



## **PARENT HANDBOOK 2021-2022**

*Be brave, be bold, be  
beautiful, BE BYRD!*

640 Doremus Avenue  
Glen Rock, NJ 07452  
(201) 445-7700 ext. 8994  
<https://byrd.glenrocknj.org/>  
Twitter Handle: @GRPSByrd

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Dear Byrd School Families,

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

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

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

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

Sincerely,

Jodie Craft  
Principal

### **2021-2022 COVID Parent Handbook Addendum**

Dear Parents and Students,

Welcome to a new year at Byrd Elementary School!

As we enter this “new normal” for the 2021-2022 school year, a few things will change in regards to policies and procedures. All changes are to ensure the health and safety of our students and faculty as well as our families. Since the pandemic is a fluid situation, our policies and procedures are subject to change based on the latest guidance from CDC and the Bergen County Department of Health. We have added this addendum to inform you of policy changes to our normal routines and procedures. As always, thank you for your understanding and flexibility as we strive to best serve you and your children.

- If someone in your home or someone you know exhibits symptoms or tests positive for COVID-19, please contact the school nurse, or an administrator as quickly as possible.
- Do NOT send your child to school or visit the school office if you are sick.
- We will utilize Schoology, Genesis and email for district communication between home and school.
- When students are late to school, parents should pull to the front of the school, walk their child to the door and ring the doorbell. We will let the child in.
- If your child needs to leave school prior to their dismissal time, you must notify the teacher in writing as early as possible. We will have your child ready to go at the time you specify and escort your child out the front door where you will sign them out.
- Outdoor spaces will be utilized as much as possible.
- The school nurse is trained in current proper protocols and procedures. We will follow CDC guidelines when making decisions regarding sick students.
- Sick students will be isolated with supervision by school staff until picked up by a parent or guardian.

- Please make sure your emergency contact information is accurate and updated in Genesis. It is imperative that pick up is prompt.
- Water fountains will be turned off, so please send a water bottle with your child each day.
- Within the classroom, students and teachers will social distance to the extent possible.
- Students are expected to wear a mask at all times and should always have an extra mask.
- Students are allowed to have their backpacks.

### **PPE/Safety Precautions**

- **All students are required to wear a 3-ply mask while in school. Gators are not acceptable.**
- Hands free hand sanitizers have been placed in all classrooms as well as in common areas.

### **Schedule times/Drop Off/Line Up**

- School begins at 8:30 am and ends at 3:18 pm.
- Spaces will be marked for students to social distance when lining up, please model social distancing for your children.
- Please adhere to the drop off and pick up procedures in this Handbook.
- **In order to drop off in the front circle students must be able to get out of the passenger side alone.**
- Please note that the children will be utilizing specific entrances for morning drop-off and afternoon pickup.
  - Kindergarten - Doremus Avenue, in front of the main entrance.
  - 1st Grade - 1st grade door located at the top of the playground.
  - 2nd Grade - 2nd grade door located on Marinus Ave. by the playground.
  - 3<sup>rd</sup> Grade – Front lawn of Byrd on Doremus Avenue
  - 4<sup>th</sup> Grade – 4<sup>th</sup> grade door located on Marinus Ave.
  - 5<sup>th</sup> Grade – 5<sup>th</sup> grade door by picnic tables

**Glen Rock District Mission Statement**

The Glen Rock School District founded on the principles of education, in partnership with a supportive community, provides an exceptional education to all students to cultivate resilient, responsible and engaged global citizens.

*Approved and adopted by the Glen Rock BOE May 8, 2017*

**School Mission Statement**

Richard E. Byrd Elementary School, a public K-5 elementary school in Glen Rock, NJ, aims to develop students into leaders who have a love of learning, strive for excellence in the classroom are guided by strong values and ethics, and seek to improve the condition of the world.

**Title IX Statement**

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

## **Richard E. Byrd School 2021 - 2022**

### **Faculty & Staff**

Mrs. Jodie Craft	Principal
Mrs. Luchelle Jones	Administrative Assistant
Ms. Karen Costello	Kindergarten Teacher
Ms. Rachel Tracey	Kindergarten Teacher
Mrs. Keri Holmgren	Grade 1 Teacher
Mrs. Andrea Groszew	Grade 1 Teacher
Ms. Nicole Hernandez	Grade 2 Teacher
Ms. Christine Gunset	Grade 2 Teacher
Mrs. Maria Marx	Grade 3 Teacher
Ms. Michelle Kostka	Grade 3 Teacher
Ms. Cynthia Lota	Grade 4 Teacher
Ms. Ofeer Kearns	Grade 4 Teacher
Mrs. Jennifer Burke	Grade 5 Teacher
Mrs. Jackie Neugebauer	Grade 5 Teacher
Mrs. Ann Marie Jakobsen	Learning Center/Basic Skills Math
Mrs. Christine Sattler	Music Teacher
Mr. Joseph Parsons	Physical Education Teacher
Mrs. Ellie Tahan	Art Teacher
Mrs. Toni Clark	Special Education Teacher
Ms. Colleen Quinlan	Special Education Teacher
Mrs. Alissa Davis	Special Education Teacher
Ms. Melanie Balzer	Special Education Teacher
Mrs. Deborah Diamantis	Reading Specialist
Mrs. Margaret Kazancioglu	Bi-Lingual/ESL Teacher
Mr. Reinaldo Hernandez	Spanish
Mrs. Lissa Moskowitz	Speech Therapist
Ms. Lauren Carter	Guidance Counselor
Mrs. Sharon Bonnano	Gifted & Talented Teacher
Ms. Lauren Muir	LDTDC/Case Manager
Mrs. Maria Xylas	School Nurse
Mrs. Clare McMahon	Teaching Assistant
Mr. Daniel Bogan	Teaching Assistant
Mrs. Cheryl Sara	Teaching Assistant
Ms. Kimberly Briggs	Teaching Assistant
Mr. Kishaun Morgan	Head Custodian
Ms. Fiona Rainford	Night Custodian
Ms. Ann Casella	Before/After Care

**Important Contacts**

Glen Rock School District (201) 445-7700

Office of the Superintendent, Dr. Brett Charleston	ext. 8950
Office of the Assistant Superintendent, Mr. Greg Van Nest	ext. 8955
Office of the Business Administrator, Mr. Michael Rinderknecht	ext. 8942
Office of the Director of Special Services, Dr. Jennifer MacKay	ext. 8932
Office of the Director of Guidance, Ms. Michelle Giurlando	ext. 8918
Office/ Dir. of Community School, Mrs. Allison DeMuelder	ext.5011
Principal, Byrd School, Mrs. Jodie Craft	ext. 8994
Principal, Central School, Mrs. Krista La Croix	ext. 8986
Principal, Coleman School, Mr. Edward Thompson	ext. 8978
Principal, Hamilton School, Mrs. Irene Pierides	ext. 8800
Principal, Middle School/ High School, Mr. Mike Parent	ext. 8958



### Schedules, Attendance, Arrival and Dismissal

PERIOD	<u>Regular Day</u>	<u>Early Dismissal</u>	<u>Delayed Opening</u>
HOMEROOM	8:33-8:38	8:33-8:38	10:33 - 10:38
1	8:38-9:20	8:38-9:07	10:38 - 11:06
2	9:20-10:02	9:07-9:36	10:38 - 11:06
3	10:02-10:44	9:36-10:05	11:34 – 12:02
4	10:44-11:26	10:05-10:34	12:02 – 12:30
HOMEROOM	11:26-11:30*	NA	NA
LUNCH	11:30-12:20	NA	12:30 – 1:20
HOMEROOM	12:20-12:25	NA	NA
5	12:25-1:07	10:34 – 11:03	1:20 – 1:48
6	1:07-1:49	11:03 – 11:32	1:48 – 2:16
7	1:49-2:31	11:32-12:01	2:16 – 2:44
8	2:31-3:13	12:01-12:30	2:44 – 3:12
HOMEROOM	3:13-3:18*	12:30-12:33	3:13 – 3:18

\*Kindergarten is dismissed 5 minutes early

### **EARLY DISMISSAL DAYS**

**\*All** students will be dismissed at 12:30

## **ATTENDANCE**

School begins at 8:33 a.m. and ends at 3:18 p.m. Please call **Attendance Line**, which is monitored in the Health Office, at **(201)-445-7700 x 5023 before 8:00 a.m., and no later than 8:45, if your child is unable to attend for any reason.**

As per Board Policy 5200 regarding attendance: "An elementary student may be retained at grade level, in accordance with Policy 5410, when he/she has been absent sixteen or more school days, whatever the reason for the absence, except that absences for the observance of a religious holiday, absences for those excused in accordance with the reporting requirements of the school register, and absences due to student's suspension will not count toward the total.

After 10 absences, a letter will be sent home informing you of your child's attendance record. Excessive absences can greatly impact your child's academic performance.

## **TARDINESS**

It is important that students arrive on time each day as instructional time is most important. This is the parents' responsibility. If your child is going to be late, please call the Health Office by 8:00 a.m. and leave a message to that effect. Students will be deemed tardy after 8:38 a.m. and 12:25 p.m., which is the beginning of the afternoon session. If a student arrives after 8:38 or 12:25, he/she should report to the Health Office to receive a tardy slip. The student will then bring the tardy slip to the teacher.

## **LEAVING DURING THE SCHOOL DAY**

Parents are discouraged from taking their children out of school during the school day except for a medical appointment that cannot be made after school hours or a family emergency. If it is necessary for students to leave during school hours, they should provide the classroom teacher with a note from the parent/ guardian stating the time and reason for dismissal. When a student is dismissed from class, he/she must be signed out by the parent/guardian in the Main Office.

## **DISMISSAL OF STUDENTS**

Tremendous caution is exercised in the release of children to anyone other than a parent or guardian. Therefore, it is imperative that parents send a note, E-mail, or fax permission to the school **by 12:15 p.m.** if there is a **change in plans for pickup after school**. If someone other than a parent/guardian is going to regularly pick your child up from school we must have this information on file in the Main Office. Unless we have written permission from the parent/guardian, we will not release a student to another individual.

The dismissal bell rings at 3:18 and parents are expected to be here on time to pick up their child (ren.) There is no provision for even short-term child care after

dismissal so it is incumbent upon those picking up at dismissal to be sure they leave enough travel time to arrive here

### **ARRIVAL AND DISMISSAL**

Students should arrive 15 minutes before the start of the school day. Remind children to be careful walking to and from school. They must cross where there are crosswalks and/or crossing guards. Children are not allowed to cut across resident's lawns.

Please note that there are assigned doors for arrival and dismissal:

Kindergarten- to the left of the doors at the Main entrance

Grade 1- the entrance by the Learning Center on the side of the building with the picnic tables

Grade 2- Marinus at the entrance closest to the Learning Center

Grade 3- to the right of the doors at the Main entrance

Grade 4- Marinus side closest to Doremus Avenue

Grade 5- side door closest to the picnic tables

### **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. The safety of all children is our first priority!

- Doremus Avenue is **one-way** going towards Rock Road during school hours.
- There is no parking on Doremus Ave. on the block directly opposite school.
- 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.
- Drop your child (ren) off and pick up them up on the driver's side of the car.
- For those who use the Boulevard as a student drop-off and/or pick-up location, please note the following:
  - Please do not double park
  - Do not make "U" turns on the Boulevard
  - Marinus Place is closed to through traffic
  - Do not block the driveways of residents
  - Stay in your car.
  - Please do not get out of your car to wave your child over or to escort your child to your car.
  - Wait and move up until your child sees you.

Please remember that student safety is our first priority. It is extremely important that all parents and guardians follow these safety guidelines. Your cooperation is greatly appreciated.

### **DROP OFF PROCEDURES**

- **Pull all the way up** to the car in front of you.
- If you don't want to let your child out all the way down Doremus, you may wait as the line moves up, but you must pull all the way up when there is space in front of you.
- **Do not get out of the car to help your child out!**
- Have them put their backpack on in the car and hop out. Even if there is snow! Even if it is raining! Even if they want an extra kiss!
- **If your child is too small to be able to handle this him/herself**, please for the sake of safety, park your car and walk your child into school.
- There is a designated handicapped parking space on Marinus for anyone who might need that accommodation.
- Do not chat with friends....the car line is not the place to have a conversation.
- Do not park in the line! This is a cardinal no-no and typical offenders tend to be grandparents and babysitters, so please be sure they know these procedures.
- If someone is not following the rules and is holding up the car line, for safety purposes **you should NOT go around them**. While this is very frustrating if you are in a rush, we have had some near misses with accidents as parents pull around cars.

### **PICK UP PROCEDURES**

Do not line up down Oxford. Cars lining up on Oxford block emergency vehicles, which can be very dangerous. If there is no room on Doremus you must drive around the block and come around again until there is space for your car.

### **INCLEMENT WEATHER**

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

### **STUDENT SAFETY**

All outside doors are kept locked during school hours as well as during Before and After Care. During school hours, visitors must present themselves at the Main Entrance on Doremus Avenue to be admitted. Parents/guardians and other visitors **are required** to report to the Main Office upon entering the building. The Glen Rock School District works closely with the Glen Rock Police Department to ensure the safety of all in the school.

**IDENTIFICATION BADGE**

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

**PETS ON SCHOOL PROPERTY**

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

**FORGOTTEN ITEMS**

All items being dropped off must be placed in the cubbies in the front vestibule area. Please write your child's name and grade on any items you leave and place them in the appropriate

**OFFICE TELEPHONE**

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

**EMERGENCY PROCEDURES**

The Glen Rock School District has an Emergency Crisis Plan. Student Emergency information provides the necessary information for the schools to contact families in case of emergencies, accidents, or illness. Each child must have their emergency information on file at the school office. Parents need to notify the school immediately if any changes need to be made to their child's information. Parents should make sure that their child understands their family's plan of action if school is dismissed unexpectedly.

**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 PROCEDURE**

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 PROCEDURE**

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.

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 drill procedure. 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 EVACUATION**

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.

### **STUDENT EXPECTATIONS**

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

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

It is the mission of our school to provide the most positive environment possible for our students. We strive to establish a learning environment where students are safe, teachers can teach, students can learn, and students are free from harassment. Consistent with our mission, fighting, disrespect or defiance toward school employees and student to student harassment, intimidation or bullying

(particularly sexual harassment) will not be tolerated. Bullying is defined as "intentional harmful behavior initiated by one or more students and directed toward another student." In these situations there is an imbalance of power where a bully targets a student who has difficulty defending him/herself. Conflict, which differs from bullying, occurs when two or more students have a disagreement. In conflicts there is no imbalance of power.

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

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

## **GENERAL POLICIES AND PROCEDURES**

### **Homework**

At the elementary level the purpose of homework is to reinforce instruction. Amount and frequency is determined by the classroom teacher, based upon grade level recommendations of the National Education Association. The teacher's responsibilities are to assign, review and assess homework. Students are responsible to record homework and transport necessary instructional materials to and from school. At home students are accepted to complete assignments to the best of their ability as independently as possible.

### **Make-Up Work**

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

### **No homework will be provided if you take your child out of school for a vacation.**

Your child can read, keep a writer's notebook, maintain a diary of the vacation, and work on math facts, but teachers should not be asked to provide your child with the work he/she will miss as the class work and homework is directly related to the classroom instruction that is being missed.

## **GROOMING AND DRESS HABITS**

Proper grooming and appropriate dress are important elements in maintaining a learning atmosphere. It is the parents' responsibility to see that their children are dressed appropriately. T-shirts with inappropriate messages or suggestions of

unsuitable messages are not to be worn. Students will be asked to turn such items inside out or asked to call home for a change. Flip flops are discouraged and if they are worn, the student will not be allowed to participate in PE, recess or other physical activities.

### **CELL PHONE POLICY/SMART WATCH POLICY**

We understand that cell phones/Smart Watches are an important means of communication between home and students, especially for those students who walk to and from school. Students are permitted to bring cell phones and wear smartwatches into the building; however, they may not be used after entering the building. During the school day, phones/watches must be turned off and kept in backpacks. Under no circumstances may students use cell phones or watches in the building to make phone calls, take photographs or record. Students found using cell phones or smart watches in the building after they arrive and before they leave will have them confiscated, and a parent will be required to come to the Main Office to pick up the cell phone. Multiple offenses by an individual may result in losing the privilege for the remainder of the year.

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

### **BIKE RIDING TO SCHOOL**

Bicycling is among the best ways to promote student well-being. The District supports bicycling as transportation as long as students live within bicycling distance. Bicycling provides physical activity, decreases congestion and resulting pollution and provides skills and healthy habits that will last a lifetime. The District supports students' participation in Safe Routes to School programs.

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

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



3rd grade and below:  
Children may not ride their bicycles to school.

**4<sup>th</sup> and 5<sup>th</sup> GRADES:**

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

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

Students should follow state law and safety guidelines for bicyclists:

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

- Obeying all traffic lights and signals (N.J. state law Title 39:4-14.1, 39:4-14.2, 39:4-10.11).
- Using hand signals before making turns, only one rider per seat – never let a friend ride on the handlebars or wheel pegs (N.J. state law Title 39:4-12), stopping and looking left, right, then left again before leaving driveways or entering any street, riding with traffic (N.J. state law Title 39:4-14.2, 39:4-10.11), don't ride too close to parked cars – doors can open suddenly, riding where drivers can see you and don't swerve between cars, equipping the bicycle with a bell or other audible device that can be heard at least 100 feet away, but not a siren or whistle (N.J. state law Title 39:4-11), and if you must ride at dawn, dusk or after dark, use headlights and tail lights – white in the front and red in back (N.J. state law Title 39:4-10).

Bicycles ridden to school should be roadworthy and regularly maintained. Students should test tires for air before riding and make sure brakes work (N.J. state law Title 39:4-11.1). While at school, students must comply with these rules: Bicycles may not be ridden on school grounds during arrival and dismissal; they must be walked. Bicycles must be parked in the racks provided. Students must bring and use bicycle locks. Helmets must be stored in locker, backpack or attached to bicycle. Students are not to interfere with any bikes, helmets or other equipment (steal, unlock quick releases, bounce helmets, etc.).

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

### **WALKING TO SCHOOL**

There are many benefits to walking to school! You are fortunate that you live in a community where your safety comes first. Our school is within walking distance from many homes, 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.
- When planning your safe route to school, keep in mind that students may begin arriving 15 minutes before the start of the school day, which is when there is supervision at the doors.

### **PLAYGROUND**

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

### **SPECIAL OCCASIONS**

#### **Birthdays**

Birthdays will be non-food celebrations. The classroom teacher will decide on an age-appropriate activity to celebrate each child's special day. We do not allow clowns, balloons, and flowers sent to school.

#### **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
- Allergies: Please check with your child's teacher regarding any student who may have allergies.

#### **Party Invitations**

Birthday party invitations may NOT be given out in school even if the entire class is invited. You will be provided with a class list at the beginning of the school

year so you will have the names of students in your child's class.

#### Holidays and In School Celebrations

Halloween will be celebrated with a parade and will be a non-food celebration. Valentine's Day, December, and End-of-the Year parties will be celebrated with **one store-brought sweet treat, one store-bought healthy treat, and water. Families who have a child with an allergy need to know exactly what is being bought so they are able to determine what would be best for their child.** Ingredient labels should be sent to the nurse for approval before the food is purchased.

Activities which are tied to an educational initiative will remain for all schools (Ex: Memory Book breakfast, El dia de los Muertos). H.S.A. functions involving food will continue such as Pizza Days, Ice Cream Days, Bagel Days, etc.

#### **FOOD GUIDELINES**

The Glen Rock School District would like to raise every parent's level of awareness with regard to the food-allergic and diabetic children who are in our schools. For these students food can represent a danger and must be carefully monitored. The welfare and safety of all of our students is our top priority. When all parents and school personnel work collaboratively, they can ease the burden of food allergies for the school-age child.

It is the family's responsibility to notify the school of a child's allergies. The family and school team will then work together to develop a plan that accommodates the child's needs throughout the school day.

Safety is a priority for all students at 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.

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. **All foods, whether store-purchased baked goods or fresh fruits and vegetables MUST be commercially prepared** to reduce as much as possible the risk of cross contamination of nuts and nut products. For the health and safety 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 or fruit/vegetable platters that have been**

**prepared in someone's home will be allowed.**

A list allowable foods are:

- Fresh Fruit
- Apple slices, bananas, grapes, orange slices, "cuties" and mandarin oranges, peaches, pears, nectarines, 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

Functions involving food will continue as they have in the past (Pizza, Ice Cream Days, 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**

The Home and School Association sponsors bagel days on our one-session days. Parents need to complete the on-line 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 need to bring a healthy 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.

**INTERNET USE**

School Internet use shall be restricted to finding the information necessary to complete school projects and research. Any person who uses the Internet inappropriately shall have that privilege revoked. Students and parents are asked to sign an Acceptable Use agreement, sent home and/or available on the school website and return it to their school office. A student improperly using the internet in or out of school may be subject to consequences outlined in the board policy on Harassment, Intimidation and Bullying. Students are instructed on proper use of technology by their teachers.

Additionally, the terms and conditions for use are set forth in Board Policy 3517.4. 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.

**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.

### **WEAPONS POLICY**

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

### **CHILD ABUSE REPORTING**

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

### **NON-DISCRIMINATION/AFFIRMATIVE ACTION**

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

### **SCHOOL RECORDS**

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

### **LUNCH AND RECESS PROCEDURES**

**Please be sure that your child's lunch box is labeled with his/her name!**

#### **Eating**

Lunch is between 11:30 and 12:20 for children in Kindergarten through fifth grades. A free or reduced price program is available for lunch for students who qualify. A hot lunch is available and is ordered through The Pomptonian, our lunch program. Menus are available on-line. Milk and/or water are also available for purchase through the lunch program order form. The hot lunch program will begin on Wednesday September 5<sup>th</sup>, the first full day of school.

Students may choose to bring their own lunch. A lunch survey form is sent home with your child on the first day of school asking for parents to indicate the regular schedule their child will follow regarding staying in school for

lunch/recess or leaving school grounds. This form must be completed and returned to inform the school of your child's lunch plans. If your child goes home on a day he or she is expected to stay in school, a note must be provided to the child's teacher by 9:00 a.m. Students are only allowed to go with their immediate family and not with other students unless a note specifying with whom your child will be going out for lunch is provided. If a child is late returning from lunch (12:25), he/she must check in with the Health Office upon return.

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

All students leaving for and returning from lunch are to enter through the Main Entrance in the front of the building.

### **Recess**

Students will have outside recess every day weather permitting (outside temperature is above 32 degrees). Students should dress accordingly. Decisions to have outside recess during cold weather are made by the principal. These decisions depend upon the temperature and the wind chill factor. Only students with medical excuses will be allowed to remain in the building during scheduled outside breaks.

Students will have supervised indoor recess on days when bad weather prevents outside recess. Indoor recess is held in the gym, media center, and classrooms. Students are allowed to bring quiet activities to play during the 20-minute period.

Students who do not eat lunch in school may return to the building at 12:15 and enter through the front doors.

## **HEALTH AND SAFETY PRACTICES**

### **Medications**

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

### **Illness or Injury**

Children with definite signs of illness such as colds, skin diseases, or childhood communicable diseases must be kept at home. A child should not

return to school for 24 hours after vomiting or having a high temperature. This policy is both for the health of the affected child as well as classmates who could become infected. If a child is injured or becomes ill at school, he/she is cared for temporarily in the nurse's office until a parent or person designated by the parent is able to take the child home. Parents must provide the school with an emergency number where they can be reached or another adult that can take responsibility for their sick child.

Absence for any reason must be called into the Health Office by 8:45AM. The number to call is (201) 445-7700 x 5023.

### **Screenings**

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

### **Immunizations**

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

- Diphtheria, Pertussis (whooping cough), and Tetanus
- Polio
- Measles
- Rubella

Please call the school nurse for more details regarding immunizations.

### **Lice Policy and Procedures**

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

The procedure is as follows:

- If a student is assessed as having head lice, the parent or guardian shall be immediately informed and advised to contact their private healthcare provider and to proceed with recommended treatment.
- The school nurse will notify the building administrator and will proceed to notify appropriate grade level parents with a letter that is sent home.
- Students will remain in class at the discretion of the registered professional nurse assessing the student.
- Determination will be made based on the severity of the



- infestation/comfort of the child and the availability of the parent/guardian.
- Students shall return to school after proper treatment. Parents are advised to accompany their child to the school nurse upon return to school.
- School nurses will advise each other of head lice occurrences of siblings.

See TIPS FROM THE HEALTH OFFICE at the end of this document.

### **MRSA**

MRSA, or Methycillin-Resistant *Staphylococcus Aureus* is a type of "Staph bacteria." State policy is that one confirmed case of MRSA in any school building is considered an isolated case. There are **no** reporting requirements in this circumstance. As such, reports to the school District, local health authorities or parents are not required.

**Two** confirmed cases of MRSA in any school building require mandatory reporting to the Superintendent and local health authorities. The cases must be in **one** school building. Two cases are considered an "outbreak." Identifying information such as the individual's name, phone number and address will be required. Notification to the community will be required. This will be handled through the Health Department and the School District in partnership.

Upon a report of a MRSA "outbreak" the district will institute a thorough cleaning of the schools and common areas, and other Health Department recommendations. Recommendations for prevention of MRSA outbreaks are:

- Frequent and proper hand washing techniques with soap and water.
- Practicing proper personal hygiene after sports events including showering and wearing clean clothes.
- Do not share personal items such as clothing, towels, soap and sports equipment.
- Keep any wound bandaged and see a doctor for evaluation of any suspicious skin lesion.
- Notify your school nurse if your child is diagnosed with MRSA.

### **H1N1 Virus and Communicable Diseases**

The school district follows guidelines issued by the national, state and local departments of health when viral illnesses affect a large portion of the population. Decisions about reporting cases of infectious or communicable diseases and/or school closings as a result will be made with guidance from medical and public health experts.

### **X. Home-School Communication**

Byrd School thrives on positive communication. One important avenue of communication is between parents and our school faculty. In addition to written communication, parents may leave messages for faculty members through the

Main Office. You may also send faculty members e-mail messages.

### **E-MAIL**

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

Guidelines for using e-mail:

- E-mail should only be used to send a teacher a note that does not require an immediate response. Teachers MAY NOT have time to open their E-mail during the instructional day, so your note may not be read until after students are dismissed at the end of the day.
- **Any change in who is picking your child up needs to be sent to the teacher by 8:30 AM to ensure that the change is registered.**
- All e-mail accounts in the district are shut down in the event of a virus.
- E-mail correspondence will not be used by teachers to discuss a child's academic or educational program.
- E-mails may not be accessed over the weekend or on any school holiday.
- You MUST use e-mail to notify the nurse if your child will be absent, and the E-mail needs to be sent before 8:45 a.m.
- You can easily arrange an appointment by e-mailing your child's teacher. E-mail is [lastnamefirstinitial@glenrocknj.org](mailto:lastnamefirstinitial@glenrocknj.org).

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

### **REPORT CARD DATES**

Report cards are issued in trimesters for students in grades one through five:

- Wednesday, December 23, 2021
- Monday, April 1, 2021
- Thursday, June 23, 2021

Kindergarten

- MP 1 – Monday, February 11, 2022
- MP 2 – Thursday, June 23, 2022

Parents may access their child's report card by logging into their Parent Portal account on Genesis, our student data-base system, after 3:00 on the designated date. If you forgot your password or have difficulty logging in, please contact the Guidance Department at ext. 8918.

## **PARENT-TEACHER CONFERENCES**

During the year, Kindergarten, Grades 1-5 have scheduled conference dates; however, you may request an appointment for a conference with a teacher at any time during the year for any grade level.

## **CURRICULUM**

For more information about our curriculum, please refer to our district's Curriculum and Instruction website: [https://www.glenrocknj.org/our\\_district/about\\_the\\_curriculum](https://www.glenrocknj.org/our_district/about_the_curriculum)

## **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. Parents should be aware that charter buses are not required to be equipped with seat belts.

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

- 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.

### **Family Life**

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.

### **SPECIAL PROGRAMS AND SERVICES**

#### Intervention and Referral Services (I&RS)

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

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

#### Instructional Support Program

Also known as Basic Skills, students who need assistance in reading instruction and/or mathematics will receive support through this program. In reading, assistance may be given either in class or as a pull-out program by reading specialist. Basic Skills in Math is provided in class on an as-needed basis by our Learning Center teacher.

#### Gifted and Talented

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

#### Speech and Language Therapy

Speech/language therapy services are available to children who meet the eligibility criteria. Referrals may be made to the speech therapist by either parents or school staff. Once the child meets the eligibility criteria for services, parental consent is required prior to the start of the services; a Speech Individual

Consent is required prior to the start of the services; and a Speech Individual Education Plan is developed. The I.E.P. is reviewed and revised annually.

#### English as a Second Language (ESL)

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

#### Special Education

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

#### Elementary School Counseling and Guidance Program

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

You can reach the guidance counselor via E-mail ([avitabileg@glenrocknj.org](mailto:avitabileg@glenrocknj.org)) 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 include New Students to the District, Social Skills, and Friendship. Small groups of students may meet at lunch time or another time agreed upon as least interfering with academic instruction. Parent permission is required for all skill learning focused groups.

### Classroom Guidance

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

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

### Parent Information and Support

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

- Information about developmental stages or needs of their children.
- Referral sources for in-depth family or individual counseling needs.
- Facilitation in communication with teacher or school staff.
- Books or articles to increase understanding of a school or family problem.

Parents may call for an appointment with the school counselor at any time.

### School Staff Support and Services

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

### Special Subjects

All students receive forty 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. 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.

Participation: Students are expected to be prepared for and participate in every physical education class. A doctor's note is required if a pupil is to be excused from participation for an extended period of time. Please have your physician forward a statement describing the condition and any limitations for your child to your school nurse's office. The information will be forwarded to the physical education staff and will assist us in working with you and your child.

Appropriate Dress: Glen Rock School's policies require all pupils to wear appropriate physical education attire. This attire, in some cases, will be different from normal school attire. Past experiences have shown that success and safety is best achieved if clothing is comfortable and allows freedom of movement without distraction.

Footwear designed for physical education and athletic use and stays securely on the feet is required. Sneakers that can be tied or have Velcro are the safest and are the required sneakers by the Physical Education Staff. For safety reasons, we do not recommend elastic, slip-on, bungee, zippered sneakers or roller shoes. The Physical Education teacher reserves the right to hold a student out of participation based on his/her attire or footwear if it poses a safety hazard.

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

#### **World Language**

Students in Kindergarten through fifth grade will receive Spanish instruction from a certified Spanish teacher once a week per an established schedule throughout the school year.

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### **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:

- 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.
- Place books back in the stacks, on the correct shelf and in the correct order
- Check the stacks for books that may be incorrectly shelved and fix them
- Rearrange and neaten magazines
- Check the printed class list for overdo books
- Sit behind the circulation desk after the 'jobs' have been completed.
- Please do NOT sit with your child during instruction.

### **HOME AND SCHOOL ASSOCIATION (H.S.A.)**

#### **Overview**

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 provide school assemblies. School's HSA website address is [www.glenrocknj.org](http://www.glenrocknj.org)

#### **Membership Dues**

Membership dues are minimal and entitle a family to the very important school-related information in addition to the names and addresses of every student at Byrd School. The HSA meets every other month. All are invited to attend.

#### **Meeting Dates**

September 30 @ 7:00 PM

November 18 @ 7:00 PM

February 24 @ 7:00 PM

May 19 @ 7:00 PM

### **COMMUNICATION**

The HSA sends a comprehensive Weekly Update by e-mail to all Byrd School families.

Please be sure the HSA has your e-mail address, as all flyers, need-to-know information, and class highlights are included in this document.

Follow us on Twitter @GRPSByrd.



## **ATTACHMENTS**

**GLEN ROCK BOARD OF EDUCATION FILE CODE: 5131.2**

**Glen Rock, NJ 07452 Policy**

## **HARASSMENT, INTIMIDATION AND BULLYING**

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

### **Definitions:**

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

"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.

"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:

Walk away from acts of harassment, intimidation and bullying when they see

them; and/or

Constructively attempt to stop acts of harassment, intimidation and bullying;  
and/or

Provide support to pupils who have been subjected to harassment, intimidation and bullying; and/or 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:  
The developmental and maturity levels of the parties involved;  
The levels of harm;

#### Consequence and Appropriate Remedial Actions (continued)

The surrounding circumstances;  
The nature of the behavior(s);  
Past incidences or continuing patterns of behavior;  
The relationships between the parties involved; and  
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:

Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of pupils;

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;

Provide data, in collaboration with the chief school administrator, to the department of education regarding harassment, intimidation, and bullying of pupils;

Meet at least twice annually with the individual school's anti-bullying specialists and

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:

Chair the school safety team; Lead the investigation of incidents of harassment,

intimidation, and bullying in the school; and 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 teacher in the school; a school anti-bullying specialist; a parent of a pupil in the school; and 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: Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the principal; receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying; identify and address patterns of harassment, intimidation, or bullying of pupils in the school; review and strengthen school climate and the policies of the school in order to prevent and/or address harassment, intimidation, or bullying of pupils; educate the community, including pupils, teachers, administrative staff, and parents, to prevent and/or address harassment, intimidation, or bullying of pupils; participate in the required training and other training which the principal or the anti-bullying coordinator may request; 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 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:

Provide intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, Impose discipline, order

counseling as a result of the findings of the investigation, or make 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:

The nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or 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:

Information regarding the district's harassment, intimidation, and bullying policy shall be incorporated into a school's employee training program.

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.

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: The number of reports of harassment, intimidation, or bullying, the status of all investigations, the nature of the bullying based on one of the protected categories, the names of the investigators, the type and nature of any discipline imposed on any pupil engaged in harassment, intimidation, or bullying, and 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.

<b><u>Legal References:</u></b>	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:36-19a	Newly enrolled pupils; records and identification
	N.J.S.A.	18A:25-2	Authority over pupils
	N.J.S.A.	18A:36-19a	Newly enrolled pupils; records and identification
	N.J.S.A.	18A:37-1 et seq.	Discipline of Pupils

See particularly:

N.J.S.A. 18A:37-15

N.J.A.C. 6A:14-2.8

N.J.A.C. 6A:16-1.1 et seq.

N.J.A.C. 6A:16-1.4, -1.5, -4.1, -5.1, -6.1, -6.2

N.J.A.C. 6A:32-12.1

N.J.A.C. 6A:32-12.2

Discipline/suspension/expulsion

Programs to support pupil development See particularly:

Reporting Requirements

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

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

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

<b><u>Cross References:</u></b>	*1220	<u>Ad hoc</u> advisory committees
	*1410	Local units
	3517	Security
	*3541.33	Transportation safety
	*4131/4131.1	Staff development; inservice education/visitation
	4148	Employee protection
	4231/4231.1	Staff development; inservice education/visitation
	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

## MESSAGE FROM THE HEALTH OFFICE

We provide the following tips to assist you in checking your own child's head for Lice:

- Check your child's head daily. It is recommended that long hair be pulled back, tied up or braided. Remind your child not to share combs, brushes, hats, scarves, hooded sweatshirts, baseball caps, and hair accessories.
- Chemical treatment involves using one of the OTC shampoos and using the fine-tooth lice comb to remove all head lice and nits (eggs). We have received reports from parents that the lice are apparently becoming resistant to the traditional shampoos. Please check with your health care provider or pharmacist for recommended treatments as new shampoos have recently become available. Continue to thoroughly check your child's head daily for 2-3 weeks, removing any nits as you find them. A second treatment may be necessary. Follow the instructions on the shampoo carefully as the time between treatments may vary. Alternative methods have also been used by parents that do not involve use of specially-formulated shampoo; however, they may require more frequent application to be effective.
- Head lice do not survive long if they fall off a person and cannot feed. The following steps are recommended
  - Machine-wash all washable clothing and bed linens that the person wore or used during the 2 days before treatment. Use the hot (130°) cycle. Dry laundry using high heat for at least 20 minutes.
  - Dry clean clothing that is not washable.
  - Store all clothing, stuffed animals, comforters, etc., that cannot be washed or dry cleaned in a plastic bag and seal for two weeks.
  - Soak combs and brushes for 1 hour in rubbing alcohol or wash with soap and hot water.
  - Vacuum floors and furniture and the places where the affected person usually sits and rests.

Head lice are commonly found among preschool and elementary age children. Head-to-head contact is the most common way to get head lice. Less common, though possible, is wearing clothing, using infested combs, brushes or towels, or lying on a surface recently used by a person with an active case of head lice.

Please remember that head lice are not a disease. Personal hygiene or cleanliness in the home or in the school has nothing to do with getting head lice. Head checks should be conducted on a weekly basis even when no known cases are reported. Depending on the thickness, length and texture of your child's hair, a thorough check could easily take an hour to complete. Applying conditioner and combing the hair with a lice comb, one very small section at a time, may assist you to identify lice or nits. It is important to be aware that a child may not experience any irritation or itching until lice have been present for at least two weeks, sometimes longer.



# GLEN ROCK PUBLIC SCHOOLS

## ELEMENTARY CODE OF CONDUCT

This plan will be used when dealing with conflicts that may or may not rise to the level of HIB. Remedial measures shall be designed to *correct* the problematic behavior; *prevent* another occurrence of the problem; *protect* and *provide* support for both the target and the agent of the act. The consequences and remedial measures may include, but not limited to:

- Warning
- Discussion with student and or parent
- Referral to Guidance Counselor
- Written reflection (Think About It)
- Apology
- Take a break (moment of mindfulness, stop and think, reflection, walk)
- Temporary removal from the classroom
- Detention (before school, after school, recess)
- I&RS Meeting
- In School/Out of School suspension

Behavior	First Incident	Second Incident	Third Incident
<ul style="list-style-type: none"> <li>• Teasing</li> <li>• Rumors/Gossiping</li> <li>• Name calling</li> <li>• Leaving someone out</li> <li>• Using inappropriate language</li> <li>• Antagonizing which leads to situation escalating</li> <li>• Disrespect of personal space</li> <li>• Inappropriate physical contact (hitting, spitting, kicking, pushing, grabbing)</li> <li>• Inappropriate conduct in the hallway</li> <li>• Inappropriate gestures</li> <li>• Threatening another student</li> <li>• Using items to intentionally hurt others</li> <li>• Disrespect towards others including members of the staff</li> <li>• Disrupting others through excessive talking, calling out, or attention-seeking behavior</li> <li>• Inappropriate use of technology/violation of district technology acceptable use policy</li> </ul>	<b>Level 1 (Grades K-1)</b>  Warning  Parent contacted	<b>Level 1 (Grades K-1)</b>  One detention*  Parent contacted	<b>Level 1 (Grades K-1)</b>  Two days detention*  Parent contacted
	<b>Level 2 (Grades 2-3)</b>  One day of detention*  Parent contacted	<b>Level 2 (Grades 2-3)</b>  Two days of detention*  Parent contacted	<b>Level 2 (Grades 2-3)</b>  Three days of detentions, not to exceed two recess detentions per week*  Parent contacted
	<b>Level 3 (Grades 4-5)</b>  One day of detention*  Parent contacted	<b>Level 3 (Grades 4-5)</b>  Three days of detentions, not to exceed two recess detentions per week*  Parent contacted	<b>Level 3 (Grades 4-5)</b>  Suspension  Parent contacted

\*All disciplinary decisions are up to the discretion of the principal with consideration given to P.L.2018, c.73 (Recess Law).

\*Students shall be provided restorative justice activities during the detention session.

\*Detention may be held during lunch, before, or after school.