



# **Rafael Hernández Dual Language School**

**Student/Family Handbook  
2016-2017**

**ENGLISH**

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## **Principal’s Message**

Dear Families,

Welcome to the 2016-2017 school year. We are happy to have you as part of the Hernández community. We are welcoming new and returning teachers this year and have new community partnerships in development. I hope this handbook will be a resource all things Hernández during this school year. I know together with the teachers/staff and their families, students will have a successful year of learning. There are so many ways for families to get involved in our community – please come to the first School Parent Council meeting in September to learn more about the different roles. As always, please reach out to my office staff or myself with any questions, suggestions or concerns.

Looking forward to an amazing year of learning!

Best,  
*Ana*

## Staff Directory

Ana Tavares, Principal  
 Paulina Mitropoulos, Leader of Teaching and Learning  
 Genevieve McDonough, Operations Coordinator  
 Renée Borrero, Community Field Coordinator  
 Anthony Valdez, Director of Student & Family Engagement  
 Ana Contreras, Secretary

<b>Grade/Homeroom</b>	<b>Teacher</b>	<b>Paraprofessional</b>
K1 / Room 004	Neiby Nova	Erika Hernández
K1 / Room 023	Marjorie Pita	Michelle Estrada
K2 / Room 109	Anita Sintes	Maria Ramos
K2 / Room 110	Elizabeth Estrepe	Beatriz Tamayo
1 <sup>st</sup> gr / Room 111	Garisbel McDonough	Andrea Osorio
1 <sup>st</sup> gr / Room 114	Brenda Rosario	Ruth Amaro
2 <sup>nd</sup> gr / Room 103	Denise Steere	Alice Aviles
2 <sup>nd</sup> gr / Room 104	Martine Lebret	Lydia Hornedo
3 <sup>rd</sup> gr / Room 101	Maggie Rodríguez	Mary Kate Colbert
3 <sup>rd</sup> gr / Room 102	Sandy Gearin	Anita Torres
4 <sup>th</sup> gr / Room 202	Rhyland Gillespie	Lourdes Marrero
4 <sup>th</sup> gr / Room 203	Michelle Burgos	Frances Rivera
5 <sup>th</sup> gr / Room 204 – Math/Science	Javier Castillo	
5 <sup>th</sup> gr / Room 205 – ELA/SLA	Ben Parad	
6 <sup>th</sup> gr / Room 212 – Mathematics/SLA	Osiel Gonzalez	
6 <sup>th</sup> gr / Room 214 – ELA/Science	Melanie Allen	
7 <sup>th</sup> & 8 <sup>th</sup> gr / Room 211 - Humanities	Luis Gallegos	Scott St. Coeur
7 <sup>th</sup> & 8 <sup>th</sup> gr / Room 209 - Math	Angela Rubenstein	
7 <sup>th</sup> & 8 <sup>th</sup> gr / Room 210 - Science	Juana Farias	
Resource Room / Room 112	Myra Castro	
Resource Room / Room 213	Vanessa Quiñones	
Music Specialist	Alyssa San Pedro	
Performing Arts Specialist	Rosalba Solis	
Physical Education Specialist	Stephen Pecci	
Art Specialist / Room 201	Raquel Cardoso	
Nurse / Room 206	Susan Arase	
School Psychologist / Room 112	Anna Banerjea	
Speech Therapist / Room 112	Maribel DeBarros	
SESS Coordinator / Room 112	Shelly Joyner	
Cafeteria Manager	Tamara Luna	
Custodians	Pat Cisterna	
	Oline Griffin	
HASP Director / Room 023A	Sara Kilroy	
HASP Coordinator / Room 023A	Anita Torres	
HASP AmeriCorp MassPromise Fellow / Room 023A	Alison Kronstadt	

## **Office Staff Roles**

### **Ana Tavares, Principal**

Leader of the school

[atavares@bostonpublicschools.org](mailto:atavares@bostonpublicschools.org)

### **Paulina Mitropoulos, Leader of Teaching & Learning**

Supports teaching and learning throughout the school, including data inquiry cycles and professional development.

[pmitropoulos@bostonpublicschools.org](mailto:pmitropoulos@bostonpublicschools.org)

### **Genevieve McDonough, Operations Coordinator**

Supports daily operations of the school, including transportation, along with supporting Early Childhood teaching and learning.

[gmcdonough@bostonpublicschools.org](mailto:gmcdonough@bostonpublicschools.org)

### **Renée Borrero, Community Field Coordinator**

Supports families in all areas, including academics, social/emotional, counseling referrals, and general needs.

[rborrero@bostonpublicschools.org](mailto:rborrero@bostonpublicschools.org)

### **Anthony Valdez, Director of Student & Family Engagement:**

Supports students and families with learning and behavior expectations.

[arvaldez99@gmail.com](mailto:arvaldez99@gmail.com)

### **Ana Contreras, Secretary:**

Supports the main office, including daily attendance, tardy students, and early dismissals.

[acontreras@bostonpublicschools.org](mailto:acontreras@bostonpublicschools.org)

- August 17-19 ..... New Teacher Institute
- September 5 ..... Labor Day: No school
- September 6-7 ..... All teachers and paras report
- September 8 ..... Students in grades 1-12 report, including grade 1 in ELCs and EECs
- September 12 ..... All kindergarten students report (including EECs, ELCs, and special ed.)
- October 10 ..... Columbus Day (observed): No school
- November 11 ..... Veterans' Day: No school
- November 23 ..... Early release for students and staff
- November 24-25 ..... Thanksgiving Recess: No school
- December 23-January 2 ..... Winter Recess: No school
- January 3 ..... All teachers and paras report
- January 4 ..... Students return from recess
- January 16 ..... M. L. King Jr. Day: No school
- February 20 ..... Presidents' Day: No school
- February 21-24 ..... February Recess: No school
- February 27 ..... Students return from recess

- April 14 ..... Good Friday: No school
- April 17 ..... Patriots' Day: No school
- April 18-21 ..... Spring Recess: No school
- April 24 ..... Students return from recess
- May 29 ..... Memorial Day (observed): No school
- June 7 ..... Last day for seniors
- June 20 (or day 179) ..... Early release for students
- June 21 (or day 180) ..... Last day of school: Early release for students

- ▶ June 21 is the 180th school day, if no days are lost due to cancellations.
- ▶ June 28 is the 185th day required for calendar purposes.
- ▶ No graduation program should be scheduled before June 7, 2017.
- ▶ All BPS offices and Welcome Centers closed.

## Major Religious & Cultural Holidays

- |                               |                               |
|-------------------------------|-------------------------------|
| Sept. 11* ..... Eid al-Adha   | Apr. 11 ..... Passover begins |
| Oct. 3-4 ..... Rosh Hashanah  | Apr. 14 ..... Good Friday     |
| Oct. 12 ..... Yom Kippur      | Orthodox Holy Friday          |
| Oct. 30 ..... Diwali begins   | Apr. 16 ..... Easter          |
| Nov. 24 ..... Thanksgiving    | Orthodox Easter               |
| Dec. 25 ..... Christmas       | May 14 ..... Mother's Day     |
| Dec. 25-Jan. 1 ..... Hanukkah | May 27* ..... Ramadan begins  |
| Dec. 26-Jan. 1 ..... Kwanzaa  |                               |
| Jan. 1 ..... New Year's Day   | June 18 ..... Father's Day    |
| Jan. 6 ..... Three Kings Day  | July 5* ..... Eid al-Fitr     |
| Jan. 28 ..... Lunar New Year  |                               |

Observance of Jewish and Islamic holidays begins at sundown of the preceding day. \* Estimated

AUGUST 2016							SEPTEMBER 2016							OCTOBER 2016							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
	1	2	3	4	5	6					1	2	3							1	
7	8	9	10	11	12	13	4	5 <sup>▶</sup>	6 <sup>■</sup>	7 <sup>■</sup>	8 <sup>▲</sup>	9	10	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	11	12 <sup>●</sup>	13	14	15	16	17	9	10 <sup>▶</sup>	11	12	13	14	15	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
28	29	30	31				25	26 <sup>▶</sup>	27	28	29	30		23 <sup>▶</sup>	24 <sup>▶</sup>	25	26	27	28	29	
											1	2	3								
NOVEMBER 2016							DECEMBER 2016							JANUARY 2017							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
		1	2	3	4	5					1	2	3	1	2 <sup>▶</sup>	3 <sup>■</sup>	4	5	6	7	
6	7	8	9	10	11 <sup>▶</sup>	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16 <sup>▶</sup>	17	18	19	20	21	
20	21	22	23	24 <sup>▶</sup>	25 <sup>▶</sup>	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
27	28	29	30				25	26 <sup>▶</sup>	27	28	29	30	31	29	30	31					
FEBRUARY 2017							MARCH 2017							APRIL 2017							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
			1	2	3	4				1	2	3	4							1	
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14 <sup>▶</sup>	15	
19	20 <sup>▶</sup>	21	22	23	24	25	19	20	21	22	23	24	25	16	17 <sup>▶</sup>	18	19	20	21	22	
26	27	28					26	27	28	29	30	31		23 <sup>▶</sup>	24	25	26	27	28	29	
MAY 2017							JUNE 2017							JULY 2017							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
	1	2	3	4	5	6					1	2	3							1	
7	8	9	10	11	12	13	4	5	6	7 <sup>●</sup>	8	9	10	2	3	4 <sup>▶</sup>	5	6	7	8	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	18	19	20	21 <sup>▼</sup>	22	23	24	16	17	18	19	20	21	22	
28	29 <sup>▶</sup>	30	31				25	26	27	28	29	30		23 <sup>▶</sup>	24 <sup>▶</sup>	25	26	27	28	29	

▶ Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year. Visit [www.bostonpublicschools.org](http://www.bostonpublicschools.org) for current information.

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# Logistics

## **School Calendar**

Please review page 6 with Boston Public School district calendar including all the holidays and school vacations. We also send home a monthly calendar and family newsletter that will keep you informed of programs and activities taking place at the Hernández the first week of every month. Please call the office for an extra copy if needed. It is also posted in the main office. On our school website, [rafaelhernandezk8.org](http://rafaelhernandezk8.org), we have the Rafael Hernández Community Google calendar with school activities posted as well.

## **Snow Days**

In the event of inclement weather, you will receive an automated call from the Boston Public Schools. You can also watch any of the news stations for updates or look on the BPS website at [bostonpublicschools.org](http://bostonpublicschools.org).

## **School Hours**

The building hours are **8:10am – 2:30pm**. Teachers are on duty at 8:10am when the doors open. Students should not arrive at school before 8:10am. Breakfast begins at 8:10am and students should be in the classroom ready for the learning day to begin at 8:30am.

## **Transportation**

Elementary students (K1-5) who live more than 1 mile from the Hernández and middle school students (6-7) who live more than 1.5 miles from the Hernández will receive a yellow school bus transportation assignment. The letter will be mailed to your house from BPS in August with information on the bus numbers, stops, and times. Eighth grade students who live more than 1.5 miles from the school will receive an MBTA “M7” pass in lieu of a yellow assignment which allows students to ride for free on the MBTA 7 days a week. All middle school students (Gr 6-8) who do not receive an M7 pass will receive an “S” MBTA pass to ride the T paying the discounted student rate.

Afternoon Pick-up: Dixwell St. at 2:30 pm

If you wish your child to walk home independently, please send a note to their homeroom teacher. Also, if a variety of adults will pick up your child please also provide a list of their names and contact information on the emergency card, we will be unable to release any child to an adult not on the list.

## **Community Values**

Our five community values are respect, responsibility, perseverance, curiosity, and cooperation. Our vision is to have all individuals in the school (students, faculty, staff, and families) reflect these values in their daily life. You will find in Appendix B our Community Values defined.

## **Afterschool Program**

The Hernández Afterschool Program (HASP) runs from 2:30-6pm everyday and offers a variety of

enrichment activities to support students after the traditional school day. There is a cost involved but also reduced rate is available. Please call the school or email Sara Kilroy, Afterschool Director, or Anita Torres, Afterschool Coordinator, for more information.

## **Attendance (excused absences, vacations, absences, tardiness)**

Daily attendance is required. **More than three unexcused absences will affect your child's grade.** If a student is absent, the following is required:

- Parents or guardians must phone the school and inform the office of the absence before 9:00 a.m. on the day of the absence. Parent or guardian **must** write and sign a note with the child's name, date, days of absence and reason for the absence. If seen by a doctor, please send a doctor's note. Per the Guide to BPS, an excused absence is only granted for sickness, injury, hospitalization, court appearances, religious holy days or the death of an immediate family member. **Travel is an UNEXCUSED absence.**
- The student is to give the note to his/her homeroom teacher, who will ensure the school secretary records it in the computer. **An absence is considered unexcused until a note from a doctor is on file at the school.**
- Student or parent must ask for make-up assignments. Assignments not made up will be reflected in the grade. Each student is responsible for seeing that his/her make-up work is completed. If make-up work is not completed by the end of the marking term (and the student has 3 unexcused absences in middle school or 4 in elementary school), he/she will receive a grade of NC for that term if he/she has otherwise earned a passing grade. If he/she has not received a passing grade, he/she will receive an F.

In order to receive passing grades, 93.3% attendance is required each marking period (the Promotion Policy in its entirety is available on the BPS website at [www.bostonpublicschools.org](http://www.bostonpublicschools.org)) or in the Guide to BPS Students and Families.

Promptness to class is very important. Students are expected at breakfast by 8:10am and in class ready to learn at 8:30am. **Students will be marked tardy when arriving after 8:30am, unless it is due to a bus delay.** A student who is tardy will have to make up any work missed. The homeroom teacher or paraprofessional will notify the parent of a student who is consistently tardy. Students must stop at the office when arriving after 8:30 to receive a pass to class.

## **Arrival / Dismissal**

### *Arrival*

Arrival begins at 8:10am when the doors open and teachers are on duty. Students will not be able to enter the building before 8:10am. All students (from the bus and drop off/walking) enter through the front doors on School Street. Breakfast takes place in the cafeteria for grades K1-3 and in the classrooms for grades 4-8. The learning day begins at 8:30 when all students should be in their classroom. Students who arrive after 8:30am are considered late and need to check in at the main office for a pass to class. All late students are welcome to have breakfast, but they should bring it to their classroom.

### *Dismissal*

Dismissal is at 2:30pm:

- Walkers exit from Dixwell Street Courtyard door to the gym. Please wait in the courtyard area for the doors to open at 2:30. Let the staff member at the door know your child's name and

grade and they will be sent to the door.

- Buses line up on School Street going up the hill. Bus students exit through the front door and are escorted by the homeroom teacher onto their assigned bus.
- Students who attend the Afterschool Program are escorted to the cafeteria where they meet their group leader for snack time. \*Please note all students in afterschool must be picked up by 6pm.

## **Early Dismissal / Dismissal Changes**

If you need to pick your child up early or change their mode of dismissal, please send a note to the homeroom teacher and call the main office at 617-635-8187 to inform secretary, Ana C., **before 10:30am.**

## **Uniform Policy**

The Hernández School with School Site Council support will continue with the **MANDATORY UNIFORM POLICY**. Students are expected to wear their gym uniform on those days that they have physical education classes.

### ***RHS SCHOOL UNIFORM***

The school uniform is available for purchase at L&M Bargain Store:

Boys (K – 8) – Navy blue pants with a light blue polo shirt with school logo.

Girls (K – 8) – Navy blue pants/skirt/jumper with light blue polo with school logo.

Grade 8 is piloting a uniform for SY16-17.

### ***Physical Education Uniform Policy***

All students are expected to wear the following on the days that they have physical education classes:

Navy blue sweatshirt or t-shirt with the school logo.

Navy blue sweatpants with the school logo.

Sneakers (street shoes are NOT allowed in the gym).

**All items are available for purchase at L&M Bargain Store in Roslindale or Dudley.** You may place orders on items that are not available/in stock.

If a student cannot wear pants due to religious reasons, shorts/pants may be worn underneath a skirt. Remember: Blue jeans/denims are **not** part of the school uniform or dress code.

To request an exemption to the uniform policy, please write a letter to the principal asking that your child be exempt from wearing a uniform to school.

## **Family Involvement**

### **Aspen (Student Information System)– Parent Portal**

Aspen is Boston Public School's Student information system where your child's attendance, grades, etc are stored. Parents have access to the Parent Portal on Aspen, which you can find at [www.sis.mybps.org](http://www.sis.mybps.org). If you don't already have an account please ask your child's homeroom teacher or Genevieve in the main office for a "Parent Portal Letter" which will have all the information for

opening up your specific Aspen account. If you have set up an account already, then your login username will be the email address you used. If you forgot your password, there are steps online in order to have it reset.

## **Emergency Cards**

On the first day of school your child will bring home an emergency card. It is very important to fill it out completely and legibly in order to have contact information so the teachers and office staff can contact you. Copies will be kept in the classroom and main office, and will only be accessed by school staff. It is important to fill out the card for each child if you have multiple children.

## **Fiesta Committee**

Each year our school hosts an annual fundraiser, “Noche de Fiesta”, in the spring to raise money to support classrooms with mini grants to support arts, cultural, and wellness initiatives. We welcome parents to serve on the planning committee each year. More information will be presented at the first Parent Council meetings of the year.

## **School Parent Council (SPC)**

School Parent Council (SPC) is a group that brings all families together in our community to support the school. Every parent is a member of the SPC. The SPC meets monthly and elects officers each year at the first meeting. SPC also works closely with the School Site Council (SSC) to review school procedures, sponsor events, be informed of the school’s budget, and raise funds for special school events.

## **School Site Council (SSC)**

School Site Council (SSC) is a group made up of the principal, parents, and teachers and responsible for decision-making at the school. SSC meets once per month and approves school rules, decides if students will wear uniforms, hires teachers (through a Personnel Sub Committee), and may also request waivers from some BPS policies. Each year the parent members are elected at SPC and the faculty members are elected at Faculty Senate. All community members are welcome to SSC meetings.

## **Student Support Meetings (SST)**

The Student Support Team (SST) is a team composed of regular/special education personnel and parents whose function is to provide insight and specific suggestions to help the classroom teacher most effectively manage the needs of every student. Classroom teachers refer students who are experiencing difficulty in the classroom with learning or social/emotional skills and then they are placed on the calendar of meetings. Parents will receive an invitation to come to the meeting where the team will discuss ways the student can be supported in the classroom and at home to help learning.

## **School visits/tours**

We are happy to have families visit or tour the school. If you would like a whole school tour please call the main office at (617) 635-8187 and ask for Renee. If you would like to visit your child’s class,

please make arrangements ahead of time with the classroom teacher.

## **Volunteers/Chaperones**

We welcome and encourage family members to volunteer in the classroom, school, or attend field trips. If you are interested we ask that you first fill out a CORI form in the main office. We will send it in to BPS to be processed, which takes about a week or two, usually much longer at the beginning of the school year. We will then have your CORI approval on file, which will last one year. Once you are CORI approved, you can connect with homeroom teachers and schedule ahead of time the days and times you will come in.

## **School Events**

### **K1/K2 Orientation – Friday, September 9, 2016 at 10am**

At the beginning of the school year we will welcome families to come for an orientation with the teachers and to see the classroom before the first day on Friday, September 9, 2016. This will give families the opportunity to learn about the schedule, curriculum, and expectations for the school year.

### **Beginning of the Year Grade Level Orientations/Open House**

All grade level teams will welcome families for an Open House/Orientation breakfast or dinner during the first three weeks of the school year for grades 1-8. Families will be able to meet the teachers and see the classroom. This will give families the opportunity to learn about the classroom schedule, curriculum map, and expectations for the school year. Families also have the opportunity to ask the teachers any questions they may have and get to know other families in the same grade level.

### **Math Night – Thursday, October 27, 2016 from 5:30-7:30pm**

In November we welcome families to come stop by during the hours between 5:30 and 7:30 to celebrate the math learning in each classroom. You will have the opportunity to learn about the math curriculum and we encourage families to participate in math games, too. As you enter on math night, you will receive the Math Night Menu, which will tell you about all the activities in each classroom.

### **Arts & Music Festival – Week of December 19, 2016**

Join us to celebrate student learning in the arts. This is a new event our Arts department will be developing this fall. More details to come.

### **Parent Teacher Conferences**

The classroom teachers host parent/teacher conferences throughout the school year, around the time of progress reports and report cards, which varies by grade level. Please look out for an invite

from the classroom teacher to come discuss your child's progress. Also, if you are concerned with your child's progress you can always reach out to the teachers to schedule a meeting as well. At the Hernández we believe in working as a team (both home and school) to help all students achieve!

### **Science Night – Thursday, March 2, 2017 from 5:30-7:30pm**

Each year we host an annual Science Night in March where families are invited to come and see their child's Science projects. You are welcome to come see the projects between the hours of 5:30-7:30pm. As you enter the school, you will receive the Science Night Menu, which will tell you about all the activities happening in each classroom. We invite you to visit other classrooms and see what students in other grades are learning.

### **Young Author's Night - Thursday, June 1, 2017 from 5:30-7:30pm**

Young Author's Night is the third of our annual family nights when families are invited in the Spring to come see their child's writing and learning in literacy. You are welcome to come see the work and performances between the hours of 5:30-7:30pm. As you enter the school, you will receive the Young Author's Night Menu, which will tell you about all the activities happening in each classroom. We invite you to visit other classrooms and see what students in other grades are learning.

### **Bilingual Pride Night – Date TBD**

This year will be our third annual Bilingual Pride Night where we welcome families and the community from our school and all the Boston Public Schools dual language schools/programs to celebrate our bilingualism and bi-literacy. There are performances throughout the evening and student work to view.

### **K2 Moving Up Celebration – Date TBD**

In June each year we celebrate K2 students completing their Kindergarten years with a moving up ceremony before they head up to first grade. We invite families to come see them perform and share what they have learned in K2.

### **8<sup>th</sup> grade Moving Up Celebration – Date TBD**

Also in June we celebrate our 8<sup>th</sup> graders finishing their years at the Hernandez with a Moving Up Ceremony where they receive their Certificate of Completion and perform for their families.

# Academics

## Assessments

Students at all Boston Public Schools take a combination of three types of tests: state assessments, district (Boston) assessments, and school assessments. The state is replacing the PARCC this year with a new version of the MCAS, combining the two types of tests for grades 3-8.

<b>State</b>	<ul style="list-style-type: none"><li>• MCAS: ELA and Math (Grades 3-8)</li><li>• MCAS: Science (Grades 5 &amp; 8)</li><li>• ACCESS (all grades for English Language Learners)</li></ul>
<b>District</b>	<ul style="list-style-type: none"><li>• Dibels Reading (Grades K2-2)</li><li>• DRA Reading (Grades K2-5)</li><li>• End of Unit/Chapter Tests</li><li>• End of Year Exams</li></ul>
<b>School</b>	<ul style="list-style-type: none"><li>• Teacher developed projects (Science Night, Young Author's Night, etc)</li><li>• Teacher developed writing prompts</li><li>• Teacher developed quizzes and tests</li><li>• Letter ID and Name Writing (K1-K2)</li></ul>

## Benchmarks / Reading Levels

In Grades K2 – 5<sup>th</sup>, we use the DRA (Developmental Reading Assessment) to measure students' reading comprehension and reading fluency. We will share the DRA results with families at conferences with teachers.

## Classroom Schedules

As a school we have a Specialist Schedule, Lunch & Recess Schedule, and a Middle School Schedule. Classroom teachers create a daily and weekly schedule for students and will send a copy home at the beginning of the year. The teachers will also review the schedule with families during the grade level orientation/open house at the beginning of the school year.

## Curriculum Maps

Each grade level team has created a curriculum map with units of study for each subject area. These will also be shared at the grade level orientation/open house at the beginning of the school year.

## Field Trips

We encourage teachers to take students on field trips to support, enrich, and extend the learning that is happening in the classroom. In order for students to attend they must have a signed permission slip from a parent or guardian. If you would like to volunteer as a chaperone for a field trip, please check in with the classroom teacher and be sure to have a CORI approval on file as well.

## **Homework & Home Reading Program**

Every class has a daily home reading program. They look different in the various grades but their purpose is the same: to foster a stronger home-school relationship and to foster a life-long love of reading. All the programs ensure that students are actually reading and to involve parents in this effort.

Students in Grades K1 – 8<sup>th</sup> will receive homework in order to practice skills they are learning in class.

- Grades K1/K2– 30 minutes of home reading
- 1<sup>st</sup> - 3<sup>rd</sup> grade students should spend 30 minutes on their homework, plus 30 minutes of home reading
- 4<sup>th</sup> – 8<sup>th</sup> Grades, students will have 60 minutes of homework, which includes reading.

Some students complete 30 minutes in HASP. If you feel your child is spending more time of the assigned homework, please talk with your child's teacher.

## **Language Model**

At the Hernandez we want students to graduate as bilingual, bi-literate and bicultural students. The faculty at the Hernandez has worked collaboratively to revise the Hernandez language policy as follows:

K1 and K2:

- 200 minutes of Spanish literacy and subject area instruction (science, social studies and math) in Spanish
- 60 minutes of instruction in English (math, science or social studies)
- Bridging lesson connecting languages weekly

1<sup>st</sup> Grade:

- 170 minutes of Spanish literacy and subject area instruction (science, social studies and math)
- 90 minutes of instruction in English (math, science or social studies)
- Bridging lesson connecting languages weekly

2<sup>nd</sup> -8<sup>th</sup> Grade:

- 50% Spanish instruction; 50% English instruction
- Bridging lesson at end of unit

## **Letters of Recommendations/School Records/Transcripts**

If you would like the school to provide a recommendation for your child or school records/transcripts, please send a note to the main office with ample notice. We try our best to fulfill these requests as soon as possible, but same day or even next is not always possible. In order for us to write recommendation letters, at least one week's notice must be provided.

## Marking Periods – Report Cards/Progress Reports

# 2016-2017 Report Card Schedule

### Kindergarten–Grade 5<sup>▲</sup>

	Fall (Grades 1-5 only)	Winter (K-Grade 5)	Spring (K-Grade 5)
Marks Close	December 2	March 17	June 21 ★
Distribute Report Cards	Week of December 12	Week of March 27	Week of June 19 ★

<sup>▲</sup> Includes kindergarten–grade 5 in K–8 schools.

#### EXCEPTIONS:

- ▶ Kindergarten students do not receive a Fall report card.

### Grades 6–12<sup>♣</sup>

	Period 1	Period 2	Period 3	Period 4 Grades 6–11	Period 4 Grade 12
Progress Reports	October 11	December 16	March 10	May 23 ★	
Marks Close	November 10	January 27	April 13	June 21 ★	June 7 ★
Distribute Report Cards	November 18	February 6	May 1	Last day of school	Last day of school

<sup>♣</sup> Includes grades 6-8 in K-8 schools except BTU, King and Young Achievers.

## Promotion Policy

Promotion to the next grade is based upon their academic grades and their attendance. At the Hernández we follow the BPS promotion policy found in the Guide to BPS.

## Specialists

We have four full time Specialist teachers here at the Hernández for SY16-17, which students will see for a 50 minute period once or twice a week:

Physical Education – Coach Stephen Pecci

Performing Arts – Rosalba Solis

Visual Arts – Raquel Cardoso

Music – Alyssa San Pedro

## **Standards**

Hernández teachers create instructional units of study using the Understanding by Design (UbD) process that includes the Common Core State Standards (CCSS), WIDA English Language Development & Spanish Language Development standards with the goal of preparing all students for college and career success in the 21<sup>st</sup> century. These instructional units prepare our students to take state standardized testing.

## **Safety, Health & Wellness**

### **Comprehensive Behavioral Health Model (CBHM)**

At the Hernández School we believe in developing courageous learners, effective communicators, and responsible citizens through using the Comprehensive Behavioral Health Model (CBHM) which:

- Promotes positive school climate and social and academic success for all students
- Uses a three-tiered model of evidence based-interventions to integrate supports and services within a school according to student needs
- Recognizes family and community partnerships as an integral part of a school's success
- Every Child Deserves a Safe and Supportive School

### **Second Step**

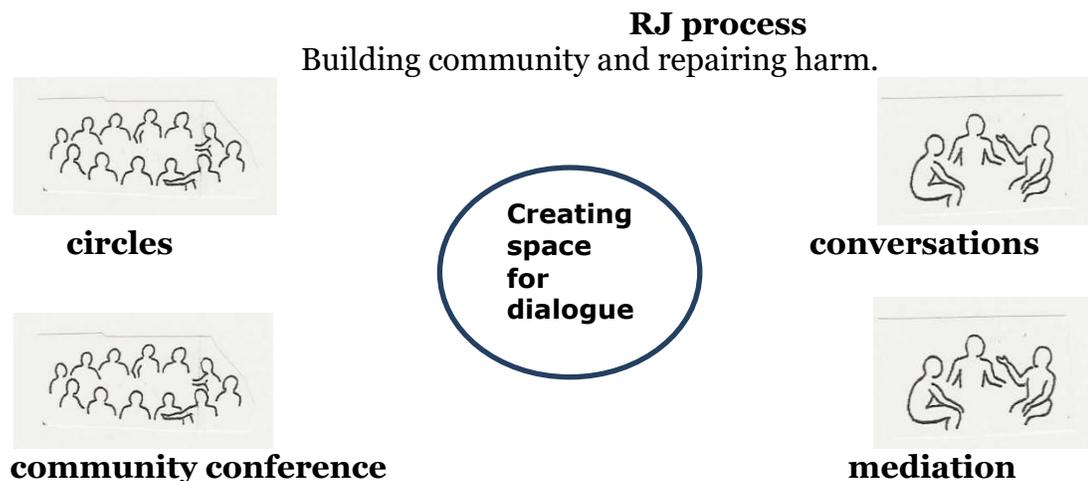
Second Step is a social emotional learning curriculum designed for tier-1 or whole-school implementation for preschool through grade 8. Using Second Step lessons, teachers introduce **empathy, social skills, executive functioning** and **problem solving strategies** in the classroom. Lessons are designed to be developmentally appropriate and engaging for students at each grade level. For more information please visit the [Second Step](#) website.

### **Restorative Justice (RJ)**

Restorative Justice (RJ) supports Schools by creating healthy, equitable, caring school communities by preventing and addressing behavioral disruption in a non-punitive way that supports accountability and enables healing. Restorative practices decrease suspension rates and lower racially disproportionate discipline.

Based on values, principles and practices that indigenous communities have utilized for hundreds of years, restorative justice represents a shift in the way schools respond to behavior and promote discipline. RJ offers an alternative to zero tolerance policies that have proven to be ineffective and in fact have increased push out of students into the school to prison pipeline.

**“Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible” (Howard Zehr, 1990)**



## Community Values in Action Chart

Expectations for student behavior can be found in our Community Values in Action Chart at the back of the handbook in Appendix C.

## Bullying

Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:

- Causes physical or emotional harm to the victim or damage to the victim’s property;
- Places the victim in reasonable fear of harm to himself or of damage to his property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying is bullying through the use of technology or any electronic means. This includes both the creation of a web page or blog in which the creator impersonates another person or the distribution or posting of information online if these acts create any of the conditions listed above.

State law prohibits bullying:

- at school and at all school facilities;
  - at school-sponsored or school-related functions, whether on or off school grounds;
  - on school buses and school bus stops;
  - through the use of technology or an electronic device owned, licensed or used by a school; and
  - at non-school-related locations and through non-school technology or electronic devices, if the bullying affects the school environment.
- 7.2.7 Retaliation related to Bullying: State law prohibits retaliation against a person who reports bullying provides information during an

investigation of bullying, or who is a witness to or has reliable information about bullying.

**There is a no-tolerance policy for bullying at the Hernández.** We encourage you to reach out to the classroom teacher or office staff regarding bullying concerns. There is also a BPS **Safe Space and Bullying Prevention Hotline: 617-592-2378** (call or text), staffed 24/7 by trained counselors. Resources can also be found at <http://www.bostonpublicschools.org/antibullying>.

## **Appropriate Use of Technology**

All Hernández students are expected to appropriately use technology. All electronic devices should be kept off during the school day. When using school technology (Chromebooks, computers, etc) students must adhere to the BPS Acceptable Use Policy (AUP) and use the devices for class assignments and learning only.

## **Transportation & Bus Rules / Traffic Safety**

### Walkers:

For the safety of students, please encourage the habit of using the crosswalk and waiting for assistance from a crossing guard when one is available. Also, remind your child to **cross at the Washington and School Street intersection**. Encourage them to be cautious and aware of their surroundings.

### Bus Students:

For their safety, if your child rides the bus, please remind him/her never to cross behind the bus or to play near the tires or slide off snow banks near the street. Also, remind them remain seated while the bus is moving.

### BUS RULES:

- Only those students assigned to the bus will be allowed on board.
- In the morning, all students must be at the designated bus stop per their schedule.
- All students must be respectful to the bus driver and follow safety instructions.
- Students must remain seated on the bus and must not open any windows without permission.
- Good conduct is a must on the bus. Remember, the BPS Code of Discipline applies to the bus as well.
- No eating or drinking on the bus.

**Any violations of bus rules will be reported to the principal by the driver.** Riding the school bus is a privilege. Improper conduct may result in that privilege being denied. Encourage your child to share any incident they are concerned about with you and their teacher. Arrive to school and home safely!

## **Breakfast/Lunch & Nutrition**

All students have access to free breakfast and lunch from our cafeteria. The monthly menu comes from Food & Nutrition services and sent home when it arrives to the school. You can also find the menu online at <http://www.bostonpublicschools.org/Page/5584>. Students are also welcome to send

a lunch from home if you wish, but please note students will not be able to heat anything up. We encourage students to bring healthy food. Candy, gum, and soda is not permitted at any other time on school grounds. These items will be confiscated and will not be returned.

## **Cell Phone Policy**

Cell phones are not to be used in school for any mode of communication, including calls or texting. All phones should not be visible and should be turned off during the school day as they enter the building. Students can use the office phone. If families need to contact their child in case of an emergency please call the main office at 617-635-8187.

## **Consequences - Loss of Privileges, Detention & Silent Lunch**

In conjunction with our Restorative Justice practices, such as community service, when students do not follow the expectations found in the Community Values in Action document there are various consequences, such as loss of privileges, detentions, and silent lunches at the classroom level on an individual student basis and families are informed and involved in the follow through.

### Loss of School Privileges

When a field trip or school activity is required for teaching and learning of content in the classroom and may result in a graded assignment, students shall not be deprived of the opportunity to participate unless there is a clear safety concern. In some cases, one support for the student may be the temporary loss of school privileges and or a request for an adult family member to attend the field trip or after school activities. If an adult family member is not available the student may remain at school to continue their learning day. The family will be given sufficient notice through several forms of communication including meetings, letters home, phone calls, emails and any other preferred contact method parent or guardian has requested.

### Detention

- Detentions are held after school with parent permission
- Student will be notified verbally
- It is the responsibility of both the teacher and the student to inform his/her parents/guardian of the detention (A phone call, email and/or written notice)
- Detention is monitored by the teacher who assigns the consequence and are up to one hour long
- More severe consequences will be considered for excessive detentions
- Students are expected to follow the detention rules set by the adult in charge
- If a Parent, Guardian or Authorized Caregiver cannot be reached by telephone, the student may be detained the following school day by sending written notice home with the student in the language of the home of the student. Provision must be made for students who receive “yellow bus” transportation. Notice is to be provided within a reasonable time prior to the detention. Failure to appear for a detention may result in further disciplinary action.
- Students should be allowed to complete homework assignments during their detention.

## Silent Lunch

- It is the responsibility of the adult to inform parents/guardian of the silent lunch assignment.
- Silent lunches are held each day during the regular lunch periods.
- Student will be notified verbally
- It is the responsibility of the student to report to the silent lunch on the assigned date, on time, and with the proper materials.
- Silent lunches will be monitored by the classroom teacher.
- More severe consequences will be considered for excessive silent lunches.
- Students are expected to follow silent lunch rules.

## **Medications/Nurse**

We share a nurse with the Mendell School. The nurse is at our school from 8:30-12pm everyday. You will need to submit an updated physical for your child each year to be kept on file in the nurse's office. If your child needs to take medicate at school, you will need a form completed by the child's doctor.

## Staff Emails

<b>Name</b>	<b>Email</b>
Alyssa San Pedro	<a href="mailto:asanpedro@bostonpublicschools.org">asanpedro@bostonpublicschools.org</a>
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## Appendix B:

# Community Values

## Respect, Responsibility, Perseverance, Curiosity, Cooperation

### Respect

#### **Primary K-3**

- ❖ I honor time.
- ❖ I care about others with my words and actions.
- ❖ I take care of myself and my surroundings.
- ❖ I use kind words to agree or disagree.

#### **Intermediate 4-8**

- ❖ I honor time.
- ❖ I treat others with tolerance and compassion.
- ❖ I take care of myself and my environment.
- ❖ I acknowledge different perspectives and agree to disagree using appropriate language, actions and behaviors.

#### **Faculty**

- ❖ I honor time.
- ❖ I care about my students, colleagues, and parents.
- ❖ I speak respectfully to and about students, parents and staff at all times.
- ❖ I value someone else's perspectives, ideas, and suggestions even if there is a difference of opinions.
- ❖ I demonstrate integrity by honoring the work of our dual language EL community and support others in that work.

### Responsibility

#### **Primary K-3**

- ❖ I come prepared to learn.
- ❖ I think about my work habits to make them better.
- ❖ I admit when I make a mistake.
- ❖ I share my ideas.

#### **Intermediate 4-8**

- ❖ I am prepared to learn.
- ❖ I take ownership of my actions.
- ❖ I contribute thoughtful ideas and information.

#### **Faculty**

- ❖ I model quality work.
- ❖ I reflect on my teaching practices to improve.
- ❖ I hold myself and others accountable.
- ❖ I contribute purposeful and focused information

### Perseverance

#### **Primary K-3**

- ❖ I keep working even when it is hard.
- ❖ I try new things and ask for help.
- ❖ I use my friends' and teachers' comments to revise my work.

#### **Intermediate 4-8**

- ❖ I continue to work through difficult tasks to achieve results of a high quality.
- ❖ I take risks and ask for help.
- ❖ I accept feedback, learn from failures, revise, and keep going.

#### **Faculty**

- ❖ I continue to work through difficult tasks to achieve results of a high quality.
- ❖ I take risks and ask for help.
- ❖ I accept feedback, learn from failures, revise, and keep going.

## **Curiosity**

### **Primary K-3**

- ❖ I ask questions to help me learn.
- ❖ I observe and investigate.
- ❖ I explore ideas.
- ❖ I make connections.

### **Intermediate 4-8**

- ❖ I ask questions to deepen my understanding.
- ❖ I use different sources to research and investigate my questions.
- ❖ I use my new knowledge to pose new questions.
- ❖ I take what I learn and apply it at school, at home, and in the world.

### **Faculty**

- ❖ I ask questions instead of making assumptions and listen carefully to the responses.
- ❖ I continually seek in-school and out of school professional development to support the mission and goals of my school.
- ❖ I try out new practices even if I am uncertain.

## **Cooperation**

### **Primary K-3**

- ❖ I share my ideas and listen to others.
- ❖ I join my assigned groups and take turns.
- ❖ I help others to do their best.

### **Intermediate 4-8**

- ❖ I am an active participant and listener.
- ❖ I maintain a positive attitude by respecting other people's ideas and opinions.
- ❖ I use fair strategies to help my group succeed. (compromise, take turns...etc.)
- ❖ I try a variety of roles.

### **Faculty**

- ❖ I communicate my instructional goals with my colleagues and am open to feedback.
- ❖ I support my colleagues in a positive and constructive manner.
- ❖ I strive to understand my colleagues' perspective and hear all voices.

## The Rafael Hernández Dual Language School



### Community Values in Action Valores Comunitarios en Acción

In the classroom... En el salón de clases...	On the bus... En el autobús...	In the hallway... En los pasillos...	In the bathroom... En el baño...	In the school yard... En el patio escolar...	In the cafeteria... En la cafetería...	In an assembly... En una asamblea...
<ul style="list-style-type: none"> <li>❖ Follow the classroom expectations.</li> <li>❖ Be aware of your tone and volume of your voice.</li> <li>❖ Leave the spaces as you found them or better.</li> <li>❖ <b>Sigue las expectativas del salón de clases.</b></li> <li>❖ <b>Cuida de tu tono y el volumen de tu voz.</b></li> <li>❖ <b>Deja los espacios tal como los encontraste o mejor.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Say “good morning” “good afternoon,” and “thank you” to the bus driver, students, and staff.</li> <li>❖ Stay seated, keep your hands and your belongings to yourself.</li> <li>❖ Leave the bus as you found it or better.</li> <li>❖ Di “buenos días”, “buenas tardes” y “gracias” al chófer de autobús, los estudiantes y a otros adultos.</li> <li>❖ Mantente en su asiento con las manos y todas tus pertenencias contigo.</li> <li>❖ Deja el autobús tal como lo encontraste o mejor.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use silent waves and smiles to greet others.</li> <li>❖ Walk in a calm, silent line on the right side.</li> <li>❖ Hold doors for others.</li> <li>❖ <b>Saluda a los demás silenciosamente con un gesto o con una sonrisa.</b></li> <li>❖ <b>Camina por el lado derecho en una fila silenciosa y calmadamente.</b></li> <li>❖ <b>Aguanta la puerta para los demás.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Clean up after yourself.</li> <li>❖ Respect other's privacy.</li> <li>❖ Return promptly to class.</li> <li>❖ <b>Limpia después de hacer uso del baño.</b></li> <li>❖ <b>Respetar la privacidad de los demás.</b></li> <li>❖ <b>Regresa a tu salón rápidamente.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Invite others to play.</li> <li>❖ Line up calmly and quietly when it's time.</li> <li>❖ Be safe and play fair.</li> <li>❖ <b>Invita a otros a jugar.</b></li> <li>❖ <b>Haz la fila con calma y callado cuando es hora de regresar.</b></li> <li>❖ <b>Juega con cuidado y justamente.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Say “please” and “thank you”.</li> <li>❖ Only take the food you will eat and eat your own lunch or snack.</li> <li>❖ Stay in your seat.</li> <li>❖ Include everyone in friendly conversations.</li> <li>❖ Recycle trays, clean your area, pick up any trash from the floor and, throw it in the trash barrel.</li> <li>❖ Line up calmly &amp; quietly when it's time.</li> <li>❖ Di “por favor” y “gracias”</li> <li>❖ <b>Solo toma lo que te vas a comer y te comes tu propio almuerzo o merienda.</b></li> <li>❖ <b>Mantente en tu asiento.</b></li> <li>❖ <b>Incluye a los demás en conversaciones amables.</b></li> <li>❖ <b>Recicla las bandejas, limpia tu area, recoge la basura del piso y tiralas al basurero.</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Enter and exit the room quietly.</li> <li>❖ Enjoy the performance by being quiet and attentive.</li> <li>❖ Show your appreciation with cheers after all performances.</li> <li>❖ <b>Entra y sale calladamente.</b></li> <li>❖ <b>Pon atención y disfruta de todos los eventos.</b></li> <li>❖ <b>Muestra tu aprecio con aplausos y celebra todos los eventos.</b></li> </ul>