questions arise about homework assignments.

Internet Use



In order to afford all students the opportunity to use the Internet to enhance their learning, it is important to maintain a safe and respectful environment at all times. To address this need, the Board of Education created district policy and guidelines for Internet use. Reading, understanding and signing this contract is imperative for use of the Internet. The full text of *the Telecommunications Guidelines and Code of Conduct for Use of the Internet* is available on the district web site, www.livingston.org, and in each building.

Lunch



Students should bring a nutritious, well-balanced lunch that will satisfy their hunger. Milk, juice, and other items are available in the lunchroom. The school will send home specific information regarding the selections available as well as the prices. The PTA/HSA offers selected lunch items daily. Parents are encouraged to read

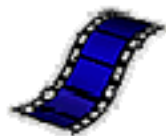
the district's Nutrition Policy on www.livingston.org.

Medication

Pupils requiring medication at school must have a written statement from the family physician that identifies the type, dosage, and purpose of the medication. A written statement from the parents giving permission to give medication prescribed by a family physician is also required. A parent may come to school and administer medication without a note from the physician. No medication – prescription or over the counter – will be administered without a physician's order. Medication should be sent in its original pharmacy-labeled container.

According to New Jersey State law, only a parent or nurse employed by the school district may administer medication to children on field trips, not a teacher or other parent. The parent of a child receiving medication will be requested to attend a field trip to administer a prescribed medication. If the parent is not available to dispense the prescribed medication and the physician has not suspended the administration of medication for the field trip, a nurse substitute will be hired.

Photographs



Student photographs are taken as a service in each school. These pictures are used for completing student records and are also available to interested parents for a fee. Parents are not obligated to purchase these prints.



Publicity

Photographs taken of students in the schools may be used in school publications and sent to area newspapers. Parents may request that their child not be photographed for school publicity purposes; a form is sent home in the Summer Fact Pack for this purpose. Questions about publicity, and ideas for school news stories, should be directed to Ellen Lazer, public information, at

973 535-8000 ext. 8036.

Children's faces and names are never posted on the district or school websites without signed permission from the parent/guardian.

Policies

Copies of Livingston Board of Education policies, including the Code of Conduct, are available online at www.livingston.org and in the central office. The website is updated regularly as policies are discussed and approved.

Quarantine Policy

Children are quarantined from school as per the guidelines issued by the N.J. State and Livingston Departments of Health. Parents are informed by their child's school when a problem exists. Any questions may be directed to the school nurse.



Reporting Student Progress

Report cards are issued two times a year in kindergarten and three times a year in grades 1-5. In grades K-3, progress is reported according to a developmental key; in grades 4 and 5, letter grades are used in reading, language arts, spelling, mathematics, social studies and science.

Elementary parent-teacher conferences are held in fall and spring. During parent teacher conferences, K-5 parents will be presented with information,

including work samples in a portfolio format, about their child's progress.

Results of standardized achievement tests, when administered, are distributed to parents during the school year.

Safety



Every effort is made to protect children from injury at school. Repeated instruction is given at every grade level in the basic habits, skills, and attitudes essential to safe living. The attitudes and behavior of children also depend upon the examples they see around them at home, school, and in the community. We are committed to providing and reinforcing positive examples of appropriate conduct; parents are directed to the district Code of Conduct for student, parent and staff expectations.

Parents who drive their children to school are expected to observe the directions of signs posted near schools.

Please review safety rules with your children, and contact the school for clarification when in doubt.

New Jersey law requires that seat belts be worn at all times. The cooperation of all parents is needed to help us enforce the seat belt law and protect the safety of our children. Please impress upon your children the importance and legal requirement of wearing seat belts.

School doors are locked during the day and surveillance cameras are in use. Visitors must be buzzed in and are required to report to the school office immediately upon entering the building.



School Visits

- “Back to School Night” enables parents to learn about the curriculum and general plan of study for the year.
- “Livingston Education Week” is held in November, allowing parents to visit their children’s classrooms during the school day.
- Parents wishing to see the teacher at times besides regular conferences should contact the teacher to schedule an appointment.
- All items or messages should be brought to the school office for distribution by school staff in order to prevent class disruption.

Student Records

The State and local Boards of Education have developed regulations, policies, and procedures for identifying what student records will be kept and who is to have access to these records. There are two types of records: state mandated and permitted. Mandated records include the pupil's name, address, date of birth, parents' names, progress reports, grade assignment, and health information. Permitted records include test data, examples of student work, notices, and minutes of any conferences related to the student.

The Department of Student Personnel Services also must keep records on all evaluated and classified students. These records contain the student's classification, individualized education plan, educational and psychological evaluation, and consultant reports.

Access to records may be granted to parents and adult pupils, as well as certain individuals, organizations, and agencies but strict procedures govern this disclosure. Part of the student's record will be retained in perpetuity, though most will be destroyed at the end of the first year after a student has permanently left the district. Parents or adult pupils may request a complete copy, if they wish.

Parents or adult pupils have the right to challenge the content of the records on the grounds of inaccuracy, misinterpretation, improper information, or improper disclosure. Procedures for challenge are described in the regulations. Copies of the complete policy are available at the central office.

Information about the Family Educational Rights and Privacy Act (FERPA) regarding parental rights to student educational records is available on the district website.

Telephone Use



Pupils may use the school office telephone for emergencies only. The Board of Education passed Policy 5516 in July 2006 regarding student possession and use of cellphones in school, which you may read by visiting www.livingston.org and clicking Policies, Adopted Policies, and Section 5000 (Pupils). Parents are also directed to the district Code of Conduct which has information about telephone use.

Testing



The district administers tests to various grade levels as described below. Testing dates are posted on the district website. Make-ups of standardized tests are generally given in the following week.

NOTE: Pupils who miss a state or districtwide test because of an absence due to religious observance will be given the test on an alternate date. The tests mentioned below are of interest to elementary parents; the district also administers the GEPA in eighth grade and the HSPA in eleventh grade.

- **NJ ASK (Assessment of Skills and Knowledge)** – Battery of tests in language arts literacy and mathematics for grades 3, 4, and 5, and an additional science section in grade 4.
- **Otis Lennon School Ability Test** – Test to measure the ability of students to cope successfully with school learning tasks and to evaluate their achievements in relation to the talents they bring to school learning situations; given to grade 3.
- **Developmental Reading Assessment (DRA)** – Assessment for grades K - 3, conducted during one-on-one conferences as children read specially

selected, leveled text to assess, analyze and document observable reading behaviors and reading instructional levels.

- **Math Placement** tests are given to students in grade 5, usually scheduled in May.

Transportation



Children living greater distances from school than the walking limits indicated below are eligible for Board of Education-provided transportation:

Grades K–8. . .beyond 2 miles
Grades 9–12. . .beyond 2 1/2 miles

No child will be permitted to ride any bus other than the one to which he or she is assigned. A note must be sent to the office if your child is not going home on the bus on a particular day.

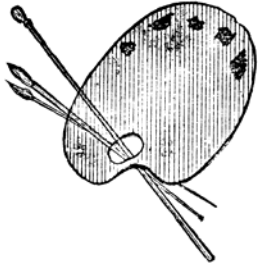
New Jersey law requires that seat belts be worn at all times when provided on school buses and vans. Vehicles owned or contracted for by the Livingston Board of Education are equipped with seat belts.

For everyone's safety, good behavior is expected of student bus riders. Bus riders must be orderly at all times. If it is necessary to suspend a child from riding the bus, parents will be contacted in advance. Riders are not to be detained after school unless the parents have been notified in advance.

Children must keep their seat belts on, listen to the driver, and keep their head and hands inside the vehicle. They are not allowed to move around, throw objects, litter, tamper with the vehicle or disturb others. Scuffling or fighting on the vehicle, and damaging the interior or exterior of the vehicle, are not permitted. Behavior infractions will be reported to the principal and parent. Parents are directed to the district Code of Conduct for additional information.

Parents may call MaryAnn McGowan, the transportation manager, at ext. 8027 with comments and suggestions or for further information regarding school transportation. To reach the Transportation Department in an emergency, please call (201) 704-5981.

Art



The elementary art program is a strong comprehensive program in the study of art production using a variety of media with an emphasis on personal expression. Students will learn the works of the Great Masters as an integral part of their units of study. They will participate in a formal and informal process of critique, and learn to appreciate and respect their work and the work of others.

Whenever possible, interdisciplinary art activities are part of the units of study and can enhance the core subject areas. Our program is in line with the National Arts Standards and addresses the New Jersey Core Curriculum Standards in the Visual and Performing Arts.

Computer Education

The elementary school computer education program is designed to foster creativity, higher order thinking, and student-centered learning. It enables our students to become more responsible for their own learning. It encourages them to try new ideas, become more engaged in their learning activities, and gain understanding by constructing their knowledge from the world around them, thereby transforming students into self-directed learners. Computer-aided instruction is integrated within existing content areas (language arts, social studies, science, mathematics, health) so as to enable students to enhance their computer skills through process-driven, thematic, cross-curricula projects.

Health Education (also see Physical Education)

The health education program provides students with information and skills to develop healthy behaviors that contribute to their overall well-being, safety and a healthy active lifestyle. The general topics of the *comprehensive health education curriculum* include personal health, family health, community health, consumer health, environmental health, family life education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. The New Jersey Core Content Standards for comprehensive health and physical education provide sequential and

developmental benchmarks against which the curriculum is revised and maintained.

In addition, the district Coordinated School Health Council provides a forum for periodic review and update of program information. A variety of stakeholders are involved and help to keep the lines of communication open.

- Drug education and prevention is taught as part of the health and physical education program as well as the guidance program. Classroom teachers and counselors utilize lessons and components of the “Here’s Looking at You” and “Social Decision Making” instructional programs. Information on inhalants and medications are also provided to increase student awareness of misuse and abuse. Students will learn that effects such as addiction and dependency are treatable, and how to access help. Social skills competence is a key factor for student self efficacy and ability to resist peer pressure in making healthful decisions. The elementary substance abuse counselor, school nurse and community police officer may also supplement classroom instruction on various topics.

The success of any drug education program is the consistent message from both school and home that drugs are not safe and are unhealthy.

- Family Life Education addresses relationships, human development and sexuality. Instruction about puberty and sexuality is provided by the school nurse/health educator in grades 4 and 5. Additional instruction about disease prevention and HIV is presented in a sequential and developmental fashion. The content of this part of the program is driven by the NJCCC Standard 2.4 but also takes into consideration the needs of the community and parents. Consequently, any parent who presents a letter to the school principal, signed and stating that any part of the instruction in family life education or the disease prevention curriculum is in conflict with his or her conscience, or moral or religious beliefs, shall have the right to have his or her student excused from the portion of the course where such instruction is being given.

Following is an overview of the human relationships and sexuality instruction for grades K-5. Teaching materials may be previewed by contacting the school nurse, principal or district supervisor.

OVERVIEW OF HUMAN SEXUALITY – FAMILY LIFE – HIV/AIDS

UNITS *Note: Grades 4 and 5 are scheduled for revision*

KINDERGARTEN

- I. Helping Each Other*
- II. Safety to and from School*
- III. Growth of Living Things*
- IV. Personal Hygiene*

GRADE I

- I. Animal and Human Family Units*
- II. Human Anatomy*
- III. Personal Hygiene*
- IV. Personal Safety*

GRADE 2

- I. The Family Unit*
- II. Reproduction in Plants and Animals*
- III. Human Anatomy*
- IV. AIDS/HIV Transmission*
- V. Safety Considerations at Home and School*

GRADE 3

- I. Reproduction in Mammals*
- II. Communicable and Non-Communicable Diseases including HIV/AIDS*

GRADE 4

- I. Family Changes*
- II. Reproduction*
- III. HIV/AIDS*

GRADE 5

- I. Biological Aspects of Human Sexuality*
- II. Psychological Aspects*
- III. Sociological Aspects*
- IV. Communicable Diseases including HIV/AIDS*

Integrated Reading/Language Arts



The integrated reading/language arts program enables students to gain the skills necessary for accurate and creative communication through effective thinking, listening, speaking, reading and writing. Through the use of a process approach, the elements of language arts are integrated and the tools of reading, writing, thinking, listening, speaking, spelling, vocabulary, handwriting, and grammar are taught as an outgrowth of this process.

The program prepares students to become active thinkers and critical participants in a rapidly changing world. Reading is taught through an integrated process where the reader comprehends the materials and is able to evaluate and synthesize a wide range of genre. Developing specific skills and effective strategies is emphasized through the introduction of a variety of literary forms. The goal of the program is to foster independent readers who love reading.

The overall objective of writing is to teach students to obtain information, solve problems, think critically, and then communicate effectively. Students learn to organize and structure their writing, to develop an appropriate style, and to present logical, detailed information within a variety of content areas.

As a child learns to become a writer, the process of writing receives greater emphasis than the finished products. Livingston has formed a partnership with Teachers College, Columbia University, which has enriched the writing instruction being provided within the district.



Keyboarding

The keyboard continues to be the most widely used input device in communicating with others. Students in grades 3-5 are taught to manipulate files, keyboard alphabetic keys utilizing proper touch typing techniques, proofread, and follow directions. This course is designed to provide students with the ability to keyboard utilizing proper touch type techniques.

Library Science

Basic library skills are taught by the media specialist who also functions as a resource person for the staff and students. Pupils learn research skills and how to use the numerous multi-media materials that are available.

Mathematics



The elementary mathematics program reflects the recommendations of the National Council of Teachers of Mathematics as well as those of the New Jersey Core Curriculum Standards with regard to content, instructional strategies and assessment. The curriculum recognizes that math is much more than computation and that students who memorize may no longer be the top math students. While recall is important, explanations, insight and contextual

understanding are equally assessed.

Materials have been selected that help ALL students move through three stages of mathematical learning (concrete, iconic and symbolic) in order to build true understanding. Students begin at the concrete stage of learning by using hands-on materials to explore, investigate, and internalize. They proceed to the iconic stage by building mental images of the concepts they previously explored with manipulatives and then attach these experiences to symbols. This approach emphasizes that symbols should be recalls of reality and not abstractions that are manipulated by following sets of rules.

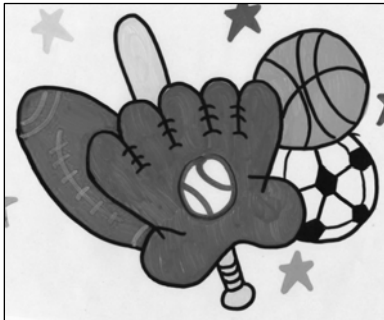
A major goal of the program is for students to know their basic facts and develop a keen number sense in order for them to be able to apply appropriate computational strategies. Students study computation in conjunction with geometric concepts, data analysis, algebraic thinking, pattern recognition and non-routine problem solving situations. They are also asked to communicate their understanding orally and in writing. Much time is spent developing understanding and applying many varied strategies so that all learners begin to see how others solve problems. Students are expected to develop meaning for the basic operations BEFORE practice (through games and paper and pencil activities) is introduced to assure rapid recall and application of the facts.

It is important to realize that a typical mathematics class is more than a teacher standing in front of the room explaining problems. It is students working in groups exploring a concept using a variety of tools. In this manner, students acquire the foundation of understanding needed to achieve many of the traditional algorithms that in the past were usually communicated verbally.

Music

Formal music instruction begins in kindergarten and continues through the fifth grade and into middle school. These general music classes emphasize instruction in the elements of music, singing, movement, improvisation, aesthetics and the study of music from other cultures. In addition, pupils are taught to read and understand musical notation and terminology.

Physical Education (also see Health Education)



Students develop physical fitness, locomotor, non-locomotor and manipulative skills through participation in a wide variety of developmentally appropriate activities and games. Emphasis on the acquisition of affective skills enables students to develop self-confidence and interpersonal skills including cooperation and sportsmanship. Opportunities for exploratory and creative experiences, as with gymnastics, rhythms, or the Whittle

climbing adventure units, assist students in developing appreciation of the aesthetic and creative qualities of human movement. Students will participate in a wide variety of assessment activities including skill and written evaluations.

“Developmental Physical Education” is also available for students in need of additional support. Student eligibility is determined by evaluation of gross motor skills and fitness levels in the regular PE class. Classroom teachers, CST members, and the nurse may also make recommendations for identifying students who may benefit from services. In addition to the criteria established, student eligibility is also determined by schedule parameters. Students may only be enrolled in Developmental PE with the permission of the parents.

Students must wear an athletic shoe with shoelaces and a flat sole that will provide traction on a wood floor. Safety is foremost in physical activities and the school district reserves the right to define the parameters for safe dress and participation. Jewelry such as necklaces, bracelets, rings and earrings can be hazardous and unsafe during physical activity. Children should refrain from wearing jewelry and bringing valuables to the gymnasium.

A child may be excused from physical education class for one day at the request of the parent. Medical exemption from classes for longer periods will require a doctor's note to the school nurse, stating that a child may not participate in physical education, and also giving the date gym activities may be resumed. Alternative activity or assignments will be provided as required.

School Counseling

The mission of the Livingston Public Schools counseling program is to provide a comprehensive developmental counseling program which will address the academic, career and personal/social development of all students. A comprehensive developmental guidance program is based on the knowledge that all children can achieve. Our district curriculum supports the National Standards of the American School Counseling Association (ASCA) and is aligned with the New Jersey Core Curriculum Content Standards. The guidance curriculum provides the necessary elements for all students to develop resiliency and to be successful in school and in life. Counselors are available at all elementary schools.

Science



The purpose of science education in the Livingston public schools is to prepare the students to be informed decision-makers and life-long learners using the techniques, technology and concepts of science for problem-solving strategies. This involves awareness of the mode of inquiry combined with hands-on laboratory experiences, research and concept development which promotes knowledge of both science content and science process. The science curriculum also provides students with a frame of reference to observe, ask questions, make hypotheses, interpret data, analyze, experiment, draw conclusions and formulate models.

Social Studies



The social studies program in the elementary schools introduces the students to the foundation of all social sciences. From kindergarten through fifth grade, the program seeks to expand students' horizons as they learn about themselves, their community, their nation and the world.

The K–2 program acquaints the children with the concepts of relationships within the family, the neighborhood, and the community. They explore social relationships, the differences and commonalities in various cultures, the needs and wants of people, and the symbols, values, and beliefs of the American government system. The students will also explore geography through an atlas program that incorporates geographic skills with an understanding of cultures. The third grade will focus on the application of geography to the growth of civilizations and to historical events. Using the *Five Themes of Geography*, the students will explore human interaction with and adaptation to the environment. They will study Native American cultures, the first colonial settlements, and the pioneer movement. They will explore the legacies of the many immigrant groups emphasizing what motivated them to leave their countries, what attracted them to the United States, and how they have contributed to the development of the American character. The program will culminate with a look at how and why government was formed and how it responds to the needs of the people.

In the social studies program in the fourth grade, the children will learn about the four major regions of the United States. They will study the geography, natural resources, and people that settled in each region using the *Five Themes of Geography*. The students will also do an in-depth study of the Constitution and their rights and responsibilities as citizens. They will incorporate New Jersey history and issues into their regional study. The fifth grade curriculum will give the students their first history sequence when they study the history of the United States from the Age of Exploration and Colonial Settlement to the Civil War and Reconstruction. The emphasis will be on using research to address questions or issues that dominate each historical era.

Research and writing will be essential parts of the K-5 social studies program K-5. Students will be expected to give opinions backed by research, distinguish between fact and opinion, make proposals for the resolutions of problems in New Jersey, the U.S. and the world, analyze maps, charts, and graphs, and write expository essays in response to specific historical and social questions. Efforts will be made to expand the curriculum to include appropriate art, music, and literature. The skills and content focus of the curriculum are intended to give elementary students the knowledge and skills they need to succeed in the middle and high school levels, an appreciation for the beliefs, values and traditions of the United States, and an understanding of the physical and human environment in which they live.

World Language (Spanish)

The study of Spanish, beginning in kindergarten, will initially develop the skills of listening and speaking through a multitude of activities. Students will be able to practice everyday vocabulary and expressions in situational formats. They will increasingly develop proficiency in asking and responding to simple questions and commands. As their level of comprehension and ease of expression develop they will be introduced to the communicative skills of reading and writing in Spanish in the 3rd, 4th and 5th grades. Cultural topics of interest to elementary school children are constantly infused into the program of instruction.



Cultural Arts



A number of programs are provided throughout the year to enrich the instructional program. Dance, theater, opera, and informational programs are made available by the PTA/HSA organizations. Parents and staff work together to select a wide variety of exciting productions. The programs play an important role in the education of the total student.

Field Trips

Field trips are planned to extend the curricula beyond the confines of the classroom and to provide students with first-hand experiences. (See "Medication" for information about children who take medication on field trips.)

Gifted & Talented/Schoolwide Enrichment

The *academically gifted* program for students in grades 2 through 5 provides a variety of in-depth experiences for selected students who meet district criteria. Information about this program may be obtained from your building principal.

In addition, a *schoolwide enrichment* program encourages interested students to develop original ideas and use problem-solving techniques and creative thinking strategies. Some of the cycles offered, based on student interest, are Law Fair, forensics, philosophy and tessellations.

G/T Music



Students in grades four and five who have exceptional aptitude in music may be eligible to receive 40 minutes per week of additional small group instruction in the elements of music, music theory, music composition, and music history. Much of the curriculum will be taught using

technology based resources and materials. In order to be considered for entry into the program, students must meet district criteria. This class meets before the regular school day; parents must arrange for transportation.

G/T Visual Arts



Children in grades four and five who have demonstrated exceptional artistic talents may be eligible to receive 40 minutes per week of additional small group instruction in the visual arts. In order to be considered for entry into the program, students must meet district criteria. Projects are more complex and detailed, taking the program beyond the scope of what is already an outstanding elementary art curriculum.

Students learn to develop and enhance their creative production abilities, gain knowledge of artists and their historical references, and engage in meaningful critiquing sessions that encompass current art issues. This class meets before the regular school day; parents must arrange for transportation.

Instrumental Music



Students in grades 4 and 5 may elect to take individual instruction in instrumental music. This instruction is offered during the school day on a rotating schedule. In most cases, students are required to provide their own instruments. Students may choose instruction on a variety of instruments from the string, brass, woodwind, and percussion families. Some students begin the study of instrumental music outside of school prior to the fourth grade. These students may be allowed to participate in the program provided they demonstrate a level of proficiency as set by the music department. The chorus, band and orchestra ensembles are showcased in many programs throughout the school year.

Chorus



This is an enrichment experience for children who have a special interest in vocal music. This activity is open to all 4th and 5th grade students; rehearsals are held on a weekly basis.

Band

Students who elect instruction on brass, woodwind, or percussion instruments may also participate in the school band. Rehearsals for this group are held on a weekly basis.

Orchestra

Students who elect instruction on string instruments may also participate in the school orchestra. Rehearsals are held weekly.



Basic Skills Instruction

Additional instruction is provided for students who fall below expected standards on Achievement Tests. Supplemental assistance is provided in math, reading, and writing/language. These goals are accomplished through in-class support and individualized and/or small group instruction.

English as a Second Language/Immersion

Students who speak a language other than English at home may be administered the English language proficiency exam. Beginner ELLs (English Language Learners), who score below a given level, qualify for the Immersion Program. These students spend up to two hours each day learning language development from a trained ESL instructor. The rest of the day is spent participating in regular school activities along with their classmates.



Intermediate and advanced ELL students who need assistance in language fluency and vocabulary development are eligible to attend ESL classes on a pull-out basis for one class period every day. For more information contact Lizbeth Sanchez, world languages/ESL supervisor, at ext. 8056.

Home Instruction

Children who are chronically ill or suffer temporary ailments serious enough to keep them home bound for at least two weeks are eligible for bedside instruction. Arrangements may be made by notifying your building principal or the Department of Student Services, ext. 8032, as soon as the established confinement period has been determined.

Pre-School Programs



Research has shown that both special needs students and typically developing students flourish in an integrated environment. Livingston runs an integrated preschool program that serves the needs of special education children as well as regular education preschoolers. Classes are held four days per week at Burnet Hill School, in either a morning or afternoon session, and there is no tuition charge.

Enrollment in the program is open to a limited number of non-classified students and is determined by lottery. To be eligible for the lottery a child must be four years old on or before September 30 of that year and may not turn five prior to this same date. A birth certificate and proof of Livingston residency are required. The lottery is held in the summer. Children who are not selected by the lottery will be placed on a waiting list. Transportation is not provided.

Livingston's PRIDE program was developed to identify and provide comprehensive educational experiences for disabled children three to five years old. The goal of the program is two fold: to provide a natural environment for children of varying developmental levels to work at acquiring skills needed to achieve and develop to the fullest extent in the least restrictive environment; and to support families as they develop resources for managing the daily stressors involved in raising a child with special needs.

Intervention and Referral Services

Intervention and Referral Services (I&RS) in each elementary school provides assistance to teachers, support staff, administrators, and parents. This committee seeks to develop preventive interventions to successfully accommodate the diverse learning and behavioral needs of pupils in regular education classrooms who are experiencing difficulties in their classes.

The I&RS team helps to coordinate and deliver intervention services for pupils. I&RS may also function as a 504 Committee for students who may be deemed handicapped under Section 504, a civil rights statute that protects the rights of individuals with disabilities. Reasonable accommodation must be provided to insure that the child with a disability receives an education that is comparable to that received by a non-disabled child.

Resource Center

Classified students who need assistance may spend part of each day in a resource center where they work individually or in small groups with a certified special education teacher. The rest of the day is spent in the regularly assigned classroom.

Classified students may also receive assistance through an in-class support resource center program in which a special education teacher team teaches with a regular education teacher in the regular education classroom.

Student Assistance Program

The Student Assistance Program in the Livingston schools is designed to facilitate positive emotional growth, self-esteem and responsibility, resulting in healthy choices for students. The program aims to service the child through a proactive approach in the prevention of substance use/abuse and other mental health concerns. The Student Assistance Counselors facilitate groups dealing with subjects such as friendship, anger management and depression, and perform short-term crisis counseling for students. They work closely with students, parents, staff, nurses, principals and community resources. A student assistance counselor is available to each of the elementary schools.

Special Services

The Department of Special Services coordinates and supervises remedial and preventive programs, child study team evaluations, and social and psychological services.

Pupils who require specialized programs are referred to and evaluated by a Child Study Team that is composed of a psychologist, learning disabilities specialist, and social worker. Other members of this team may include a psychiatrist, physician, speech therapist, school nurse, guidance counselor, and teachers. Members of the Child Study Team often function as resource people who help with the study of individual pupils by interpreting evaluation data and personal information and offering suggestions to parents and schools in reference to programming.

The district employs several child study teams to evaluate students who have been referred as possible candidates for special education services. Once an

evaluation has been conducted, members of the child study team meet with parents and determine whether or not the child is eligible for special services. If a student is in need of special services, team members will work with parents, teachers, administrators, and other professionals to develop an appropriate Individual Educational Program (IEP) for the student.

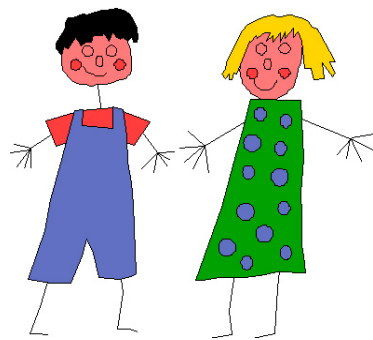
Parents may request a copy of “A Guide to the Special Education Process” for additional information.

Speech

This program is offered to all children who demonstrate significant speech difficulties which impact on their progress in the general education curriculum. A speech specialist evaluates children who are referred as possible candidates for special services. If the student is found eligible for classification the speech specialist will develop an IEP with the parent and gear instruction to the individual. Parent involvement and cooperation are important components of the program.

Learning/Language Disabilities Classes

Learning/language disabilities (LLD) classes are available for classified students who need more direct instruction at their individual levels than can be offered in the resource center.



P A R E N T - T E A C H E R O R G A N I Z A T I O N S

PT Council

The Parent-Teacher Council is an alliance of the Parent-Teacher and Home School Associations of the nine public schools in Livingston along with the PPEC (Parents and Professionals of Exceptional Children). PTA/HSA and PPEC presidents, the PT Council executive board, and chairs of the PT Council district-wide committees attend regularly scheduled meetings throughout the year to share projects, communicate ideas and resolve mutual concerns among the home, school and community.

Representatives from each school serve on the individual PT Council district-wide committees. Committee chairs are chosen from this group of representatives. District-wide committees include: Art Appreciation, Budget Task Force, Cultural Arts, Gifted & Talented, Helping Hands, Hobby Hour, Human Relations, Legislation, Multiculturalism, Nutrition, PPEC Parent Education, Red Ribbon Week, Safety, and Sixth Grade Nominating. Visit www.livingston.org and click on PT Council for current information.

2007-2008 Officers

Co-Presidents:	Trudy Bier and Heidi Cislo
Co-Vice Presidents:	Liz Myers and Fran Romeo
Treasurer:	Debbie Saltzman
Recording Secretary:	Wendy Keyes
Corresponding Secretary:	Debbie Silverstein

2007-2008 Co-Presidents

Burnet Hill:	Donean Rocheville and Sue Wasserman
Collins:	Laurie Kahn and Michelle Schoenbach
Harrison:	Danielle Kelly and Julie Travers
Hillside:	Catherine Bracci and Karen Gelenites
Mt. Pleasant Elementary:	Jodie Eisner and Cindy Richard
Riker Hill:	Lori Taylor and Leslie Winograd
Mt. Pleasant Middle:	Barbara Murray and Anne Rispoli
Heritage Middle:	Abbe Poznak and Beth Tofel
Livingston High School:	Gina Goldman and Sharon Cimbol
PPEC:	Jamie Eckstein

PTA/HSA Guidelines for Early Dismissal



- The school office is notified of an early dismissal by the Superintendent and contacts the co-presidents of the PTAs and HSAs. The co-presidents begin their phone chain by calling their committee co-chairs and classroom parents.
- Calls must be made immediately after receiving notification of an emergency dismissal.
- A message on an answering machine is not acceptable; personal contact must be made with the child's parent or with one of the emergency contacts listed on the emergency card. If someone cannot be reached, the classroom parent must notify the school office. The office will continue to try to contact someone who is responsible for the child(ren).
- If a classroom parent, co-chair or co-president is not available to activate his or her part of the chain, another parent or officer must be responsible for those calls. It is very important not to break the phone chain.
- All members involved in the phone chain must keep their phone lists at home and work for the entire school year so they have access to them for any emergency that may occur.
- When the phone calls are made, dismissal times for the elementary, middle and high schools should be stated. Parents with older children in other schools will only be getting one phone call.

School Office Guidelines

- The office will have a master copy of the emergency card for early dismissal.
- All new students in the district will complete an emergency card for emergency dismissal. The office will provide this information to the co-presidents.
- Each school has its own specific procedures for emergency dismissals. Please review these procedures with your building principal at the beginning of the school year.

2007-2008 LIVINGSTON SCHOOL CALENDAR

2007

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
KEY:  SCHOOLS CLOSED  PARTIAL (HALF) DAY														JULY 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							AUGUST 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
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2008

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- Provides 182 days for students and 183 days for teachers.
- Incorporates 1 full day in September and 4 partial days in October, November, January and June for professional development.
- Allows for 2 snow days on June 19 and 20 [18 and 19 for seniors]. Additional snow days, if needed, will be added at the end of the year beginning Monday June 23 [Friday June 20 for seniors]
- The last 3 days of school, once they are determined, are partial days.
- This calendar updated 7/07

September: 16 days students 17 days teachers

Mon., Sept. 3: Labor Day (schools, offices closed)
 Tues., Sept. 4: First day/prof. day for teachers
 Wed., Sept. 5: First day for students
 Sept. 13 - 14: Rosh Hashanah (schools, offices closed)

October: 23 days students and teachers

Oct. 8: Columbus Day – Partial day for students/teacher inservice until 6:00 pm
 Oct. 16 - 17: Diff. Aptitude Test, grade 8
 Oct. 24 - 26: Elem parent conferences/partial days

November: 18 days K-11 students and teachers; 19 days seniors

Nov. 6: Election Day – partial day for students/teacher inservice until 6:00 pm
 Nov. 8: partial day for seniors
 Nov. 8 - 9: NJEA (schools, offices closed)
 Nov. 21: Partial day
 Nov. 12 - 13: LHS visits/Liv Ed Week
 Nov. 15 - 16: Middle school visits/Liv Ed Week
 Nov. 19 - 20, Elem school visits/Liv Ed Week
 Nov. 22 - 23: Thanksgiving (schools, offices closed)

December: 15 days students and teachers

Dec. 5: OLSAT test, grades 3 and 6
 Dec. 24 - 26: Schools, offices closed for Christmas

Dec. 27 - 28: Winter break (schools closed)
 Dec. 31: Schools, offices closed

January: 21 days students and teachers

Jan. 1: New Year's Day (schools, offices closed)
 Jan. 14: Partial day for students/staff inservice until 6:00 pm
 Jan. 21: MLK Day (schools, offices closed)

February: 16 days students and teachers

Feb. 18: Presidents Day (schools, offices closed)
 Feb. 19 - 22: February break (schools closed)

March: 20 days students and teachers

March 4 - 6: HSPA test, grade 11
 March 21: Good Friday (schools, offices closed)

April: 17 days students and teachers

April 2 - 4: Elem parent conferences/partial days
 April 15: School Election
 April 21- 25: Spring recess (schools closed)

May: 21 days students and teachers

May 26: Memorial Day (schools, offices closed)

June: 15 days teachers and K-11 students; 14 days seniors

June 3: Primary election – partial day for students/teacher inservice until 6:00 pm
 June 19: Graduation/last day for seniors
 June 20: Last day of school for K-11 (tentative)

TEST DATES, including make-up dates, are posted on the Test Calendar on www.livingston.org. The dates of required State tests are determined by the NJDOE and are subject to change. This calendar updated 8/13/07.

Elementary School Parent Handbook

We hope that this Livingston **Elementary School Parent Handbook** proves useful to everyone who has an interest in our schools. The Handbook contains information about policies, programs, personnel and activities pertinent to the Livingston Public Schools. Additional information can be obtained at your child's school, the Board of Education office, or on the district website, www.livingston.org.

Please send your comments and suggestions about the Handbook to Ellen Lazer, public information, at 973 535-8000 ext 8036 (elazer@livingston.org).

To receive the district's electronic newsletter, please send your email address to elazer@livingston.org.



Livingston
PUBLIC SCHOOLS

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