



PARENT-STUDENT HANDBOOK
2018-2019

Parent-Student Handbook 2018-2019

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I. Letter from the Principal

Dear Families of Central School,

This handbook has been prepared to help answer questions you may have regarding school policies, procedures, and programs. We ask your cooperation in helping your child understand the policies in this handbook. These policies and procedures are in place to ensure that all students and staff are safe, supported and able to learn at their optimal levels.

Parental support is necessary and will help children understand the importance of rules. Your support will also help the rules and policies become more effective. The progress and achievement of your children will be enhanced with a good working relationship between home and school. This kind of relationship can exist only when the school and the home both have an understanding of the rules and are supportive of each other. Therefore, we feel it is necessary for parents to be knowledgeable of the school's policies, procedures and programs.

Communication is the key to success. We urge you to attend scheduled parent-teacher conferences, attend school functions, and to call or e-mail the teachers or myself whenever you have a question or concern.

I am very proud to be part of the Central School Community. I trust you will work with me at this important task of educating our students and enriching their lives. I look forward to our journey together.

Sincerely,

Krista LaCroix
Principal, Central School

II. Glen Rock District Mission Statement

The Glen Rock School District, an integral part of a supportive community founded on the principles of education, embraces its students as its highest priority by providing an exceptional education and opportunities for personal development of the whole child in a secure environment through a comprehensive, innovative and rigorous curriculum and co-curricular activities to foster productive and responsible citizens of the globally connected society.

Approved and adopted by the Glen Rock BOE April 7, 2014

Central School Mission Statement

Central School, a public K-5 elementary school in Glen Rock, NJ, aims to develop students into leaders who:

- have a love of learning,
- strive for excellence in the classroom,
- are guided by strong values and ethics,
- and seek to improve the condition of the world.

Title IX Statement

No pupil enrolled in the Glen Rock Schools shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, religion, sex, affectional or sexual orientation, national origin, place of residence in the district, social or economic condition, non-applicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test.

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III. Faculty and Staff Information

Position	Name	Room No.
Principal	Krista LaCroix	207
Secretary	Carolyn Hulsizer	208
Kindergarten	Ann Mack	215
Kindergarten	Ashley Baldeon	214
Grade 1	Sandy Nestor	213
Grade 1	Kelly Colonna	212
Grade 1	Rebecca Holmes Johnson	211
Grade 2	Jami Hahn	203
Grade 2	Rebecca Tell	202
Grade 3	Marianna Toolen	205
Grade 3	Mary Morrow	206
Grade 4	Kristen Gomez	310
Grade 4	Jessica Boyle	306
Grade 4	Sharon Bonanno	307
Grade 5	Katie Lyons	303
Grade 5	Julia Bogovich	302
Grade 5	Julie Burnet	304
LLD	Effie Lebet	209
Resource Room	Lora Foster	201
Resource Room	Michelle Garrido	201
Resource Room	Denise Iannelli	210
Resource Room	Jill Zitman	210
Reading Specialist	Diane Conklin	309
Basic Skills	Donna Stellenwerf	Library
Media Center	Donna Stellenwerf	Library
Art	Connie Cipolli	Art Room
Music	Stephen Malone	104
ESL	Jennifer DiLoreto	107
Spanish	Reinaldo Hernandez-Pilar	101
Physical Education	Kyle McCourt	Gym
Speech	Lisa Morales	301
Spanish	Reinaldo Hernandez-Pilar	101
Guidance Counselor	Ann Chon	107
Gifted and Talented	Kristen Marco	101
Gifted and Talented	Jessica Fishbeyn	101
Nurse	Maria Xylas	Nurse's Office
Health Assistant		Nurse's Office
Custodian	Owen Thompson	Custodial Office

Parent-Student Handbook 2018-2019**Important Contacts- Glen Rock School District**

Glen Rock School District	(201) 445-7700
Office of the Superintendent, Bruce Watson	ext. 8950
Office of the Director of Curriculum, Kathleen Regan	ext. 8949
Office of the Business Administrator, Michael Rinderknecht	ext. 8942
Office of the Director of Special Services, Linda Edwards	ext. 8932
Office of the Director of Guidance, Larry Wolff	ext. 8918
Office of the Director of the Community School, Allison DeMeulder	ext.5011
Principal, Byrd School, Jodie Craft	ext. 8994
Principal, Central School, Krista La Croix	ext. 8986
Principal, Coleman School, Ed Thompson	ext. 8978
Principal, Middle School, Jennifer Wirt	ext. 8930
Principal, High School, John Arlotta	ext. 8958

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IV. Schedules, Attendance, Arrival and Dismissal

PERIOD	Regular Day	Early Dismissal	Delayed Opening
HOMEROOM	8:33-8:38	8:33-8:38	10:00 - 10:05
1	8:38-9:20	8:38-9:07	10:05 – 10:25
2	9:20-10:02	9:07-9:36	10:25 – 10:45
3	10:02-10:44	9:36-10:05	10:45 – 11:05
4	10:44-11:26	10:05-10:34	11:05 – 11:25
HOMEROOM	11:26-11:30*	NA	11:25- 11:30*
LUNCH	11:30-12:20	NA	11:30 – 12:20
HOMEROOM	12:20-12:25	NA	12:20 – 12:25
5	12:25-1:07	10:34 – 11:03	12:25-1:07
6	1:07-1:49	11:03 – 11:32	1:07-1:49
7	1:49-2:31	11:32-12:01	1:49-2:31
8	2:31-3:13	12:01-12:30	2:31-3:13
HOMEROOM	3:13-3:18*	12:30-12:33	3:13-3:18*

***Kindergarten is dismissed 5 minutes early**

EARLY DISMISSAL DAYS

- Wednesday, September 5, 2018
- Wednesday, November 21, 2018
- Friday, December 21, 2018
- Monday, January 28, 2019
- Thursday, June 20, 2019

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ATTENDANCE

School begins at 8:33 a.m. and ends at 3:18 p.m. Please call the school at (201)-445-7700 x5032 before 8:00 a.m. if your child is unable to attend for any reason.

TARDINESS

It is important that students arrive on time each day as instructional time is most important. This is the parents' responsibility. Students will be deemed tardy after 8:38 a.m. and 12:25 p.m. If a student arrives after 8:38, he/she should report to the nurse's office.

LEAVING DURING THE SCHOOL DAY

Parents are discouraged from taking their children out of school during the school day except for a medical appointment that cannot be made after school hours or a family emergency. If it is necessary for students to leave during school hours, they should bring a note from the parent or guardian stating the time and reason for dismissal. When a student is dismissed from class, he/she must stop at the office and leave the note with the secretary. **Parents picking up students during school hours must sign their child out in the office.**

DISMISSAL OF STUDENTS

Extreme caution will be exercised in the release of children to anyone other than a parent or guardian. Therefore, it is imperative that parents send a note or fax the permission to the school by 12:15 p.m. if there is a change in plans for pickup. If a daycare provider picks up your child after school, please send a note to Mrs. Hulsizer with the name and phone number of the provider. It is extremely important that we have this information in the Main Office. Unless we have written permission from the parent/guardian, we will not release a student to another individual.

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ARRIVAL AND DISMISSAL

Central School is located along heavily traveled streets. For the safety of our children, students should not arrive at school more than 15 minutes before the start of school. Remind children to be careful walking to and from school. They must cross where there are crosswalks, crossing guards, or safety patrols. Children are not allowed to cut across the parking lots or lawns.

One of the best things about a neighborhood school like Central is that most (if not all) students live within walking distance of the school. All students are strongly encouraged to walk to and from school. 4th and 5th graders are allowed to ride their bikes to school this year (see Bike Policy). The benefits of walking/riding to school are numerous. Some of the benefits include:

- Good exercise
- Builds friendship by walking with groups of students and adults
- Eliminates traffic at the school

Please note that the children will be utilizing specific entrances for morning drop-off and afternoon pickup.

- Kindergarten will line up at the entrance nearest the parking lot
- Grade 1 will line up at the entrance nearest the parking lot.
- Grade 2 will line up at the courtyard.
- Grade 3 will line up on the Hamilton Avenue side
- Grade 4 will line up on the Hamilton Avenue side
- Grade 5 will line up at the Main Entrance.

If you decide to drive to school, please remember that student safety is our first priority. It is extremely important that all parents and guardians follow these safety guidelines to ensure the safety of all Central School students and families. Your cooperation is greatly appreciated.

DROP-OFF AND PICK-UP GUIDELINES

If you drive and you want to walk your child to the line, you **must park in a visitor's spot** in the parking lot. These spots are limited. **Please do not double park behind faculty parking spots at any time.**

Parking Lot Circle (For a quick drop off)

- Single lane only
- Pull up as far as possible
- Do not let your child(ren) out before the designated drop-off area
- Let your child(ren) out on the passenger-side of the car **ONLY**
- Parents, please stay in the car.

Front Circle (This is for a quick drop off for ANY student)

- Use the right lane (nearest the curb)
- Pull up as far as possible
- Let your child(ren) out on the passenger-side of the car **ONLY**
- Parents, please stay in the car. Members of the safety patrol will help your child exit the car safely.

Hamilton Avenue

- **There is no standing, parking, pick-up, or discharge of passengers on the school side of Hamilton Avenue**
- Parking is only permitted across the street

PICK-UP

- Students in Grades K – 3rd grade must be picked up by a parent or guardian at their designated area.
- Students in grade 4th and 5th are dismissed by their teachers.
- **The Staff Parking lot may not be used for Pick – up, it will be closed.**
- **Cars may not be left unattended in the front circle.** (This area is necessary for emergency vehicles.)

INCLEMENT WEATHER

On rainy days, mornings that are below 32 degrees, and snowy days, students will enter the building after **8:20** a.m. through the main door only. All other doors will be locked. Due to the hectic and confusing circumstances that often take place on inclement weather days, parents are requested not to enter the building. Please drop your child off at the front doors and teachers' assistants will escort them safely into the auditorium.

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V. Student Safety

All outside doors are kept locked during the morning and afternoon sessions. Visitors must present themselves at the Main Entrance on Maple Avenue to be admitted. Parents/guardians and other visitors **are required** to report to the Main Office upon entering the building. The Glen Rock School District works closely with the Glen Rock Police Department to ensure the safety of all in the school.

IDENTIFICATION BADGE

All volunteers and visitors are required to wear prominently the identification badge issued in the Main Office.

PETS ON SCHOOL PROPERTY

For numerous reasons, including allergies and liability, **dogs and other pets are prohibited from school property during school hours.**

FORGOTTEN ITEMS

Please do not ask that your children be summoned to the Main Office for forgotten items unless it is an emergency. Do not go to your child's classroom. We avoid disrupting classes as much as possible. Classes will not be interrupted for forgotten instruments, homework assignments, lunches, etc. These items may be placed in the cubbies in the new front vestibule area. Please write your child's name and grade on any items you leave.

OFFICE TELEPHONE

Office telephone use by students will be permitted for emergencies only (e.g., lunch, transportation). **Use of the telephone for homework, musical instruments, or play dates will not be permitted.**

FIRE DRILL PROCEDURES

The fire alarm is a continuous buzzing sound accompanied by flashing strobe lights. When the warning sounds, all building occupants are to leave as quickly and quietly as possible. Evacuation is to be completed in an orderly manner. The appropriate exit route is displayed in each room. If a barrier blocks an exit, the closest exit should be used.

SCHOOL SAFETY DRILLS

Lockdown drills have become as necessary as fire drills so that everyone is prepared and their safety ensured in case of an emergency. A lockdown drill requires that the teacher lock the door to his/her classroom. In some cases, the teacher will shut off all lights, have students sit along a wall farthest away from the outside windows, and block the door window. In other cases, instruction can continue with the door locked, while the situation is managed. An all-clear announcement will be made when the drill is over. We will continue to work with the Glen Rock Police Department to make these drills as efficient as possible.

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EMERGENCY EVACUATION OF A BUILDING

In the event that a school building must be evacuated in an emergency situation and the building must be closed for the remainder of the school session, such as a fire, heat or electrical failure, broken water main or some other emergency, the following procedure shall be used in carrying out Policy:R6114:2.

1. Upon receipt of notification of the emergency from the superintendent, Fire Marshall, Police Chief, municipal government, or school official that the school building must be evacuated, the building administrator shall evacuate the building using the fire exit drill procedure.
2. If it is determined by the building administrator or official in charge (Fire Marshal, Police Chief, etc.) that the building must be permanently vacated for the remainder of the school session, pupils and staff shall walk to the following locations where they will remain until parents or guardians are notified. All staff members are to remain with pupils until their parents or guardians have been called or until the staff members are dismissed by the building administrator in charge. Attendance will be taken by staff members prior to moving to the alternate sites.
3. The K-5 elementary schools shall use the Swift Reach calling system to inform parents that school was closed.
4. K-5 schools evacuation sites:

<u>School</u>	<u>Primary Site</u>	<u>Secondary Site</u>
Byrd	Academy of Our Lady	Central School
Central	Community Church	All Saints
Coleman	Glen Rock Middle School	Jewish Comm. Center
Hamilton	Academy of Our Lady	G.R. Middle School
Middle School	Coleman School	Central School
High School	Central School	Hamilton School

5. We recommend that children be instructed by their parents on what to do when school has an emergency dismissal.

VI. Student Expectations

We, the members of the Glen Rock School Community, students, parents, and educators believe that every child must be given full opportunity consistent with the safety and well-being of other students and faculty, to acquire a personal code of behavior through instruction, example and experience. We believe that discipline should be developmentally appropriate. Behavior that is disruptive or inappropriate to the well-being of an individual or group in a school requires disciplinary measures to help foster the development of self-discipline on the part of the student. It should be a continuous process through all grades K-12. It should be fair and respect the self-esteem of children.

The Board of Education authorizes the Superintendent of Schools to develop policies, rules, and regulations consistent with N.J.S.A. 18-A:37-2 and Board Policy 5113 governing discipline in Glen Rock Public Schools. Such policies, rules and regulations have been developed in connection with the professional staff, students and community members – [Elementary Code of Conduct](#)

It is the mission of our school to provide the most positive environment possible for our students. We strive to establish a learning environment where students are safe, teachers can teach, students can learn, and students are free from harassment. Consistent with our mission, fighting, disrespect or defiance toward school employees and student to student harassment, intimidation or bullying (particularly sexual harassment) will not be tolerated. Bullying is defined as "intentional harmful behavior initiated by one or more students and directed toward another student." In these situations there is an imbalance of power where a bully targets a student who has difficulty defending him/herself. Conflict, which differs from bullying, occurs when two or more students have a disagreement. In conflicts there is no imbalance of power.

Our school is proactive in teaching all of our students the skills and attitudes necessary to avoid such conflicts and in providing incentives to do so. When there is an infraction, the student will receive appropriate consequences but also receive other positive interventions intended to help the student avoid further incidents.

Classroom rules will be established by each classroom teacher based upon our school mission statement, character education program, and Student Code of Conduct. Classroom misbehavior will be handled by the classroom teacher. Serious offenses will be referred to the building principal.

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GLEN ROCK BOARD OF EDUCATION
Glen Rock, NJ 07452

FILE CODE: 5131.2
Policy

HARASSMENT, INTIMIDATION AND BULLYING

The board of education prohibits acts of harassment, intimidation, or bullying. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate in a safe environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

Definitions:

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or technological threat whether it be a single incident or a series of incidents that takes place on school property, at any school sponsored function, going to and/or from school, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils and

- A. Is reasonably perceived to be motivated by an actual or perceived characteristic, including but not limited to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, a mental, physical or sensory disability; social standing, or by any other distinguishing characteristic; and
- B. A reasonable person should know, under the circumstances, that the act(s) will have the effect physically or emotionally harming a pupil or damaging a pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- C. Has the effect of insulting or demeaning any pupil or group of pupils;
- D. Creates a hostile "educational environment for the pupil by interfering with the pupil's education or by severely or pervasively causing physical or emotional harm to the pupil;
- E. "Technology threat" means threats or acts of harassment, intimidation or bullying, made using any modern or electronic forms of communication including but not limited to: cell phones, pagers, text messages, e-mails, chat rooms or blogs, websites, instant messengers, fax machines, voicemail or any other channel of communication.
- F. "Threat" means any communication in which the content or message is intended or may be perceived as jeopardizing the safety or physical and/or emotional integrity of a member of the school community.
- G. "Member of the school community" includes all pupils, teachers, school administrators, staff members, school board members, school employees and volunteers.

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Acts of harassment, intimidation, or bullying may also involve a pupil exercising power and control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

Policy adoption and distribution

A policy on harassment, intimidation and bullying shall be adopted through a process that includes representation of parents/guardians, school employees, volunteers, pupils, administrators and community representatives. It shall be posted on the district's website as well as the website of each school with direct links on the school and district home pages to the policy. The policy shall be reviewed annually and shall be distributed annually to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils and parents who have children enrolled in a school in the school district, along with a statement explaining that the policy applies to all acts of harassment, intimidation and bullying, that occur on school property, at school-sponsored functions or on a school bus and, as appropriate, acts that occur off school grounds.

Notice of the district's policy shall appear in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures and standards for schools within the school district.

The name, school phone number, school address and school email address of the district anti-bullying coordinator be listed on the home page of the district's website. Each school's website home page shall list the name, school phone number, school address and school email address of the school anti-bullying specialist and the district's anti-bullying coordinator. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the department of education's website.

A copy of the policy on harassment, intimidation and bullying shall be transmitted to the executive county superintendent no later than September 1, 2011.

Training

The chief school administrator and the principals shall provide training on the school district's harassment, intimidation, or bullying policies to school employees, contracted service providers and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in the statutes and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with pupils.

The chief school administrator shall develop and implement a process for annually discussing the school district policy on harassment, intimidation and bullying with pupils. The chief school administrator and the principals shall annually conduct a re-evaluation, reassessment, and review of the harassment, intimidation and bullying policy, with input from the school anti-bullying specialists, and recommend revisions and additions to the policy as well as to harassment, intimidation and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review. All policy revisions shall be transmitted to the executive county superintendent.

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Expected Behavior

Consistent with their levels of development, maturity and demonstrated capabilities, pupils are expected to conduct themselves with a proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment, consistent with the student code of conduct.

Standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), and staff and community members, to produce an atmosphere that encourages pupil growth in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members.

Pupils are expected to behave in a manner that creates a supportive learning environment for themselves and others. The board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply the best practices designed to prevent discipline problems and to encourage pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the chief school administrator, in conjunction with school staff, volunteers, and appropriate community organizations and approved by the board. These guidelines will be developed based on accepted core ethical values from broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the age level of the pupils and the mission and physical facilities of the individual schools in the district. This policy requires all pupils in the district to adhere to these rules and guidelines and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules and guidelines. The district prohibits active and passive support of harassment, intimidation, or bullying. Pupils are encouraged to:

- A. Walk away from acts of harassment, intimidation and bullying when they see them; and/or
- B. Constructively attempt to stop acts of harassment, intimidation and bullying; and/or
- C. Provide support to pupils who have been subjected to harassment, intimidation and bullying; and/or
- D. Report acts of harassment, intimidation and bullying to the designated school staff.

Pupils are required to conform to reasonable standards of socially acceptable behavior, respect the person, property and rights of others, obey constituted authority, and respond to school district teaching, support, and administrative staff. All relevant personal factors and environmental factors shall be considered in determining the appropriate remedial measures. Each principal will develop and provide a school-based program for appropriate recognition of positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

The chief school administrator will provide annually to pupils and their parent(s) or legal guardian(s) the rules of the district regarding pupil conduct, pupils' due process and other rights. This policy will appear in all publications of the school district's comprehensive rules, procedures, and standards of conduct for schools within the district, including pupil handbooks. Provisions will be made for informing parent(s) or legal guardian(s) whose primary language is other than English.

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Consequence and Appropriate Remedial Actions

The following factors will be considered in determining the appropriate response to pupils who commit one or more acts of harassment, intimidation, or bullying:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm;

Consequence and Appropriate Remedial Actions (continued)

3. The surrounding circumstances;
4. The nature of the behavior(s);
5. Past incidences or continuing patterns of behavior;
6. The relationships between the parties involved; and
7. The context in which the alleged incidents occurred.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. An appropriate consequence will be determined after meaningful consideration of these factors. Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The appropriate consequence will be consistent with the case law, federal and state statutes, and district/school policies and regulations. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Since bystander reaction toward harassment, intimidation or bullying can support or discourage these behaviors, the Glen Rock Board of Education prohibits active or inactive support for harassment, intimidation or bullying. The board encourages pupils to walk away from these when they see them occur, and/or to support fellow pupils who constructively attempt to stop these acts and/or report them to the designated school authority.

Anti-Bullying Personnel

Existing personnel and resources shall be used to fill these positions whenever possible.

The chief school administrator shall appoint an anti-bullying coordinator who shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of pupils;
- B. Collaborate with district school anti-bullying specialists, the board of education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of pupils in the district;
- C. Provide data, in collaboration with the chief school administrator, to the department of education regarding harassment, intimidation, and bullying of pupils;
- D. Meet at least twice annually with the individual school's anti-bullying specialists and
- E. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

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The principal in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no such individual exists, the principal shall appoint a school anti-bullying specialist from currently employed school personnel.

The school anti-bullying specialist shall:

- A. Chair the school safety team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Teams

The district shall form a school safety team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. A school safety team shall meet at least twice a year and shall consist of the principal/designee who, if possible, shall be a senior administrator in the school and the following principal appointees:

- A. A teacher in the school;
- B. A school anti-bullying specialist;
- C. A parent of a pupil in the school; and
- D. Other members to be determined by the principal.

The school anti-bullying specialist shall serve as the chair of the school safety team. The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and/or address harassment, intimidation, or bullying of pupils;
- E. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and/or address harassment, intimidation, or bullying of pupils;
- F. Participate in the required training and other training which the principal or the anti-bullying coordinator may request;

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- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or the anti-bullying coordinator.

The members of a school safety team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches.

A parent who is a member of the school safety team shall not participate in any activities of the team which may compromise the confidentiality of a pupil.

Reporting Procedure

All acts of harassment, intimidation, or bullying shall be reported verbally to the principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident. The principal shall inform the parents or guardians of all pupils involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services. All acts of harassment, intimidation, or bullying shall be reported in writing to the principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a pupil had been subject to harassment, intimidation, or bullying. Reports by pupils, parents and/or visitors may be made anonymously, but formal disciplinary action shall not be based solely on the basis of an anonymous report.

A board member, school employee, contracted service provider with contact with pupils, pupil or volunteer who has who has witnessed or has reliable information about an act of harassment intimidation or bullying shall immediately report the incident to the individual designated by this policy or to any school administrator or safe schools resource officer who shall immediately institute the district's procedures concerning bullying. A school administrator who receives such a report, or should have known of such an incident, and fails to take sufficient action to minimize or eliminate the harassment, intimidation or bullying may be subject to disciplinary action.

A member of a board of education or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in the district's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

Investigation

The Glen Rock Board of Education requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation or bullying. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel to assist in the investigation.

The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. The school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information received after the report has been submitted to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

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The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation. The chief school administrator shall assure the code of pupil conduct has been implemented and shall:

- A. Provide intervention services,
- B. Establish training programs to reduce harassment, intimidation, or bullying and enhance school climate,
- C. Impose discipline,
- D. Order counseling as a result of the findings of the investigation, or
- E. Take or recommend other appropriate action.

The results of the investigation shall be reported to the board of education no later than the board meeting following the completion of the investigation, along with information on any consequences imposed under the code of pupil conduct, intervention services provided, counseling ordered, training established, or other action taken or recommended by the chief school administrator.

Parents/ guardians of the pupils who are parties to the investigation shall be entitled to receive information about the investigation in accordance with federal and state law and regulation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board, in accordance with federal and state law and regulation. The information shall include:

- A. The nature of the investigation,
- B. Whether the district found evidence of harassment, intimidation, or bullying, or
- C. Whether discipline was imposed or services provided to address the incident

A parent or guardian may request a hearing before the board after receiving the information. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the pupils. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents prior to rendering a decision.

At the next regularly scheduled board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board's decision may be appealed to the commissioner of education, no later than the 90 days after the issuance of the board's decision; and a parent, pupil, guardian, or organization may file a complaint with the division on civil rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group.

The chief school administrator shall establish record-keeping practices that document the incidents reported and the resolution of those incidents and that create a defensible record which demonstrates the district's efforts of reduce harassment, intimidation and bullying.

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A school administrator who receives a report of harassment, intimidation, or bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

Response to Incident of Harassment: Intimidation or Bullying

Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that require a response either at the classroom, school building, school district level, or by law enforcement officials. The range of ways to respond to an incident shall be defined by the principal in conjunction with the school anti-bullying specialist, but shall include an appropriate combination of counseling, support services, intervention services, and other programs, as defined by the commissioner.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying range from positive behavior interventions up to and including suspension or expulsion, as permitted under New Jersey statute and code.

Consequences and remedial measures for a pupil who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of pupil conduct and statute. Consequences and remedial measures shall be designed to

- Correct the behavior problem;
- Prevent another reoccurrence of the problem;
- Protect and provide support for the pupil; and
- Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based HIB prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

This policy and the code of pupil conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation or bullying occurring off school grounds when:

- The alleged harassment, intimidation or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
- A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his person or damage to his property; or

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- The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
- The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

The responses to harassment, intimidation, or bullying that occurs off school grounds shall be consistent with the board of Education's code of pupil conduct and other provisions of the board's policy on harassment, intimidation, or bullying.

Discipline of Pupils

For every incident of HIB, the school officials must respond appropriately to the individual or individuals who committed the act. The range of responses to confirmed harassment, intimidation and bullying acts should include individual, classroom, school or district responses, as appropriate to the findings from each incident.

- Individual responses may include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action).
- Classroom responses may include class discussions about an incident of HIB, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management.
- School responses may include theme days, learning station programs, parent programs and information disseminated to pupils and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
- District-wide responses may include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations) and disseminating information on the core ethical values adopted by the district board of education's code of pupil conduct.

In considering whether a response beyond the individual level is appropriate, the administrator will consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences, past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

In all instances, the district shall respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. In providing support for the victims of harassment, intimidation and bullying the district may provide:

- Counseling;
- Teacher aides;
- Hallway and playground monitors;
- Schedule changes;
- Before- and after-school supervision;
- School transportation supervision;
- School transfers;
- Therapy.

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Reprisal or Retaliation Prohibited

The district board of education prohibits a board of education member, school employee, contracted service provider who has contact with pupils, school volunteer or pupil from engaging in reprisal, retaliation or false accusation against a victim, witness, one with reliable information or any other person who has reliable information about an act of harassment, intimidation or bullying or who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

Acts of reprisal or retaliation can have a chilling effect on a school environment and can create an atmosphere where alleged violations of this policy are not reported. It is important to establish and maintain the norm that all suspected acts of reprisal or retaliation are taken seriously and appropriate responses are made, in accordance with the totality of the circumstances. Inconsistent applications of appropriate responses to acts of reprisal or retaliation can contribute to the culture of violence that this policy is intended to prevent.

Consequences For False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another person as a means of harassment, intimidation, or bullying range from positive behavioral intervention up to and including suspension or expulsion, as permitted under New Jersey statute and code.

Consequences and appropriate remedial action for a school employee found to have falsely accused another person as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies and procedures.

Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another person as a means of harassment, intimidation, or bullying shall be determined by the principal or his/her designee, after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Harassment, Intimidation and Bullying Prevention Programs

The chief school administrator shall develop an annual process for the principal(s) to discuss the school district's policy on harassment, intimidation, and bullying with pupils.

Pursuant to statute:

- A. Information regarding the district's harassment, intimidation, and bullying policy shall be incorporated into a school's employee training program.
- B. The district shall provide training on the school district's harassment, intimidation, and bullying policies to school employees and volunteers who have significant contact with pupils and develop a process for discussing the school district's harassment, intimidation and bullying policies with pupils.
- C. The school district may apply to the commissioner of education for additional costs due to the implementation of the relevant statutes.

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Staff Development

Staff members are encouraged to become trained in skills and strategies for developing pupil self-discipline and to apply best practices for positive behavioral interventions. Therefore, this policy will serve as an opportunity to prepare staff to prevent and effectively intervene with instances of harassment, intimidation and bullying, as well as to use the policy as a prevention tool by explaining to pupils the district's expectations for their behavior, consistent with the provisions of the district's policy. For pupils to demonstrate preferred behaviors, it is important that they have a clear understanding of the district's expectations under the policy, the reasons for and benefits of the policy, as well as the consequences for violations of the policy.

It is mainly through explanation and dialogue with pupils, parents and staff that the district can clearly distinguish, for example, "friendly teasing" and "rough and tumble play" from harassment, intimidation and bullying. It is also through dialogue and discussion that the district can help pupils and staff discern between "telling" or responsible "reporting" (which is intended to keep someone from getting hurt) of acts of harassment, intimidation and bullying from "ratting" or "tattling." The employees of the Glen Rock School District are encouraged to use experiential learning techniques, such as role playing situations and other demonstration and modeling strategies in its information activities for pupils and staff.

School Reports on Harassment, Intimidation and Bullying

At a public board of education meeting once each semester, the chief school administrator shall report on acts of violence, vandalism, harassment, intimidation and bullying that occurred during the reporting period. The report shall include:

- A. The number of reports of harassment, intimidation, or bullying,
- B. The status of all investigations,
- C. The nature of the bullying based on one of the protected categories,
- D. The names of the investigators, the type and nature of any discipline imposed on any pupil engaged in harassment, intimidation, or bullying, and
- E. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

The information shall also be reported once during each reporting period to the department of education. The report must include data broken down by the enumerated categories and data broken down by each school in the district, in addition to district-wide data.

It shall be a violation to improperly release any confidential information not authorized by federal or state law for public release.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with the Anti-Bullying Bill of Rights. The district shall receive a grade determined by averaging the grades of all the schools in the district. The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

Verification of the reports on violence vandalism, and harassment, intimidation, or bullying shall be part of the State's monitoring of the district, and the State board of education shall adopt

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regulations that impose a penalty on a school employee who knowingly falsifies the report. The board of education shall provide ongoing staff training, in cooperation with the department of education, in fulfilling the reporting requirements.

The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

The state issue report card shall include data identifying the number and nature of all reports of harassment, intimidation and bullying.

Classified Pupils

Classified pupils are subject to the same disciplinary procedures as nondisabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:

- The pupil's behavior is not primarily caused by his/her educational disability;
- The program that is being provided meets the pupil's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all pupils with disabilities.

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" and requires districts to observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation or bullying.

Implementation

The chief school administrator shall ensure that the rules for this policy are applied consistently, and that all disciplinary sanctions are carried out with necessary due process.

<u>Legal References:</u>	N.J.S.A. 2A:4A-60 et al.	Disclosure of juvenile information; penalties for disclosure
	N.J.S.A. 2C:12-1	Definition of assault
	N.J.S.A. 2C:33-19	Paging devices, possession by pupils
	N.J.S.A. 2C:39-5	Unlawful possession of weapons
	N.J.S.A. 18A:6-1	Corporal punishment of pupils
	N.J.S.A. 18A:11-1	General mandatory powers and duties
	N.J.S.A. 18A:36-19a	Newly enrolled pupils; records and identification
	N.J.S.A. 18A:25-2	Authority over pupils
	N.J.S.A. 18A:36-19a	Newly enrolled pupils; records and identification
	N.J.S.A. 18A:37-1 et seq.	Discipline of Pupils
	See particularly: <i>N.J.S.A. 18A:37-15</i>	
	<u>N.J.A.C. 6A:14-2.8</u>	Discipline/suspension/expulsion
	<u>N.J.A.C. 6A:16-1.1 et seq.</u>	Programs to support pupil development
	See particularly: <i>N.J.A.C. 6A:16-1.4, -1.5, -4.1, -5.1, -6.1, -6.2</i>	
	<u>N.J.A.C. 6A:32-12.1</u>	Reporting Requirements
	<u>N.J.A.C. 6A:32-12.2</u>	School-level planning

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20 U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997

Bethel School District No. 403, v. Fraser, 478 U.S. 675 (1986)

Hazelwood v. Kuhlmeier 484 U.S. 260 (1988)

Honig v. Doe, 484 U.S. 305 (1988)

See also Commissioners' Decisions indexed under "Pupils – Punishment of" in Index to N.J. School Law Decisions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Legal References: (continued)

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials (1999 Revisions)

Cross References:

*1220	<u>Ad hoc</u> advisory committees
*1410	Local units
3517	Security
*3541.33	Transportation safety
*4131/4131.1	Staff development; inservice education/visitation conferences
4148	Employee protection
4231/4231.1	Staff development; inservice education/visitation conferences
4248	Employee protection
5000	Concepts and roles in pupil personnel
5010	Personal goals and objectives for pupils
*5020	Role of parents/guardians
*5113	Absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5127	Commencement activities
5131	Conduct/discipline
5131.1	Sexual harassment
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Pupil grievance procedure
*5145.11	Questioning and apprehension
*5145.12	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

Key Words

Conduct, Discipline, Pupil Conduct, Pupil Conduct, Weapons, Vandalism, Harassment, Intimidation, Bullying

Approved: August 29, 2011

Revised:

VII. General Policies and Procedures

MAKE-UP WORK

Teachers are very busy during the day working with students. Therefore, they will need a ½ day notice to request homework for students who have been ill. If your child is able to complete the homework, you must request it when you call in the absence. It will be ready to be picked up in the Main Office at the end of the school day.

- **No homework will be provided if you take your child out of school for a vacation.** Your child can read, keep a writer's notebook, maintain a diary of the vacation, and work on math facts, but teachers should not be asked to provide your child with the work he/she will miss as the class work and homework is directly related to the classroom instruction that is being missed.

GROOMING AND DRESS HABITS

Proper grooming and appropriate dress are important elements in maintaining a learning atmosphere. It is the parents' responsibility to see that their children are dressed appropriately. T-shirts with inappropriate messages or suggestions of unsuitable messages are not to be worn. Students will be asked to turn such items inside out or asked to call home for a change. Flip flops may not be worn. Underwear should be covered.

CELL PHONE POLICY

We understand that cell phones are an important means of communication between home and students, especially walking to and from school. However, please know that students are permitted to bring cell phones into the building for use before and after school only. During the school day, phones must be turned off and kept in their backpacks. Under no circumstances may students use cell phones in the building to make phone calls or take photographs. Students found using cell phones in the building between 8:30 a.m. - 3:25 p.m. will have them confiscated, and a parent will be required to come into the building and pick up the cell phone. Multiple offenses by an individual may result in losing the privilege for the remainder of the year.

If you must contact your child in an emergency, please call the Main Office, not your child's cell phone, during school hours.

BIKE RIDING TO SCHOOL

Bicycling is among the best ways to promote student well-being. The District supports bicycling as transportation as long as students live within bicycling distance and there are adequate facilities. Bicycling provides physical activity, decreases congestion and resulting pollution and provides skills and healthy habits that will last a lifetime. Parents are discouraged from driving children to and from school, particularly since motor vehicle crashes are the leading cause of death among school-age children. The District supports students' participation in Safe Routes to School programs.

The District regards the riding of bicycles to school by students as an assumption of responsibility by students and their parents – a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others. The District assumes no liability for injuries occurring outside school property.

The District strongly recommends that students and their parents follow recommended bicycling safety guidelines and always use their common sense and good judgment. School employees and parents/caregivers are role models for all children, and older children should be models for younger children. Role models have a responsibility to follow the laws and rules for safe walking, bicycling and driving to ensure the safety of all road users (pedestrians, bicyclists, and motorists). All students under 17 must wear a helmet when riding a bicycle. All bicyclists, including employees and parents/caregivers, should wear a properly fitted helmet when riding.

3rd grade and below:

Children may not ride their bicycles to school.

4th grade and above:

Students in fourth grade who ride bicycles to and from school must have written consent from a parent or legal guardian and agree to the conditions listed below. They must be independent in their ability to lock their bicycles in the racks.

The District expects parents and guardians to make students aware of these rules and conditions and the safety reasons supporting them.

Students should follow state law and safety guidelines for bicyclists:

1. According to N.J. state law, anyone under 17 that rides a bicycle must wear a helmet at all times (N.J. state law Title 39:4-10.1). Any student without a helmet will have their bicycle confiscated by the Building Administrator until a parent or guardian picks it up. Noncompliance with this rule will result in disciplinary action.
2. In New Jersey, bicycles are defined as vehicles under the state motor vehicle code contained in NJSA Title 39:4. Parents and students should be aware of these state bicycling laws and follow them at all times. Riders must follow the rules of the road, including but not limited to:

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- a. Obeying all traffic lights and signals (N.J. state law Title 39:4-14.1, 39:4-14.2, 39:4-10.11),
 - b. Using hand signals before making turns,
 - c. Only one rider per seat – never let a friend ride on the handlebars or wheel pegs (N.J. state law Title 39:4-12),
 - d. Stopping and looking left, right, then left again before leaving driveways or entering any street,
 - e. Riding with traffic (N.J. state law Title 39:4-14.2, 39:4-10.11). Don't ride too close to parked cars – doors can open suddenly,
 - f. Riding where drivers can see you and don't swerve between cars,
 - g. Equipping the bicycle with a bell or other audible device that can be heard at least 100 feet away, but not a siren or whistle (N.J. state law Title 39:4-11), and
 - h. If you must ride at dawn, dusk or after dark, use headlights and tail lights – white in the front and red in back (N.J. state law Title 39:4-10).
3. Bicycles ridden to school should be roadworthy and regularly maintained. Students should test tires for air before riding and make sure brakes work (N.J. state law Title 39:4-11.1). While at school, students must comply with these rules:
4. Bicycles may not be ridden on school grounds during arrival and dismissal; they must be walked.
5. Bicycles must be parked in the racks provided. Students must bring and use bicycle locks.
6. Helmets must be stored in locker, backpack or attached to bicycle.
7. Students are not to interfere with any bikes, helmets or other equipment (steal, unlock quick releases, bounce helmets, etc.).

The School District/Board or its subsidiaries are not liable for any equipment or property damage.

WALKING TO SCHOOL

There are many benefits to walking to school! You are fortunate that you live in a community where your safety comes first. Our school is within walking distance from most homes in the Central district, and there are sidewalks on the main roads for you and your child to use. When walking, keep the following in mind:

- Crossing guards are present at the main intersections and in front of the school to help keep you safe. Cross the street by the crossing guard.
- If there is a crosswalk, use it.
- Before crossing, look left, right and left again to make sure the road is clear.
- Do not cross the street between parked cars.

PLAYGROUND

During school hours the playground is limited to the students in school. This includes lunchtime. **After school, students who wish to use the playground must be supervised by an adult.**

SPECIAL OCCASIONS

- Birthday Treats: Birthdays will be non-food celebrations. The classroom teacher will decide on an age-appropriate activity to celebrate each child's special day.
- Allergies: Please check with your child's teacher regarding any student who may have allergies.
- Party Invitations: We do not allow birthday party invitations to be distributed at school. You will be provided with a class list at the beginning of the school year so you will have the names of students in your child's class.
- Halloween will be celebrated with a parade and will be a non-food celebration.
- Valentine's Day, December, and End-of-the Year parties will be celebrated with **one store-brought sweet treat, one store-bought healthy treat, and water.** Each school will decide how the items are purchased. **Families with a child with allergies would know exactly what is being bought so they could determine what would be best for their child. Food Labels must be provided in advance.**
- Activities which are tied to an educational initiative will remain for all schools (Ex: Gingerbread Houses; International Luncheon, Manners Luncheon, Breakfast in School, Yearbook Breakfast, etc...)
- H.S.A. functions involving food would continue as they had in the past (Pizza, Subway, Ice Cream Days, Bake Sales, Family Fun Night, etc....)

PEANUT BUTTER AND TREE NUT GUIDELINES

Each year, there are a few students who have severe peanut and tree nut allergies which require us to be very mindful of the food that children are bringing to school for snack, parties, and lunch. With regard to lunch, when the need arises, we have peanut and tree nut free tables in the lunchroom and the lunch assistants make sure that children sitting at those tables do not have any peanut/ tree nut products in their lunch. If your child has a peanut or tree nut allergy, be sure to let the classroom teacher, nurse, and head lunch assistant know. There can be no food in the classrooms that contains any peanut/tree nut product. It is very important that we provide a safe, secure school environment for all children, and this includes the food brought to school for celebrations.

WEAPONS POLICY

The Glen Rock School Board believes weapons and other dangerous objects in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, and visitors on the school district premises or property within the jurisdiction of the school district. Any individual bringing a weapon, suspected weapon, or other dangerous object will be reported to the appropriate authorities in compliance with applicable laws.

CHILD ABUSE REPORTING

New Jersey law and district board policy require school district personnel to report to the Division of Child Protection and Permanency and the local police department if they suspect a child may have suffered from abuse or neglect.

NON-DISCRIMINATION/AFFIRMATIVE ACTION

No pupil enrolled in the district school shall be excluded from participation, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, religion, sex, affectional or sexual orientation, national origin, place of residence in the district, social or economic condition, or non-applicable disability.

SCHOOL RECORDS

Central School maintains educational records for each student. Parents have the legal right to review/inspect the educational records of their children. The process begins with the parents submitting to the school principal a written request that identifies the record(s) they wish to inspect. The principal will then make arrangements for access and notify the parents of the time and place where the records may be inspected.

PARENT PERMISSION/NOTIFICATION REQUIREMENTS

All students and parents will receive information about the following items at the start of the school year:

- Privacy Act of 1974 (Release of Student Information)
- Internet Access
- Publishing Photos and Videos
- Family Life Instruction in Grades 4 and 5
 - This information will be sent to parents in the spring and will include a permission form. Parents will be asked to complete and return the permission slip prior to the classroom instruction.

VIII. Lunch and Recess Procedures

EATING

Lunch is between 11:30 and 12:20 for children in Kindergarten through fifth grades. A free or reduced price program is available for lunch for students who qualify. A hot lunch is available and is ordered through our lunch program. Menus are available on-line. Milk and/or water are also available for purchase through the lunch program order form.

Students may choose to bring their own lunch. A lunch survey form is sent home with your child on the first day of school. This form must be completed and returned to inform the school of your child's lunch plans. If your child goes home on a day he or she is expected to stay in school, a note must be provided to the child's teacher by 9:00 a.m. Students are only allowed to go with their immediate family and not with other students; unless a note specifying with whom your child will be going out for lunch is provided. If a child is late returning from lunch, he/she must check in with the Main Office upon return.

Students who eat lunch in school are expected to display proper behavior and manners while eating.

All students leaving for and returning from lunch are to utilize the Main Entrance at the front circle.

PEANUT BUTTER AND TREE NUT GUIDELINES

Each year, there are a few students who have severe peanut and tree nut allergies which require us to be very mindful of the food that children are bringing to school for snack, parties, and lunch. With regard to lunch, when the need arises, we have peanut and tree nut free tables in the lunchroom and the lunch assistants make sure that children sitting at those tables do not have any peanut/ tree nut products in their lunch. If your child has a peanut or tree nut allergy, be sure to let the classroom teacher, nurse, and head lunch assistant know. There can be no food in the classrooms that contains any peanut/tree nut product. It is very important that we provide a safe, secure school environment for all children, and this includes the food brought to school for celebrations.

RECESS

Students will have outside recess every day, weather permitting. Students should dress accordingly. Decisions to have outside recess during cold weather are made by the principal. These decisions depend upon the temperature and the wind chill factor. Only students with medical excuses will be allowed to remain in the building during scheduled outside breaks.

Students will have supervised indoor recess on days when bad weather prevents outside recess. Students can play quietly in the classroom.

IX. Health and Safety Practices

MEDICATIONS

School nurses can administer prescription and non-prescription medication only if they have a statement from the student's physician on his/her stationery indicating the name of the medication, dose, and time the medication is to be administered. The medication must be presented to the nurse in a clearly marked prescription bottle with the name, dose, and time the medication is to be given. All medication prescriptions must be renewed by the physician each school year. Students cannot self medicate in school, even with parental permission.

ILLNESS OR INJURY

Children with definite signs of illness such as colds, skin diseases, or childhood communicable diseases must be kept at home. A child should not return to school for 24 hours after vomiting or having a high temperature. This policy is both for the health of the affected child as well as classmates who could become infected. If a child is injured or becomes ill at school, he/she is cared for temporarily in the nurse's office until a parent or person designated by the parent is able to take the child home. Parents must provide the school with an emergency number where they can be reached or another adult that can take responsibility for their sick child.

SCREENINGS

As per state code, the health office conducts annual health (height, weight, and blood pressure) screenings for all students. If you would rather have your child checked by your private pediatrician, please send a written note to the health office indicating that you would like to opt out of these screenings and that your private pediatrician will provide this information to the health office for their records.

IMMUNIZATIONS

Prior to the start of school or when transferring, students must present an approved immunization certificate. Each student must be fully immunized against the following diseases:

1. Diphtheria, Pertussis (whooping cough), and Tetanus
2. Polio
3. Measles
4. Rubella

Please call the school nurse for more details regarding immunizations.

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LICE POLICY AND PROCEDURES

Central School follows the district-wide procedures in dealing with lice. In accordance with the American Academy of Pediatrics (AAP) and National Association of School Nurses (NASN), “pediculosis (lice) should not disrupt the education process. Children found with live head lice should be referred to parents for treatment. Data does not support school exclusion for nits.”

The procedure is as follows:

1. If a student is assessed as having head lice, the parent or guardian shall be immediately informed and advised to contact their private healthcare provider and to proceed with recommended treatment.
2. The school nurse will notify the building administrator and will proceed to notify appropriate grade level parents with a letter that is sent home.
3. Students will remain in class at the discretion of the registered professional nurse assessing the student. Determination will be made based on the severity of the infestation/comfort of the child and the availability of the parent/guardian.
4. Students shall return to school after proper treatment. Parents are advised to accompany their child to the school nurse upon return to school.
5. School nurses will advise each other of head lice occurrences of siblings.

X. Home-School Communication

Central School thrives on positive communication. One important avenue of communication is between parents and our school faculty. In addition to written communication, parents may leave messages for faculty members through the Main Office. You may also send faculty members e-mail messages.

E-MAIL

E-mail has become a very popular and easy way to contact someone. Often teachers receive e-mails during their instructional time. However, they have been instructed not to answer until either their preparation period or at the start or end of each day. Please understand that the teachers' first responsibility is the direct instruction of the students in their class. Responding to parent e-mails can only occur when teachers have the time to do so. Also, please know that the tone of an e-mail is sometimes difficult to interpret.

Guidelines for using e-mail:

1. E-mail should only be used to send a teacher a note that does not require an immediate response. Occasionally, unusual events may prevent a teacher from opening up his or her e-mail on any given day.
2. All e-mail accounts in the district are shut down in the event of a virus.
3. E-mail correspondence will not be used by teachers to discuss a child's academic or educational program.
4. E-mails are not accessed over the weekend or on any school holiday.
5. You may use e-mail to notify the nurse if your child will be absent, but please e-mail before 8:45 a.m.
6. You can easily arrange an appointment by e-mailing your child's teacher. E-mail is lastnamefirstinitial@glenrocknj.org.

PLEASE NOTIFY THE MAIN OFFICE IF YOUR E-MAIL ADDRESS HAS CHANGED FROM LAST YEAR. SEE THE "SIGN AND RETURN FORM."

REPORT CARDS

Report cards are issued in tri-mesters for students in grades one through five:

- Friday, December 21, 2018
- Friday, March 29, 2019
- Thursday, June 20, 2019

Kindergarten

- MP 1 – Friday, February 8, 2019
- MP 2 – Thursday, June 20, 2019

PARENT-TEACHER CONFERENCES

During the year, Kindergarten, Grades 1 and 2 have scheduled conference dates; however, you may request an appointment for a conference with a teacher at any time during the year for any grade level.

XI. Curriculum

For more information about our curriculum, please refer to our district's Curriculum and Instruction website: www.glenrocknj.org

XII. Special Programs and Services

INTERVENTION AND REFERRAL SERVICE COMMITTEE (I&RS)

The Intervention and Referral Services Committee (I & RS) is a resource for classroom teachers who seek support with students who may be experiencing learning, behavioral, or health difficulties. Our belief is that students can be effectively helped when the I&RS Committee offers assistance from colleagues, parents, and community sources. Parents whose children will be discussed at these meetings will always be contacted prior to the meeting date.

Under very specific circumstances, outlined in New Jersey Administrative Code 6A:14, a child may be eligible to receive Special Education and Related Services. The Child Study Team, which is comprised of the School Psychologist, Learning Disabilities Teacher/Consultant and Social Worker, will meet with the parents and teachers of the child who may be in need of services in order to develop a plan.

INSTRUCTIONAL SUPPORT PROGRAM

Also known as Rock 'n Read, students who need assistance in reading instruction will receive support through this program. Assistance may be given either in class or as a pull-out program by a reading teacher/reading specialist. A part time Basic Skills position to assist in mathematics instruction had been adding. This program will enable us to give support to those students needing greater assistance in the area of mathematics.

GIFTED AND TALENTED

Glen Rock Board of Education Policy #6171.2 states that the district shall identify gifted and/or talented pupils at all grade levels. The district will offer two gifted education program components at the appropriate grade level for identified pupils: enrichment and acceleration. Enrichment provides the pupils with richer, more varied educational experiences that go beyond the regular curriculum. Acceleration enables pupils to progress through the curriculum at a more rapid rate. However, a pupil may not participate in both components. Programs shall be developed that stimulate pupils to participate constructively in, and contribute to, the activities of their school, the community, and society and shall be reviewed annually.

SPEECH AND LANGUAGE THERAPY

Speech/language therapy services are available to children who meet the eligibility criteria. Referrals may be made to the speech therapist by either parents or school staff. Once the child meets the eligibility criteria for services, parental consent is required prior to the start of the services; a Speech Individual Consent is required prior to the start of the services; and a Speech Individual Education Plan is developed. The I.E.P. is reviewed and revised annually.

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ENGLISH AS A SECOND LANGUAGE (ESL)

The school, in compliance with State Law, maintains a program for students with limited English skills. The students represent a variety of native languages and are taught to develop the functional English language skills needed for classroom success. Entrance and exit from this program is determined through both assessment and teacher recommendation. These students are also given support within their classroom.

SPECIAL EDUCATION

Some children require specialized teaching techniques in order to maximize their potential. The Child Study Team, along with the child's parents and teachers, develop an Individual Educational Program (I.E.P.) for students who qualify for special education and related services. This plan is evaluated and revised annually. Their programs are designed to include as much of the regular school program as possible and yet meet their individual needs.

ELEMENTARY SCHOOL COUNSELING AND GUIDANCE PROGRAM

The elementary counselor assists students in achieving the social and academic goals of our school community. The process of our children's healthy growth and development, in the social, emotional and academic realms, is encouraged through guidance counseling services. These services, which are available to all students, parents and staff, include short-term, periodic individual counseling; small group counseling; classroom guidance lessons; consultations with parents, teachers and administrators; and coordination of services.

You can reach the guidance counselor via E-mail (chona@glenrocknj.org) or by leaving a phone message for her at Central School.

School Counseling Services

The following is a brief description of some of the school counseling services available to students, parents and school staff.

- **Individual Counseling**

Meeting the ongoing or critical needs of individual students is the primary focus of the counselor. This short-term, periodic individual counseling (as necessitated) is developmental and is designed to help students develop an understanding of themselves/others or a specific problem, define goals, identify/practice strategies and/or resolve conflict. Any student may see the counselor by requesting a visit, being referred by any staff member, or being referred by a parent.

- **Group Counseling**

Sometimes students who share a common concern find it helpful to meet together to share ideas and support. Possible group topics include New Students to the District, Social Skills, and Friendship. Small groups of students may meet at lunch time or another time agreed upon as least interfering with academic instruction. Parent permission is required for all skill learning focused groups.

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- Classroom Guidance

Orientation: The counselor will meet with each class at the beginning of the school year to introduce herself and the counseling services available.

Developmental/Specific Needs: Lessons/Activities with a special focus may be conducted with a class if a specific need is perceived. For instance, topics such: as character education, friendship, conflict resolution skills, and personal space may be addressed.

- Parent Information and Support

The Guidance Counselor serves as a resource for parents who may need:

- Information about developmental stages or needs of their children.
- Referral sources for in-depth family or individual counseling needs.
- Facilitation in communication with teacher or school staff.
- Books or articles to increase understanding of a school or family problem.
- Parents may call for an appointment with the school counselor at any time.

- School Staff Support and Services

The Guidance Counselor is available to staff members as needed for individual counseling, consultation regarding students' needs or facilitation with parent communication.

XIII. Home and School Association

OVERVIEW

The Home and School Association at Central School is an integral part of our school community. Through their efforts, class parents are assigned, volunteers are coordinated, and funds are raised to help provide school assemblies. Central School's HSA website address is www.centralschoolhsa.com.

MEMBERSHIP DUES

Membership dues are minimal and entitle a family to the very important HSA Handbook which lists the names and addresses of every student in the district. The HSA meets every other month. All are invited to attend.

General HSA MEETING DATES

- September 28th 9 AM
- November 28th 7 PM
- January 18th 9 AM
- March 15th 9 AM
- June 7th 9 AM

EXECUTIVE BOARD

Katie Fanelli - Co-President	PresCentralHSA@gmail.com
Tania Grove – Co-President	PresCentralHSA@gmail.com
Christine Murphy-First Vice President- Enrichment	EnrichmentCentralHSA@gmail.com
Katie Gibbs– Second Vice President – Fundraising	FundraisingCentralHSA@gmail.com
Lisa Bryzek -Third Vice President –Social	SocialCentralHSA@gmail.com
Michele Schassberger (Treasurer)	TreasurerCentralHSA@gmail.com
Marissa Storinge– Secretary	SecretaryCentralHSA@gmail.com
Jessica Giblin – communications	CommCentralHSA@gmail.com
Sinead Rundell – Emeritus	PresCentralHSA@gmail.com

COMMUNICATION

The HSA sends a comprehensive Weekly Update by e-mail to all Central School families. Please be sure the HSA has your e-mail address, as all flyers, need-to-know information, and class highlights are included in this document. The comprehensive website is CentralSchoolHSA.com.