

# THE WILSON SCHOOL STAFF

Superintendent-Principal: Eric Hoppes



<b>Grade:</b>	<b>Room</b>	<b>Teacher:</b>
KinderPrep	Rm. K	Adrienne Korbel
Kindergarten	Rm. 1	Diva Shinzato
Kindergarten	Rm. 7	Lisa Pologeorgis
Grade 1	Rm. 2	Jama Bruce
Grade 1	Rm. 8	Susie Clark
Grade 2	Rm. 6	Emily Novoa/Karen Levin
Grade 2/3	Rm. 4	Tara Geoghegan
Grade 3	Rm. 3	Stephanie Thompson/Tanya Aiwohi
Grade 4	Rm. 10	Janice Garrigan
Grade 5	Rm. 12	Robin Johnson
Grade 6	Rm. 9	Tyler Richards
RSP	Rm. P2	Lisa Blakley



G.A.T.E. Coordinator	TBA	
ELD Program	Rm. 1	Diva Shinzato, Coordinator
ELD Assistant	Rm. P-1	Cristina Ruiz
Computer Lab	Rm 5	Aaron Joseph
Library	Rm. 11	Nancy Osman
Vocal Music	Rm. 17	Babette Dennis

## Classified Support Staff:

Business Manager	Jolene Hale
Accounts Technician I	Beth Molinari
Secretary	Colleen Caldwell
Child Care Director	Jessie Spriggs
School Nurse	Kristen Bianchi
Speech Therapist	Alicia Starrett
School Psychologist	Jim Augsberger
Counselor	Jillian Jirik



Instructional Assistants/Yard Coaches	Mena Anacleto
	Jan Chabot
	Frank Johnson
	Gia Larsen
	Jenny Lucchesi
	Carol McDowell
	Diane Mickelson
	Jessica Miller

# School Phone Extensions



Use these extensions to reach the school staff below. All calls received before 7:30 AM and after 4:30 PM will go to voice mail. All calls to classrooms received during the school day will also go directly to voice mail.

Name	Position	Location	Extension
Aaron Joseph	Computer Lab	Room 5	105
Adrienne Korbelt	KinderPrep	Room K	100
Beth Molinari	Accts. Tech I	Office	200
Colleen Caldwell	School Secretary	Office	200
Diva Shinzato	Kindergarten	Room 1	101
Emily Novoa/Karen Levin	2 <sup>nd</sup> Grade Teacher	Room 6	106
Eric Hoppes	Superintendent/Principal	Office	201
Jama Bruce	1 <sup>st</sup> Grade Teacher	Room 2	102
Jane Campbell	PE Teacher	Room P-1	142
Janice Garrigan	4 <sup>th</sup> Grade Teacher	Room 10	110
Jolene Hale	Business Manager	Office	202
Lisa Blakley	RSP Teacher	Room P2	143
Lisa Pologeorgis	Kindergarten	Room 7	107
Nancy Osman	Librarian	Room 11	111
Robin Johnson	5 Grade Teacher	Room 12	112
Stephanie Thompson/Tanya Aiwohi	3 <sup>rd</sup> Grade Teacher	Room 3	103
Susie Clark	1 <sup>st</sup> Grade	Room 8	108
Tara Geoghegan	2/3 Teacher	Room 4	104
Tyler Richards	6th Grade Teacher	Room 9	109

Staff Kitchen #136  
 Child Care School Ext. #138  
 Counseling RM P-3 #144  
 Speech RM P-3 #144  
 Library #111

Cluster Kitchen-#141  
 Child Care Direct Line-765-4363

If you have any problems with voice mail messages, please contact the school office.



# Wilmar Union School District

## Wilson School

3775 Bodega Avenue  
Petaluma, CA 94952  
(707) 765-4340  
Fax (707) 765-4342

<http://www.wilsonschooldistrict.org/>

## District Administration

Eric Hoppes, Principal/Superintendent  
[ehoppes@wilmarusd.org](mailto:ehoppes@wilmarusd.org)  
(707) 765-4340 ext. 201

## Governing Board of Trustees

Doug Hecker, President  
Stephen Collins, Clerk of the Board  
David Weinstock  
Greg Gehrke  
Melinda Durham

## Regularly Scheduled Meetings

Board of Trustees - Second Thursday at 7:00 PM  
School Site Council - 2<sup>nd</sup> Wednesday at 2:10 PM  
P.T.A. - Second Tuesday at 7:00 PM

## Sonoma County Office of Education Administration

Steve Herrington, Ph.D.  
Sonoma County Superintendent of Schools  
5340 Skylane Boulevard  
Santa Rosa, CA 95403  
(707) 524-2600 [sherrington@scoe.org](mailto:sherrington@scoe.org)  
<http://www.scoe.org>



California Department of  
**EDUCATION**

Tom Torlakson, State Superintendent of  
Public Schools  
<http://www.cde.ca.gov>

# The History of the Wilmar Union School District and Wilson School

## Early Days in West Petaluma

Wilson School was established as a public school in 1863, and the boundaries were re-drawn in 1897. The Wilson District served the families of ranch hands and owners in west Petaluma. In 1908, a “new” school was built that housed four or five classrooms and an auditorium. This wooden structure served the Wilson School community for approximately 50 years. A picture of the old Wilson School, designed by locally famous architect Brainerd Jones, can still be seen in the school office. The old building was replaced by the present facility in 1960.

## What’s With “Wilmar?”

Wilson School District and the nearby Marin School District merged in 1960. After a great deal of lively discussion as to what the new District’s name was to be, a happy compromise was struck. The new District was named “Wil” (taken from Wilson) and “Mar” (taken from Marin), and became the Wilmar Union Elementary School District. As population continued to shift, the one-room Marin School was closed and development was concentrated on the Wilson School Site. The Old Marin School is now the site of Montessori School. Wilson School continued to grow, and in 1968 the Cluster Building was completed, as Wilson reached its maximum enrollment of 425 students.



## Present Day Wilson School

In 1985, the first of three new portables was added to the Wilson School site. Then in 1998, two more class rooms were added. 2002 found Wilson School earning the coveted “California State Distinguished School” award, being rec-

ognized for instructional excellence and high student achievement. In 2003, the first substantial construction at Wilson School since the completion of the Cluster Building occurred when the District contracted with the State Office of Public School Construction and DeCarli-Francois Construction to modernize the two main classroom buildings. New electrical, plumbing, and internet connections were installed along with phones for all classrooms.



**The Field of Dreams** is a reality at Wilson due to the leadership of the Principal, Bob Raines, and the hard work and guidance of Chris Overton and Craig Machado and families.

## Historical Landmark

On September 19, 2009 the Native Sons of the Golden West established the Wilson School site as a Historic Landmark. Eugene F. Perry, Grand President and Nicasio Parlor No. 183 placed a bronze plaque with a brief history of the school near the flagpole for all visitors to see and read. Becoming a historical landmark is a tribute to the ranch families who created the original school and to all the families who have supported Wilson School through the years.

In November 2013 the Wilson Community passes a General Obligation Bond which will allow Wilson School to be renovated to provide an updated facility for kids with more access to modern technology. Also, a group of parents has begun fundraising for an all-weather track to be built over the Field of Dreams track. We continue to improve on the work of families from the past.



# School Site Council

PARENT MEMBERS	STAFF MEMBERS
	Eric Hoppes, Superintendent-Principal
Greg Gehrke	Diva Shinzato
Melinda Durham	Lisa Blakley
	Adrienne Korbel
	Cristina Ruiz, Classified Representative

The Wilson School Site Council (SSC) has a number of responsibilities outlined in numerous California Education Code Sections, as well as in the Wilmar Union School District Board Policy #0420. It is composed of parents, staff and administration, chosen by their constituent groups. The Site Council's purpose is the development and improvement of Wilson School.

A categorical program is one in which the State or Federal government provides funds for specific endeavors within the school and supplements the school or district's general funding. Categorical funds at Wilson School and in the Wilmar District support the funding of teacher aides, the ESL program, the supplementary reading program and the computer program.

SSC updates the Local Control Accountability Plan and Single School District Plan each year to guide school improvement. They review California Assessment of Student Performance and Progress (CAASPP) test scores and the school survey of parents each year. This group updates other school wide plans such as Title 1, Safe School Plan and Technology plans.

The regular meetings of School Site Council are held on the Second (2<sup>nd</sup>) Wednesday of the month at 2:10 p.m. in the school library. Parents and staff are welcome to attend these meetings.

# WILSON SCHOOL DAILY SCHEDULE

Time	Event
8:15 AM	Morning Yard Supervision Begins*
8:30	Students Begin School
8:30-10:00 8:30-10:05	Instructional Time K-3 Grades Instructional Time 4-6 Grades
10:00-10:20	Recess K-3 Grades
10:05-10:20	Recess 4-6 Grades
10:20-11:50 10:20-11:55	Instructional Time K-3 Grades Instructional Time 4-6 Grades
11:50 (1:50 PM)	Kindergarten Dismissal Time (Dismissal Time After Thanksgiving)
11:50-12:15 PM	Primary Students Eat Lunch
11:55-12:15 PM	Upper Grade Noon Recess
12:15-12:40	Primary Students Recess
12:20-12:40	Upper Grade Students Eat Lunch
12:40-2:50	Instructional Time
1:45-2:00	Afternoon Recess 1-3 Grades
2:50	Dismissal for 1st - 6th Grades**
3:05	Crosswalk and Yard Supervision Ends*

**\*\*WEDNESDAYS** are a shortened day for students with **DISMISSAL AT 1:50**

\*Any student arriving at school before the 8:15 AM yard supervision begins, or remaining at school after 3:05 will be sent to The Wilson School Child Care. Families will be billed for all Child Care costs.

# Arrival and Dismissal

School begins at 8:30 a.m. Supervision on the playground begins at 8:15 a.m. Students arriving before that time will be sent to the Wilson Child Care. Parents will be charged for the time their children are in Child Care.

Student safety is our first priority! Walkers and bikers must wait until a crossing guard comes on duty at 8:15 before crossing Bodega Avenue. Remember, all bikers must wear helmets.

Drivers are to enter the parking lot at 5 miles per hour.

- No Cellphone use while picking up children
- Pull as far forward as possible to drop off or pick up children in the “yellow zone.”
- Pull forward if a space becomes empty.
- Students are not allowed to cross the parking lot without an adult.
- Please, do not leave your car unattended in the yellow zone. If you need to leave your car, please park in a marked parking slot.

If you use the Middle Two Rock Road entrance please be careful of the play areas near the parking lot. If you use the back to drop off or pick up students, please:

- No Cellphone use while picking up children
- Drive in on driveway at 5 miles per hour.
- Remember you are entering a “play” zone. Watch for children.
- Remain in the “U lane” and stay in your car while waiting.
- If you must leave your car, pull into one of the marked slots.



After school supervision ends at 3:05 p.m. Students not picked up by that time will be sent to the Children’s Center to await the arrival of their “ride.” Parents will be billed for the time.



## Attendance

State Law requires children to be at school each day unless they are ill or have an appointment with a doctor or dentist. All absences, excused or unexcused, cost the district approximately \$30 per day. If you must take your child from school for five or more days, please arrange with the teacher for an **“Independent Study Contract.”** This helps your child keep up with his studies and allows the school to maintain its funding.

**Please call** the office before 8:45 a.m. (765-4340) when your child is absent. You can leave a message on the recorder the night before. We need to know the **date** and the **reason** for the absence. Illness, medical/dental appointments or bereavement are considered by the State to be “excused” absences, under the mandatory attendance laws. If we do not know the reason, it defaults to an unexcused absence. Students with 3 unexcused absences are considered truant by State law. (Tardies of 30 minutes or more are also considered unexcused absences.) Truancy can be avoided by confirming all absences and not missing school for vacations etc.



If you need to pick up your child during the school day, **first come to the office** to sign him or her out, the **sign-out sheet** is on the counter. A staff member will go and get your child from class.

### Tardiness

School begins at 8:30 a.m. SHARP! Students who are late must go to the office for a note to admit them to class and to allow us to correct our attendance records. Tardy students miss critical information and opening activities. Teachers and/or the principal will follow-up on repeated tardiness. Please make every effort to have your child here on time and ready to learn!

## SCHOOL NURSE

Our school nurse is contracted through a consortium of small districts here in Petaluma. She will be at Wilson approximately once a month.

The school nurse conducts vision and hearing screening on children in Kindergarten, and 2nd & 5th grades. She screens all new students and students being considered for special education programs, as well as seeing students at the request of teachers, parents or physicians.



Medical records of students are reviewed and staff is alerted to children who may have specific health needs or problems. Health records are maintained on all students. Medical records are also reviewed to see that State requirements are met regarding immunizations and physical exams. The nurse also conducts a scoliosis screening of fifth and sixth grade students.

Our school nurse is part of the team that evaluates students referred for special testing and attends the IEP meetings when needed. She is a resource to the office staff regarding health problems and first aid. She also serves as a resource person for teachers on health education and our family-life education program.



If your child has asthma, food allergies, or any other chronic medical condition, please notify the office and our school nurse.

## Physical Education at Wilson

Goals for my students and me are:

- **Safety**
- **Be kind**
- **Gain skill & knowledge**

My PE program wraps exciting games, fun activities and skill building lessons around units of Soccer, Football, Basketball, Volleyball, Tennis and Baseball. I also teach fun playground activities such as tetherball, handball, four square and spud. The younger students will also receive a unit on Gymnastics. In the Spring, the fifth and sixth grade classes focus on preparing for the West Side Relays, a track and field day hosted by Petaluma High School. The fifth grade state fitness testing will also take place in the Spring.

The students have also been learning the bones and muscles of the body and how to find their pulse to find their heart rate. During the year the students will be given different information about their heart, fitness and nutrition.

I don't keep score during PE and the students are urged to show good sportsmanship and encouragement to each other.

### Dress Code:

For your children's safety, please have them wear sturdy athletic shoes that have laces. Girls must have their hair tied back. Students are encouraged to wear warm hats/beanies on cold days and visors/baseball caps on sunny days. Hoods are not allowed as they obstruct one's peripheral vision and it makes it harder for them to hear well. Large earrings need to come out to play most sports.

Please send a note with your child if they need to be excused from PE.

If you have any questions don't hesitate to send a message along with your child, or you can reach me at [jcampbell@wilmarusd.org](mailto:jcampbell@wilmarusd.org)

If in cleaning out the garage, or closets you come across old gloves, bats or tennis racquets, please think of the PE program here at Wilson before you toss them out. Thanks!

~ Ms. Campbell

# Special Education Services

Students in the United States are entitled to a "free and appropriate education" as defined by the Individuals with Disabilities Act (IDEA). Those programs and interventions designed under the IDEA to assure that each child's needs are met are a part of "Special Education." The process to determine if a student qualifies for Special Education services is spelled out in the IDEA. If it is suspected that your child is not achieving to his or her potential, your child's teacher will attempt many interventions and special programs before beginning the Special Education Referral Process. All referrals to Special Education, for testing, evaluation, or services, requires signed parent permission.



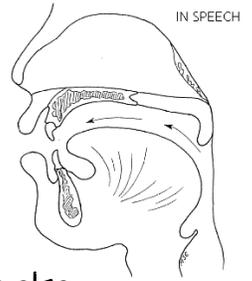
## Resource Specialist Class

The Resource Specialist Program (RSP) is a Special Education service. Students in the RSP class receive additional instruction and support from the resource specialist. To be eligible for this program, students must have a demonstrated learning disability which makes it difficult for them to achieve their potential. These students may need assistance in developing perceptual skills, organizational skills, and/or auditory skills. With additional support and guidance, these students should be able to overcome their obstacles and compensate with other methods of learning. Resource Specialist services are delivered both in the regular classroom and in the RSP classroom.



# SPEECH THERAPY

The speech therapist serves children with problems with articulation, dysfluency, voice, language concepts, auditory discrimination and syntax (grammar). Children with speech and language disabilities are served in small groups or one-on-one. The speech therapist also screens students in Kindergarten and first grades for speech and language problems. Any child new to the school and any child referred by a teacher or parent can also be screened. Every child in the program receives a yearly set of tests to rule out other problems and to determine progress toward goals of their Individual Education Program (IEP).



## School Psychologist



The school psychologist coordinates the psycho-educational assessments that must be conducted to determine if a child is eligible for Special Education services. In addition to giving cognitive exams, the school psychologist also administers assessments of visual and auditory processing, visual motor processing, and social-emotional functioning. The psychologist attends IEP's as needed.

## The Individual Educational Plan

An Individual Educational Plan (IEP) is written for each student who is found to be eligible for Special Education services. The IEP Team, the group that writes the IEP, consists of the specialists who conducted the assessments, the child's classroom teacher, the Principal, the child's parents, and, when appropriate, the child. Once the initial IEP is written, the goals and services outlined in the plan determine the child's educational program for the next year. Each year, the team meets to determine if the goals and services remain appropriate. Three years from the initial assessment, the entire team meets again to do a more in-depth evaluation of that child's placement, goals, and educational needs. Throughout the IEP process, no changes are made in the child's placement or program without parent permission.



# Academic Support Programs

## **GATE**

The Gifted and Talented Education Program (GATE) is designed to stimulate and challenge qualified children beyond what is available in the regular classroom. Students eligible for the GATE program demonstrate far above average abilities or talents, as documented on standardized tests, classroom work, or teacher observations and/or the Raven Diagnostic test.

Our GATE program is generally an after school program. Eligible students are invited to participate in activities that occur beyond the classroom. Examples of these are: bridge building, robotics, and coding classes. Other opportunities include the music program, student council, and in student performances. In these places, gifted and talented students are given opportunities to extend themselves and explore their talents. The GATE coordinator is responsible for ensuring that students



are identified, and for supporting the classroom teachers' effort to serve those students.



## **English Language Development (ELD)**

A number of students at Wilson School speak languages other than English in their homes. This presents a special challenge as they work to master the academic skills necessary to be successful in school and beyond. Our English Language Development (ELD) program is designed to hasten the development of their English language skills and support their success. Students are tested for their English proficiency using the CELDT test or the English Language Proficiency Assessments for California (ELPAC) and then provided assistance in English language development.

Assessment data from the CELDT/ELPAC and the CAASPP tests and teacher assessments are used by the ELD coordinator in conjunction

with classroom teachers to set goals for ELD students. Instruction is designed to facilitate the development of English language skills while also mastering the academic content of a student's grade level. Students engage in language development activities in the classroom and in a pull-out program designed to improve vocabulary, grammar, and reading fluency. In addition, the ELD instructor assists the classroom teacher by supporting students in the classroom across all curricular areas.



Understanding that each student's ultimate success in school and beyond is based on his or her English language ability, the ultimate goal of the ELD program is English Language proficiency for each student.

## California's Standardized Testing

All Students in grades 3-6 participate in the California Assessment of Student Performance and Progress (CAASPP) tests. These tests are computerized and are designed to test students' mastery of the California Common Core State Standards in language arts and mathematics. Fifth grade students take the California Science Standards Test at that time, as well. .



Students who speak a language other than English at home are given the California English Language Development Test (CELDT) to measure their English Proficiency. Students who qualify, based on their CELDT scores, are given extra support to accelerate their English acquisition.

All of these scores are reported to the State Board of Education, and are used to calculate Wilson School's Academic Performance Index (API) and to determine if we have achieved our Adequate Yearly Progress (AYP) under the Every Student Succeeds Act (ESSA).



All families will receive a home report, detailing each 3<sup>rd</sup>-6<sup>th</sup> grade student's scores on the tests. Your copy of your child's CAASPP

score will be available to you as soon as the results are available to us.

## The Rita Ivarson Computer Lab at Wilson School

Wilson School's computer lab is located in Wilson's Primary Hallway in room 5. The Media Center features 30 new iMacs that are networked and connected to the internet. Student learn digital citizenship and media safety.

Kindergarten through third grade students work in the computer lab a minimum of once a week for approximately 30 minutes. In addition to using applications that support basic academic skills, the students in 2<sup>nd</sup> grade learn key boarding skills.

4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students use the computer lab and/or the iPads or Chromebooks to work on multi-media projects, word processing, report researching, and data manipulation on spread sheets. Upper grade students use technology as a tool to learn and to produce reports and projects regularly.



Parents and students must sign an Internet Permission Slip each year certifying that they will follow our internet safety procedures before their student is allowed access to the internet. This allows students supervised access to the internet in the Media Center and in their classrooms.



## ***The Jan Herald Library at Wilson School***

We have a very fine library at Wilson School. Named after Jan Herald, Wilson's first Library Assistant, and long-time school secretary, The Jan Herald Library is a center for many school activities and programs. All students have the opportunity, once a week to check out a book from the school library. They are to check in or renew the book on their library day the next week. They are responsible for book payment in case of loss or damage.

Our Library has a computer-based catalog, enabling children to search our collection electronically by author, title, or subject matter. Students learn library research skills as well as learning about a variety of literary genres and styles.

Our Library is also the base for our Accelerated Reader (AR) Program. Students are assessed and then assigned a reading comprehension range. When children read Accelerated Reader books, and successfully complete a computer-based comprehension test, they earn AR points that their teachers compile.

Our school library has a "Birthday Book" program to enrich the present selection of books in the school library. To celebrate their child's birthday, parents may purchase and donate a book from a list of quality books. A nameplate identifies the child donating the book and the birthday on which it was selected. Students enjoy reading their own (and others') "Birthday Books."

Volunteers are always welcome in our Library. If you would like to volunteer to help shelve books or do a clerical task in the library, we are in need of assistance. Please contact the office if you would like to help out.



## **Outdoor Education**

Sixth Grade Students, accompanied by a teacher, attend Walker Creek Outdoor Education Program. The Outdoor Education program is tied to the State of California's Science Standards, as adopted by the State Board of Education, and is an extension of the classroom instructional program. Classroom experiences precede and follow the actual outdoor learning experience. The program is mostly funded with money raised by the students, who have multiple opportunities to earn their way to camp. The District and the students' parents pay the remainder of the cost. No individual student will be excluded from participation in the Outdoor Education experience due to financial reasons. Students may be excluded from participation in Outdoor Education only if they fail to meet clear academic and behavioral expectations that were communicated prior to the experience. If a child is being considered for exclusion from Outdoor Education, the child and his or her parents or guardians will be informed. A collaborative plan will then be developed between the parent, the child, and the school to support the child meeting the plan's expectations.



## School Lunch

Wilson School participates in the National School Lunch Program. Nutritious meals are prepared by the Petaluma City Schools District, delivered to Wilson, and served every school day. Students may buy lunch for \$3.75.



**Menus are distributed monthly and orders for lunches are taken each morning at the beginning of the day.** Money for the lunches must accompany the order. Students whose family income meets the Federal Lunch Program guidelines may qualify for a free lunch or a lunch at a reduced price of 40¢. Students who qualify for free lunch will have a lunch ordered for them every school day. Milk is provided with each lunch. Students may also purchase milk at 25¢.

Many families choose to send a lunch packed at home to school with their child. We ask that you do not send soda or drinks in any glass or metal cans, for the safety of all the students. We also encourage you to have your child participate in planning and packing their lunch, to ensure that they know what they have for lunch, and will eat all of it.

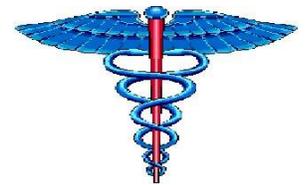


Please send a healthy, mid-morning snack with your child, that they can take out on the playground at the 10:00 AM recess. A piece of fruit or some protein keeps the rest of the morning productive.

## Medication at School

If your child is required to take medication during the school day, the school can assist in administering it providing:

- The medication is properly labeled with the child's name, type of medication, this includes cough drops and nasal sprays, and exact time and amount of each dosage, and
- The school receives a written form from the doctor as well as a note from the parent requesting us to administer this medication



If you plan to come to school and give your child medication during the school day, please call the office in advance so we can call the child to the office. If your child takes medication on a daily basis, it is helpful if he/she wears a watch with an alarm set to buzz at the time the medication is due. They will be permitted to come to the office at that time.

## Emergency Cards

*Emergency cards are sent home with each child on the first day of school. These MUST be filled out completely and returned to school within the first week. The information requested on this card is of vital importance in case of an emergency involving your child. Please keep all information current. If you do not have a phone, please make arrangements with a neighbor, friend or relative with a phone so that we can reach someone quickly if the need arises.*



## Phone Messages & Students

**Please do not ask that messages be delivered to your child at school except in emergency situations. Make plans for after-school before you deliver him/her to class in the morning. Please don't ask your child to phone you from school to let you know if he/she needs a ride. These things should be agreed upon before the students come to school. We permit students to call home in emergency situations, (i.e. "The student I always ride home with went home sick today and the Mom did not pick me up.") Students not picked up will be waiting for their rides in our Childcare Center.**



## Cell Phones



We understand that many students and their parents carry cell phones for a variety of great reasons. State law and our District Board Policy allow students to have cell phones at school under the following circumstances:

- they remain "turned off" during the school day
- the phone remains in their backpack or purse all day
- the phone does not become a distraction to your child or his or her classmates during the school day.

Please, for safety reasons have your child notify the principal or their teacher that they have their cell phone with them at school. In the event of an emergency, you can always reach your child through the school office.

## Parent-Teacher Conferences & Report Cards

Our school year is divided into two parts, called semesters. Standards-based report cards are given to parents at the end of each semester.

"Back to School Night" is held in August, before the First Day of School. At this time, you will meet your child's teacher and hear about the classroom program.

Conferences are scheduled for the Fall to facilitate understanding between teachers, parents and students. An optional conference is held after the first semester as needed. Other conferences can be arranged at any time during the school year by request. We believe continuous communication between home and school is a key to academic and social success.



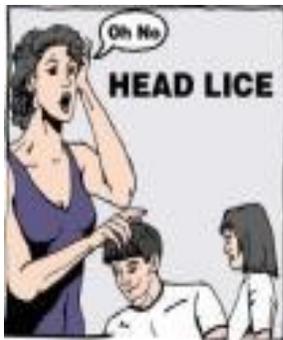
# Head Lice

Sonoma County has had a severe problem with head lice. When we detect a student with lice or nits (eggs), we will notify the child's parents or guardians and send the child home for treatment.



Students cannot return to school until all nits are removed. They must be checked through the school of-  
fice each day for 7 days.

As long as they are clear of nits and lice they will be allowed to go to class. Parent cooperation with this policy has helped dramatically reduce the incidence of head lice at Wilson School in recent years. We deeply appreciate your hard work, and urge your continued cooperation.



# The Dress Code

All students and adults are expected to dress in a manner that is respectful and allows full participation in all aspects of the school program. The following are guidelines for student attire at school.

- \* All students must wear closed toed shoes that are secured on the heel.
- \* All students' pants must be held firmly in place, without unduly displaying undergarments of any kind.
- \* Tasteful shorts may be worn.
- \* All tank tops and shirts should be modest and be tucked into the top of the pants or shorts, or extend well below the belt line. Tank top straps must be one inch wide, at least.
- \* No midriff shall be exposed.
- \* No halter tops will be worn.
- \* Under no circumstances will any logos featuring tobacco products, alcoholic beverages, drugs, or derogatory or discriminatory language or graphics be allowed.
- \* No make-up of any kind is allowed at school.



Any student whose dress violates the Dress Code will be sent to the office to arrange an appropriate remedy, including the possibility of being sent home for a change of clothes.

## Tobacco Free/Drug Free Zone

**Wilson School is a tobacco free and drug free zone. School staff, parents and other visitors may not smoke or use other tobacco products on school grounds or on school property (including inside cars in the school parking lot) at any time. We urge parents who do smoke to think about their children's health, and to refrain from smoking in their presence, especially while driving with them in the car.**





## Student of the Month Themes

### **Friendship**

Service

### *Science*

Reliability & Responsibility

### *Writing*

Music & Art

Mathematics

Reading

Perseverance/  
Improvement

## Noon Sports

4th, 5th, and 6th grade students have the opportunity to participate in Noon Sports Leagues. Flag football, basketball, baseball, and soccer have been offered. 6th graders are captains, and each team is evenly drafted with boys and girls from each grade level.

## Student of the Month Awards

Each month, students are selected by their teacher as "Students of the Month." Different themes are highlighted each month. Students and their families are invited to attend the Wilmar Union School District Board of Trustees meeting the following month in the Wilson School Cluster Building to receive their award from the Board of Trustees.

## Monday Assemblies

Each Monday, the entire Wilson School Student Body and Staff meet in the Cluster Building for a 30 minute school meeting. After the flag salute, the students hear the weekly "Brain Buster," the schedule of events for the week, other student's accomplishments, and important announcements. There is a drawing of "Wow Wildcats!" to see who will join the Principal at the monthly Wow Hot Dog Lunch.



## Wow Wildcat!

"Wow Wildcat!" slips are our way of reinforcing positive behavior. Any adult can give any child a "Wow!" for any of the behaviors below. Students place the slips in a box in the office, and five (or more) are selected each Monday to join the monthly Principal's Hot Dog Lunch.

-  caring
-  common sense
-  cooperation
-  courage
-  curiosity
-  effort
-  flexibility
-  initiative
-  integrity
-  patience
-  perseverance
-  problem-solving
-  responsibility
-  self-discipline
-  sense of humor



## Unity

*I dreamed I stood in a studio  
and watched two sculptors there.  
the clay they used was a young child's  
mind  
and they fashioned it with care.  
One was a teacher--the tools he used  
were books and music and art.  
The other, a parent, used a guiding  
hand  
and a gentle loving heart.  
Day after day, the teacher toiled  
with a touch that was deft and sure,  
While the parent labored by his side,  
polishing and smoothing over.  
And when, at last, their work was  
done,  
they were proud of what they had  
wrought,  
For the things they had molded into  
the child  
could be neither sold nor bought.  
Yet each agreed that they would have  
failed  
if each had worked alone,  
For behind the parent stood the school  
and behind the teacher, the home.*

Author unknown

## Wilson School PTA

Wilson School has one of the oldest PTA's in northern California. It has a long tradition of serving Wilson's students and teachers.

The Wilson PTA meets on the second Tuesday of each month at 7:00 PM, in our Cluster Building. Each year, PTA officers are elected to serve on the executive committee.

Wilson's PTA is responsible for a number of wonderful activities and events at Wilson School. Our annual Country Fair, our Back to School Reception, Book Fairs, Take a look at our calendar at the end of this hand book to see how many fantastic events PTA sponsors.

PTA also raises funds to support a number of great instructional activities here at Wilson. Field trips, assemblies, special speakers in the classrooms, and instructional supplies for teachers have all been purchased with funds raised by our PTA.

PTA meetings are open to all parents here at Wilson School. Child care, free of charge, is provided at each meeting.

The Wilson PTA is chartered with the California Parent and Teacher Association and the National Parent and Teacher Association.



### "How Can I Volunteer?"

- ☀ offer a regular time you can help in the classroom each week.
- ☀ take supplies home and cut and assemble teaching materials for the next day.
- ☀ plan a field trip
- ☀ compile the "book order"
- ☀ lend an hand in the library, re-shelving books.
- ☀ help supervise at recess or lunch time
- ☀ drive on a field trip
- ☀ join PTA and help out with an event
- ☀ ask you child's teacher how you can help



# Best Practices for Success

	Students	Parents
Homework	<ul style="list-style-type: none"> <li>☑ set a homework time and place</li> <li>☑ prioritize and plan</li> <li>☑ stay on task</li> <li>☑ schedule realistic breaks</li> <li>☑ get your supplies early</li> <li>☑ get extra help when yo need it</li> <li>☑ write down questions at night to ask your teacher</li> </ul>	<ul style="list-style-type: none"> <li>☑ provide an environment for home-work</li> <li>☑ help select the time and breaks</li> <li>☑ periodically monitor progress</li> <li>☑ help prioritize tasks</li> <li>☑ provide the needed materials</li> <li>☑ use the 10 minute rule               <ol style="list-style-type: none"> <li>1. child tries for 10 minutes</li> <li>2. parent helps for 10 minutes</li> <li>3. write a note to the teacher on homework</li> </ol> </li> </ul>
Organization	<ul style="list-style-type: none"> <li>•use your planner</li> <li>•use your binder as a tool</li> <li>☑ clean regularly</li> <li>☑ file your papers</li> <li>☑ organize by subject</li> <li>☑ newest paper on top</li> <li>☑ pack up the night before</li> </ul>	<ol style="list-style-type: none"> <li>1. check the planner each night</li> <li>2. help your child prioritize assignments</li> <li>3. check the binder with your child once a week</li> </ol>
Time Management	<p style="text-align: center;"><u>At Home</u></p> <ul style="list-style-type: none"> <li>❖ prioritize homework daily and weekly</li> <li>❖ break big jobs into smaller ones</li> <li>❖ set personal achievement goals</li> </ul> <p style="text-align: center;"><u>At School</u></p> <ul style="list-style-type: none"> <li>❖ be on time, seated and with materials ready</li> <li>❖ ask questions to clarify and understand when your teacher is available</li> </ul>	<ul style="list-style-type: none"> <li>❖ post your home calendar with all activities, assignments, and projects</li> <li>❖ break big jobs into smaller ones</li> <li>❖ model being on time</li> <li>❖ model having all needed materials</li> </ul>
Communication	<ol style="list-style-type: none"> <li>A. get “signature papers” to your parents as soon as possible</li> <li>B. be an active listener</li> <li>C. jot down questions for Q &amp; A time</li> <li>D. check with your teacher after an absence</li> </ol>	<ol style="list-style-type: none"> <li>A. read and sign “signature papers”</li> <li>B. check class handouts and notes</li> <li>C. offer your child a choice of how he or she would like you to help</li> <li>D. encourage your child to communicate with his or her teacher first</li> <li>E. leave options for convenient times and a phone number when requesting the teacher to call</li> </ol>
Social/ Peer Pressure	<ul style="list-style-type: none"> <li>🐾 if something makes you uncomfortable, talk to an adult</li> <li>🐾 be responsible for yourself and your belongings</li> </ul>	<ul style="list-style-type: none"> <li>🐾 keep communicating with your child</li> <li>🐾 keep communicating with your child’s friends</li> <li>🐾 know your child’s friends and their parents</li> </ul>

## Field Trips

Students and their teachers have the opportunity to participate in educational and exciting field trips, funded by our PTA and parent donations. The Superintendent-Principal reviews and approves all field trips as requested by the teaching staff. Most field trips rely upon parents to transport the children. Some longer field trips may utilize school buses. In order for parents to drive for field trips, they must complete a Wilson School Driver Certification form and provide a copy of their insurance policy showing liability coverage on their automobile. The minimum acceptable liability limit for privately-owned vehicles is \$100,000 per occurrence. If you transport students often, we recommend that your coverage be \$300,000 per occurrence.



## Academic Competitions

During the School Year, various academic competitions for older students take place. The purpose of these competitions is to celebrate student achievement and to give children an opportunity to strive for a lofty goal. The annual competitions include the National Geography Bee (December), the County Spelling Bee (January), March is Art Month Poster Contest (February), and The Trey Atkin Young Writer Awards (March).



## Student Council

Each fall, students select representatives from each third, fourth, fifth and sixth grade classroom. These Student Council Representatives meet during the school year to plan and present a variety of activities. In the past, these have included Red Ribbon Week, Tsunami Relief Bake Sales, 9/11 donations, DDPE (Don't interrupt, Don't distract, Pay attention, Eye Contact) and many more. They also serve as hosts when visitors come to Wilson School. As members of the California Association of Student Councils (CASC), they attend an annual workshop for elementary student leaders.



## Wilson School Community Service Club

Any Student in the 3rd through 6th grade can join the Wilson School Community Service Club. Dedicated to making Wilson School and our local community a better place, the Community Service Club takes on special service projects. Our Service Club is registered with the California Service Corps and the President's Volunteer Service Award. The goal of the Community Service Club is to show children that they have the power to make their world a better place.



# Student Behavior and Discipline

The staff at Wilson School maintains a caring and consistent attitude in dealing with student behavior. We strive to use positive discipline as a means to promote good behavior. Conflict resolution techniques are encouraged to settle disputes between students. Our goal, overall, is to promote and maintain a healthy learning environment for all students. We are proud of the fact that Wilson School's climate for learning is rated highly on parent surveys.



There are occasions when positive discipline is not effective. The District, as required by state law, has adopted policies whereby a student may be suspended or expelled for the following reasons:

1. Damage or attempt to damage school or private property.
2. Physical injury to another person or a threat to cause physical injury.
3. Possession of or attempt to sell weapons, intoxicants, tobacco or drugs or drug paraphernalia.
4. Obscene acts or habitual profanity or vulgarity.
5. Disruption of school activities.
6. Willful defiance of authority.

We utilize a process of progressive discipline, however, (hopefully) long before the situation requires suspension or expulsion. We believe that maintaining a safe and healthy learning environment requires that logical and consistent consequences be assessed when warranted. In the subsequent pages, we have outlined the offenses that merit attention in our progressive discipline system, along with the progressively tougher consequences for each offense.

## Progressive Discipline Steps

(Please note: Not every offense is treated equally (fighting is far more serious than running in a "walk only area" on the playground). Not every child is given the same number of warnings, (sixth graders don't get as many chances as a Kindergartner).



1. warning
2. time out
3. recess detention
3. after-school detention
4. in-school suspension
5. at-home suspension
6. expulsion



## Wilson School Behavior Plan

These consequences are intended to be advisory. The Principal or the Teacher in Charge may, if they feel the transgression is sufficiently serious, impose a more serious consequence in keeping with the nature of the offense.

Offense	First time	Second time	Third time	Fourth time	Fifth time
• Breaking a Safety Rule (failure to follow safety guidelines)	Warning	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day In-school suspension	1 day At home suspension
• Horseplay (playing in an overly physical manner at an inappropriate time or place)	Warning	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day In-school suspension	1 day At home suspension
• Dangerous horseplay (playing in an overly physical manner that leads or could lead to injury)	In-school suspension	In-school suspension	At home suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	2 day at home suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	3 day at home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)
• Threatening to harm another (stating the intention or the potential to cause harm to another individual)	Warning	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day In-school suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	1 day At home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)

Offense	First time	Second time	Third time	Fourth time	Fifth time
• Fighting (striking another student in anger)	At home suspension for 1 day	At home suspension for 2 days	At home suspension for 3 days	At home suspension for 5 days	Referral to expulsion hearing
• Intentionally injuring another (willfully hurting another)	At home suspension for 1 day	At home suspension for 2 days	At home suspension for 3 days	At home suspension for 5 days	Referral to expulsion hearing
• Disobedience (failing to do what an adult says to do)	Lunch time detention	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day In-school suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	1 day At home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)
• Dishonesty (failing to tell the truth when directly asked)	Lunch time detention	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day In-school suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	1 day At home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)
• Disrespect (responding to an adult in an impertinent manner)	Lunch time detention	In-school suspension	At home suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	2 day at home suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	3 day at home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)
• Defiance (ignoring an adult's directions, or openly refusing to comply)	In-school suspension	In-school suspension	At home suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	2 day at home suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	3 day at home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)

Offense	First time	Second time	Third time	Fourth time	Fifth time
• Vulgar Language (using profane language or gestures)	Warning	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day In-school suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	1 day At home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)
• Harassment (verbal or non-verbal behavior that is slanderous or hurtful to another)	Warning	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day In-school suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	1 day At home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)
• Verbal abuse (hurtful language intentionally directed at another)	Warning and phone conference with parents	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day In-school suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	1 day At home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)
• Sexual behavior (any behavior that is sexually provocative or is intended to be sexually provocative)	Warning and phone conference with parents	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day In-school suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	1 day At home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)

Offense	First time	Second time	Third time	Fourth time	Fifth time
• Sexual harassment (any unwelcome and unwanted behavior that is sexual and that causes others to be uneasy)	Warning and phone conference with parents	Lunch time detention	1 day In-school suspension (3 <sup>rd</sup> in one trimester or 4 <sup>th</sup> in two trimesters)	1 day At home suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	3 day At home suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)
• Possession of Nuisance Items (possession of items that distract from learning, i.e. electronics, toys, etc.)	Warning and confiscation	Warning and confiscation	After school detention and confiscation	1 day In-school suspension (4 <sup>th</sup> in one trimester or 5 <sup>th</sup> in two trimesters)	1 day In-school suspension (5 <sup>th</sup> in one trimester or 6 <sup>th</sup> in two trimesters)
• Theft (taking the of another without permission )	Lunch time detention and restitution	1 day In school and restitution	1 day At home suspension and restitution	3 day At home suspension and restitution	5 day At home suspension and restitution
• Vandalism (intentional damage to school or personal property)	Lunch time detention and restitution	1 day In-school and restitution	1 day At home suspension and restitution	3 day At home suspension and restitution	5 day At home suspension and restitution

Offense	First time	Second time	Third time	Fourth time	Fifth time
• Possession of a weapon (custody of a knife, explosive, firearm, or other dangerous object)	At home suspension for 1 day and notification of law enforcement	At home suspension for 2 days and notification of law enforcement	At home suspension for 3 days and notification of law enforcement	At home suspension for 5 days and notification of law enforcement	Referral to expulsion hearing and notification of law enforcement
• Possession of drugs or alcohol (possession of any item listed in EC 48900.5 on person or belongings)	At home suspension for 1 day and notification of law enforcement.	At home suspension for 2 days and notification of law enforcement	At home suspension for 3 days and notification of law enforcement	At home suspension for 5 days and notification of law enforcement	Referral to expulsion hearing and notification of law enforcement

## Another Way to Look at Misbehavior...

The best and most effective means of student discipline is to provide an exciting and engaging learning environment with clear and reasonable behavior expectations. This means that we will provide a variety of engaging learning activities. Additionally, the classroom programs will be structured to clearly and warmly communicate appropriate behavioral expectations, as well as to support each child building those social skills. Finally, regular formal and informal communication between the home and the classroom serves to support each child's social development.



Sometimes, additional support is necessary. A variety of options are available, including individual behavioral contracts for children with specific rewards and consequences unique to the agreement. Often, the child's teacher may make a referral to our school counselor, who can be a valuable resource for students and their families as they work through potentially difficult times.

# Our Disaster Response Plan

The parents and teachers working on our Disaster Response Plan have called it, “the best plan we hope we never have to use.” Nonetheless, the Disaster Plan Committee has worked diligently to ensure that, in the event of a catastrophic earthquake or other tragedy, we will respond in a manner that ensures the safety and well-being of each and every one of our students.

Stored on site, we have food, water, tents, sleeping bags, and other supplies to “house and stay” our students for 72 hours. We have first aid supplies and search and rescue equipment, as well as staff ready to employ it for our students’ welfare.

We have organized our entire staff to assist with a rapid and certain response to any disaster. Each staff member; teachers, secretaries, aides, and the principal, has a specific role to play to ensure everyone’s safety. Even the children have a special part to play, as members of their classroom.

It is important that each parent know their role, as well.

- (1) First of all, please make sure that your emergency contact information is up-to-date. Please understand that we will only release your child to the people you list on your **child’s emergency card**.
- (2) Secondly, in the event of a disaster, we will release children only at the front entrance to the school.
- (3) The back gate, to Middle Two Rock Road, will be closed to all but emergency vehicles.
- (4) Parents who come to pick up their children will speak with staff members at the front of school, who will then have their children brought up from the school field, where the children will be waiting with their class or Wilson family.
- (5) We will be keeping a detailed log for each child, documenting when they left, and with whom.

Our most important task, in the unlikely event of a large disaster, is to ensure the safety and well-being of each of our students, your children. We appreciate your cooperation with our plan. If you would like to be a part of the Disaster Response Committee, please contact the school office.



# Important Information that Isn't Other Places!



- ❃ Children should not bring money to school, except for specific reasons (i.e. field trips, lunch money, book fair, etc.)
- ❃ Coats, sweaters, sweat shirts, hats, and jackets should be marked with your child's name in indelible ink.

❃ Please check the lost and found rack regularly for "forgotten" items.

❃ Toys, radios, electronics, hand-held video games, pets, CD's, or any other play equipment shall be brought to school only with teacher permission. Students are responsible for loss or damage of any personal items brought to school.



❃ All visitors are to report to the school office before entering the hallways, classrooms, or playgrounds (except to pick up children at Child Care).



❃ No shots, no school. California has clear requirements for vaccinations for school-aged children. Pupils may be exempted from this state regulation only for documented medical reasons, or due to religious beliefs (signed parental waiver required).

## Wilson School Campus Rules

*The Rules on these pages were written by Wilson Students to keep their play ground safe and fun.*



- (1) Follow all directions given by all adults, whether or not they are your teacher or "on duty."
- (2) Be respectful and attentive in class.
- (3) Be kind to all, verbally and with your actions.
- (4) Be safe at all times.
- (5) Play on the playgrounds, run on the fields, and use the walkways and rest rooms as they were intended.
- (6) Enter the parking lot only with adult supervision.



- (7) Get your teacher's permission before bringing toys or other items from home.
- (8) Unless you have a teacher's permission to stay at school, go home or to Child Care right away at the end of the day.
- (9) If you arrive at school before 8:15 am, you must go to Child Care.
- (10) Remember, your teachers are working hard so your can "learn hard." Take advantage of your opportunities!

# Wilson School Playground & Equipment Rules

- (1) Use all equipment in a safe and proper manner.
- (2) **“Freeze”** when the bell rings at the end of recess, and wait for the whistle to walk to line.
- (3) Keep clear of those using the swings.
- (4) Get on and off the swings when the swing has stopped. Jumping off the swings is not permitted.
- (5) Avoid crowding around the slides, and keep the passage clear for those coming down.
- (6) Slide down the slides, only, on your bottom with feet first.
- (7) Keep the ring and monkey bar passages clear, and keeping moving in one direction only.
- (8) No sitting on top of the monkey bars.
- (9) Only three children can hang from one “chin-up” bar at a time.
- (10) Kick only the soccer balls, footballs, and yellow balls.
- (11) Do not hang, in any manner, on the tether balls.
- (12) No bats shall be used without direct adult supervision.
- (13) If supervising adults feel any activity is dangerous or is causing undue arguments, they may halt that activity.



## Kick-Square Rules

- A. Hands are not allowed, except for serving the ball.
- B. The ball may only bounce 3 times on the ground per turn.
- C. “A” Square serves the ball.
- D. Absolutely no pushing or cutting in line.
- E. The line votes if a ball in play is “in” or “out.” Majority rules.
- F. “Sore losers” may not kick the ball out of the game area.
- G. If a ball is kicked out of the game area, that person must retrieve it and then loses a turn.
- H. The first player outside may save and start in Square “A.”
- I. 2 “cheap” serves and then the server is out.
- J. The first person in line is the referee.
- K. If a server bounces the ball in the middle of the squares and nobody kicks it, the server can’t get out.
- L. “Play-ons” are “outs.”



## TETHER BALL RULES

- (1) A line divides the court in half. Stay on your side of the court at all times.
- (2) The players decide who serves. The other gets to decide which side and which way they hit.
- (3) The server starts the game by striking the ball with hand or fist (no throwing), and cannot hit it again until the other player has struck it.
- (4) After one player has won, the next challenger in line has the choice of serving or picking the sides and direction.
- (5) You are out (game over) if you commit any of the following fouls:
  - A) hitting the ball with anything but your hands or forearms
  - B) holding the ball
  - C) touching the pole
  - D) hitting the rope
  - E) stepping over or on the center line
  - F) double hitting
  - G) throwing the ball



The game stops when a foul is committed. Show good sportsmanship and honesty by stopping when you know you've made a foul. Stop the ball and go to the end of the line. If there is a dispute about a foul, the line votes and majority rules. If there is no majority (a Tie), then game is a "do over."

## Flag Football Rules

- (1) Two hand touch, below the shoulders.
- (2) No physical blocking.
- (3) 7 on 7, at the most.
- (4) No contact after the play.
- (5) Fumbles are "dead balls."
- (6) If you touch the ball on a kick-off or punt, and drop it, it's a "dead ball."





- (7) It's out of bounds if you go past the wooden border of the playground.
- (8) Rush after you count "10-dot."
- (9) One blitz per possession.
- (10) Two pass completions equal one first down.
- (11) There must be a referee, and what the referee says goes. No arguing with the ref!
- (12) All school rules always apply. Any player who violates a school rule (swearing, fighting, etc.) will be out of the game, and sent to the office for immediate consequences.
- (13) Above all, be a good sport. Have fun, and play fair.

## Play Structure Rules

- (1) One person on the slide at a time.
- (2) Go down the slide feet first only.
- (3) Climb the monkey bar in one direction, only.
- (4) Don't climb on the top of the monkey bars or on top of the "slider."
- (5) Only climb in places designed for climbing.
- (6) When you jump off the structure, jump responsibly.
- (7) Take turns on the swings. Count "swings back and forth" to 100 if you want to get on a swing that is in use.
- (8) No jumping from swings.
- (9) Stay clear of the swings.
- (10) Swing back and forth only, and only swing seated.
- (11) No pushing on the play structure.
- (12) Look before you jump or slide.
- (13) Don't play at the bottom of the slides or fireman poles or under the "slider."
- (14) One person the "slider" at a time.
- (15) Take turns on all equipment.
- (16) No running on the play structure.

