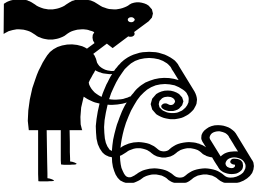


# *Richard E. Byrd Elementary School*



## **PARENT HANDBOOK**

**2014-2015**

## **Richard E. Byrd Elementary School**

Dear Parents,

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. Parental support is necessary and will help children understand the necessity of rules. Your support will also help the rules and policies become more effective.

The administrator, teachers, and staff recognize the importance of dignity and self-worth for themselves and for the students of Byrd School, and therefore work hard to provide a safe, healthy and nurturing environment. This environment must support and continuously define the essentials of honorable behavior for everyone within the school setting. We believe that this occurs when:

- Teachers, parents, administrators and other adult members of the Byrd School community model respectful and responsible behavior toward one another;
- Individuals acknowledge differences, demonstrate a respect for diversity, and recognize the worth of each individual in promoting harmony and self-esteem;
- Individuals communicate concerns and/or suggestions in an appropriate and direct manner;
- The dignity of every individual is protected and maintained.

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 are mutually supportive. In order to be supportive, we feel it is necessary for parents to be knowledgeable of the school's programs and projects. We urge you to attend scheduled parent-teacher conferences and to call or E-mail the teachers when you have a question or concern.

Members of the Byrd School community believe that in order to instill in each student an understanding of and an ability to demonstrate appropriate behavior, its members must:

- Clearly define behavioral expectations and boundaries;
- Be firm, fair and consistent in their practices;
- Provide an educational experience that enables each student to attain his/her full potential and contribute positively to the school community.

I am proud of our staff and students and hope you will work with us at the important task of educating your children.

*Linda Weber, Ed. D.*

Dr. Linda Weber, Principal  
Richard E. Byrd Elementary School

## Arrival and Dismissal

Many discipline problems at school develop on the way to school or on the way home from school. An important part of growing up is learning how to get along with others. The ability to get to school and home from school without developing problems will greatly assist your children in the process of growing up.

We all stress safety at school. Students need to be constantly reminded to walk on the sidewalk, to cross only at the corners where there are crossing guards, not to cross in the middle of the block, not to talk to strangers, and to use good safety procedures in coming to school and going home.

There are two things parents can do to help in this area. Allow your children to leave home at a time that offers only a few minutes extra before they are required to be at school. We want children to arrive at 8:25 a.m. unless they are participating in a before school program such as Morning Chorus or Safety Patrol. When arriving at school, students are to line up at their grade's designated waiting area:

Grade	Door Location
Kindergarten/3 <sup>rd</sup> grades	Front door
1 <sup>st</sup> Grade	Back side door near picnic tables
2 <sup>nd</sup> Grade	Back side door on Marinus
4 <sup>th</sup> Grade	Front side door on Marinus
5 <sup>th</sup> Grade	Front side door near picnic tables
Mrs. Lebet's Class	With their assigned grade

Students will be asked to enter the building in a safe and orderly manner. Parents who wait with their children until they are escorted into the building by their teacher are asked to stand away from the line and not to enter the building with their children. On inclement days children will line up inside the building. Grades K-2 line up in the first grade hallway; Mrs. Lebet's class will line up outside their classroom; grade 3 will line up outside their classroom doors and grades 4-5 will line up in the upper part of the 2<sup>nd</sup> grade hallway. Parents are asked to drop their children off and leave. The additional adults in the building make the lining up more complicated and less organized.

Unless students are involved in an after school activity or in our After Care Program, they are expected to leave the building at dismissal. We do not provide child care in the office at the end of the school day. That is a time for faculty to meet with parents, do their own work or attend meetings. In the event that you are unable to pick your child up at dismissal time, please make appropriate arrangements so he/she is not waiting for you in the office. We will try to help you out in unusual circumstances, however if your child consistently waits in the office beyond the close of the office (4:00 PM) we will have to call the necessary authorities to pick up your child.

After school, students who play on the playground must have adult supervision. Our After Care Program utilizes the playground whenever the weather permits and it is difficult for the staff to monitor the children in their charge when there are other unsupervised children on the equipment.

A student who is behind in class work, needs extra help, or has been a discipline problem in school may be asked to stay after school with his/her teacher. If your child is asked to stay after school the teacher will notify you and make the necessary arrangements.

Parents are welcome to leave forgotten materials or lunches for their child in the cubby designated for their teacher that is in the vestibule just inside the front door of the building. Please do not bring items to Main Office. We ask that you NOT personally deliver the item(s) to your child's classroom to minimize any disruption. Please remember to clearly mark the item(s) with your child's name.

When entering the building during school hours ALL visitors MUST check in at the office. The building is closed after 3:30 p.m. so only children who participate in an after school activity will be allowed in. Your cooperation in these areas will assist the school in maintaining a safe learning environment.

### Time Schedule

8:10 A.M. Teachers' day begins	12:20- Homeroom
8:33 – Homeroom	12:25 – Period 5
8:38 - Period 1	1:07- Period 6
9:20 - Period 2	1:49- Period 7
10:02- Period 3	2:31- Period 8
10:44- Period 4	3:13- Homeroom
11:26- Homeroom	3:18 P.M.- Dismissal
11:30 - 12:20 Lunch and recess	

### Early Dismissal (12:33) One-session days

Grades 1-5	Kindergarten
8:33 Homeroom	AM: 8:33 – 10:25
8:38 Period 1	PM: 10:40- 12:33
9:07 Period 2	
9:36 Period 3	
10:05 Period 4	
10:34 Period 5	
11:03 Period 6	
11:32 Period 7	
12:01 Period 8	
12:30 Homeroom	
12:33 Dismissal	

**EARLY DISMISSAL DAYS:** November 26, 2014, December 15, 2014. January 26, 2015 and June 18, 2015

### **DELAYED OPENING (10:15 start time)**

PERIOD	TIME BLOCKS
HOMEROOM	10:15-10:20
1	10:20-10:36
2	10:36-10:52
3	10:52-11:08
4	11:08-11:25
HOMEROOM	11:25-11:30
LUNCH	11:30-12:20
HOMEROOM	12:20-12:30
5	12:30-1:10
6	1:10-1:50
7	1:50-2:30
8	2:30-3:10
HOMEROOM	3:10-3:18

### **STUDENT BEHAVIOR**

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. 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. It should be a continuous process through all grades K-12. It should be fair and respect the self-esteem of children.

Behavior that is disruptive or inappropriate may result in disciplinary action. Disciplinary procedures describe the consequences of such behavior. Expectations for student behavior and disciplinary procedures emanate from a district-wide philosophy.

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.

### **STUDENT EXPECTATIONS**

1. These rules are for the safety of all the children at Byrd School. We expect youngsters to learn and exercise principles of GOOD CITIZENSHIP. We expect students to show respect for others and their property.

2. Students enter the building at 8:33 A.M.
3. Children must obtain permission before using the telephone in the office. We do not encourage students to call home for forgotten instruments or homework.
4. Chewing gum is not allowed in the building.
5. Fighting and wrestling are prohibited. This includes to and from school.
6. Snowball throwing is not allowed.
7. Baseballs and bats are not to be brought to school.
8. Children are **not** to bring other personal toys for recess. Students should not bring radios, CD's, laser lights, video or other electronic games, etc. to school. If they do and the item is lost, will NOT be responsible for looking for or replacing it.
9. Contact games and activities where students tag, push, or pull are not allowed. Tag and tackle football are not allowed.
10. Students are to WALK in the hallways and rooms at all times.
11. Guns, knives, look-alike items, or other dangerous weapons or objects are not allowed on school property. The board has adopted a Zero Tolerance policy which could exclude a child from school if such items are brought to school. This includes props for the Halloween Parade.
12. Swearing, vulgar language and disrespect will not be tolerated.
13. We expect our students to have excellent attendance, be on time and be prepared for the business of learning.

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 and/or defiance toward school employees and student to student harassment, intimidation or bullying (including sexual harassment) is not allowed.

## **HARASSMENT, INTIMIDATION AND BULLYING**

On September 1, 2011, New Jersey's new anti-bullying law (NJSA 18A:37-14) became effective. This law requires school districts to develop and enforce a Bullying Prevention and Intervention Plan and defines harassment, intimidation and bullying. As such, the following is the definition that the state has set forth for all districts to embrace.

### **DEFINITIONS**

Under New Jersey law, "harassment, intimidation or bullying" means any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is:

- a. Reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, **OR**
- b. By any other distinguishing characteristic; **AND THAT** (one of the above conditions, a or b, must be present to be considered harassment,

- intimidation or bullying. If one of the above conditions is present, c and d or e or f must be present as well.)
- c. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils, **AND THAT**
  - d. A reasonable person should know under the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear or emotional harm to his/her person or damage to his/her property; **OR**
  - e. Has the effect of insulting or demeaning any pupil or group of pupils; **OR**
  - f. 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.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile environment is defined as a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports harassment, intimidation or bullying, provides information during an investigation of harassment, intimidation or bullying, or witnesses or has reliable information about an incident of harassment, intimidation or bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, lunch assistants, custodians, bus drivers, advisors to extracurricular activities, support staff, or paraprofessionals.

Victim is a student against whom harassment, intimidation, bullying, cyber-bullying, or retaliation has been perpetrated.

Conflict differs from bullying and occurs when two or more students have a disagreement. There is no imbalance of power in conflicts.

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.

When a student is involved in fighting at school, disrespect or defiance of school employees, or student to student harassment as determined by the principal, consequences will be given based upon the child's age, the nature/intensity of the problem and the number of times such a problem has occurred previously. Regarding fighting, a student will be culpable if he/she contributes to the escalation of a dispute or fight, whether or not he/she is the first to become physical.

The Board of Education has adopted a **Zero Tolerance Policy** for the district. As such, any students involved in a physical altercation may be suspended from school without warning.

### Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of HIB. Additionally, consequences and remedial responses for staff members who commit one or more acts of HIB have been developed. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of HIB by pupils. Appropriate consequences and remedial actions are determined according to the severity of the offense(s), consideration of the developmental ages of the pupil offenders and the pupils' histories of inappropriate behaviors.

#### Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district
2. Degrees of harm
3. Surrounding circumstances
4. Nature and severity of the behavior(s)
5. Incidences of past or continuing patterns of behavior
6. Relationships between the parties involved, and
7. Context in which the alleged incidents occurred.

#### Factors for Determining Remedial Measures

##### Personal

1. Life skills weaknesses
2. Social relationships
3. Strengths
4. Talents
5. Traits
6. Interests
7. Extra-curricular activities
8. Classroom participation
9. Academic performance, and
10. Relationship to peers

##### Environmental

1. School culture
2. School climate
3. Social-emotional and behavioral supports



4. Social relationships
5. Community activities
6. Neighborhood situation
7. Family situation

Consequences and appropriate remedial action for a pupil or staff member who commits one or more act of HIB may range from positive behavioral interventions up to and including suspension or expulsion of pupils. Consequences for a pupil who commits an act of HIB 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. 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 HIB. The consequences and remedial measures may include, but are not limited to, the examples listed below:

#### Examples of Consequences

1. Admonishment
2. Temporary removal from the classroom
3. Deprivation of privileges
4. Classroom or administrative detention
5. Referral to guidance counselor
6. In-school suspension during the school week
7. Out-of-school suspension (short-term or long-term)
8. Reports to law enforcement or other legal action
9. Bans from participating in school-district-sponsored programs or being in school buildings or on school grounds unsupervised by a responsible adult.

#### Examples of Remedial Measures- Personal

1. Restitution and restoration
2. Recommendation from the school-based safety committee
3. Corrective instruction or other relevant learning or service experience
4. Supportive pupil interventions, including referral to the Intervention and Referral Services Team
5. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate
6. Behavioral management plan, with benchmarks that are closely monitored
7. Counseling
8. Parent conferences

#### Examples of Remedial Measures- Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to HIB
2. School climate improvement

3. Adoption of research-based, systemic bullying prevention programs
4. School policy and procedures revisions
5. Modifications of schedules
6. Adjustments in hallway traffic
7. Modifications in pupil routes or patterns traveling to and from school
8. Supervision of pupil before and after school
9. Targeted use of monitors (e.g., hallway, lunchroom, playground)
10. Teaching assistants
11. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors
12. General professional development programs for certificated and non-certificated staff
13. Parent conference
14. Recommendations of the school safety committee
15. School transfer
16. Law enforcement (e.g., safe schools resource officer, juvenile officer) referral

The district will also impose appropriate consequences and remedial actions to a staff person who commits an act of HIB with a pupil.

#### Harassment, Intimidation and Bullying Off School Grounds

The Code of Pupil Conduct and the district's HIB policy apply to situations when a school employee is made aware of alleged HIB occurring off school grounds when:

1. The alleged HIB has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. 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/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. 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.

Roles and responsibilities of the District Anti-Bullying Coordinator, School Anti-Bullying Specialist, and School Safety Teams(s)

#### District Anti-Bullying Coordinator:

1. Be responsible for coordinating and strengthening the school district's policies to prevent, identify and address HIB;

2. Collaborate with School Anti-Bullying Specialists in the district, the BOE and the superintendent to prevent, identify and respond to HIB of pupils in the district;
3. Provide data, in collaboration with the superintendent, to the DOE regarding HIB of pupils;
4. Meet at least twice a year with the school anti-bullying specialists to discuss and strengthen procedures and policies to prevent, identify and address HIB in the district.

School Anti-Bullying Specialist:

1. Chairs the School Safety Team
2. Leads the investigation of incidents of HIB in the school; and
3. Acts as the primary school official responsible for preventing, identifying, and addressing incidents of HIB in the school.

School Safety Team:

1. Each school will have a School Safety Team that is responsible for:
  - a. Developing, fostering and maintaining a positive school climate by focusing on the ongoing, systemic process and practices in the school
  - b. Addressing school climate issues such as HIB Meeting at least twice a year

Consists of:

- a. Principal (or designee)
- b. Teacher in the school
- c. School anti-bullying specialist- chairs the committee
- d. Parent of a pupil in the school
- e. Other members to be determined by the principal (e.g., current teacher of the student)

Responsibilities:

- a. Receive any complaints of HIB that have been reported to the principal;
- b. Receive copies of any report prepared after an investigation of an incident of HIB;
- c. Identify and address patterns of HIB of pupils in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address of HIB of pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents to prevent and address HIB of pupils;
- f. Participate in the training required by NJ Code and other training that the principal or district anti-bullying coordinator may request;
- 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 HIB.

The Glen Rock Schools has created a definition of violence, which we will refer to as “Below the Line Behavior.” This definition is reviewed and discussed with our students annually.

The goal of our “Above the Line Behavior Program” is to create a safe environment in which students can become risk takers and reach their fullest academic potential. It will better enable us to instill in each student an awareness of his/her importance and the need for cooperation among all people in our society. Clear expectations assist students in understanding how to relate in the classroom, hallways, on the playground, and outside of the school setting.

## Above the Line Behavior

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**Respect Responsible Productive Safe**

## Below the Line Behavior

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Any MEAN Look, Gesture, Word, Action or Sound that hurts or could hurt a person’s:

- Body
- Feelings
- Friendships
- Reputation
- Property

**Bullying or Mean** behavior is a form of violence.

Whether it is meant or not, it is how it is **received**, not how it was intended.

## RESPECT AND DIGNITY FOR ALL

**Byrd School Pledge:** At our school, we do our best to make everyone feel liked and accepted. We do not tease, make fun or do anything else that creates hurt feelings. We find ways to settle disagreements using words or getting help from an adult, but we do not use our hands or feet. We work hard to do our very best to learn. We’re all in this together!

### 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.

Parents of students found to possess a weapon, look-alike, or dangerous object on school property shall be notified of the incident. Confiscation of the weapon or dangerous object may be reported to the law enforcement officials, and the student will be subject to disciplinary action.

### **Internet**

The web site, established by the Board of Education, shall not disclose on that website any personally identifiable information about a student without receiving prior written consent from the student's parent or guardian on a form developed by the Department of Education.

As promulgated in NJ Bill A592, "personally identifiable information" means student names, student photos, student addresses, student E-mail address, student phone numbers, as well as locations and times of field trips.

### **Internet Access**

Internet access is available to all students. The terms and conditions for use are set forth in Board Policy 3517.4. Be mindful that the privilege of use is extended for educational purposes only. Students who fail to comply with the Board Policy will lose Internet privileges. Also, they may be subject to disciplinary action as well as civil/criminal penalties.

All parents/guardians must sign and return the Agreement for Use of the District's Telecommunications (Internet) System form. If it is not signed **and returned**, it is presumed that the parental permission for Internet use is not granted and the student will be denied access to the Internet.

### **Title IX**

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, affectation 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.

### **Class Placement**

You will be able to log on to the Parent Portal of Genesis on August 15<sup>th</sup> at 3:00 PM to obtain your child's class placement for the 2014-2015 school year.

### **General Policies**

**Attendance:** School attendance is compulsory for all children between the ages of six and sixteen in the State of New Jersey. It is the legal responsibility of the parent to see that regular attendance is maintained. The principal may request

evidence or written verification of the student's reason for absence. After five absences, parents will receive a letter of notification from the school. Attendance information will appear on your child's report card at the end of each trimester.

**Tardiness:** It is the responsibility of the principal to maintain records of pupil absence and tardiness. Being on time is essential as students arriving late disrupt classroom routine. Students are counted tardy after 8:38 AM and 12:25 PM. Please refer to the daily schedule. After five tardies, parents will receive a letter from the office unless there is a medically documented reason for a student's chronic lateness.

**Absence from School:** When it is necessary for your child to be absent from school the parent or guardian should call the attendance line (201 445-7700 ext. 5023) no later than 9:00 a.m. each morning of the absence. **If you do not call, the office will make routine calls to parents.** If no one can be reached the Glen Rock Police Department will be called.

If it is known that a student is going to be absent at a future date, the parent or guardian may notify the office in advance in writing.

**Homework requests:** Teachers are very busy during the day working with students. You may request homework to be sent home if your child has been absent for at least two consecutive days or if a long-term absence is expected. If you are going to request homework, you need to call the Main Office or E mail the teacher no later than 9:30 AM with the request. The best option is that you request homework when you call the absence line. Homework will be ready to be picked up at the end of the second day of absence and will be placed in the teacher's cubby inside the vestibule of the front hall.

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

**Electronic Devices:** These items are expensive and delicate so students are discouraged from bringing iPads, iPods, electronic readers, Droid phones, etc. to school. The school will not accept responsibility for loss or damage to any electronic item brought from home. If a student brings an electronic device to school that contains inappropriate material such as weapons, sexual material, etc., the item will be confiscated and returned only to a parent. Students who bring cell phones to school must keep them turned off and in their backpack during school hours. Cell phones may not be used to record or photograph during the school day.

### **Leaving During the School Day**

Parents are discouraged from taking their children out of school during the school day. If it is necessary for students to leave during school hours, a note should be brought to school, written by the parent or guardian, stating the time and reason for dismissal. Parents picking students up during school hours must stop into the office. Children will not be dismissed to leave the building unless a parent reports to the main office.

Extreme care is exercised in the release of children to adults other than a parent or guardian.

### **Bike Riding to School**

Our school policy allows students in grades 4 and 5 to ride their bicycles to school. Students must be able to lock and unlock their bicycles independently. If you allow your child to ride to school, know the following:

- He/she must wear a helmet, which can be stored in their backpack or on their bicycle (New Jersey state law requires anyone under 17 that rides a bicycle to wear a helmet)
- Obey the rules of the road
- Ride courteously
- Lock their bicycle in one of the bike racks across from the picnic tables
- Walk their bicycle while on school property

Please remind your children that bikes, helmets, locks, etc. are not to be touched by anyone other than the bike's owner.

### **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 Byrd 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.

Whenever possible, you are encouraged to get a little extra exercise by walking to school and home again in the afternoon.

### **Dismissal Procedures**

Students are dismissed by their classroom teachers when the bell rings at lunch time and at the end of the day. Please be sure that your wishes regarding the

dismissal of your child/children are known to their teachers. Unless otherwise instructed by a parent, all students are considered **unescorted** when they are dismissed from school, whether it is for lunch or at the end of the school day. Unescorted students will be taken to their designated school exit and will be dismissed without being signed out. Children in grades K-2 are dismissed directly to an authorized adult or to the Community School After Care Program (at the end of the day).

If, however, you want your child to be **officially escorted** at one of the dismissal times, your child will need to report to a designated room in the school and wait until the authorized adult comes into the building to sign him/her out.

There are no provisions for child care at dismissal times so it is imperative that your child be picked up on time.

### **Telephone**

A telephone is available for students to make necessary calls. We do not consider forgetting a musical instrument or homework a necessary call. A student must have permission from the teacher and the office before they use the phone.

### **Care and Safety of School Property**

Students are expected to take pride in their school. Marking or defacing desks, walls, or any part of the building is inappropriate behavior. Parents of the pupils involved in the destruction of property will be billed for repairs. An incident report will also be filed with the state per school regulations.

### **School Closing During Inclement Weather**

In the event of Emergency Closings/Delayed Openings, you may tune in to WCBS (AM 880) or WINS (AM 1010) on the radio to verify the closing.

You can also check the district website, [www.glenrocknj.org](http://www.glenrocknj.org) for school closing/delayed opening information. You will also receive an automated call to any/all phone numbers you register with the Main Office. Therefore, it is important for us to have your most up-to-date information in our database.

In the event of a delayed opening, all elementary schools will open at 10:15 a.m. Elementary school schedules for the remainder of the day will proceed as usual. Announcements will be broadcast on WINS (AM 1010) between 5:00 and 9:00 AM.

Please make an early dismissal plan with your children so they will know what to do in such instances.



## **PARENT-TEACHER COMMUNICATIONS**

**Visitations:** All visitors must check in at the office and receive a visitor's badge before going anywhere in the building. This includes visits to all areas of the school grounds, including the playground and the Health Office.

**Conferences:** Parent-teacher conferences may be requested by the teacher or the parent. Appointments are required. Please do not drop in to see a teacher expecting to have a conference. You can easily **arrange an appointment by E-mailing** your child's teacher. All E mail addresses are the person's lastnamefirstinitial @glenrocknj.org (for example: weberl@glenrocknj.org)

**Teaching Assistants:** In some classes a teaching assistant is assigned to provide support to students and the teacher. Teaching assistants report directly to the classroom teacher. If you have any questions regarding your child, please communicate with the teacher as the teaching assistants have been instructed to relay your question/concern/comment directly to the teacher for a response.

**Classroom telephones:** There are telephones in all classrooms; however teachers will not be able to make or return calls during the school day. If you need to be in touch with a teacher, please use E mail or call the main office and leave a message.

**Trimester Report Cards:** Mid-trimester reports/telephone calls/or conferences are provided to parents of students in 4<sup>th</sup> and 5<sup>th</sup> grades who are not performing or who have made at least a whole grade improvement from the prior report card.

Children in kindergarten through 5<sup>th</sup> grade receive report cards, which you can access through the Parent Portal of Genesis, a web-based software program that the district uses. No paper report cards will be sent home. In order to have access to your child's report card you must register with the Parent Portal. For more information, please call the Guidance Office at 201 445-7700 ext. 8918. The dates that the report cards will be open for your viewing for the 2014-2015 school year are as follows: .

### **Report Card Dates**

<b>MARKING PERIOD</b>	<b>MARKING PERIOD DATES</b>	<b>Mid-Marking Period</b>	<b>Report Cards Open to Parents</b>
Trimester I	Sept.3rd- Dec. 4 <sup>th</sup>	Oct. 16 <sup>th</sup>	Friday Dec. 12, 2014
Trimester II	December 15- March 13, 2015	Jan. 30, 2015	Friday Mar. 20, 2015

Kindergarten I	Friday January 30, 2015 Feb. 3, 2014		Kdg. Report Cards open to parents Feb. 10, 2014
Trimester III- K-5	March 23 - June 18, 2015	May 4 <sup>th</sup>	Thursday June 18, 2015

### **E- Mail Guidelines and Addresses**

E-mail has become a very popular and easy way to contact someone at any time of day or night. Often times teachers receive E mails during their instructional time, which 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 teacher's first responsibility is to the direct instruction of the students in his/her 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 very difficult to interpret. To alleviate any misunderstandings it is best to state your feelings upfront in the note, i.e. "I am really frustrated.... I am wondering..... I would like to understand..."

1. E-mail should only be used to send a teacher a note that does not require an immediate response more than once or twice a day. 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 your child's academic or educational program.
4. Teachers may or may not respond to E-mails on weekends or school holidays.
5. You may use E-mail to notify the school if your child will be absent, but please E- mail the nurse before 8:45 AM. E-mail addresses are listed below.
6. You may use E-mail to notify Mrs. Clare McMahon, our head lunch assistant of a change in your child's lunch routine. Her address is: [mcmahonc@glenrocknj.org](mailto:mcmahonc@glenrocknj.org).
7. E-mails should be directed to your child's teacher. In the event that there is a teaching assistant in the classroom, please E-mail the teacher directly. Teaching assistants will not answer E-mails sent to them.

Listed below are the staff E-mail addresses:

Linda Weber	<a href="mailto:weberl@glenrocknj.org">weberl@glenrocknj.org</a>	Connie Cipolli	<a href="mailto:cipollic@glenrocknj.org">cipollic@glenrocknj.org</a>
Luchelle Jones	<a href="mailto:jonesl@glenrocknj.org">jonesl@glenrocknj.org</a>	Christine Sattler	<a href="mailto:sattlerc@glenrocknj.org">sattlerc@glenrocknj.org</a>
Karen Costello	<a href="mailto:costellok@glenrocknj.org">costellok@glenrocknj.org</a>	Joe Parsons	<a href="mailto:parsonsj@glenrocknj.org">parsonsj@glenrocknj.org</a>
Andrea Mayernik	<a href="mailto:mayernika@glenrocknj.org">mayernika@glenrocknj.org</a>	Effie Lebet	<a href="mailto:lebete@glenrocknj.org">lebete@glenrocknj.org</a>
Christine Gunset	<a href="mailto:gunsetc@glenrocknj.org">gunsetc@glenrocknj.org</a>	Ofeer Kearns	<a href="mailto:kearnso@glenrocknj.org">kearnso@glenrocknj.org</a>

Ann Marie Jakobsen	<a href="mailto:jakobsena@glenrocknj.org">jakobsena@glenrocknj.org</a>	Toni Clark	<a href="mailto:clarkt@glenrocknj.org">clarkt@glenrocknj.org</a>
Keri Holmgren	<a href="mailto:holmgrenk@glenrocknj.org">holmgrenk@glenrocknj.org</a>	Colleen Quinlan	<a href="mailto:quinlanc@glenrocknj.org">quinlanc@glenrocknj.org</a>
Jennifer Burke	<a href="mailto:burkej@glenrocknj.org">burkej@glenrocknj.org</a>	Mary Morrow	<a href="mailto:morrowm@glenrocknj.org">morrowm@glenrocknj.org</a>
Cynthia Lota	<a href="mailto:lotac@glenrocknj.org">lotac@glenrocknj.org</a>	Patricia Voight	<a href="mailto:voightp@glenrocknj.org">voightp@glenrocknj.org</a>
Debbie Diamantis	<a href="mailto:diamantisd@glenrocknj.org">diamantisd@glenrocknj.org</a>	Nicole Reggio	<a href="mailto:reggion@glenrocknj.org">reggion@glenrocknj.org</a>
Lisa Picariello	<a href="mailto:picariello@glenrocknj.org">picariello@glenrocknj.org</a>	Clare McMahon	<a href="mailto:mcmahonc@glenrocknj.org">mcmahonc@glenrocknj.org</a>
Kristin Marco	<a href="mailto:marcok@glenrocknj.org">marcok@glenrocknj.org</a>	Nicole Vaccaro	<a href="mailto:vaccaron@glenrocknj.org">vaccaron@glenrocknj.org</a>
Jackie Neugebauer	<a href="mailto:neugebauerj@glenrocknj.org">neugebauerj@glenrocknj.org</a>	Addie Main	<a href="mailto:maina@glenrocknj.org">maina@glenrocknj.org</a>
Patrick Carroll	<a href="mailto:carrollp@glenrocknj.org">carrollp@glenrocknj.org</a>	Lissa Moskowitz	<a href="mailto:moskowitzl@glenrocknj.org">moskowitzl@glenrocknj.org</a>
Ann Chon	<a href="mailto:chon2@glenrocknj.org">chon2@glenrocknj.org</a>	Jamie Britton	<a href="mailto:brittonj@glenrocknj.org">brittonj@glenrocknj.org</a>

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

### **Insurance**

The School Insurance forms are to be returned to Byrd School. Please indicate yes or no on the application form and return the form to your child's teacher.

### **Food Guidelines**

Safety is a priority for all students at Byrd School. This includes food safety. We believe that the best way to do this is with education about allergies for all students and parents. As part of our health and wellness program, we will provide ongoing lessons in all classrooms using age-appropriate topics and materials.

### **Parties in School**

We recognize that birthdays and other celebrations are a fun and special time for our students and an important part of growing up. This year we will celebrate birthdays without food so that our friends with allergies are not placed in any danger.

**Birthdays:** We do not allow clowns, balloons, and flowers sent to school. Birthday party invitations may NOT be given out in school even if the entire class is invited.

#### **Birthday Party Ideas:**

- Students or the teacher decorate the birthday child's chair
- The student sends in bookmarks for all his/her classmates
- The birthday child distributes a sheet of stickers to classmates and favorite teachers
- The birthday child picks out a book from the library and that book is read to the class
- The birthday child donates a book to the class or school library
- The birthday child donates a board game to the class

## Halloween

Halloween will be celebrated with a parade and will be a non-food celebration.

December Holidays, Valentine's Day, and End-of-the Year parties will be celebrated in school with one store-brought sweet treat, one store-bought healthy treat, and water. Class parents for each class will decide how the items are purchased. Families who have a child with a food allergy should be contacted and told exactly what will be bought so they can determine what would be best for their child.

Food sensitivities include the usual suspects such as peanuts, dairy (milk, eggs), wheat, and gluten.

Treats and/or snacks that are eaten in the classroom should be healthy, nutritious and safe-for-everybody. Treats/snacks allowed in the classroom include fresh fruits, dried fruits, and fresh vegetables. For the health and safety of the third of the children who might experience a serious reaction if exposed, peanut, tree nut, and wheat products including those found in cereal bars, crackers, pretzels, and junk foods, none of these items will be allowed in the classrooms. Cookies, muffins, or cupcakes will be permitted as long as they are sent into school in their original wrappers. No home baked items will be allowed.

What does this mean for your child? Only good things:

- Your child will be exposed to healthy foods that he or she may be reluctant to eat at home.
- Your child will feel fuller, longer. (Starchy and sugary foods make your child "crash" in short order. That is not the case with high-fiber foods such as fruits and vegetables).
- Your child will be calmer at school.
- Your child will eat better at school and thereby be better focused. Better focus means better learning.

One further benefit is your child will likely learn empathy: A child with a food allergy or intolerance cannot eat out at restaurants, must bring their own food to birthday parties, and is never completely safe from foods that can harm them.

A list allowable foods are:

- Fresh Fruit

- Apple slices, bananas, grapes, orange slices, "cuties" and mandarin oranges, peaches, pears, nectarines, plouts, berries, cherries, strawberries, melon

- Dried Fruit

- Raisins, Craisins, dried plums, figs, dried bananas, pineapple or cherries

- Fresh Vegetables

Carrot sticks, broccoli “trees, cauliflower, celery sticks, cherry tomatoes, pea pods, bell peppers, cucumber slices

H.S.A. functions involving food will continue as they have in the past (Pizza, Ice Cream Days, Bake Sales, Family Fun Night, etc.) All ice creams offered for sale by the H.S.A. are selected because they do not contain peanuts or peanut products.

### **Food Related Events** **(Field Day, Bagel Days, Tastings)**

The Home and School Association sponsors bagel days on our one –session days. Parents need to complete the order form for a bagel and drink for their child. The food is delivered to the classrooms in the morning and children have their snack at about 10:00. For students whose parents do not order a bagel, they may bring a snack to school but it may **NOT** contain peanut products, peanut oil, or peanut butter. The snack must be sent to school in its original wrapper. If the original wrapper isn’t sent in, the teacher has the prerogative of not allowing the child to eat his/her snack in the classroom.

Field Day has traditionally included hot dogs, chips and watermelon. This tradition will continue. Of course, if your child does not like hot dogs you are welcome to send in a brown bag lunch. Pomptonian lunches will not be offered that day.

### **Peanut Butter**

Each year there are a few students who have **severe** peanut allergies which requires 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 **allergen free** tables in the lunchroom and the lunch assistants make sure that children sitting at those tables do not have any food that may trigger an allergic reaction in their lunch. If your child has a food allergy please be sure to let the classroom teacher, nurse and head lunch assistant know.

Lunch assistants will be informed of the presence of students with food allergies, and will be instructed and trained in recognizing and responding to potential allergic reactions.

**There can be no food in the classrooms that contains any peanut product.** You **MUST** read the food product label to be sure that the item has not been prepared in the presence of peanuts or peanut products. Please be mindful of that when you send in food for your child's snack or for any other occasion. If your child has other food sensitivities please let the teacher know and she will inform you of a classroom party so you can send in something for your child to eat.

It is very important that we provide a safe and secure school environment for all of the children, and this includes the food brought to school for snacks, parties and lunches.

### **PEANUT/NUT ALLERGY GUIDELINES**

If a student in your child's class has a peanut/nut or other food allergy all parents and students will be notified. Consuming even a small amount of food containing peanut/nut/or other allergy stimulants can be quite dangerous for this student's health. We share this information with you so we can make certain that all food brought into this classroom is safe for every student.

Always, before bringing any food into school, you must speak with the classroom teacher who would be aware of any other restrictions necessary. Also, please be cognizant of peanut/nut or other food allergies and check the ingredients to ensure they do not contain a component, such as peanut oil, that may trigger an allergic reaction. **All** food sent in to school for a party must be in its original packaging so the classroom teacher or school nurse can review the ingredients as well. If it is not, the food will NOT be served.

There are many healthy choices for treats and snacks in the classroom that would be safe for all children. Keep in mind that foods high in sugar and fat are never a healthy choice and should be avoided in school. Please choose the food you bring in carefully.

If you have any questions or concerns regarding this situation, please feel free to contact me or your classroom teacher at any time.

### **Tips for Choosing a Safe Peanut/Nut Free Snack**

READ THE LABEL AT THE TIME OF PURCHASE and do not bring a snack to class if the ingredients list: Peanuts and peanut oil, or nut and nut oil.

Snacks with such statements as "May contain traces of ...", or "Made on equipment that manufactures or processes...", or "Made in a facility that manufactures..." are not considered safe.

**Homemade or prepared foods are not allowed in these classrooms due to the risk of cross contamination from nut containing products.**

Only prepackaged foods are considered safe, foods from bins may be contaminated by residue from what food was in the bin prior to the current food.

Do not assume a product you had previously purchased is always safe, since manufacturers change ingredients and equipment used regularly.

### **Lunch**

Our lunch program is one of choice for parents. Students may go home or may remain in school. Students who do go home are permitted to return to the school

any time after 12:00 noon. Adult supervision will be available for children returning from lunch at that time.

If your child is going to eat lunch in school, the hot lunch program will begin on September 4<sup>th</sup>. If you do not choose to participate in the hot lunch program please be sure that your child brings lunch and a beverage from home. The Pomptonian, our food service provider, is housed at the Glen Rock High School; lunches are prepared in that kitchen and delivered to Byrd School. Only lunches that are ordered are delivered so we do not have extra food for children who do not bring lunch to school.

If your child is going to remain in school at lunchtime all year on a regular basis (everyday, or every Monday, Wednesday, and Friday, for example) only one note is required at the start of the year to establish just when she/he will be here. However, if your child will stay in school for lunch on an **irregular** basis (once in a while), a note is needed each day that she/he is going to stay.

When a student who attends lunch regularly is going to miss a day (parent takes student to lunch, etc.) a note is needed that morning so that attendance in the lunchroom can be accurately taken.

If someone other than the regular adult will pick up your child for lunch, you **must** send a note to school.

The lunch ordering procedure will be handled directly by The Pomptonian. Menus and the order forms can be found on the district web page under the Parent Tab. Milk and/or water are also available for purchase through the lunch program order form.

Lunch is between 11:30 and 12:20 for children in first through fifth grades. A free or reduced price program is available for lunch for students who qualify.

Sharing of food is forbidden during lunch, snack and classroom parties. This is the case in all classes—not just those classes in which there is a student who has a food allergy. Teachers and other school staff, including substitute teachers, will not give food as a reward for good behavior and/or good work. Teachers will discuss the importance of the ‘no sharing’ rule to protect all students from possible allergic reactions. The ‘no sharing’ rule will be enforced throughout the school building.

Any food that is served as part of a classroom event or celebration must be consumed in the classroom. No food will leave the school to be consumed in unsupervised situations. To that end, the distribution of “goody bags” containing food is not allowed.

A notice reminding parents of the food regulations will be posted on our H.S.A. and school website.

Glen Rock Board of Education Policy 5141.22 Food Allergies is attached at the end of this document.

**Please refer to the Sign and Return form for the lunch form**

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

**Health and Safety Practices**

**Illness or Injury:** Children with definite signs of illness such as colds, skin diseases, or childhood communicable diseases need to 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.

**Immunizations:** Prior to starting 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.

**Policy for the administration of medication by school personnel**

When it is necessary to give a child any type of medication during school time, a medical form must be completed and signed by the parent and physician. This includes over the counter medicines such as aspirin and cough drops, as well as prescription medications.

**Traffic and Safety**

Traffic at Byrd School can be frustrating and dangerous during drop off and pick up times. Every year there are a handful of people who disregard these procedures, which makes drop off and pick up unnecessarily aggravating for everyone. Please follow these procedures as it will make everyone's day begin and end much more smoothly.

1. The safety of all children is our first priority!



2. Doremus Avenue is **one-way** going towards Rock Road during school hours.
3. There is no parking on Doremus Ave. on the block directly opposite school.
4. When dropping off your child(ren), pull up to the corner of Marinus and Doremus on the driver's side of the car so that other cars can queue up behind you.
5. Drop your child(ren) off and pick up them up on the driver's side of the car.
6. For those who use the Boulevard as a student drop-off and/or pick-up location, please note the following:
  - a. Please do not double park.
  - b. Do not make "U" turns on the Boulevard.
  - c. Marinus Place is closed to through traffic.
  - d. Do not block the driveways of residents.

### **Playground**

During school hours the playground is limited to the students in school, which includes lunchtime.

### **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's dress reflect the business of learning. T-shirts with inappropriate or suggestions of inappropriate messages are not to be worn. Students will be asked to turn such items inside out or asked to call home for a change.

Underware should be covered. Sneakers need to be worn for physical education classes.

Males are asked to remove their hats upon entering the school building.

### **Recess Attire**

Recess is a supervised portion of each day in which we expect all students to participate in some type of play activity. It is important for students to dress appropriately for this activity since recess is held outside if at all possible. This means students should wear warm clothing including hats and gloves during cold weather. In the warmer weather, we ask that students wear closed shoes/sneakers if they want to play on the equipment as the wood chips can easily become lodged under toenails when sandals or open-toed shoes are worn. Please help us provide a safe time of play for our children.

### **Fire Drill Procedure**

The fire bell is a loud beeping sound accompanied by flashing strobe lights. When the warning sounds all building occupants are to leave as quickly and quietly as possible. Evacuation is 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.

### **Lock Down Procedures**

Lock downs have become as necessary as fire drills so that everyone is prepared and their safety ensured in case of an emergency. A Lock Down drill requires that the teacher lock the door to his/her classroom, shut off all lights, have the children sit along a wall farthest away from the outside windows and block the door window. They are to remain silent until an "All Clear" announcement is made. These drills will be conducted monthly per state code.

### **Emergency Evacuation**

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 Marshal, 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, Byrd School students and staff will walk to Central School where they will remain until parents/ guardians are notified and the children are picked up. Staff members will remain with students until they are picked up.

Attendance will be taken by staff members prior to moving students to the alternate site.

**On Site Evacuations-** If there is an emergency that requires evacuation of the building but allows us to remain on school grounds, teachers will bring their students to the basketball court at the rear of the school where they will wait for further instructions from the building principal.

### **Reading/Language Arts**

Our district's language arts curriculum is aligned with the recently revised Common Core School Standards (CCSSs). The district's rigorous reading/language arts program, which incorporates reading, writing, listening, speaking and viewing skills, is built on the principles of Balanced Literacy. A Balanced Literacy approach incorporates practices which offer children a variety of opportunities to interact with literature and print in Readers' and Writers' workshops.

The components of a Balanced Literacy reading program are read aloud, shared reading, guided reading, independent reading, book clubs and word study. Our

Writer's Workshop model is a researched based Teacher's College (Columbia University) program in which children compose a variety of writing pieces using the writing process. Particular emphasis is given to writing based on the students' own experiences. Our goal is for children to write in clear, concise, organized language that varies in content and form for different audiences and purposes. Children receive instruction in whole group, small group, and individual settings based on the needs of the class. Assessment is ongoing and drives instruction. Additional features of our program include reading to, with and by students, connecting reading and writing, sharing quality literature, matching readers to appropriate text, and modeling decoding and comprehension strategies through think alouds. Balanced Literacy draws on current research and practice to provide learners the balance of skills, strategies, materials, and social emotional support needed to help them become critical thinkers, independent problem-solvers, self-monitors, and goal setters.

### **Mathematics**

Our district's mathematics curriculum is aligned with the newly adopted federal and state Common Core Standards (CCSS). The program focuses on developing thinking skills, using manipulatives to assist in problem solving as well as mastering basic facts. Students work individually as well as in small and large groups. Students maintain a journal in which problem solving responses are recorded and explained. Writing about mathematics helps learners clarify and deepen their thinking as well as for teachers to assess students' understanding. A basic skills program is available for those students needing additional support to meet proficiency level requirements on state assessments.

### **Social Studies**

Our district's social studies curriculum is aligned with the New Jersey Core Curriculum Content Standards (NJCCCS) and provides students with information, concepts and skills in the areas of geography, history, economics and civics. Students actively participate in a wide range of age appropriate tasks which are supported by rich literature, classroom discussions, technology integration, meaningful field experiences and more.

### **Science**

Our district's science curriculum is aligned with the New Jersey Core Curriculum Content Standards (NJCCCS). The science strands which are addressed include life, earth, physical and space sciences. The student-oriented program engages children physically, mentally and socially in "hands-on" problem solving activities. Teachers provide a cooperative learning environment that includes curiosity, critical thinking and experimentation. Study and writing skills are integrated into the program with development and maintenance of student notebooks/journals for science activities and experiments.

### **Enrichment Program**

This program is available for all students in first through fifth grades and is designed to further develop and enhance creative thinking and problem solving skills related to STEM (Science, Technology, Engineering and Mathematics). Each grade receives at least one period of enrichment for at least one six-week cycle during the school year.

### **Special Subjects**

All students receive forty-two minutes of instruction per week in each of the special subjects.

### **Art**

A sequence of projects is prepared for students in kindergarten through fifth grade by the art teacher lead to development of skills and expression in a large variety of art media. Some projects directly align with and support the literacy, science and social studies curricula. The art teacher will inform you of any supplies needed.

### **Music**

Grades K-5 have music once a week. The Orff system is also utilized in developing the fundamentals of rhythm and reading music notation. Students in grades 4 and 5 are welcome to participate in Morning Chorus, which meets one morning a week before school. The Morning Chorus performs at both the Winter and Spring concerts. Students in third grade will learn how to play the recorder during their music class.

### **Instrumental Music**

Instruction on standard band instruments is offered to all interested fourth and fifth grade students. The music teacher will have an informational meeting in September for students who wish to begin an instrument.

### **Physical Education**

Grades K-5 have Physical Education twice a week. The program consists of games, exercises, sports, and activities appropriate for each grade level that contributes to the development of good health, wellness and social attitudes through physical activities.

NOTE: Children must wear sneakers and appropriate clothing on P.E. days.

### **Learning Center/Library**

The library/media center is open daily for student use. Every class has one period of instruction in the library/media center weekly for book checkout. Library and research skills are taught in conjunction with class curriculum by the library/media specialist and/or the classroom teacher.

## **Guidelines for Learning Center Volunteers**

Your help in the Learning Center is greatly appreciated. Below are a few guidelines to help you:

1. To minimize distractions and disruption to the instruction that occurs in the Learning Center, please do NOT bring younger children with you when it is your turn to volunteer.
2. How you can help during your assigned time:
  - a. Place books back in the stacks, on the correct shelf and in the correct order
  - b. Check the stacks for books that may be incorrectly shelved and fix them
  - c. Rearrange and neaten magazines
  - d. Check the printed class list for overdo books
  - e. Sit behind the circulation desk after the 'jobs' have been completed. Please do NOT sit with your child during instruction.

## **Services**

### **School Nurse**

The certified school nurse conducts and maintains records of hearing and vision screenings done in school. She also maintains records regarding immunizations, dental care and any other medical related problems. Either the certified school nurse or a registered nurse is in the building every day.

### **Speech/Language Therapy**

Speech/language therapy services are available to children who meet the eligibility criteria. Referrals may be made by either parents or school staff to the speech therapist. Once the child meets the eligibility criteria for services parental 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.

### **Special Education**

Under very specific circumstances, which are 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 to develop a plan. If, after a comprehensive evaluation, the Child Study Team determines that a child is in need of special education and related services, they will meet with the child's parents and teachers will develop an Individual Educational Program (I.E.P.) that guides the instruction of children who require specialized teaching techniques in order to maximize their potential. 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 or by leaving a phone message for her at Byrd 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 are 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.

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.

## **Field Trips**

Educational trips are taken in conjunction with the curriculum at the each grade level. Parents MUST sign and return permission slips for their child to participate. Please be cognizant of the time the field trip is scheduled to depart as we leave on time so we are punctual for our appointment. We cannot hold up the bus for latecomers.

## **Field Trip Protocol for Parent Chaperones**

### **Chaperone Responsibilities**

- Chaperones are to keep their assigned group together at all times.
- Pair up students so they are responsible for their partner keeping together with the group.
- If one student has to use the bathroom, the entire group has to go to the bathroom area.
- Any student who is not behaving or following rules should be reported immediately to the classroom teacher.
- After each change of site a head count should be taken.
- Adhere to the schedule
- Remain with your group during presentations, lunch, and bus departure.
- Do not treat your child differently than the others in your group.
- Chaperones are not to purchase items for students or make other arrangements during the trip
- Do not purchase items for your child that others are not allowed to.
- All chaperones are responsible for bringing cell phones and keeping them **on** vibrate during the trip. Chaperones must provide classroom teachers with their cell numbers prior to the trip. Personal calls and texting should not be done while supervising the students.

## **Child Abuse Reporting**

New Jersey law and district board policy require school district personnel to report to the Department of Youth and Family Services and the local police department if they believe a child may have suffered from abuse or neglect.

## **Parent Permissions/Notification Requirements**

All new 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.

### **Supply Lists**

Each grade level compiles a supply list of materials that your child will need during the school year. Sometimes additional items are requested because of special projects or other in class activities. Supply lists are available on the Byrd School website.

### **Home and School Association (H.S.A.)**

The Home and School Association at Byrd 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 us procure equipment that our budget cannot provide.

Membership is minimal and entitles a family to the very important H.S.A. Handbook, which lists all of the names and addresses of every student in the district.

The H.S.A. meets every other month and all are invited to attend. There will be 4 morning meetings that begin at 8:45 and one evening meeting that will begin at 7:00 PM for the 2014-2015 school year. Meetings are held in the Learning Center. Please be sure to sign in and obtain a guest badge in the Main Office.

The H.S.A. sends out blast E mails to all Byrd School families on a weekly basis and once a month a comprehensive newsletter is E mailed. Please be sure that the H.S.A. has your E mail address as all of the flyers and class highlights are included in this document. The E mail for the H.S.A. is [byrdwebmaster@live.com](mailto:byrdwebmaster@live.com)

The H.S.A. has established a mentoring program for all incoming parents of Kindergarten children who do not have an older child in the school. New parents will receive an E mail from the president of the H.S.A. with their mentor's name and phone number.

### **Byrd School Staff**

The Byrd School Staff strive to:

- Hold high expectations for all learners in every aspect of the educational programs
- Maintain a positive atmosphere
- Use time wisely so that, to a maximum extent, students are actively engaged in learning activities where they are experiencing success
- Provide effective teaching and testing based on clear objectives
- Ensure an orderly climate conducive to teaching and learning

The accomplished staff at Byrd School are:

Ms. Karen Costello- Kindergarten  
Mrs. Keri Holmgren- Grade 1  
Ms. Andrea Mayernik- Grade 1  
Ms. Christine Gunset- Grade 2

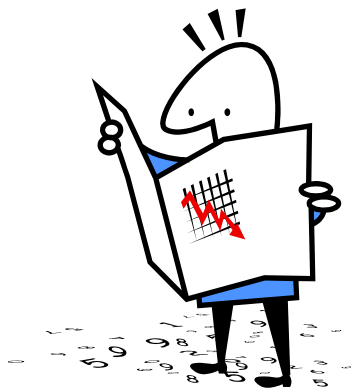


Mrs. Ofeer Kearns- Grade 2  
Ms. Nicole Reggio- Grade 3  
Mrs. Jennifer Burke- Grade 3  
Mrs. Kristin Marco- Grade 4  
Mrs. Cynthia Lota- Grade 4  
Mrs. Jackie Neugebauer- Grade 5  
Mrs. Lisa Picariello- Grade 5  
Mrs. Ann Jakobsen- Learning Center  
Mrs. Christine Sattler- Music  
Mr. Joseph Parsons- Physical Education/Health  
Mrs. Connie Cipolli- Art  
Mrs. Deborah Diamantis- Rock 'n Read  
Ms. Colleen Quinlan- Special Education  
Mrs. Toni Clark- Special Education  
Mrs. Effie Lebet- Special Education  
Mrs. Nicole Vacarro- English as a Second Language  
Mrs. Lissa Moskowitz- Speech/Language Specialist  
Mrs. Marry Morrow- Gifted and Talented  
Mrs. Patricia Voight- Gifted and Talented  
Mrs. Marylou Marrone- Teaching Assistant/ Lunch Assistant  
Mrs. Clare McMahon- Teaching Assistant/ Head Lunch Assistant  
Mr. Daniel Bogan- Teaching Assistant/Lunch Assistant  
Mrs. Michelle Hicks - Teaching Assistant/Lunch Assistant  
Ms. Samantha Stiles- Teaching Assistant/Lunch Assistant  
Ms. Rachel Charney- Teaching Assistant/Lunch Assistant  
Mr. Alonzo Escalante- Teaching Assistant/Lunch Assistant  
Mrs. Rita Geffert- Teaching Assistant/Lunch Assistant  
Mrs. AnnMarie Cunningham- Teaching Assistant/Lunch Assistant  
Ms. Cassandra Clapsaddle- Teaching Assistant  
Mrs. Addie Main- Occupational Therapist  
Mrs. Luchelle Jones- Administrative Assistant  
Mr. Patrick Carroll- Head Custodian  
Mrs. Norina Gorga- Lunch Assistant  
Mrs. Mary Lanni- Lunch Assistant  
Ms. Carolyne Gulmy-Monti- Lunch Assistant  
Mrs. Diane Johnson- Lunch Assistant  
Mrs. Peggy King- Lunch Assistant  
Mrs. Kimberly Briggs- Lunch Assistant

For further information regarding district policies, procedures and regulations, refer to the website [www.glenrocknj.org](http://www.glenrocknj.org) and click on Board of Education policies.

# STUDENT SECTION

2014-2015



# RICHARD E. BYRD SCHOOL

September 2014

Dear Boys and Girls of Byrd School,

I am so glad to have you back in school and I look forward to a wonderful year! This Student Handbook includes information for you and your parents to read and discuss.

Contained in this handbook are guidelines for you to remember when you are in school. Please take time to go over every section and ask for help from your parents if you don't understand something.

As you know, I believe that Byrd School needs to be a safe place for everyone and this handbook is the first step in familiarizing yourself with what you can do to keep Byrd as GREAT as it is!

When you are finished reviewing this handbook you and your mom or dad need to sign the back page and return it to your teacher.

Welcome back!!!!

Fondly,

Dr. Weber

## **Student Code of Conduct**

The Richard E. Byrd School Student Code of Conduct is in effect from the time a student arrives at school at the beginning of the day until the student arrives home at the end of the day and at all times when students are participating in school-sponsored activities.

The Code of Student Conduct lets you know the rules of your school. This way, you can follow the Code and be safe. The Code tells you about what students are responsible for, important facts about missing school, what is distracting behavior, and what could happen if you break the rules.

### **WHEN DO YOU HAVE TO FOLLOW THE CODE OF CONDUCT?**

- When you're on your way to and from school as well as during school
- When you're outside of school with your class or teacher
- When attending any school activity where your teachers and/or administrators are present.
- For bullying or harassment occurring out-of-school, if the act interferes with the educational rights of another student or causes a substantial or material disruption of the school environment.

### **WHAT IS A POSITIVE, RESPECTFUL SCHOOL ENVIRONMENT?**

Everyone wants the school to be welcoming, friendly, and respectful to everyone. Students, parents, faculty and staff, and the community work together to make the school the best place it can be. Distractions, being unkind, and arguments make the school a place where students are not comfortable learning. The principal is responsible for making the school the best place it can be.

Students can help by remembering to:

- Be safe, responsible, and calm
- Be at school on time
- Have what you need for class, including assignments and supplies
- Respect everyone and everything
- Don't do or say anything mean or offensive
- Dress according to your school's rules
- Be responsible for your own work
- Follow the rules of the school and your teachers
- Respect and accept the differences between everyone
- Express how you're feeling or what you need in helpful and appropriate ways
- Resolve disagreements in acceptable ways (Asking a teacher is helpful.)

Your parent's involvement and cooperation is vital in the enforcement of the discipline process. Parents will either receive a telephone call or a written note regarding a violation of the student code of conduct.

The Code applies and will be consistently enforced throughout the day from morning line-up through school sponsored afterschool activities and playground play.

All elementary staff and parents/guardians will work together to correct the misbehavior of the student. The school will maintain a written record of reported incidents of misbehavior.

Measures to correct misbehavior will depend upon the nature of the behavior, the frequency, and the willingness of the student to correct the undesirable behavior. The use of these measures is intended to encourage acceptable behavior. Corrective action will normally begin at a minimal level and proceed to more serious action.

### **Student Responsibilities**

There are some things you should do without being told or asked to do them. Some of these things you do for others and some you do for yourself. This means that there are also people who do things for you!

As long as you are a student, coming to school prepared and ready to learn is your responsibility. Homework, projects, assignments, reports and practicing your instrument if you take lessons in school, are your responsibilities. When you need help with your homework, projects, etc. it is all right to ask your parents but the assignment is yours, not theirs, so it is your responsibility to complete the work to the best of your ability.

Here are some important responsibilities that you have as a student:

1. Learning: You come to school to learn and every other student in the building has the same expectation. Taking responsibility for your learning and your behavior means that you will be respectful of the teacher and your classmates throughout the school day so that everyone feels safe and has the opportunity to learn.
2. Attendance: In New Jersey there is a law that says you must go to school unless you are sick. The reason for this law is to be sure that all children have a chance to be educated. Coming to school is your responsibility unless you are sick.
3. Being on time: The beginning of the day and right after lunch are two very important times of the school day because your teacher helps you get organized and makes important announcements. When you are late your teacher has to stop teaching to help you get organized and to catch up with your classmates, which disrupts the learning of others.
4. Assignments: Any time we learn something new we need to practice it over and over until we "get it." That goes for learning

to play an instrument to riding a bicycle to learning to read, write and do math. Sometimes we learn something very quickly and other times it may take us longer to master a skill. Your teacher will guide you to help you through all of your learning at school. Homework that is assigned is meant to provide you with practice so that you learn and remember the skill. If you try the homework and have a lot of trouble with it, you should bring it to school the next day and ask your teacher for additional help.

5. School property: Respecting and taking care of school property is important so we all have what we need to do our jobs. Taking care of the books given to you, library books that you check out, materials, equipment both on the playground and inside the building is everyone's responsibility. If you see someone who is not taking care of school property you should report it to an adult.
6. Safety: Everyone must feel safe while they are in school. That includes students, teachers, staff and visitors. We are all responsible for making sure that we treat each other with respect every minute of every school day! Bullying will not be allowed and the consequences for repeated acts of unkindness will be carried out.

### **Behavior Expectations**

We all come to school with the same expectation that we will be treated fairly, learn new things, and be treated with respect. This applies to teachers as well as you and your classmates.

We all have the responsibility to follow the school rules, which will provide us with a safe learning environment in which we are held accountable for our behaviors and accept the consequences of our actions.

This means that you are to:

- Treat others the way in which you would like and expect to be treated;
- Help and not embarrass your classmates whether it is during class, lunch, or in the gym or share;
- Tell the truth when there is a problem so it can be solved quickly.

If you make a mistake and break a school rule your teacher will talk with you about the incident. If you continue to break the school rules your parents will have to come to school for a meeting with you, your teacher(s) and the principal.

### **C. Unacceptable Behavior**

Disciplinary action may be taken as a result of any behavior which is disruptive or which violates the rights of others.

The following acts are examples of unacceptable behavior at school, school sponsored activities or after school activities. (School sponsored activities include, but are not limited to, co-curricular events, field trips, and club activities.)

1. Violation Against Others

a. Fighting

Mutual conflict in which all parties have contributed to the situation by verbal and/or physical action.

b. Harassment, Intimidation and Bullying

We all have a responsibility to provide a safe and healthy learning environment where students feel secure. Bullying, which is, intentional harmful behavior by one or more students that is directed toward another student, will not be tolerated!

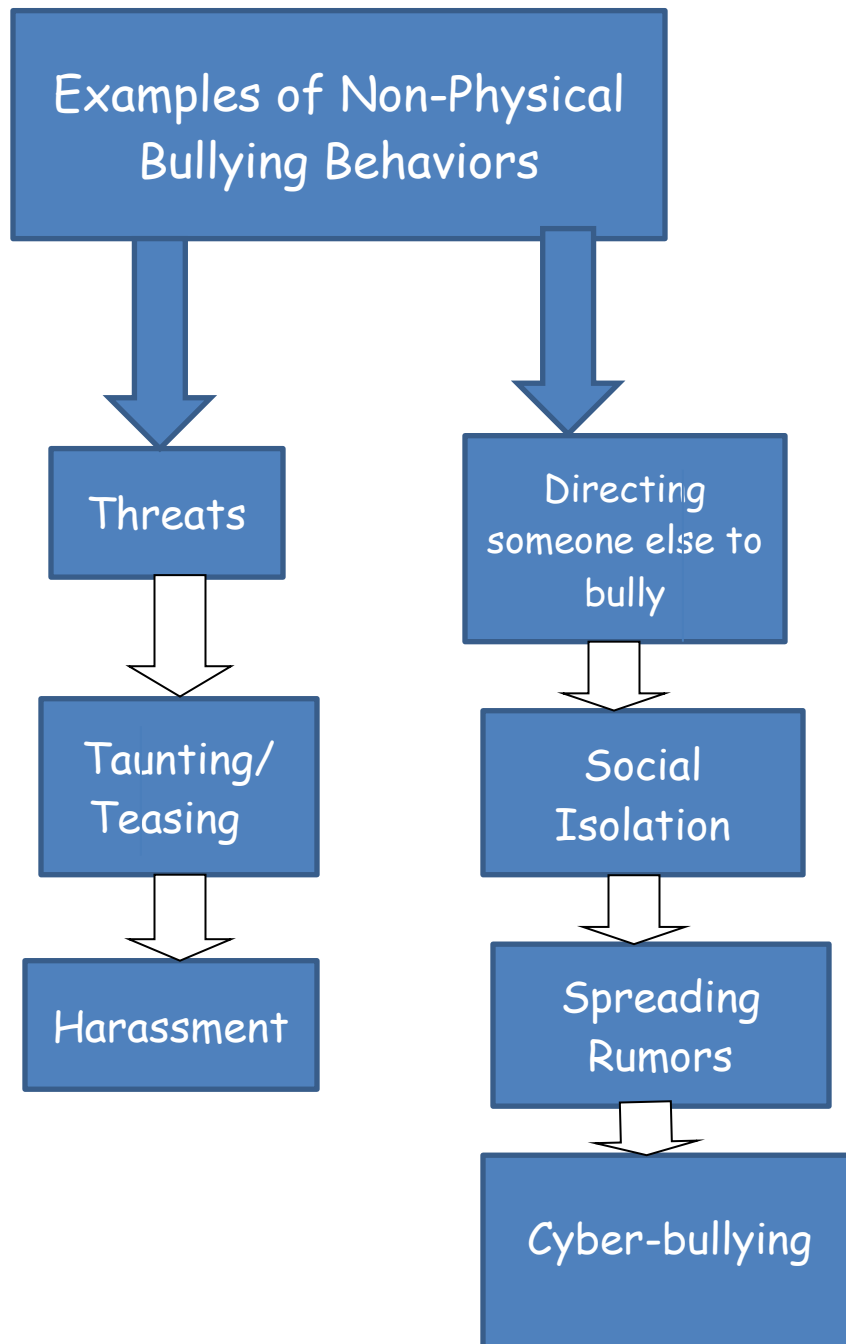
*“Bullying” means behavior by an individual student, an individual student within a group of students, or group of students that is intended to cause the victim(s) to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused. Bullying implies an imbalance in power or strength in which the student being bullied has difficulty defending him or herself. Bullying can take many forms, including physical, verbal, social/relational and/or cyber-bullying.*

Bullying differs from conflict. Two or more students can have a disagreement or a conflict. Bullying occurs when there is unequal power so the bully targets a student who has difficulty defending him or herself.

The following is a list of consequences that might be considered as the result of a substantiated incident of bullying, harassment or intimidation:

1. A conference with the principal
  2. Parent contact
  3. Restitution, namely return of items taken from the other person
  4. Exclusion from the place or activity where the incident occurred
  5. Detention
  6. An assignment related to bullying (for example, writing an essay about what it might feel like to be bullied)
  7. Withdrawal of school privileges
  8. Counseling
  9. Suspension: in-school/out of school
- Any purposeful action that results in great bodily harm to another human being

- Use or possession of a weapon, explosive, look-alikes, or anything that is used as a weapon (Possession means on self or school property).
- Physical assault to any school staff or school representative (Shoving, pushing, spitting, hitting, etc.).
- Acts of stalking (Repeated or continuing harassment of another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, or harassed).





## Examples of Physical Bullying Behavior

Hitting  
Striking  
Pushing  
Shoving  
Pinching  
Tripping  
Holding someone against their will  
Hair pulling  
Hurling objects at someone, etc.

### Harassment

Participating in, or conspiring for others to engage in acts that injure, degrade, or disgrace other individuals.

#### c. Sexual, Racial and Religious Harassment and Violence

#### d. Abusive/Inappropriate Language

(1) Disrespectful language to others.

(2) Threatening language to others.

#### e. Possession of a Firearm

#### f. Possession of a Weapon Other than a Firearm

There are some things that you must not bring to school because they are dangerous to you and to others. Some of these things are:

Matches

Cigarettes

Pills and medicines

Pets

Pocket knives

Knives

Any kind of weapon

Possession of a Weapon Facsimile (such as a toy gun)

g. Hazing

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm or embarrassment to a person in order for the student to be initiated or affiliated with a student organization, or for any other purpose.

2. Violation Against Property

a. Unauthorized Use of School Property

Refers to using school property including electronic equipment, computers and/or without permission.

b. Willful Damage of School Property

Includes graffiti on school walls (inside or outside) or on school equipment

c. Theft

The unauthorized taking or possession of the property of another

3. Disruptive Behavior

a. Actions which interfere with the learning of others

4. Student Attire

While there is no official dress code students are encouraged to wear clothes that will not interfere with their learning or the learning of others. T- shirts with slogans or pictures should be appropriate to the school environment. Students who wear shirts that have offensive pictures or slogans on them will be asked to have a different shirt brought to school. If that is not possible the student will be asked to turn the shirt inside out for the remainder of the school day.

Sneakers are a MUST during PE classes. Students who do not wear the appropriate footwear for the gym will be asked to sit out during the class and will be marked as unprepared.

The display of undergarments is not acceptable in school.

Boys are to remove their hats when they enter the school building and, unless it is a special school spirit day, will not wear their hats in school.

Shoes with closed toes should be worn during recess so prevent wood chips from getting stuck under toenails and/or splinters.

5. Student Cell Phone Use in School

a. Cell phones must be turned off in classrooms and stored in a student's backpack

6. Student Camera Use in School

a. The use of cameras in school by students is prohibited because of the disruption that can occur. However, in some very restricted instances, camera use by students is permitted.

### **Electronics**

Please **do not** bring electronic toys/games to school, however if you do it is your responsibility to keep track of it and to keep it safe. The teachers, office staff and custodians will not take time to look for lost or misplaced toys/games or to solve problems related to these items.

### **Extra-Curricular Activities**

There are several activities that we have at Byrd School that you may join depending on your grade and interests.

Safety Patrol~ students in 5<sup>th</sup> grade sign up with the teacher advisor to help during school arrival and departure. This is a very important club as participants help keep students safe when walking to school, lining up and at dismissal.

Student Council~ students in grades 3-5 who are elected by their classmates help run the school council. All elected participants serve as grade level representatives. The Student Council helps organize school spirit days, fundraisers and other activities that occur during the school day.

Assembly Club~ students in 5<sup>th</sup> grade may volunteer to work with the faculty advisor to introduce and close special school assemblies.

Peer Mentors~ students in 5<sup>th</sup> grade who are self or teacher nominated apply to work with the faculty advisors learning how to help resolve conflicts. This select group of students make themselves available during lunchtime and will help resolve a conflict during recess if the participants are willing.

Computer Club~ this club is open to 5<sup>th</sup> graders who work in the technology lab with the faculty advisor learning more sophisticated use of the computers.

Morning Chorus~ students in 4<sup>th</sup> and 5<sup>th</sup> grades who have an interest in singing and/or performing meet once a week before school with the music teacher to learn new songs which they perform during the Winter and Spring Concerts.

Homework Club~ this year, one of the teachers will facilitate a weekly homework club where students can stop in for extra help in completing their homework. Parent permission will be required as students will be leaving school later than our regular dismissal time.

### **Fire Drills**

Fire drills are held once a month by state statute. At the sound of the alarm all students are to:

- Exit the building according to the directions posted in each room, or at the direction of the adult in charge
- Conduct themselves in an orderly and silent fashion

- Leave the building in a rapid walk but **MUST** not run
- Return to the building when the "all clear" is announced

If you are with your class when the fire alarm sounds you are to exit the building at the door nearest to where you are and check in with a teacher who is outside. That teacher will notify your teacher that you are out of the building and safe.

### **Lock Down Procedures**

A Lock Down is as necessary as fire drills so that everyone is prepared and their safety ensured in case of an emergency. A "Lock Down" drill requires that the teacher lock the door to his/her classroom, shut off all lights, have the students sit along a wall farthest away from the outside windows, block the door window. You must remain silent until an "All Clear" announcement is made. You may not leave the classroom for any reason once a Lock Down drill begins. If you are not in your classroom when the Lock Down drill begins you need to go to the closest classroom and that teacher will let your teacher know where you are and that you are safe.

### **Rules of Acceptable Conduct during Assemblies**

- Enter and exit in a quiet, orderly manner
- Do not talk or fool around during the performance
- Remain in your seat for the entire program, unless you have an emergency. If you have to enter/exit, do so quietly without interrupting others
- Treat the performer(s) in a respectful manner and offer appropriate applause

### **Appropriate Use of Computers, the Internet and the School Network**

We live in a society where technology is rapidly changing, which presents us with new challenges in our pursuit to encourage honorable behavior for our students. The following regulations will help to guide our students in the acceptable use of computers:

- Students are required to read carefully, understand, endorse and submit an "Acceptable Use Policy" contract.
- Students are required to follow the directions of their teachers in the use of computers, the Internet, and the network.
- Students are not to invade individual rights to privacy by opening or manipulating files
- Students are not permitted to E-mail from another student's account
- Students are not permitted to view web sites that are not so designated by their teachers.

Failure to comply with the rules for appropriate use of the computers and the Internet will result in a 2-week suspension of the student's account.

If we all work together we will have a GREAT year!!!

The Student Code of Conduct is applied without regard to race, color, religion ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic, pursuant to *N.J.S.A. 10:5*.

## **GLEN ROCK BOARD OF EDUCATION POLICIES**

### **GLEN ROCK BOARD OF EDUCATION FILE CODE: 5141.22**

#### **Glen Rock, NJ 07452 Policy**

#### **FOOD ALLERGIES**

The board of education recognizes that students may have food allergies and suffer food induced anaphylaxis, a sudden, severe, potentially fatal, systemic allergic reaction that can involve various areas of the body. Symptoms can occur within minutes to hours after contact with the allergy-causing substance and these reactions can be mild to life threatening. The safety of students in school programs is a primary responsibility of the board of education.

Therefore, it is imperative that the parents/guardians of students with food allergies and/or anaphylaxis to food ensure that such information is part of the mandated physical examination record and, in addition, must inform the building principal and the school nurse of such conditions. The parent/guardian must provide the building principal and school nurse with an Individual Emergency Healthcare Plan (IEHP) completed by the student's physician as soon as the student is diagnosed with a food allergy or anaphylaxis to food. The building principal and the school nurse will notify the pertinent school staff and will work with the parent/guardian to develop an Individual Health Plan (IHP), and to implement appropriate accommodations for each food allergic or anaphylactic student in accordance with the IHP.

The board of education recognizes a student's health and safety may be contingent upon the timely administration of medication duly prescribed by a physician, and that the board of education must follow the physician mandated, written IEHP provided to the school by the student's physician through the parents. Any administration of medications to students in school will be in accordance with Policy 5141.21 and applicable laws. The board of education disclaims any and all responsibility if the food allergic or anaphylactic student is injured as a result of this policy, provided that the IHP and the IEHP were appropriately followed.

The building principal and the school nurse will take precautions to ensure the safety of students with food allergies and anaphylaxis to food. Examples of precautions may include but are not limited to:

- A. Establishing allergy aware classrooms
- B. Not permitting bullying with regard to food allergies or anaphylaxis;
- C. Establishing allergen free eating areas and/or tables when required.
- D. Educating the school community including the students, faculty, staff, and parents about food allergies and the school's food allergy policy (i.e., letters from Building Principal or school nurse to parents; written policy in school handbook; classroom education, and presentations at faculty meetings and parent/teacher conferences);
- E. Communicating a no food trading or sharing policy

The district may not know the exact ingredients used in the preparation of all food and beverage items served within the school lunch program, by parents/guardians and/or by school organizations. Therefore, the parents/guardians and/or the student with food allergies or anaphylaxis to food must be responsible for not purchasing or consuming

any food products sold or provided by the school and/or any school related organizations may cause an allergic or anaphylactic reaction.

**FILE CODE: 5141.22**  
**FOOD ALLERGIES (continued)**

Page 2 of 2

Cross-contamination of a food allergen poses a serious risk to a child with food allergies. Because cross-contamination in food preparation may occur when as little as 1/5000th of a teaspoon of a food allergen unintentionally comes into contact with a safe food (i.e., using the same surface, utensils, or equipment for food preparation without appropriate cleaning), all food service personnel will make all reasonable attempts to reduce the risk of cross-contamination.

Although the board of education is attempting to reduce the use of food in the classroom during school hours there will be occasions where food and/or beverages will be served as part of a classroom experience, field trip and/or classroom celebration. Because the ingredients of these food products may be unknown, a student with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide the student and parents/guardians with advance notice of the classroom experience, field trip and/or classroom celebration in order to discuss effective and efficient alternatives or substitutions for the student.

The IHP and IEHP will dictate necessary accommodations for field trips and other school activities. If necessary accommodations cannot be provided according to the IEHP the activity may be modified, postponed or cancelled for all students. All emergency medications and a copy of the IHP and IEHP for each student must be brought on every trip. In addition, a cell phone must be available on each trip in case of emergency. The district's field trip request forms will be revised to include the provision of the above. The school nurse or trained designee(s) will provide training to all school staff in order for them to better understand food allergies, recognize symptoms, and know what to do in an emergency situation. The school nurse or trained designee(s) will also work with other appropriate staff to eliminate or substitute the use of food allergens in the allergic student's meals, educational/instructional tools and materials, arts and crafts projects, or incentives.

**Legal References:** N.J.S.A. 18A:11-1 General and mandatory duties of the Board  
N.J.S.A. 18A:16-6, -6.1 Indemnity of officers and employees against civil actions ...

N.J.S.A. 18A:40-12.3 Self-administration of medication

N.J.S.A. 18A:40-12.6 Policy requirements

**Cross References:** \*3542 Food service

\*4112.4 Employee health

\*4212.4 Employee health

\*5141.2 Illness

\*5141.3 Health examinations and immunizations

\*5141.21 Administering medication

\*5142 Student safety

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

Key Words

Anaphylaxis, Food Induced Anaphylaxis, Emergency Medical Protocol, EMP, Individual Health Plan IHP,

Allergic Reaction, Cross Contamination of Food  
Approved: March 9, 2009  
Revised:

**GLEN ROCK BOARD OF EDUCATION**  
**Glen Rock, NJ 07452**  
**HARASSMENT, INTIMIDATION AND BULLYING**

**FILE CODE: 5131.2**  
**Policy**

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.

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.

#### 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.

#### 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;
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.

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;

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.

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.

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
- 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.

#### 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.

#### 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 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.

#### Legal References:

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. See particularly: <i>N.J.S.A. 18A:37-15</i>	Discipline of Pupils
<i>N.J.A.C. 6A:14-2.8</i>	Discipline/suspension/expulsion
<i>N.J.A.C. 6A:16-1.1 et seq.</i> See particularly: <i>N.J.A.C. 6A:16-1.4, -1.5, -4.1, -5.1, -6.1, -6.2</i>	Programs to support pupil development
<i>N.J.A.C. 6A:32-12.1</i>	Reporting Requirements
<i>N.J.A.C. 6A:32-12.2</i>	School-level planning

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

seq.

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

Law

A Uniform State Memorandum of Agreement Between Education and 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:

**HARASSMENT, INTIMIDATION AND BULLYING**

Pupils are expected to treat each other with civility and respect. Acts of harassment, intimidation or bullying against any pupil will not be tolerated.

Any employee or pupil who witnesses or has knowledge of harassment, intimidation or bullying must report the incident.

Alleged violations of the policy shall be reported to the principal and may be:

1. Made in writing on the Harassment Report Form available in the principal's office.
2. Oral. If oral, a written summary shall be prepared by the principal.
3. Anonymous, but no formal disciplinary action may be based solely on an anonymous report.

The principal shall make a prompt investigation of such reports. He/she shall consider the nature and circumstances of the act in determining a response, which may be individual (isolated instances where it is appropriate to focus on the individuals committing the acts) or institutional (i.e. classroom level, grade level, school level)

Individual acts shall be subject to pupil discipline referrals and to offenses related to staff/pupil safety and well-being (see below)

Institutional acts shall also be subject to pupil discipline referrals and to offenses related to staff/pupil safety and well-being, but may also involve other actions and activities such as:

1. School and/or community surveys,
2. Mailings,
3. Focus groups,
4. Adoption of research-based anti-bullying program models,
5. Training for certified and non-certified staff;
6. Participation of parents and other community members and organizations,
7. Small or large group presentations,
8. Involvement of law enforcement officials.

The board of education shall not tolerate an act of reprisal or retaliation for reporting such incidents, nor will the board tolerate false accusations of such acts.

**Pupil Discipline Referral Structure**

Pupil behavior development must be individualized and must show specific objectives and applied performance. To maintain consistency in these areas, the school staff will utilize the following ladder of referral structure:

- A. Level one - Pupil and teacher
- B. Level two - Pupil, teacher and parent

- C. Level three - Principal, pupil and parent
- D. Level four - Pupil, teacher, parent and special services personnel

Prior to sending a pupil to the office, the teacher must notify the office and must follow up by a written note detailing the circumstances.

Disciplinary Actions

Offenses not related to pupil/staff safety and well being, or destruction of school property:

1. Verbal warning;
2. Detention;
3. Conference with guidance counselor;
4. Parent/teacher conference.

Offenses related to pupil/safety and well being, or destruction of school property:

1. Referral to principal;
2. Exclusion from extracurricular activities;
3. School probation;
4. School suspension;
5. Expulsion.

*Approved: August 29, 2011*

*Revised:*

**R. E. Byrd Elementary School**  
**SIGNATURE RETURN FORM**

In an effort to save time and paper, we are condensing the signature and informational forms to this one and ask that you complete all items below and return this form with the appropriate paperwork by SEPTEMBER 12, 2014.

Child's Name \_\_\_\_\_ Class \_\_\_\_\_  
Parent's Name (s) \_\_\_\_\_

Emergency Information: Please remember to update your emergency information during the school year as changes occur. Any changes can be given to Mrs. Jones in our Main Office. To receive school and H.S.A. updates, please send your email address (or any change in your email address) to Byrd Webmaster (byrdwebmaster@live.com). Thank you.

1. I have read and understand the Byrd School Parent-Student Handbook, posted on our website.

Parent Signature \_\_\_\_\_

2. I am aware of the early dismissal days:  
November 26, 2014  
December 15, 2014  
January 26, 2015  
June 18, 2015

Parent Signature \_\_\_\_\_

3. I have previously signed and returned the "Escorted/Unescorted" letter. (New and kindergarten families please see attached letter to be signed and returned.) I am aware if I desire to make a change in dismissal procedures, I can obtain another copy either from my school or our District website and return it to our Main Office.

Parent Signature \_\_\_\_\_

4. I have previously signed and returned the Permission for Student Participation in School Publicity form. I am aware if I desire to make a change I can obtain another copy from our District website and return it to our Main Office.

Parent Signature \_\_\_\_\_

5. I have read, signed and returned the Bollinger Insurance Form and Free/Reduced Lunch forms – even if I do not wish to apply.

Parent Signature \_\_\_\_\_

6. If your child is going home for lunch you must send a note to the classroom teacher or come in to our Main Office to sign him/her out at 11:30. Menus for the school lunch program can be downloaded from our website. If you have any questions about this lunch program, please contact John at Pomptonian (201) 445-7700 extension 8965.



