



KING EDWARD COMMUNITY SCHOOL

HANDBOOK

2023-2024



Notes

Notes



KING EDWARD COMMUNITY SCHOOL

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**825 Selkirk Avenue
Winnipeg, MB, R2X 2Y6**

Phone Number: 204-586-8381 Fax Number: 204-586-3984

**Principal: Mr. B. Davidson
Vice Principal: C. Martinez**



SCHOOL HOURS

Nursery and Kindergarten

Grades 1 - 6

**9:00 - 11:30 a.m.
1:00 - 3:30 p.m.**

**9:00 - 12:00 p.m.
1:00 - 3:30 p.m.**

Entry Bells sound at 8:50 a.m. and 12:55 p.m.



SCHOOL HISTORY

The “old school” which was situated at the corner of Sinclair and Selkirk was named after King Edward VII. King Edward No. 1 was built to meet the rapid growth in population of the district due to immigration. Construction was started in 1908 and was completed in 1909. This solid brick building had a opening enrollment of 500 and was the show school of Winnipeg and the pride of the school board. It was the first fireproof school in Winnipeg, with a different style of architecture, an artificial ventilating system, iron and cement stairways, as well as metal fireproof glass doors. Miss Edna Talbot was the first principal of King Edward and Mr. W.J. Gough succeeded her in September 1909 and remained there for 28 years.

School Contact Information

- Principal** - Mr. Brad Davidson
- Vice principal** - Ms. Claudia Martinez
- Head Clerk** - Alvina Hedgecock
- Head Custodian** - Chris Castro

School Community Worker

Ms. Lee Tavares

825 Selkirk Avenue
Winnipeg, Manitoba
R2X 2Y6
(204) 586-8381

Website: www.wsd1.org/KingEdward/
Twitter @KingEdwardWSD
Instagram - kewolves

What to do when
You have a **problem** at
your child's school

**Problems can arise but
can be solved by open discussion.**

The steps to follow:

- Talk to the teacher first.
- If you can't resolve the issue - talk to the administration.
- If you can't resolve the issue - talk to the Director for your child's school. The Directors are part of the Superintendents' Office.
- If you can't settle the issue - contact the Board and Community Liaison Officer who will work with you and the Board of Trustees.

The Winnipeg School Division - Phone 204-775-0231

If you wish more detail, a *Dispute Resolution Guide* for parents/guardians, staff, students and community members can be picked up at any Winnipeg School Division school or the Board Offices.



KING EDWARD COMMUNITY SCHOOL

In 1914 the erection of an additional building became necessary because of the increase in students seeking admission. A cornerstone was laid and King Edward No. 2 was constructed. On the occasion of his visit to Winnipeg, Earl Gray, then Governor General of Canada, visited the school. King Edward was the newest school in Winnipeg and the Governor General was surprised to see so many nationalities represented in a Canadian school. In 1919 the No. 1 school became a Junior High School. By 1922 the enrollment had reached almost 1500 students. The old building No. 1 remained as a Junior High School until 1957 when Sisler and Isaac Newton Schools were built. Once again, after many years, King Edward was an elementary school.

Early in the 1970's building inspectors became concerned about the structural integrity of the old King Edward No. 2 building. The Winnipeg School Board was ready to replace the old building. New programs for pupils and teams of teachers were developing. Teaching staff, along with parents' groups, were included in the building committee. The "new" building – the present King Edward Community School – was opened on April 21, 1977.





Winnipeg School Division

Our Purpose

Winnipeg School Division provides a learning environment that fosters the growth of each student’s potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

Our Vision

Is for current and future people learning and working within Winnipeg School Division to be: **Engaged, Confident, Inspired, and Successful Learners.**

King Edward Community School Mission Statement

We respect ourselves
We respect others
We respect the environment



VOLUNTEERS

Volunteers are very important within a school community. The following are some ways in which you could support learning at King Edward School:

- * Assisting in the library
- * Assisting with snacks
- * Providing individualized assistance in reading
- * Playing instructional games with students
- * Listening to children’s stories
- * Assisting in making games and instructional material for classrooms
- * Collating material for teachers

If you are interested in volunteering, please contact the school at 204-586-8381 and our Community Support Worker will be in touch with you.





WASAC (WINNIPEG ABORIGINAL SPORTS ACHIEVEMENT CENTRE)

This program offers Aboriginal Youth athletic activities including swimming, skating, science and summer day camps and clubs.

CSI Program

The Community School Investigators (CSI) Summer Learning Program is an academic program designed to combat summer learning loss and narrow the opportunity gap. CSI provides five free weeks of full day summer programming. Children participate in a variety of academic, recreational and educational activities.



King Edward Community School Priorities

FOSTER A WELCOMING AND COLLABORATIVE COMMUNITY WITHIN THE SCHOOL AND THE NEIGHBOURHOOD

FOSTER A COMMUNITY OF ENGAGED, INDEPENDENT LEARNERS

FOSTERING A CLIMATE THAT SUPPORTS INDIGENOUS WAYS OF LEARNING





SCHOOL TIMES/SUPERVISION OF STUDENTS

The bell rings at 8:50 a.m. and 12:55 p.m.

Students are dismissed as follows:

- ⇒ Nursery & Kindergarten at 11:30 a.m. and 3:30 p.m.
- ⇒ Grades 1 to 6 at 12:00 p.m. and 3:30 p.m.



The Patrol Supervisor is on post at **8:45 a.m.** and **12:45 p.m.**

In order to protect the safety and welfare of the children, parents/guardians need to arrange to have their children arrive at school during the times when staff are on duty (8:50 a.m. and 12:55 p.m.). Please also remind your children to proceed with caution when they are crossing the street.

ARRIVAL AND DISMISSAL PROCEDURES

If a GREEN Sign is posted due to inclement weather, students may wait between the doors until a staff member indicates they may enter the building.

Nursery and Kindergarten - Parents/guardians are asked to accompany their children to exterior door outside the nursery/Kindergarten classroom for drop off and pick up.

Students in rooms 116,117,118 - Parents/guardians are asked to accompany their children to exterior door outside of their respective classroom.

Students in rooms 119 and 120 - Students arrive and exit through the Selkirk Street doors.

Students in rooms 129 - Students arrive and exit through the Pritchard Street doors.

Students on the second floor - Students arrive and exit through the back playground doors.

SCHOOL VISITORS

All parents and guests wishing to contact their child during instruction time must report to the office. This is to ensure the safety of all our students.



ARTS

The goal of the Arts Program at King Edward School is to offer students the opportunity to learn music theory, music appreciation, instrumentation, drama and movement. Students in Grades 1-6 attend classes three times per cycle. In addition, students have the opportunity to participate in extra curricular arts activities throughout the year.

SISTEMA

King Edward is a Sistema Winnipeg school. It is an inclusive and intensive orchestral program that delivers free musical training to children in grades 1-6, after school for approximately two and a half hours a day, five days a week.

Sistema Winnipeg encourages children to receive their full potential and inspires greater social change within the community.

If you are interested in having your child participate in Sistema, please contact the office.





PHYSICAL EDUCATION

Learning Outcomes

Students will increase their ability to develop and demonstrate:

- ✓ Physical well-being
- ✓ Competency in fundamental movement skills
- ✓ The ability to develop and follow a fitness plan for lifelong physical activity
- ✓ Safe and responsible behaviours in physical activities
- ✓ Working cooperatively and fairly with others, and building a positive relationship with others

The emphasis for the primary students is on acquiring basic movement skills through a variety of games and game skill activities, rhythm and dance, and educational gymnastics. The intermediate program includes more general movement skills and concepts. The activities include small group and large group offense and defense activities, rhythm and dance activities, and physical fitness activities. The overall aim of the physical education program is: **FUN, FITNESS, and FUNDAMENTALS.**



DID YOU KNOW SCHOOL SUCCESS GOES HAND-IN-HAND WITH GOOD ATTENDANCE?

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Did you know?

- Students need to be present to learn.
- Parents play a critical role in waking up their children in the morning and getting them off to school on time.
- Some students report that their absences can occur simply because they have not been pushed to attend school consistently. They can then slip into the routine of missing school which becomes a habit for years to follow.
- Missing 10% of school (or about 2 days a month) can make it harder to learn to read.
- Too many absences, even in Kindergarten, will cause children to fall behind in school.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

What you can do!

- Set a regular bedtime and morning routine. Set the alarm clock and make sure lunches are packed the night before.
- Don't let your child stay home unless he/she is truly sick.
- Develop back-up plans for getting your child to school should something come up.
- Let your school know if you are having trouble getting your child to school. Help is available!



ATTENDANCE POLICY

The following procedure is in place regarding absences:

- 3** absences = phone call home by homeroom teacher
- 6** absences = letter
- 12** absences = home visit and truancy involvement

PATROLS

King Edward School Patrols are volunteers from Grades 4, 5 and 6. The goal of our School Patrols is to make sure that all students cross the busy streets around the school safely. Patrols are currently posted at Selkirk & Arlington. Each Spring, students who wish to become a patrol are trained so that they will be ready to serve in the fall.

PATROL SCHEDULE

Patrols are on their posts at the following times:

8:45 – 9:00 in the morning
11:55 – 12:10 at noon
12:45 – 1:00 in the afternoon
3:30 – 3:45 in the afternoon

SAFE ARRIVAL

To ensure your child's protection, we use Safe Arrival, a computer generated system that will call your number to verify the absence if your child is not at school.

Report Absences

Call into automated interactive telephone system 1-855-278-4513

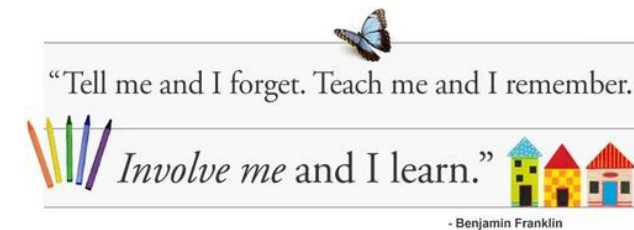
Visit <https://go.schoolmessenger.ca>

Inclusive Education Resource Teacher

King Edward Community School currently has one Special Education Resource Teacher on staff. Their role is to provide support to students with behavioural, academic and exceptional needs. They work closely with classroom teachers and parents so that these students can be successful in school.

The type of support given depends on the needs of the child, and may include:

- ⇒ Discussion and sharing of ideas and material with classroom teacher
- ⇒ Co-ordination of resources such as Clinical Support Services (psychology, reading, speech and language, social work and audiology), Physical Therapy and Occupational Therapy
- ⇒ Co-developing, implementing and reviewing Individual Education Plans (IEP's) with classroom teachers, EA's and parents/guardians.
- ⇒ Making referrals to special programs such as Diagnostic Learning Program, E.A.L., Learning Assistance Centres, etc.
- ⇒ Applying for funding for students who require Educational Assistant support





Inclusion Support Services

The Clinical Support Services is an educational support service agency that supplies services free of charge to students. All Clinical Support Services staff work closely with parents and school to provide support to students. To gain access to these services parents should contact the classroom teacher or the Special Education Resource Teacher. Parental permission is required before a child can be referred to the Clinical Support Services. Services are provided in the following areas:

Social Work

The social worker can provide information about community resources and supports. Students who are having emotional/social/behavioral difficulties and their families are eligible for service from the school social worker.

Speech and Language

The speech and language clinician works with students individually or in small groups and helps them develop skills. The clinician also assesses students speech and language skills and consults with parents, EA's and teachers to support students who are experiencing difficulty.

Reading

The reading clinician assesses students who are having difficulty in reading, as well as supports the implementation of Read to Me in Grades 1 & 2. The clinician makes recommendations to the school about strategies that might help a student strengthen reading skills. The reading clinician is also involved in making referrals to the Diagnostic Learning Program.

Psychology

The psychologist works with students who are having behavioral, emotional, or learning difficulties. The psychologist performs cognitive assessments and makes recommendations to the school about programming for the student.



INSERVICE DAYS

Every elementary school in the Winnipeg School Division (by order of the Minister of Education) is allowed up to a maximum of 10 days per year for in-services, administration days, professional development, student-led conferences, etc. Therefore, we will be closed for the following dates:

September 5, 2023
October 3, 2023
October 20, 2023
November 17, 2023
December 1, 2023

February 2, 2024
March 15, 2024
April 19, 2024
May 6, 2024
June 14, 2024



EDUCATIONAL EXCURSIONS (FIELD TRIPS)

Field trips are included as an important part of the curriculum. Teachers may plan a field trip for classes or grades based upon the topics of study. Parents/guardians are notified prior to each field trip of the details of the excursion.

Parents are asked to sign a written permission slip for each field trip. Permission slips are required for children to participate in this year's field trips.



CHANGE OF ADDRESS OR PHONE NUMBERS

It is important that our records be up-to-date. Any emergency could require an immediate call to the home. Please notify the school promptly of any changes in address or telephone numbers for yourself, your work, and/or the emergency contact.

FIRE AND EMERGENCY RESPONSE DRILLS

Ten fire drills occur each school year. This process ensures that all children are aware of the procedures to follow if they hear the fire alarm bell. In addition, the school practices an evacuation drill and three lock-down drills each year to make sure our students and staff know what to do if a dangerous situation arises.

LUNCH PROGRAM

The King Edward Community School Lunch Program is a **USER PAY** program, facilitated by the parent council. The fees collected pay the wages of the adult supervisors who are responsible for the safety of your children.

The program runs daily from 12-1 p.m. Parents/Guardians who are attending school and/or working may register their child/children for the program.

Please note that participation in the program depends on the students' willingness to be well behaved and cooperative. Failure to pay fees on time as well as student misbehaviour may result in withdrawal from the program

Applications along with detailed information for the lunch program may be picked up from the office.



SPECIAL EVENTS

Each year King Edward school students, staff, parents and community participate in a variety of school special events. Detailed information about these events is provided throughout the year, either in the monthly Newsletter, or in a letter home. These events include, but are not limited to:

- | | |
|-------------------------------|--------------------------|
| Meet the Staff Events | Assemblies |
| Student-Led Conferences | Remembrance Day Services |
| Winter Concert | Pancake Breakfasts |
| Divisional Sports Tournaments | Celebration of Learning |
| Breakfast with Santa | Field Day |

CLUBS

King Edward generally hosts a number of clubs during and after school hours. Clubs not only enhance skill development but also build esteem and friendships. Some examples of past years clubs are as follows:

- | | |
|--------------|------------------------|
| Floor Hockey | Running |
| Volleyball | Leadership |
| | Indoor /Outdoor Soccer |

We encourage all children to participate fully in the many club opportunities offered this year.



NEWSLETTER/IMPORTANT NOTICES

Each month King Edward School sends home a newsletter on or prior to the end of the month with the eldest or only child. It contains a calendar of school events and any important updates or information.

REPORTING PERIODS

There are three reporting periods each school year. The first term report card, will be issued in November, followed by student-led conferences in which students share their learning in a variety of ways. In March, parents will receive the second term report card, followed by student-led conferences. In June parents will receive a final report card for the year.

STUDENT LED CONFERENCES

Parents/guardians are strongly encouraged to attend student led conferences. During the conference students will share the work they do at school. Students are very proud to explain to parents/guardians the work they have done in the class. Teachers will meet briefly with parents at this time but the focus will be celebrating the growth and learning of each child.

Parents are encouraged to contact their child's teacher at any time if they have questions or concerns regarding their child's progress.



Allergy Information

Some students in our school have severe allergies to **peanuts/nuts/fish**. Exposure to even a tiny amount can be very serious, even life-threatening.

We all play a role in preventing such a dangerous and frightening situation at school. We are requesting that you do not send any items containing **peanuts/nuts/fish** to the school.

Although the specific child and his/her family must take responsibility to avoid exposure, staff, other children and their families can help make the school environment safer by:

- Checking the list of ingredients on food items you send to the school
- Do not send **peanuts/nuts/fish** or items containing **peanuts/nuts/fish** with your child to school
- Discouraging your child from sharing their lunch or snack foods at school
- Informing the principal before giving food products to any children at school
- Teaching your children to respect this very serious situation by discouraging teasing

We understand that this may be an inconvenience for your family, but your cooperation is very important. We would take the same care should your child have such a health care need.

Thank you for your cooperation. For further information or if you have any questions, please call the school at 204-586-8381.



CHILD CUSTODY

If you have a court order that limits the rights of one parent in matters such as custody or visitations, please bring a copy to the office. Unless a written copy of the court order is on file with the administration the school must provide equal rights to both parents.

ADMINISTERING MEDICATION IN SCHOOL

Only medication that is necessary during school hours (as determined by a physician) will be administered. Parents must **request** in writing that the school staff give the necessary medication. **A physician must supply a written request for the school detailing the condition, the medication and the times it is to be given.**

STUDENTS WITH ASTHMA—INHALERS AT SCHOOL

Students with asthma who bring inhalers to school should be allowed to carry them with them at all times. Only on the specific written request of a parent/guardian should an inhaler be kept by the teacher or in the office.

HEALTH CARE PLAN

A written health care plan is required for each student receiving a health care procedure during the school day. The document is included in the student's cumulative file. **It is the responsibility of the parent(s)/guardian(s) to make the school aware of the student's special health care needs.**

PUBLIC HEALTH NURSE

A Public Health Nurse is available to the school upon request. She can assist with health and medical concerns. Immunization clinics are held as needed. Due to her changing schedule, please contact the office for specific times. The nurse may also be contacted at 204-940-2542.



HOLD AND SECURE

A hold and secure may take place when there is unsafe activity in the community. This means that all perimeter doors will be locked and no one will be permitted to enter or exit the building. Students are safe to move throughout the building with their teacher and classes will resume as normal.

Signs are placed on the perimeter doors to inform the public that we are in a hold and secure.

If a hold and secure takes place over the lunch hour or extends beyond dismissal; parents and guardians will be notified by phone as soon as possible by school staff.

If a hold and secure takes place over the lunch hour, students who go home for lunch will remain at school and be provided with lunch. If the hold and secure continues past 1:00 p.m. afternoon N/K classes will be cancelled.

SCHOOL LOCKDOWN

School lockdown procedures are designed to secure the interior of the building in the event that an unwelcome stranger enters the school.

If it is necessary, a lockdown would be ordered over the PA system using the following phrase:

“Attention all staff and students, we are in lockdown.”

We are asking for your assistance in preparing your child for lockdown practice by discussing the following procedure with them.

Staff members will:

- * Step into the hallway and direct any students to the nearest classroom or safe area.
- * If possible, lock the door.
- * Direct the children to a safe area in the room away from windows and doors. They will be asked to sit on the floor quietly.
- * Close the blinds and windows. Turn the lights out.
- * Take attendance and identify any missing/additional students.
- * Respond to information requests by the office.
- * Wait for key entry “all clear” from the Police or Emergency Response Team.

Students will:

- * Proceed directly to the closest designated safe area in a classroom, gym, library or music room.
- * Remain seated and silent in the classroom, gym etc.; and listen for instructions from their teachers.

In the event you are in the building (and not already in a classroom) during a school lockdown, you are requested to go to the closest classroom or area.

The staff and students practice this procedure three times a year. The parents and guardians will be informed of the practice by letter.

Thank-you for your support in helping to keep our students safe.



EXPECTATIONS FOR BEHAVIOUR

Please note that the conduct of and behavior of all persons in King Edward Community School and on the school grounds is governed by *Province of Manitoba's Safe Schools Charter* and *The Winnipeg School Division Code of Conduct*.

The students, staff, parents and guardians who learn, work or visit at this school are expected to follow the expectations outlined by the Winnipeg School Division, that is:

- to behave in a way that is respectful to all
- to refrain from any type of bullying or abusive actions
- to act in a way that does not discriminate on the basis of any characteristics as outlined in the Human Rights Code
- to remain off school grounds and away from the school building while under the influence of alcohol or illicit drugs
- to follow school and board policies regarding the appropriate use of email and the Internet

Under no circumstances will gang colors and paraphernalia be allowed on or around school property.

Weapons of any type will not be tolerated on the school site.



BUILDING RESPECT

The emphasis at King Edward is on helping students **become responsible members of the school and community**. Teachers use a variety of strategies to help students become self-directed and self-disciplined. Students participate in developing rights and responsibilities in their classrooms (expectations) that reflect our school's mission statement. For unacceptable behaviour such as physical violence, verbal violence or direct defiance of adults, adults model a variety of problem-solving strategies, administer consequences and/or restitution in an attempt to help students become responsible and to develop self-discipline. As far as possible, these consequences are immediate and as logically related to the behaviours as possible, for them to be effective.

King Edward School is officially a **PBIS** School. **PBIS** stands for **Positive Behavioural Interventions and Supports**.

What is Positive Behavioural Interventions and Supports (PBIS)?

PBIS is a process for creating safer and more effective schools. The process focuses on improving a school's ability to teach and support positive behaviour for all students. PBIS includes school-wide procedures and processes intended for students and staff in all common area settings, and is a team-based approach to problem solving. The intent of PBIS is to create a safe, welcoming, and productive learning environment where teachers can teach and all students can learn!

What does PBIS look like at King Edward School?

We have established a unified set of school expectations in common areas of the building. Similar to the WSD Code of Student Conduct, these expectations define our behaviour in our school. You will see these expectations posted throughout the building. Our unified expectations are as follows:

At King Edward School we:

Respect Ourselves Respect Others Respect the Environment



Special Instructions for Parents of Nursery and Kindergarten Students

- If you are not able to pick up your child, please have the person picking them up report to the office and identify themselves. Our staff will not release children to unknown people.
- Make sure that the people picking up your child(ren) are registered in the office and on your pick-up list. This will save time and improve safety for everyone involved.
- Pick up for all nursery/kindergarten classrooms will occur at the same location as drop off.

Thank you for your help and co-operation to keep King Edward a safe place to work and learn.



Safety Procedures for Adults Entering the School

- Please note that any adult who is not a staff member of the school must buzz to enter the building and report to the Office and obtain permission before entering classroom areas and school washrooms.
- Parents and guardians who need to remove their child(ren) early from the school for appointments must identify themselves at the Office and sign the children out using our Sign-Out Binder.
- The front foyer of the school is a safe place for parents to meet their children if early dismissal is required. All students and adults are asked to wait and meet in this area.
- If you are dropping children off in the morning please wait until the 8:50 a.m. bell to go to the classrooms. Children may wait in between the two front doors if the weather is too cold or if it is raining.



Range of Consequences

1. Teacher/Student conference – to clarify expectations, and develop strategies to change behaviour
2. Classroom time-out
3. Partner classroom for time-out
4. Phone call home to discuss ways to work together to improve behaviour
5. Home visit by classroom teacher and support teacher
6. Parent/School Meeting (may involve school counselor/SERT, developing a behaviour plan)

Repeated or more serious incidents will increase the level of consequences.

- * Parents/Guardians will be notified when a student is suspended from school before the student is allowed to leave the building. Notification will be by phone and in writing.

For our school rules to be effective, we require the support of parents and guardians

You can support your child by:

- ✓ Talking about school rules and expectations
- ✓ Asking about your child's homework
- ✓ Encouraging your child to solve problems in a peaceful way
- ✓ Being a positive role model
- ✓ Attending Student-Led Conferences and Special Events
- ✓ Communicating with your child's classroom teacher throughout the year
- ✓ Contacting the school when you have questions or concerns
- ✓ Working together with the school to solve problems

PBIS EXPECTATIONS

AREA	RESPECT YOURSELF	RESPECT OTHERS	RESPECT THE ENVIRONMENT
WASHROOMS	Wash your hands properly with soap and water Return to class promptly Visit washroom only when needed Use the closest washroom	Respect the privacy of others Use appropriate language and a quiet voice Report problems to an adult	Keep washroom clean and use supplies appropriately Flush toilet Water and soap stays in the sink
BREAKFAST PROGRAM	Arrive on time Stay seated while eating Walk quietly out the assigned doors when you are finished	Use manners Keep hands and feet to yourself Listen to adults the first time Use appropriate language and a quiet voice	Keep area clean Be respectful of the food
LUNCH PROGRAM	Stay seated while eating Stay quietly seated until dismissed	Use manners Keep hands and feet to yourself Respect food choices of others Listen to adults the first time Use appropriate language and a quiet voice	Use garbage/recycling bins Follow hallway expectations when leaving Follow playground/swing expectations
HALLWAYS	Stay in your line Walk facing forward	Keep hands and feet to yourself Listen to adults the first time Use appropriate language and a quiet voice Respect the learning of others Remove hats and hoods	Walk in single file Stay on the right Respect the property of others
ENTRANCES & EXITS	Go directly to where you are supposed to be (class, daycare, home) Line up in your spot when the bell rings and wait calmly Enter when the bell rings or with adult permission	Keep your hands and feet to yourself Hold doors for others Listen to adults the first time Use appropriate language and a quiet voice Remove hats and hoods	Walk in single file Use assigned doors Wipe your feet Keep doorways clear Use designated waiting area when sign is on door
PLAYGROUND	Line up in your class line when the bell rings and wait calmly Be a problem solver, and find an adult outside if you need help	Listen to adults the first time Follow fair play rules Be a positive role model Use appropriate language	Share equipment Respect equipment and the playground Return equipment to where it belongs Respect physical boundaries (cones)
SWINGS	Sit when using the swings Wait in line for your turn Line up in your class line when the bell rings	Respect personal space Listen to adults the first time Use appropriate language	Use the swings safely and appropriately Use the swings on your day Respect swing closures
OFFICE	Return to class promptly If late check in at the office Phone is to be used for emergencies Bring phone pass	Wait patiently to be addressed and state your purpose politely Use manners Listen to adults the first time Use appropriate language and a quiet voice	Keep hands and feet to yourself Stay in student spaces and leave with adult permission Use the appropriate door
FOYER	Use a quiet voice Use appropriate language	Allow others to pass Greet people politely Listen to adults the first time Remove hats and hoods	Stay outside unless with an adult Walk on the right Respect the property of others
WATER FOUNTAINS	Return to class promptly Use the closest water fountain Stay in your spot in line	Keep hands and feet to yourself Respect personal space Wait your turn	Use water fountain appropriately Touch only the water with your mouth Keep water in the fountain