The Packer Collegiate Institute  
PRE AND LOWER SCHOOL FAMILY HANDBOOK 2016-2017  
Updated July, 2016

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of Philosophy</strong></td>
<td>3</td>
</tr>
<tr>
<td>Diversity and Equity in the Pre and Lower School</td>
<td>4</td>
</tr>
<tr>
<td><strong>Drop-off and Pick-Up Procedures</strong></td>
<td>6</td>
</tr>
<tr>
<td>Pre-K Threes (Puppies)</td>
<td>6</td>
</tr>
<tr>
<td>Early Morning Drop-off</td>
<td>6</td>
</tr>
<tr>
<td>Garden</td>
<td>7</td>
</tr>
<tr>
<td>Start Time</td>
<td>7</td>
</tr>
<tr>
<td>Dismissal</td>
<td>7</td>
</tr>
<tr>
<td>Packer Plus</td>
<td>7</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>8</td>
</tr>
<tr>
<td><strong>Garden Use</strong></td>
<td>8</td>
</tr>
<tr>
<td>Lower School Garden Rules</td>
<td>8</td>
</tr>
<tr>
<td>Garden Schedule</td>
<td>9</td>
</tr>
<tr>
<td>Early Morning Garden for Pre and Lower School</td>
<td>9</td>
</tr>
<tr>
<td>Basketball Court</td>
<td>10</td>
</tr>
<tr>
<td>Imagination Station</td>
<td>10</td>
</tr>
<tr>
<td><strong>Food at Packer</strong></td>
<td>10</td>
</tr>
<tr>
<td>Food Service</td>
<td>10</td>
</tr>
<tr>
<td>Students with Severe Food Allergies</td>
<td>10</td>
</tr>
<tr>
<td>Packed Lunches</td>
<td>11</td>
</tr>
<tr>
<td>Snacks</td>
<td>11</td>
</tr>
<tr>
<td><strong>Health Policies and the School Nurses</strong></td>
<td>11</td>
</tr>
<tr>
<td>Medical Forms</td>
<td>11</td>
</tr>
<tr>
<td>Guidelines</td>
<td>12</td>
</tr>
<tr>
<td>Illness</td>
<td>12</td>
</tr>
<tr>
<td>Medication</td>
<td>12</td>
</tr>
<tr>
<td>Allergies &amp; Asthma</td>
<td>12</td>
</tr>
<tr>
<td>Injuries</td>
<td>13</td>
</tr>
<tr>
<td>Emergency Pick-up</td>
<td>13</td>
</tr>
<tr>
<td>Head Lice (Pediculosis)</td>
<td>13</td>
</tr>
<tr>
<td><strong>General Information</strong> (in alphabetical order)**</td>
<td>14</td>
</tr>
<tr>
<td>Absence and Lateness</td>
<td>14</td>
</tr>
<tr>
<td>Appointments and Vacations</td>
<td>14</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>14</td>
</tr>
<tr>
<td>Assemblies</td>
<td>14</td>
</tr>
<tr>
<td>Birthday Celebrations</td>
<td>15</td>
</tr>
<tr>
<td>Communication</td>
<td>15</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Community Standards: Behavior/Conduct Expectations</td>
<td>16</td>
</tr>
<tr>
<td>Emergency Numbers and Home Information</td>
<td>16</td>
</tr>
<tr>
<td>Gift Policy</td>
<td>16</td>
</tr>
<tr>
<td>Homework in the Lower School</td>
<td>17</td>
</tr>
<tr>
<td>Labeling of Clothing and Belongings</td>
<td>17</td>
</tr>
<tr>
<td>Learning Support Services</td>
<td>17</td>
</tr>
<tr>
<td>Library</td>
<td>18</td>
</tr>
<tr>
<td>New York City Metro Cards</td>
<td>18</td>
</tr>
<tr>
<td>Packer Plus</td>
<td>19</td>
</tr>
<tr>
<td>Parental Requests for Forms and Paperwork</td>
<td>19</td>
</tr>
<tr>
<td>Parent Association</td>
<td>19</td>
</tr>
<tr>
<td>Placement Policy</td>
<td>19</td>
</tr>
<tr>
<td>Reporting and Conferring</td>
<td>19</td>
</tr>
<tr>
<td>Scooters and Bikes</td>
<td>19</td>
</tr>
<tr>
<td>Special Events, Parent Visits and Participation</td>
<td>20</td>
</tr>
<tr>
<td>Student Assessment in the Kindergarten and Lower School</td>
<td>20</td>
</tr>
<tr>
<td>Student Visitors from Another School</td>
<td>21</td>
</tr>
<tr>
<td>Technology Use in Packer’s Lower School</td>
<td>21</td>
</tr>
<tr>
<td>Trips and Activity Fee</td>
<td>21</td>
</tr>
<tr>
<td>Tutoring</td>
<td>22</td>
</tr>
</tbody>
</table>

**Pre & Lower School Helpful Contact Information**

2
Statement of Philosophy

At Packer the foundations and tools for the pursuit of learning are developed in interactive, child-centered, developmentally appropriate settings in which children work individually and in cooperative groups. Quantitative reasoning, the scientific approach, and literacy skills are fostered. Creativity, critical thinking, research skills and an appreciation for the collective knowledge of the human family are also developed.

We at Packer believe that academic growth rests on a solid base of positive social and emotional development. To foster that goal we build classroom community in several ways: through the collaborative development of positively stated classroom community rules, students and teachers create a contract for living and working together; through the consistent implementation of a conflict resolution program, students from Preschool through Fourth Grade learn to negotiate and solve conflicts; and finally, through the use of Morning Meetings, we foster a sense of community by having each student feel recognized and valued, and develop the students’ interpersonal skills and respect for others’ points of view.

The academic program incorporates three fundamental goals: learning to solve problems, learning to access information, and learning to present information to others. Underlying all these objectives is the notion that active learning best suits the needs of our students. Solving problems is an important part of our students’ work in math and science where faculty encourage creative thinking and innovative approaches; solving problems also occurs in the social studies as students participate in a debate or study the lives of others. Accessing information can mean using a picture book, going on a trip, asking good questions in an interview, or going to the library or appropriate sites on the Internet. We care about our students’ ability to present to others what they have learned. Attention to those skills occurs as we provide students with the opportunity to participate in activities such as creating a computer presentation, curating a museum exhibit, or writing a book or a script. Finally, active learning occurs as we use simulations and other hands-on activities to stimulate our students’ imagination and use of multiple capabilities.

Children at Packer grow to be productive members of a pluralistic, cooperative community of learners and are encouraged to appreciate the rich diversity of heritages at Packer. They continue to thrive in the Middle and Upper School at Packer where the programs within each of these divisions suit the changing intellectual and physical capacities of adolescents and teenagers. As they grow intellectually and personally, our students prepare to move beyond Packer as competent and effective members of their future communities.
Packer Diversity Statement

Packer believes that healthy identity development is essential to the academic and social growth of our students. As educators, we must create an environment in which all students feel safe, challenged, celebrated, and an integral part of Packer. It is our responsibility to engage all members of our school community in understanding multiple perspectives and participating in anti-bias work. Ultimately, our goal is to prepare students to become contributing members of a multicultural and interconnected society.

Diversity and Equity in the Pre and Lower School

Diversity and equity are at the forefront of our thinking about teaching and learning beginning with the very youngest children at Packer. The meaning of the word diversity is continually evolving, but we view it to be the presence of a broad range of differences and similarities including, but not limited to, race, ethnicity, gender, religion, socioeconomic status, sexual orientation, ability level, family structure and national origin. It is our goal in the Pre and Lower School to help children to recognize and acknowledge the differences and similarities that exist between them and to empower them to view these qualities with respect and appreciation.

This goal is addressed through our social and academic curricula. Teachers are in constant conversation about ways to highlight a variety of experiences and prevent and address incidents of bias. Considerable time is spent building safe classroom communities in which children are encouraged to act with honesty and empathy and to take risks in their social and academic learning. By modeling open-mindedness, self and mutual respect and critical thinking, faculty members create developmentally appropriate learning experiences through which all children can become thoughtful, sensitive and confident members of the greater Packer community. This work is not ours alone. We encourage parents to work with us to build these competencies in our children and to contribute their own experiences and understandings as we work toward a common goal of deeper understanding of ourselves and others.

The Diversity Checklist was created to help teachers consider issues of bias and diversity in their teaching and as they plan the curriculum.
1. Do I stop to address incidents of bias when they happen, or soon after? Do I encourage my students to independently address situations in which bias occurs? Do I notify the Head of the Lower School about the incident and work with her and the families involved to achieve a positive educational result?

2. Does my class have a community norm against negative and exclusive language and behavior? Do I encourage my class to practice positive and inclusive language and behavior? Do I invite social groups to be more inclusive when appropriate?

3. Do I avoid stereotyping on the basis of gender, race, ability, age, class, ethnicity, religion, sexual orientation, and other social identifiers? Do I encourage my students to avoid stereotyping as well?

4. Do I intentionally bring up bias, stereotyping, diversity, and other difficult issues regardless of the makeup of my class, while not focusing on any child as representative of a social identifier?

5. Do I teach conflict resolution, utilizing role-play and other effective techniques?

6. Do I validate all of my students in appropriate aspects of the curriculum; in books, materials, games, pictures, music, and holidays so they know each other’s interests and heritages?

7. Do I discuss commonalities of the human condition as well as the diversity of our heritages?

8. Is diversity woven into my curriculum and not just addressed through the celebration of holidays?

9. Do I utilize the various resources provided by the school, community, and city? Do I take advantage of older students, colleagues, guest speakers, field trip destinations, workshops, and professional journals to learn more about developing a multicultural classroom?

10. Do I create a safe environment for sharing unpopular ideas and feelings?

See the Lower School Library website for a bibliography of books by grade level, which support the checklist.
Drop-off and Pick-Up Procedures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Early Morning Drop-off in Commons</th>
<th>Garden Play</th>
<th>Beginning of School Day</th>
<th>Dismissal</th>
<th>After-school Enrichment Courses</th>
<th>After-school Playgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>3s</td>
<td>—</td>
<td>—</td>
<td>9:00 a.m.</td>
<td>1:30 p.m. or 3:00 p.m&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1:30–3:00 p.m.&lt;sup&gt;1&lt;/sup&gt;</td>
<td>—</td>
</tr>
<tr>
<td>4s</td>
<td>8 a.m.</td>
<td>8:30 a.m.</td>
<td>9:00 a.m.</td>
<td>3:15 p.m.</td>
<td>3:15–4:30 p.m.&lt;sup&gt;2&lt;/sup&gt;</td>
<td>—</td>
</tr>
<tr>
<td>K</td>
<td>8 a.m.</td>
<td>8:30 a.m.</td>
<td>9:00 a.m.</td>
<td>3:15 p.m.</td>
<td>3:15–4:30 p.m.&lt;sup&gt;3&lt;/sup&gt;</td>
<td>3:15–6:00 p.m.</td>
</tr>
<tr>
<td>1st</td>
<td>8 a.m.</td>
<td>8:30 a.m.</td>
<td>9:00 a.m.&lt;sup&gt;4&lt;/sup&gt;</td>
<td>3:15 p.m.</td>
<td>3:15–4:30 p.m.</td>
<td>3:15–6:00 p.m.</td>
</tr>
<tr>
<td>2nd</td>
<td>8 a.m.</td>
<td>8:30 a.m.</td>
<td>8:45 a.m.</td>
<td>3:15 p.m.</td>
<td>3:15–4:30 p.m.</td>
<td>3:15–6:00 p.m.</td>
</tr>
<tr>
<td>3rd</td>
<td>8 a.m.</td>
<td>8:10 a.m.</td>
<td>8:30 a.m.</td>
<td>3:15 p.m.</td>
<td>3:15–4:30 p.m.</td>
<td>3:15–6:00 p.m.</td>
</tr>
<tr>
<td>4th</td>
<td>8 a.m.</td>
<td>8:10 a.m.</td>
<td>8:30 a.m.</td>
<td>3:15 p.m.</td>
<td>3:15–4:30 p.m.</td>
<td>3:15–6:00 p.m.</td>
</tr>
</tbody>
</table>

<sup>1</sup> "Puppies Plus," (1:30pm - 3:00pm) the extended day program for Pre-K Threes students, is available for a limited number of students.

<sup>2</sup> Please view the enrichment courses that include Pre-K Fours.

<sup>3</sup> Starting in Kindergarten, after-school enrichment courses and playgroup can be combined.

<sup>4</sup> Partway through the year, the beginning of the school day will change to 8:45 a.m. for 1st Graders. The teachers will inform parents when this change is about to be made.

**Pre-K Threes (Puppies)**

The Pre-K Threes start their day at 9:00 a.m. in their classroom. They are picked up from the Garden or their classroom at 1:30 p.m. Families who are interested in "Puppies Plus," the optional Monday through Thursday extended day program for the Pre-K Threes, may contact the Lower School Office for more information.

**Early Morning Drop-off**

The Pre-K Fours through the Fourth Grade may participate in an early morning drop-off program that starts at 8:00 a.m. in the Packer Commons. Packer provides this service at no extra cost. Two Packer teachers supervise this program from 8:00 a.m. to 8:30 a.m.

Some parents wish to enjoy breakfast with their children at this time. We are unable to provide supervision for a breakfast program and request that you and your child finish breakfast together before you leave for the day. Children are not permitted to purchase food or eat by themselves in the Commons. At 8:10 a.m., Third and Fourth Grade students are permitted to walk themselves to the Garden. At 8:30 a.m., classroom associate teachers pick up their Pre-K Four-Second Grade students from Early Morning Drop-off in the Commons and take them to the Garden.
Lower School children who become ill or have had an injury before school must be seen by the School Nurse before being dropped off. A parent or caregiver must accompany the child to the School Nurse’s Office for evaluation. If the child is not feeling well, the parent or caregiver will be asked to take the child home.

**Garden**

We believe that morning Garden play is an excellent way to start the day and encourage you to bring your Pre-K Four through Fourth Grade students here according to the schedule:

- **8:10-8:30 a.m.**: Third and Fourth Grade
- **8:30-9:00 a.m.**: Pre-K Fours through 2nd Grade (until called by teachers)

On days when there is inclement weather, all students are taken to the classrooms at 8.30 a.m. If children arrive before 8.30 a.m., they should join Early Morning Drop-off in the Commons.

Additional schedules and guidelines for the Garden can be found in the Garden Use section.

**Start Time**

The Lower School teachers ask that their students arrive on time so they can begin their day with the rest of their class. It is important that all children value the consistency of beginning a day promptly with their teachers and peers. We ask for your cooperation in this matter. Please note that start times are staggered (see Drop-off and Pick-up Procedures chart on page 6).

**Dismissal**

Dismissal is at 3:15 p.m. Please be sure that you give us updated information about who will pick up your child after school on a regular basis and about playdates and special programs. If last minute changes occur, be sure to leave the message with a person, not on voicemail. Call the Lower School Office (x237) or the security desk (x281).

Pre-K Fours through Second Graders are picked up in their classrooms or in the Garden as outlined by the classroom teachers. With permission, Third and Fourth Graders may be dismissed from the classroom to meet their parents or caregivers in the front hall or Garden, and they seem to enjoy this special privilege. Classroom teachers will escort your child to the carpool area at the corner of Livingston and Clinton Streets. If you are late in collecting your child, he/she may wait in the office while we try to contact you. If you are delayed for more than fifteen minutes, your child will be taken to Packer Playgroup to await pick-up.

The only entrance into the building is at 170 Joralemon. In order to ease congestion in the front hall between 3:00 and 3:30 p.m., students may not exit the building through the main entrance. Instead, please exit via 160 or 180 Joralemon or the back gate.

Please instruct your child to return to the Lower School office if he or she is unable to find his or her caregiver at dismissal. Students are not permitted to remain in the building unsupervised after dismissal.

**Packer Plus**

Children who have been registered for Packer Plus courses or Packer Playgroup will go to the Dining Commons by 3:20 p.m. Pick-up for those finished with courses will be in the front hall; Playgroup pick-up will be in the Packer Plus Room. More information on Packer Plus can be found on Page 18.
Safety and Security

Visitors
All visitors to Packer including vendors, substitute teachers, and guests must wear a visitor badge while on campus. Visitors must present photo identification and be signed in at the security desk in the front hall. The Hallmaster will fill out the visitor tag and will determine the purpose of the visit. The Hallmaster will contact the Packer staff member expecting the visitor. If the guest is familiar with the school, he or she will be permitted to make his/her way to their destination. If not, a Packer staff member will come to the front hall to greet their visitor.

If the Hallmaster has not been notified that a visitor is expected, the visitor will wait in the front hall until confirmation of the appointment can be made.

Parents
With the exception of drop-off (8:00-9:15 a.m.) and pick-up (2:45-3:30 p.m.) time periods, parents visiting Packer will be required to check in at the Hallmaster’s desk. Parents will present ID to the Hallmaster who will sign them in, issue a visitor badge, and announce their arrival to the appropriate divisional or faculty office. If a parent intends to stay on campus beyond the drop off period, he/she should report to the Hallmaster and follow the visitor protocol.

Garden Use

The Garden is a shared space provided for enjoyment and recreation for all ages. Here we play and learn together. Please help us keep the Garden safe and beautiful by adhering to the following guidelines, as well as those posted throughout the Garden.

Teachers, parents, and caregivers must actively supervise children in the Garden. Faculty will supervise students before school, during the school day at designated times, and during after school activities/playgroup, weather permitting (See below for schedule). Parents and caregivers are responsible for supervising children after pick up. Please communicate these guidelines to all adults with caregiving responsibilities. **Students are not allowed in the Garden at any time without faculty supervision.**

Lower School Garden Rules

- Play only where you can see an adult and where the adults can see you.
- Tell an adult before leaving the Garden.
- No eating or drinking in the Garden.
- No glass permitted in the Garden.
- Leave no trash behind.
- Protect our trees and plants by staying out of planted areas.
- Leave bricks and stones alone.
- “One ball, one play”: Only one game in the middle area at a time.
- Only use the equipment provided by school.
- Chalk may be used only for marking hopscotch-type games or on the ground.
- Each grade level is responsible for gathering up equipment and checking inventory after each session.
• Keep out of “danger zones” (fence along Livingston, lower stairwells and window wells along main building, dropped areas alongside main Garden entrance). If a ball goes into one of the zones, ask an adult to retrieve it.
• Please no sticks, no play fighting, no wild chasing and trapping games, no rough handball games, and no tackle football.
• No snowballs.
• No climbing on the railings in the Garden.
• Use the side walkways when moving around the Garden. The Garden center is used for ball games.
• Observe and respect the schedule for Garden play. Only the designated grade levels may play in the Garden during the scheduled times.

Garden Schedule

8:10 a.m. Garden opens
8:10 a.m. – 9:00 a.m. Early Morning Garden (see schedule below)
9:00 a.m. – 3:15 p.m. Garden is reserved for school use.
3:15 p.m. – 4:00 p.m. Children may use the Garden only if actively supervised by a parent or caregiver.
After 4:00 p.m. Garden is reserved for Packer Playgroup and afterschool programs.

Early Morning Garden for Pre and Lower School

• Faculty supervision begins when the Garden opens at 8:10 a.m. No Pre/Lower School students or families may play in the Garden prior to this time.
• “One ball, one play”: Only one game in the middle area at a time.
• Only use the equipment provided by school.

8:10 to 8:30
• Only Third and Fourth Grade students may play in the Garden.
• While younger siblings may sit in the Garden with a caregiver during this time, they must wait until 8:30 to play.
• After Spring Break, second graders are invited to play in the Garden at this time.
• At 8:30, Third and Fourth graders go directly to their classrooms.

8:30 to 9:00
• Pre-K Fours through Second Grade students may play in the Garden until called by their teachers.
• Children in Early Morning Drop-Off will be picked up by their teachers in the Commons at 8:30 and escorted to the Garden.
• There are designated play areas for each grade level:
  o Pre-K Fours: Back area
  o Kindergarten: Basketball Court
  o 1st & 2nd Grades: Imagination Station, and center area

Inclement Weather

• The Garden will be closed.
• 8:00 to 8:30: Students go to the Commons and check in with their teachers at Early Morning Drop-Off.
• At 8:30: Students may go directly to the classrooms.

**Basketball Court**

• 3rd & 4th Grade students may use the Basketball Court from 8:10 to 8:30.
• Kindergarten students gather at the Basketball Court between 8:30 and 9:00.
• Middle and Upper School students have priority for the Basketball Court at all other times.

**Imagination Station**

• Please enter with empty hands and full imaginations.
• Ladders are for going up. Slides are for going down.
• Sit down on the slides. Count to five before you follow your friends. Clear the bottom after you land.
• No climbing on the railings.
• Only four children on the tire swing at a time.
• The tire tunnel is for looking through only.
• Leave the woodchips on the ground.
• Walk. No running.
• On wet days, the Station will be closed for safety’s sake.

**Food at Packer**

**Food Service**

Third and Fourth Graders have the option to enroll in the Lower School Meal Plan. Students participating in the Lower School Meal Plan are escorted to the Dining Commons during lunchtime where they can choose a hot lunch or a sandwich and salad from our food service.

All Third and Fourth Grade students automatically receive a $450 balance in their student account. The $450 is not a separate charge and comes directly from tuition. The Lower School Meal plan and any purchases before or after school are charged against this amount. If your child should use more than $450, you will receive an additional billing.

Third and Fourth Graders who are not enrolled in the meal plan, as well as all Preschool through Second Grade students, bring their lunch to school.

**Students with Severe Food Allergies**

Students with severe food allergies from Pre-K Three through 2nd Grade are not permitted to eat any food provided by Packer or Packer families. These students must bring in their own lunch, snacks and special treats. Third and Fourth Grade students with severe food allergies are permitted to participate in the Packer meal plan after they have had a meeting with the Food Services Director and one of the Packer Nurses. If you have further questions regarding Packer’s policy for children with severe food allergies, please contact the Packer Nurses.
Packed Lunches
Please send lunches in lunch boxes or waterproof reusable lunch bags, clearly labeled inside and out. The Faculty feels that nutritious food contributes to a child’s positive participation in and enjoyment of school activities, and we ask that you do not send in candy or soda for lunch. We suggest that children help parents plan their lunch menus and pack the lunches. Children like variety in their packed lunches, and we suggest that you vary sandwiches with healthful nibbles.

We actively discourage food trading and bargaining. Sometimes children going to Packer Plus courses like to save food for an after school snack. This is an excellent idea. In addition to making healthy food choices, children are taught the importance of making choices that are good for the environment. Parents can support these goals by using the following guidelines for packed lunches. Please use:

- Reusable water bottles
- Reusable plastic food containers
- Cloth napkins
- Lunchboxes instead of paper bags
- Reusable utensils
- Thermoses

Please limit the use of tinfoil and plastic bags.

Snacks
The Preschoolers through the Second Graders are given a daily healthy snack. They usually have fruit juice or milk and bread sticks, pretzels, yogurt, vegetables, cheese, or simple cookies and crackers. At least once a week, fresh fruit is provided.

Health Policies and the School Nurses

A registered nurse is available for students who are injured or who become ill during the school day. The Nurse’s Office is located adjacent to the Student Center and is open 8:15 AM–3:15 PM. The School Nurse will communicate with parents about significant illnesses and injuries that happen during the school hours and will contact parents to make arrangements for children to go home when they become ill during the school day. The Nurse also works with parents of children who have long-term or temporary medical problems. The Nurse will ensure that your child’s teachers receive background and updated health information.

Medical Forms

Packer uses an electronic health records system, or “Health Portal,” called CareFlow Electronic Student Health Records. Information is saved from year to year to make health form submissions as efficient and accurate as possible. Parents are expected to submit accurate and updated health information every 12 months, from the date of the last physical exam. Having current and comprehensive information allows the school to provide the best care for your child and provides a safe school environment for all.

We encourage you to make your child's physical appointment well in advance of the anniversary date so that the information in a timely fashion. The school cannot permit a child to continue to attend school without up-to-date information in the CareFlow system. Any questions about this policy should be directed to the School Nurses.
Guidelines

I. Illness
Your child will be sent home or you should keep your child home for the following:

1. Fever of 100 F degrees or over. The student must remain at home the next day or for at least 24 hours since the last fever. **NOTE: The 24-hour time period begins after all fever-reducing medication has left the body (i.e., 6 hours after administration).** Please do not administer medication to lower a temperature and then send the child to school.
2. Diarrhea or vomiting. The student must remain at home the next day or for at least 24 hours since the last episode of vomiting or diarrhea.
3. Stomachache, vomiting, loose stools, headache and/or excessive malaise either the night before or the in the morning hours before school.
4. Continuous or frequent cough, runny nose and sneezing.
5. Antibiotic administration for 24 hours (or one full day’s worth of antibiotics) after diagnosis of either strep throat or conjunctivitis.
6. Unexplained rash, infection, swelling, range of motion limitations or diminished ambulation ability. These conditions require follow-up with the child’s physician before returning to school.

Notify the School Nurse if your child has been diagnosed with a communicable disease (strep throat, chicken pox, etc.).

II. Medication
Please contact the School Nurse if your child’s physician orders medication administration during the school day. The Nurse needs to know the indication for treatment.

1. **Prescription medication may be given at school following specific guidelines:** The Nurses will administer all prescription medication for Lower School students. A student may not carry any prescription medication including controlled substances for ADHD (i.e., Ritalin, Concerta, Adderall) on campus. All medication must be brought in the original prescription bottle accompanied by a copy of the prescription itself. **Ask your pharmacy for two labeled bottles, one for school and one for home.** Advise the teachers of the time the medication needs to be given so they can send the child to the Nurses’ Office.
2. If your child needs medication during a class trip, please contact the School Nurse in advance of the field trip day. The above prescription guidelines apply for field trips.
3. Children with chronic illnesses (asthma, diabetes, etc.) may keep a full set of back-up medication in the Nurses’ Office in labeled prescription bottles with a copy of the prescription on file.
4. The following over-the-counter (OTC) medications are kept in the Nurses’ Office and can only be administered if both the parent and physician have given written authorization: Ibuprofen (Advil, Motrin), Acetaminophen (Tylenol), Antihistamines (Benadryl, Claritin, Zyrtec), as well as various ointments such as antibiotic and anti-itch. For very young children the nurses will call before administering oral OTC medication.

III. Allergies & Asthma
1. Non-student-specific inhalers and Epipens are kept in the Nurse’s Office for emergency use.
2. Students with severe food allergies are required to keep an Epipen in the classroom and must have the physician complete and sign the Severe Allergy Treatment Plan. Epipens are to be presented to the Nurses’ Office prior to bringing them to the classroom.
3. Teachers are responsible for bringing students’ Epipens on class trips. Packer also provides back up Epipens in the following locations: the Lower School Art Room, the second floor gym AED and in the front hall AED.

4. Students with severe food allergies from Pre-K Three through 2nd Grade are **not permitted to eat any food provided by Packer or Packer families, NO EXCEPTIONS.** These students must bring in their own lunch, snacks and special treats. Third and Fourth Grade students are permitted to participate in the Packer meal plan after they have had a meeting with the Food Services Director and one of the Packer Nurses.

IV. Injuries

1. **Orthopedic Injuries and Stitches:** Please have your child report to the School Nurse before the start of the school day if they have been injured, have stitches, have been seen in the Emergency Room or Urgent Care, are on crutches, or have otherwise sustained a mobility-limiting event (sprains, fractures, etc.). A doctor’s order is required following a mobility-limiting injury or stitches, including orders for any orthopedic device (crutches, casts, splints, boots, ace bandages, etc.). The order must include all activity limitations (e.g., no gym, no dance, must use elevator) and the length of time these limitations will be in effect. **Lower School children may only attend school for ½ day back the first day on crutches.**

2. **Head Injuries:** Packer follows strict guidelines around head injuries as required by the State of New York. If your child has been diagnosed with a head injury/concussion, the following protocol must be adhered to:
   a) The student may not return to school without written doctor’s orders specific to head injuries and must include specific information regarding any physical and academic restrictions.
   b) Parents must bring the student to the Nurses’ Office prior to the start of the first day back.

V. Emergency Pick-up

1. A student may require transfer to an emergency facility before parents can be alerted due to an injury or illness. Please be sure that contact numbers (work, home, cell phone) are up to date, especially after a job change or move, and that a reliable local back-up person is included on the contact list.

2. Parents, guardian or back-up person should be able to be reached within 30 minutes. Ill students should be picked up within 1 hour.

VI. Head Lice (Pediculosis)

Pediculosis is a common and highly communicable occurrence among school age children.

1. Packer School Nurses use evidence-based practices for management of lice. All-school lice checks will not be performed as there is a large body of clinical evidence that does not support this practice. Nurses will check classes if there are multiple cases in one class. The American Academy of Pediatrics position statement can be found here: [http://pediatrics.aappublications.org/content/126/2/392.full](http://pediatrics.aappublications.org/content/126/2/392.full)

2. Students found with live head lice or multiple nits must be picked up immediately and treated. **Students must report to the School Nurse to be reevaluated the next day before returning to class.** The Nurse will counsel parents on the best steps to treat the student and home environment.
General Information (in alphabetical order)

Absence and Lateness
Please email your child’s teacher to report an absence due to illness or call the office. If your child is absent five (5) days or more, it is a legal requirement that the school receives a doctor’s note when your child returns. Please see the Division Head if you foresee a conflict with this policy.

In order to allow for morning Garden play, please consider aiming toward an 8:30 a.m. arrival for First and Second Graders and an 8:10 a.m. arrival for Third and Fourth Graders. Please be sure that Third and Fourth Grade students are in class at 8:30 a.m. We ask for your cooperation in this matter.

We feel that it is important that all children learn the value of a prompt start to the school day. In addition, the day starts with homework check-in, math messages, morning meetings, calendar routines, and other important grounding and skill building endeavors. Finally, children who arrive late disrupt the smooth beginning of the day for all.

Appointments and Vacations
We ask that you schedule all appointments for your child before or after school whenever possible. Plan to schedule family vacations that coincide with our school vacations as there is truly no way to make up for lost school days.

Appropriate Dress
Faculty and students at Packer dress in an appropriate fashion to reflect the seriousness of our academic goals as well as the need to be comfortable with the many endeavors of the day. Clothing appropriate for a beach day or a casual outing is not appropriate for a day at school. Sneakers are required for physical education and outdoor play.

Because we take the children out every day except when the weather is extremely severe, please send your child with appropriate clothing. Warm coats, hats, and mittens make outdoor play possible in colder weather. Boots and snow pants make outdoor play a pleasant experience on snowy days.

Assemblies
Assemblies are occasions for the children to meet together on a regular basis in order to share common goals and values, feel part of a community, and get to know each other better. The First through Fourth Graders meet together approximately once a month in the Pratt Theater, while smaller gatherings of students meet in various combinations, e.g., by grade level or with their cross-grade Buddies, in their classrooms or in the Lower School Music Room.

Preschool assemblies are also held in the Music Room throughout the year.

Assemblies are typically held on Thursday mornings. If your child is late and the class is already in assembly, you should check with the Lower School office about the location and take your child directly there. Because of limited room and fire codes, the assembly spaces cannot accommodate visitors. If your child is presenting or performing at an assembly, please ask your child’s teacher to document the event.
Birthday Celebrations

Your child may wish to celebrate his/her birthday with classmates in school. A single serving treat such as cupcakes is recommended. Because we want each child to enjoy the same simple ritual established in his or her class, additional party paraphernalia is not necessary. School birthday celebrations should be arranged ahead of time with teachers. If your child’s birthday falls on the weekend or during school vacations, a make-up school celebration may be scheduled.

Preschoolers and Lower Schoolers love birthday celebrations, their own as well as their friends. We ask that parents be sensitive to the potential of hurt feelings for those not invited to a party outside of school. We ask that you carefully follow the following guidelines:

- Don’t leave only a few children in a class off the invitation list; invite all children, a few children or up to half the class.
- Unless the whole class is invited, please don’t distribute invitations in school or pick up the birthday group at school.
- Please help your child to understand how many children you can comfortably accommodate at a party and how to be sensitive to those not invited.

Communication

Contacting the Office, Teachers and Classroom

The faculty of the Preschool and Lower School recognizes the importance of working with the families of our students. We are available to discuss your child with you in both formal and informal settings. Contact teachers by email to arrange for an appointment. Please allow up to 48 hours for a response to your inquiries. Please know that your child’s teachers’ time is best served engaged with their students and planning for upcoming lessons; most teachers respond to emails after the school day has ended.

From time to time parents may have questions or concerns or wish to offer feedback about their child’s experience at school. We strongly encourage parents to bring up any issues with their child’s teacher first. As the professional who knows the child best, the Head Teacher should always be the first ‘port of call.’

To get an important message to the classroom, please speak to someone in the Lower School office. Send playdate and pick up information to the teachers in the morning. If last minute changes occur, be sure to leave the message with a person, not on voicemail. Call the Lower School office (x237) or the security desk (x281).

Class Websites, Parent Portal, Monthly Newsletter

We encourage parents to visit their child’s classroom to view displays and work, but there are other means of accessing information.

Every class has a website featuring photographs and information about events in the class. Your child’s class website can be accessed through the Class Websites link on the Pre and Lower School section of the Packer website. To access the class websites, use the login information below:

Username: packerparent
Password: pelican

Parent Portal is Packer’s online resource where you can manage student accounts, update contact information, and access schedules and news available only to Packer parents. Be sure to log in to the Parent Portal often to keep up-to-date on Pre and Lower School happenings.
In addition, information, like the Head of the Pre and Lower School's monthly newsletter, may be shared via email. Please ensure you receive news in a timely manner by updating your contact information on a regular basis.

**Community Standards: Behavior/Conduct Expectations**

Packer is grounded in our school’s six Core Values: scholarship, creativity, integrity, diversity, respect and joy. These are the values that underlie every aspect of our program and provide the fundamental structure to our community’s expectations of one another. With that in mind, all members of the Packer community are expected to act in ways that honor these Core Values and embody our Mission to: think deeply, speak confidently, and act with purpose and heart.

The Preschool and Lower School uses the Responsive Classroom approach, consisting of a set of practices that build academic and social-emotional skills, along with the Talk It Out conflict resolution program.

We understand that all children will, at one time or another, test or cross boundaries. We take a positive approach to behavior, and each situation is handled on a case-by-case basis. In the event that a child has difficulty respecting the physical and emotional rights of others, he or she may be removed temporarily from the group for a time of reflection. If an incident involves a child physically injuring another child, his/her parents will be called and may be asked to pick the child up from school. Similarly, parents will be notified when their child is involved in an incident of bias.

Communication is essential to building successful home-school connections, and parents, faculty, and administrators work closely together to establish appropriate limits and expectations. The goals of our approach to discipline are to ensure that children:

- feel physically and emotionally safe in school so that they can learn at their best.
- develop self-discipline and the skills for working and learning cooperatively with others.

**Emergency Numbers and Home Information**

Each year, parents are asked to provide us with updated work numbers, emergency contact numbers, and doctors’ names and numbers. It is extremely important that we are able to reach someone listed within one-half hour and that someone is available to pick up an ill or injured child within one hour. Please be sure to update this information as necessary in the Parent Portal, as well as with your child’s teacher and the Lower School Office (e.g., employment changes, cell phone numbers).

Please inform your child’s teachers if you will be away for short or long trips, if a caregiver is changed, or of any special home events. All happy and sad occasions affect your child’s school experiences, and if we are kept informed, we can work with you to minimize negative reactions.

**Gift Policy**

To preserve the professional relationships that exist among teachers, students, and parents, and to avoid the potential for inequity or discomfort for either Packer families or Packer employees, the School explicitly forbids monetary gifts from families to faculty or staff. Expressions of appreciation from a family to teachers or staff members may be made through personal notes or modest handmade gifts.
Those who wish to honor a particular teacher or staff member may do so by making a gift in their name to Packer Annual Giving, Endowment, or to the professional development fund.

**Homework in the Lower School**

Kindergarten and First Grade children bring to school special treasures and curriculum-related items to share with their classmates and teachers. They also enjoy and benefit from their evening read aloud story. Formal homework begins in the Second Grade.

In recent years, classroom teachers in Second, Third and Fourth grade have explored critical questions about the value of homework assignments for young children. Though homework may vary from class to class, all teachers agree that when homework is assigned, it should be an assignment that will have a measurable and positive impact on student learning. In other words, nightly homework will not be assigned as a matter of course; there may be many nights with little or no homework assigned. Teachers continue to expect and encourage students to engage in 20-30 minutes or more of reading at home daily. Students may begin to learn how to tackle longer-range assignments, such as book shares and curricular projects, though the great majority of project work will be done during class time.

Parents often ask about their role in the homework process. We feel that parents should see that the child has a comfortable work place and that the work is done at a reasonable time, after a snack and some relaxation, but before it is too late for productive work. They also should guide the child to pack the homework in his or her backpack in the evening.

Homework should be done by the child. If your child asks you for specific minor help, please feel free to answer the question. If it is clear from the question that there is a major misunderstanding or lack of understanding of the underlying concept, please tell your child that you will write a note to the teacher regarding this problem. Teachers correct homework and need to know where mistakes are made so that they can help with development of concepts and skills. Sometimes parents are asked to help children study number facts, multiplication tables, or to take children to special exhibits or programs. Classroom teachers will inform parents of their estimate of the time needed for the homework in their class. Please let teachers know if your child is completing the work in a substantially different time frame.

**Labeling of Clothing and Belongings**

We encourage you to label all your child’s belongings including: coats, jackets, hats, gloves, sneakers, lunch boxes, and lunch bags. A Lost and Found bin is located in the Middle School. Please check there periodically. Labeled items of clothing and personal belongings stand a very good chance of being returned. Unlabeled items can even get “lost” in the classroom coat closet. Mysterious unidentified hats and gloves often remain in closets and cubbies unloved and unclaimed. Please label everything! Indelible markers are a quick way to accomplish this task.

**Learning Support Services**

In addition to classroom teachers, a team of specialists works together to address the academic, social, and emotional needs of Preschool and Lower School students. The Learning Support team includes the School Psychologist, two Learning Specialists, a Language Arts Coordinator / Learning Specialist, and a Math Coordinator.
The School Psychologist assists faculty and parents in providing a healthy environment for children in the Preschool and the Lower School. Through discussion and pupil assessment, she helps teachers understand learning styles, and the emotional, academic, and social needs of their students. She conducts classroom discussion groups and social skills groups with students about age-appropriate issues, such as friendship, popularity, and teasing. She conducts workshops for teachers and parents about childhood growth and development. The psychologist also advises parents individually and in groups about their role as parents.

The Learning Specialists provide extra support for students, enabling them to progress comfortably in those academic areas where this additional support is needed. They work in the areas of language arts and math to provide specialized and concentrated attention. Together the classroom teachers and the Learning Specialists identify students who will benefit from the program and ensure that the needs of and expectations for the children are constantly being updated. Generally, children participate as part of a small group formed to address similar needs. Parents are always notified when we feel their children will benefit from the special attention of the specialists. The Learning Specialists also work closely with the School Psychologist, the Division Head and, if applicable, the individuals who provide outside support for students to ensure continuity and maximum assistance for the children.

The Language Arts Coordinator and Math Coordinator have extensive knowledge of best practices and current trends in their respective fields, and they work closely with classroom teachers and division leadership to develop curriculum and to provide coaching and instructional support. They also serve as resources to parents by offering workshops on age-appropriate development and learning strategies in the areas of literacy and mathematics.

The Learning Support Team is supported by the Division Head, as well as the Director of Learning Support who oversees all instructional support services from Kindergarten through Upper School.

**Library**

The Hart Library serves the Preschool through Fourth Grade students, parents, and faculty. Generally, the hours are 8:30 a.m.-3:30 p.m. Monday through Friday. The Library is occasionally closed to host special events (e.g. Wednesday morning Open Houses and teacher meetings after school on Tuesdays). Preschool and Lower School students visit the library on a regular basis. Parents and caregivers are welcome to borrow additional materials. The library collection is online and can be accessed through the Library section of the Packer website. The Library website is a resource that the Packer Community is strongly encouraged to use.

Books circulate for two weeks. In most cases they may be renewed. There are no overdue charges for Lower School Library books, but by returning materials in a timely manner, a larger selection is available for the whole community. If a student has more than two overdue books, he/she will not be permitted to borrow additional books. Replacement of lost materials is requested. Student, parent, and faculty requests are welcome and will be honored whenever possible.

**New York City Metro Cards**

Metro Card application forms can be obtained from the Lower School Office for a free New York City Metro Card. Please put the Metro Card in a safe place as replacements are not easily secured, and it can take several weeks to get a replacement. Report loss to the office.
Packer Plus

(Chuck Nwoke, Coordinator)
In response to requests from working parents for an extended day program, Packer Plus was created to provide a rich array of after school offerings for Lower School students.

Packer Plus has two distinct components: Playgroup and enrichment courses. The two can be combined so a child can be challenged by a course and enjoy the sociability of the Playgroup until 6:00 p.m. Over 200 students enroll in the combined offerings of Playgroup and courses. Packer Plus is not just child care, but a structured and stimulating extension of the school day. Supportive, interested adults respond to each child.

On-line registration for fall Packer Plus Courses and Playgroup takes place before school begins. For more information about Packer Plus policies and registration, see the Enrichment Programs section of the Packer website.

Parental Requests for Forms and Paperwork
All forms and paperwork (camp forms, school admissions forms, evaluations forms, etc.) are to be submitted through the Lower School Office. Please request paperwork and allow at least one week for completion.

Parent Association
All parents of children at Packer are members of the Parent Association. The Parent Association works to support the educational efforts of the school and organizes many events throughout the year.

To find out more information or to get involved, parents should visit the Parent Association section of the school website.

Placement Policy
Each year careful planning is done to reconfigure the grade for the next year in order to maximize the learning environment in each class. When your child is placed in a new class, consideration is given to every aspect of your child’s social and academic needs. This class placement is done by a team including the grade level teachers (both head and assistant) learning specialists, and the Division Head. In consultation with this team, the Director of Admissions adds all new students to these groups. Should parents need to discuss their child’s placement they should contact the Division Head.

Reporting and Conferring
There are formal fall and spring conferences arranged by your child’s teacher for Conference Days. There are two days devoted to Preschool and Lower School conferences in the Fall, and another two in the Spring. In addition to a conference with the classroom teachers, you may also arrange a conference with specialist teachers. All conferences should be scheduled during the designated days. If, because of special circumstances, this should prove impossible, please contact the class teacher to arrange an alternate date.

Written narrative reports from the classroom teachers and checklist reports from the specialist teachers are sent home to Preschool and Lower School parents in December. In the spring, checklist reports from
classroom teachers and narrative reports from specialist teachers are sent home. If you wish at any time to speak with the classroom teachers or specialist teachers, please e-mail the teachers to arrange a meeting.

**Scooters and Bikes**

Scooters and bikes are increasingly popular modes of transportation for our young students. Unfortunately, our ability to store these vehicles is very limited. Please be considerate of the limited space by assisting your children with adhering to these guidelines:

- Label all belongings clearly.
- Park bikes and large scooters outside at the bike rack.
- Limit parking to the area behind the lines. If there is no more room, please park outdoors.
- Fold fold-able scooters before hanging.
- Keep helmets, small skateboards, and other accessories in your child’s cubby in the classroom.
- Do not leave strollers or skateboards in this area.
- Be sure to take all equipment home each day.
- Unless absolutely necessary, please consider leaving your wheels at home.

**Special Events, Parent Visits and Participation**

Throughout the year there are special class and grade events when parents, family, and special friends are invited to celebrate with the children and their class. In the past, parents have come to the Second Grade’s Brooklyn Bridge Celebration, the Kindergarten’s Family Studies, and the First Grade’s Neighborhood Breakfast. Third Graders invite their families to their Lenape Village. The Fourth Grade’s International Heritage Fair is an event that attracts the entire student body and all the faculty to the second floor gym to see displays of student mapping, written work and projects, and to visit display areas curated by the Fourth Graders. Food from many areas of the world is available.

The Preschool and Lower School and their families gather for several special traditions across the school year, including the Winter Sing concerts in December and the May Day Festival in the spring. The Pre-K Threes and Fours have special sings in the fall and spring. After these special events, family and guests return to the classrooms for a party.

Many parents have special areas of interest and/or expertise that support the curriculum through “Guest Teaching.” In the past, authors have spoken about their writing techniques, collectors have shown their treasures, bankers have conducted currency exchanges, and editors have talked about the necessity for and use of editing procedures. We welcome parents to our classrooms to share with the children and faculty and encourage you to discuss such visits with your child’s teachers.

**Student Assessment in the Kindergarten and Lower School**

As a general rule, Lower School students do not engage in high-stakes testing. Teachers use a variety of assessment tools, including but not limited to conferring with students one-on-one; observing students and taking anecdotal notes; providing small group or whole class assignments; using online games; and giving quizzes to monitor students' progress in reading, math, writing, and social studies. We use the results of assessments to refine and target our instruction to meet the needs of our students and to ensure that our curriculum develops appropriate concepts and skills.

In Third and Fourth Grades, students complete an online educational assessment through NWEA (Northwest Evaluation Association) in the fall and spring to assess their progress in language arts and
math. CTP-4 (sometimes referred to as the ERB) is administered to students in these grades in February. The children call this “The Bubble Test.” The results from these assessments are used to help teachers create the best learning opportunities for your children. They are not used for class placement or for grading purposes. ERB scores will be sent to Fourth Grade parents along with information regarding interpretations. The results of the CTP-4 tests usually arrive in late spring, and your child’s teacher can discuss them with you at the spring conference.

**Student Visitors from Another School**

If your child has a friend or relative who wishes to visit their classroom, please follow the steps below:

1. First, contact your child’s teacher to make sure they are comfortable hosting a student.
2. After the classroom teacher’s approval, please contact the Lower School office to receive the School Visitor Form. The child’s parent is required to sign the form stating they have made the school aware of any allergies/medical conditions and that their child is free to participate in all activities. Student visitors are most suitable when they are the same age as your child.

**Technology Use in Packer’s Lower School**

Lower School students:

1. Use computers respectfully and carefully and follow the rules made by their teachers. They ask if they are not sure of a procedure.
2. Use only their own password and account on the file server and delete files when they and their teachers agree that they’re no longer needed.
3. Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account.
4. Under no conditions should a user provide their password to another person.
5. Use only the software that is supplied by Packer.
6. Use only the web sites that are approved by their teachers.
7. Take turns and share the use of computers as agreed upon by their teachers.
8. Use the printers carefully and sparingly.

Please visit the school’s website regarding [Technology: Acceptable Use Policy for Students](#).

**Trips and Activity Fee**

Trips are an important part of our school program, enriching the curriculum, and providing common experiences for writing and imaginative play. All Preschool and Lower School families are billed an activity fee. This fee reflects the special nature of each grade’s program. Trips for the younger grades, Preschool through Second Grade, include bus fees and usually admission fees into museums or theaters. The cost of the May Day Festival tee shirts is also part of the activity fee, as are curriculum-related special projects such as tasting parties to celebrate the culmination and study of a particular culture. For example, one class may sample breads from an Indian restaurant, while others may have special luncheons with Japanese and Mexican foods.

Trips vary from year to year depending on the availability of resources, the interests of the students, and variations in the curriculum. The activity fees are based on projections from past years and the number of special events that occur at each grade level and therefore may vary from grade to grade. Fees for Third
and Fourth grades take into account the fact that some trips are via public transportation and that the Fourth Grade has a four-day residential trip.

Packer has two types of permission forms for any field trips that have students away from school. At the beginning of the school year, classroom teachers will send families a neighborhood/local field trip permission form. This form permits your child to join the class in any walking field trips throughout the year that are local and do not require any form of transportation. Parents must sign this form to provide consent before a child is permitted on these walking trips. For field trips requiring any form of transportation (bus, subway, etc.), a permission form will be sent home for each of these trips, and these forms will indicate all events that will take place on the field trip. Packer requires all parents to sign and return these forms to the classroom teachers before the field trip takes place. If a permission form is not received before the day and time of the field trip, a child will not be permitted to go on the trip. Parents are not allowed to offer any alternative forms of consent (verbal consent, email exchange, handwritten note, etc.) aside from the signed Packer field trip permission forms that are issued by the classroom teachers. If your child can not attend a field trip as a result of not having appropriate consent, you will be asked to pick up your child from school that day.

Parents who accompany classes on trips both contribute their valuable help, and also experience the excitement of their children as they explore the resources of our city. In order to make trips go smoothly we would like to suggest the following trip procedures for our wonderful chaperones:

- Please discuss with the teachers the plans for the trip and your role and responsibilities.
- Ask the teachers if there will be lunch, snacks or other foods served. Please adhere to the guidelines for food on the trip.
- Please find out if children will be allowed to make purchases on the trip and support the teachers’ policies on this matter.

Remember, you are on the trip to work with the entire class. Though it may be difficult for your child to share you with others, he or she will be proud of your role as a teacher for the day.

**Tutoring**

As a general rule of thumb, teachers in Packer’s Lower School may not tutor children within the division.

There may be exceptions made on a case-by-case basis, particularly if the tutorial is for a discreet amount of time in the summer months. A discussion with the classroom teacher, division head and learning specialist would be appropriate before this determination could be made.

The hours between 3pm and 6pm are very busy at Packer. We have a fully enrolled after-school program, athletics events, and theater and dance rehearsals running simultaneously every afternoon of the week. In accordance with Packer’s security plan, it is critical that we are informed about all adults working at Packer with our students. Toward that goal we ask that families officially register any adult (non-Packer employee) they engage to work at Packer with their children during the school day or after school. This includes, but is not limited to: tutors, homework helpers, and music instructors.

If you would like your child to meet with a tutor at Packer, you must make a request through the appropriate division office. At that point, you will be given a Tutor Registration Form and other paperwork to complete, and a space will be assigned. Paul Riggio, Coordinator of Instrumental Music,
oversees all music instruction during after-school hours and assigns teachers and space for instrument instruction.

Please inform your child’s tutor or music teacher that he or she must sign in, show identification, and wear a visitor’s badge each time he or she is on site. We ask that you keep this information up to date and alert the Division Office to changes in your child’s after-school schedule so that it can be reflected on our master list. Thank you for your support.
## Pre and Lower School Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill McCarthy</td>
<td>Head of Pre &amp; Lower School</td>
<td><a href="mailto:bmccarthy@packer.edu">bmccarthy@packer.edu</a></td>
<td>718-250-0244</td>
</tr>
<tr>
<td>Joe McCauley</td>
<td>Assistant Head of Pre &amp; Lower School</td>
<td><a href="mailto:jmcccauley@packer.edu">jmcccauley@packer.edu</a></td>
<td>718-250-0369</td>
</tr>
<tr>
<td>Donna Curreri</td>
<td>Pre &amp; Lower School Administrative Assistant</td>
<td><a href="mailto:dcurreri@packer.edu">dcurreri@packer.edu</a></td>
<td>718-250-0237</td>
</tr>
<tr>
<td>Annette Hernandez</td>
<td>Pre &amp; Lower School Psychologist</td>
<td><a href="mailto:ahernandez@packer.edu">ahernandez@packer.edu</a></td>
<td>718-250-0301</td>
</tr>
<tr>
<td>Chuck Nwoke</td>
<td>Director of Auxiliary Programs (Playgroup, Packer Plus)</td>
<td><a href="mailto:cnwoke@packer.edu">cnwoke@packer.edu</a></td>
<td>718-250-0279</td>
</tr>
<tr>
<td>Liz Ann Doherty</td>
<td>School Nurse</td>
<td><a href="mailto:ldoherty@packer.edu">ldoherty@packer.edu</a></td>
<td>718-250-0259</td>
</tr>
<tr>
<td>Sabrina Hellman</td>
<td>School Nurse</td>
<td><a href="mailto:shellman@packer.edu">shellman@packer.edu</a></td>
<td>718-250-0259</td>
</tr>
<tr>
<td>Louis Rios</td>
<td>Security Hallmaster (Front Desk)</td>
<td><a href="mailto:lrios@packer.edu">lrios@packer.edu</a></td>
<td>718-250-0281</td>
</tr>
</tbody>
</table>