

# ALEXANDER HAMILTON SCHOOL

## PARENT HANDBOOK

2021-2022



380 Harristown Road  
Glen Rock, NJ 07452

Main Office: (201) 445-7700 ext. 8800  
Health Office: (201) 445-7700 ext. 8803

<http://hamilton.glenrocknj.org>

Twitter: @GRPSHamilton

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## **2021-22 COVID-19 PARENT HANDBOOK ADDENDUM**

Dear Parents,

Welcome to a new year at Hamilton Elementary School!

As we enter this “new normal” for the 2021-2022 school year, a few things will remain 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.
- No visitors will be allowed into the building during instructional times.
- 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 to the main doors where you will sign them out.
- Outdoor spaces will be used as much as possible.
- Gatherings of any kind are not allowed anywhere in the school area during school hours.
- 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, it is imperative that pick-up is prompt.
- Please make sure your emergency contact information is accurate and updated in Genesis.

- Within each classroom, students and teachers will social distance to the extent possible.
- Lunch will take place with some modifications in order to accommodate social distancing while students eat. Outdoor spaces will be utilized as the weather allows.
- No food will be allowed to be brought in the school during the school day. Please make sure your child has their lunchbox when they arrive.
- Students will be unable to share school supplies; therefore, it is critical that all students have their own school supplies to use throughout the course of the school year.
- Students are allowed to have their backpacks and should have an **extra 3-ply mask**.

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

- 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 these line-up procedures:

**Classes KL, 1W, 2H** – Children will walk to the left side of the building and around to the courtyard to line up outside their classrooms. In inclement weather students may come through the front doors and will be escorted through the lobby to their classrooms.

**Classes KB, 1S, 2G** – Children will walk to the right and around the building along the path to line up outside their classrooms. In inclement weather, students may come through the front doors and will be escorted through the lobby to their classrooms.

**Grades 3 -5** will line up outside the doors of the left wing on the grass and sidewalk. Spots will be marked for students for social distancing.

## LETTER FROM THE PRINCIPAL

Dear Parents,

This handbook has been prepared to help answer questions you may have regarding school policies, procedures, and programs. We ask your cooperation in helping your child understand the policies in this handbook. Parental support is necessary and will help children understand the necessity of rules. Your support will also help the rules and policies become more effective.

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

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

The progress and achievement of your children will be enhanced with a good working relationship between home and school. This kind of relationship can exist only when the school and the home are mutually supportive. In order to be supportive, we feel it is necessary for parents to be knowledgeable of the school's programs and projects. We urge you to attend scheduled parent-teacher conferences and to call or E-mail the teachers when you have a question or concern.

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

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

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

*Irene Pierides*

Principal

Alexander Hamilton Elementary School

[pieridesi@glenrocknj.org](mailto:pieridesi@glenrocknj.org)

Twitter: @GRPSHamilton

## DISTRICT AND SCHOOL MISSION STATEMENTS

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### DISTRICT MISSION STATEMENT

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

### SCHOOL MISSION STATEMENT

*Alexander Hamilton School pursues the highest educational standards in a supportive and creative environment. We strive to meet every child's needs academically, physically, emotionally, and socially. We promote academic excellence, encourage independence, encourage independent thinking and cultivate individual talents. Our dedicated, experienced faculty fosters moral growth and social responsibility. We value tradition, innovation and the joy of lifelong learning.*

### Brief History

Alexander Hamilton School is a K-5 elementary school, which values a strong sense of family and community. We support the academic, social and emotional development of students through a rigorous curriculum, a highly professional and dedicated staff, a caring parental community, and conscientious, hardworking students. We work collaboratively with the other schools in our community to promote learning excellence throughout the town. Teachers work together to map out the curriculum in reading, writing, math, social studies, and science. Curriculum and materials are reviewed and recommended as part of the district's 5-year curriculum review cycle.

Our professional staff takes the learning of our community very seriously. Our teachers converse continuously about effective teaching methods and current educational research. They are involved in professional development, both as presenters as well as learners, and set high learning expectations for our students. As a staff, we foster a safe and respectful learning environment throughout the building.

Students receive special programs in the areas of physical education, art, general music and library. We also offer instrumental and vocal music programs.

A full-time guidance counselor works with students, parents, and teachers to support a healthy social and emotional environment for our school community.

The tools of technology (Chromebooks, software, document cameras, internet, interwrite boards) are integrated into all areas of our curriculum.

Basic Skills programs in reading and math as well as our enrichment/gifted and talented programs are used to further meet our students' individual needs.

Our Home and School Association provides extensive funding for additional programs and supplies as we continue to strive for high achievement. Parents' attendance at all school-wide events is high, and we count on parent volunteers throughout the school year in a variety of ways.

## FACULTY AND DISTRICT CONTACT INFORMATION

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<b>Staff Members:</b>	<b>Email Addresses</b>
Ms. Irene Pierides, Principal	<a href="mailto:pieridesi@glenrocknj.org">pieridesi@glenrocknj.org</a>
Mrs. Debbie Miller, Administrative Assistant	<a href="mailto:millerd@glenrocknj.org">millerd@glenrocknj.org</a>
Ms. Katy Lau – Kindergarten	<a href="mailto:lauk@glenrocknj.org">lauk@glenrocknj.org</a>
Mrs. Jamie Britton – Kindergarten	<a href="mailto:brittonj@glenrocknj.org">brittonj@glenrocknj.org</a>
Mrs. Jennifer Winkler - Grade 1	<a href="mailto:winklerj@glenrocknj.org">winklerj@glenrocknj.org</a>
Mrs. Leane Sikes – Grade 1	<a href="mailto:sikesl@glenrocknj.org">sikesl@glenrocknj.org</a>
Mrs. Lynn Horton – Grade 2	<a href="mailto:hortonl@glenrocknj.org">hortonl@glenrocknj.org</a>
Ms. Stefanie Goncalves – Grade 2	<a href="mailto:goncalvess@glenrocknj.org">goncalvess@glenrocknj.org</a>
Ms. Dina Bolan – Grade 3	<a href="mailto:boland@glenrocknj.org">boland@glenrocknj.org</a>
Ms. Kim McCloskey – Grade 3	<a href="mailto:mccloskeyk@glenrocknj.org">mccloskeyk@glenrocknj.org</a>
Mrs. Audrey Mutch – Grade 4	<a href="mailto:mutcha@glenrocknj.org">mutcha@glenrocknj.org</a>
Mrs. Amy Tillison – Grade 4	<a href="mailto:tillisona@glenrocknj.org">tillisona@glenrocknj.org</a>
Mrs. Laura Ciabattoni – Grade 5	<a href="mailto:ciabattoni@glenrocknj.org">ciabattoni@glenrocknj.org</a>
Ms. Rebecca Gloede – Grade 5	<a href="mailto:gloeder@glenrocknj.org">gloeder@glenrocknj.org</a>
Mrs. Dana Andriano – Special Education	<a href="mailto:andrianod@glenrocknj.org">andrianod@glenrocknj.org</a>
Mrs. Jenna Pelaez – Special Education	<a href="mailto:pelaezj@glenrocknj.org">pelaezj@glenrocknj.org</a>
Mrs. Jaclyn Sledgeski – Special Education	<a href="mailto:sledgeskij@glenrocknj.org">sledgeskij@glenrocknj.org</a>
Ms. Melanie Baltzer - Special Education	<a href="mailto:baltzerm@glenrocknj.org">baltzerm@glenrocknj.org</a>
Mrs. Elizabeth Wanagiel – Reading Specialist	<a href="mailto:wanagiele@glenrocknj.org">wanagiele@glenrocknj.org</a>
Mrs. Margaret Kazancioglu – ESL	<a href="mailto:kazancioglu@glenrocknj.org">kazancioglu@glenrocknj.org</a>
Mrs. Lisa Tomaselli – Library	<a href="mailto:tomasellili@glenrocknj.org">tomasellili@glenrocknj.org</a>
Mrs. Kim Menke – Art	<a href="mailto:menkek@glenrocknj.org">menkek@glenrocknj.org</a>
Mr. Troy Frey – Music	<a href="mailto:freyt@glenrocknj.org">freyt@glenrocknj.org</a>
Mr. Charles Holmgren – Physical Education & Health	<a href="mailto:holmgrenc@glenrocknj.org">holmgrenc@glenrocknj.org</a>
Mrs. Jessica Calvo-Varelo - Spanish	<a href="mailto:calvoj@glenrocknj.org">calvoj@glenrocknj.org</a>
Mrs. Kimberly Castelli – School Nurse	<a href="mailto:castellik@glenrocknj.org">castellik@glenrocknj.org</a>
Mrs. Jessica Falkenstern – Guidance Counselor	<a href="mailto:falkensternj@glenrocknj.org">falkensternj@glenrocknj.org</a>
Mr. Albert De Lo Santos– Day Head Custodian	<a href="mailto:delosantosa@glenrocknj.org">delosantosa@glenrocknj.org</a>
Mr. Eric Rainford – Night Custodian	<a href="mailto:rainforde@glenrocknj.org">rainforde@glenrocknj.org</a>

## Important Contacts- Glen Rock School District

Glen Rock School District	(201) 445-7700
Office of the Superintendent, Dr. Brett Charleston	ext. 8950
Office of the Assistant Superintendent, Greg Van Nest	ext. 8955
Office of the Business Administrator, Michael Rinderknecht	ext. 8942
Office of the Director of Special Services, Dr. Jennifer MacKay 8932	ext.
Office of the Director of Guidance, Michelle Giurlando	ext. 8918
Office of the Director of the Community School, Alison DeMeulder	ext. 5011
Principal, Hamilton School, Irene Pierides	ext. 8801
Principal, Byrd School, Jodie Craft 8994	ext.
Principal, Central School, Krista La Croix 8986	ext.
Principal, Coleman School, Ed Thompson 8978	ext.
Principal, High School and Middle School, Dr. Michael Parent 8958	ext.

**DISTRICT CALENDAR, BELL SCHEDULES, ATTENDANCE, ARRIVAL & DISMISSAL**

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Information on school closings will also be available on the GRPS website, [www.glenrocknj.org](http://www.glenrocknj.org) and the automatic phone system.

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

## EARLY DISMISSAL DAYS

### EARLY DISMISSAL DAYS 2021-22

Thursday, October 14, 2021 - *Professional Development Day*  
Wednesday, November 24, 2021- *Thanksgiving Holiday Weekend*  
Thursday, December 23, 2021 - *Winter Recess*  
Monday, March 14, 2022 - *Professional Development Day*  
Thursday, June 23, 2022 - *Last Day of School*

## ATTENDANCE AND ARRIVAL/ DISMISSAL PROCEDURES

### **ATTENDANCE**

Please call the school at (201)-445-7700 x8803 before 8:00 a.m. if your child is unable to attend school for any reason.

### **TARDINESS**

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

### **OUTDOOR LINEUP:**

**When the temperature is above 30 degrees and there is no precipitation, students will line up outside starting at 8:25.**

School begins at 8:33 a.m. and ends at 3:18 p.m.

**KB, 1S, 2G** – Children will walk to the right and around the building along the path to line up outside their classrooms.

**KL, 1W, 2H** – Children will walk around the building to line up in the courtyard outside their classrooms.

Please note that for safety reasons, we do not allow parents to walk their children into the building. Parents may walk on either side of the school to line up outside their child's classroom and wait with them, or the teaching assistants will guide your child to their line.

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

Dismissal will be **at the classroom doors**. Kindergarten, first, and second graders must be released to a parent or a person authorized, in writing, by the parent.

In order to ensure the safety of our Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students, parents need to wait outside the building for pick-up. This allows teachers to better supervise dismissal.

**Third, Fourth, and Fifth Grades:** Children will gather at the outside third/fourth/fifth grade door, which is located at the front of the building to the far left. Dismissal will be through these same doors. **Third grade students MUST be dismissed to an adult;** fourth and fifth graders do not have to be picked up by an adult.

Students will be asked to enter the building in a safe and orderly manner. Parents who wait with their children until they are escorted into the building by their teacher are asked to stand away from the line and not to enter the building with their children.

#### **INDOOR LINEUP:**

When the temperature is below 30 degrees or there is precipitation, students will line up inside. A flag is located to the left of the front doors on the outside wall. **The flag will be flown on indoor days.** Parents are asked to drop off their children at the front lobby doors and leave. Having additional adults in the building makes the line-up process more complicated and less organized. Children will line up inside the building. Kindergarten students will line up in front of the music room which is to the right of the front lobby doors.

It is best for students to go straight home after school. Students are not to play on the playground equipment after school without adult supervision. Third, fourth and fifth graders are not allowed to play in front of the school without adult supervision. Please remember there is no nurse on duty. Our After Care Program utilizes the playground whenever the weather permits and it is difficult for the staff to monitor the children in their charge when there are other unsupervised children on the equipment.

#### **LEAVING DURING THE SCHOOL DAY**

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

note with the secretary. Parents picking up students during school hours must sign their child out in the office

## **TRAFFIC SAFETY RULES FOR DRIVERS**

### **MORNING DROP-OFF**

- The morning drop-off is used as a Drop & Go. All children should have their belongings so they can easily exit their vehicle without hesitation. No parent should get out of his or her car for any reason. There are aides outside and inside the building to direct all children to their lines.
- **Pull all the way up** until you reach the 3/4/5 grade doors. Do not stop in front of the main doors or halfway around the loop unless all cars in front of you are stopped.
- All children should exit onto the walkway, **never** in the street.
- Once your child has exited your vehicle, you may cautiously go around the car in front of you to exit.

### **AFTERNOON PICK-UP**

Students in K-2 will be dismissed out of their classroom doors and must be picked up by an adult. Students in 3-5 may be picked up in the front driveway. Driving in and out of the parking lot will not be allowed from **3:15 to 3:30**. Please park your car facing in only. **DO NOT BACK INTO SPOTS**. If you choose to park your car, you must be parked by 3:15. Please do not park in the lot if you need to leave before 3:30. No cars will be allowed to pull out of the lot until all cars exit the loop.

**NO PARKING** in Staff Parking (numbered spots) from 8 a.m. to 3:30 p.m.

**NO LEFT TURN** when you are exiting our grounds.

**If someone, other than you, picks up your child, please advise them of the rules.**

Students should walk along our walkways. They should **NEVER** use the parking lot as a walkway and **NEVER** cross in between vehicles!! Please speak with your children about this rule.

**KINDLY RESPECT OUR 5<sup>TH</sup> GRADE SAFETY PATROL-THEY ARE THERE TO ASSIST.**

## **STUDENT SAFETY**

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All outside doors are kept locked during the day. Parents/guardians and other visitors **are required** to report to the Main Office upon entering the building. The Glen Rock School District works closely with the Glen Rock Police Department to ensure the safety of all in the school.

### **IDENTIFICATION BADGE**

All volunteers and visitors are required to wear prominently the identification badge issued at 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 forgotten items (books, instruments, etc.) may be placed in the cubbies in the front vestibule area. Please write your child's name and class on any items you leave. Please do not ask that your children be summoned to the Main Office. Lunch is best packed in the morning but if you need to drop off, please place it in the coolers by the front doors. NO lunches will be accepted after 11:00 A.M.

### **OFFICE TELEPHONE**

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

### **FIRE DRILL PROCEDURES**

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

### **SCHOOL SAFETY DRILLS (LOCKDOWN DRILLS)**

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

over. We will continue to work with the Glen Rock Police Department to make these drills as efficient as possible.

### **EMERGENCY EVACUATION OF A BUILDING**

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

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

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

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

## **STUDENT EXPECTATIONS**

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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 - [Glen Rock Elementary Code of Conduct](#).

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

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

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

## **HARASSMENT, INTIMIDATION AND BULLYING**

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

### Definitions:

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

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

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

#### Policy adoption and distribution

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

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

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

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

#### Training

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

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

#### Expected Behavior

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

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

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

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

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

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

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

#### Consequence and Appropriate Remedial Actions

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

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

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

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

#### Anti-Bullying Personnel

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

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

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

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

The school anti-bullying specialist shall:

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

#### School Safety Teams

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

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

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

- A. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and/or address harassment, intimidation, or bullying of pupils;
- E. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and/or address harassment, intimidation, or bullying of pupils;
- F. Participate in the required training and other training which the principal or the anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or the anti-bullying coordinator.

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

#### School Safety Teams

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

#### Reporting Procedure

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

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

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

#### Investigation

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

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

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

A. Provide intervention services,

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

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

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

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

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

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

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

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

Response to Incident of Harassment: Intimidation or Bullying

Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that require a response either at the classroom, school building, school district level, or by law enforcement officials. The range of ways to respond to an incident shall be defined by the principal in conjunction with

the school anti-bullying specialist, but shall include an appropriate combination of counseling, support services, intervention services, and other programs, as defined by the commissioner. Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying range from positive behavior interventions up to and including suspension or expulsion, as permitted under New Jersey statute and code.

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

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

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

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

- The alleged harassment, intimidation or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
- A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his person or damage to his property; or
- The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
- The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

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

### Discipline of Pupils

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

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

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

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

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

#### Reprisal or Retaliation Prohibited

The district board of education prohibits a board of education member, school employee, contracted service provider who has contact with pupils, school volunteer or pupil from engaging in reprisal, retaliation or false accusation against a victim, witness, one with reliable information or any other person who has reliable information about an act of harassment, intimidation or bullying or who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. Acts of reprisal or retaliation can have a chilling effect on a school environment and can create an atmosphere where alleged violations of this policy are not reported. It is important to establish and maintain the norm that all suspected acts of reprisal or retaliation are taken seriously and appropriate responses are

made, in accordance with the totality of the circumstances. Inconsistent applications of appropriate responses to acts of reprisal or retaliation can contribute to the culture of violence that this policy is intended to prevent.

#### Consequences For False Accusation

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

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

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

#### Harassment, Intimidation and Bullying Prevention Programs

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

Pursuant to statute:

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

#### Staff Development

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

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

### School Reports on Harassment, Intimidation and Bullying

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

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

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

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

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

Verification of the reports on violence, vandalism, and harassment, intimidation, or bullying shall be part of the State's monitoring of the district, and the State board of education shall adopt regulations that impose a penalty on a school employee who knowingly falsifies the report. The board of education shall provide ongoing staff training, in cooperation with the department of education, in fulfilling the reporting requirements.

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

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

### Classified Pupils

Classified pupils are subject to the same disciplinary procedures as nondisabled pupils and may

be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:

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

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

### Week of Respect

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

### Implementation

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

<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:3319	Paging devices, possession by pupils
	N.J.S.A. 2C:39-5	Unlawful possession of weapons
	N.J.S.A. 18A:61	Corporal punishment of pupils
	N.J.S.A. 18A:111	General mandatory powers and duties
	N.J.S.A. 18A:36-19a	Newly enrolled pupils; records and identification
	N.J.S.A. 18A:252	Authority over pupils
	N.J.S.A. 18A:36-19a	Newly enrolled pupils; records and identification
	N.J.S.A. 18A:37-1 et seq.	Discipline of Pupils
	See particularly: <i>N.J.S.A. 18A:37-15</i>	
	<u>N.J.A.C. 6A:14-2.8</u>	Discipline/suspension/expulsion
	<u>N.J.A.C. 6A:16-1.1 et seq.</u>	Programs to support pupil development
	See particularly: <i>N.J.A.C. 6A:16-1.4, -1.5, -4.1, -5.1, -6.1, -6.2</i>	
	<u>N.J.A.C. 6A:32-12.1</u>	Reporting Requirements
	<u>N.J.A.C. 6A:32-12.2</u>	School-level planning
	20 <u>U.S.C.A. 1415(k)</u> Individual with Disabilities Education Act Amendments of 1997	
	<u>Bethel School District No. 403, v. Fraser</u> , 478 <u>U.S.</u> 675 (1986)	
	<u>Hazelwood v. Kuhlmeier</u> 484 <u>U.S.</u> 260 (1988)	
	<u>Honig v. Doe</u> , 484 <u>U.S.</u> 305 (1988)	
	See also Commissioners' Decisions indexed under "Pupils – Punishment of" in <u>Index to N.J. School Law Decisions</u>	
	<u>No Child Left Behind Act of 2001</u> , Pub. L. 107-110, <u>20 U.S.C.A. 6301 et seq.</u>	

### **Legal References: (continued)**

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

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

### **Key Words**

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

Approved: August 29, 2011  
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## GENERAL POLICIES AND PROCEDURES

### **MAKE UP WORK**

**Homework requests:** Teachers are very busy during the day working with their students. If you are going to request homework, you need to call the Main Office or email the teacher no later than 9:30 AM with the request. The best option is that you request homework when you call the absence line. Homework will be ready to be picked up at the end of the school day and will be placed on the counter inside the Main Office.

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

### **GROOMING AND DRESS HABITS**

Proper grooming and appropriate dress are important elements in maintaining a positive learning atmosphere. It is the parents' responsibility to see that their children's dress reflects the business of learning. T-shirts with inappropriate or suggestions of inappropriate messages are not to be worn. Students will be asked to turn such items inside out or asked to call home for a change.

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

We understand that cell phones are an important means of communication between home and students, especially walking to and from school. Please know that students are permitted to bring cell phones into the building for use before and after school only. During the school day, phones must be turned off and kept in their backpacks. Under no circumstances may students use cell phones in the building to make phone calls or take photographs. Students found using cell phones in the building between 8:30 a.m. - 3:20 p.m. will have them confiscated, and a parent will be required to come into the building and pick up the cell phone. Multiple offenses by an individual may result in losing the privilege for the remainder of the year.

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

## **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. When walking, keep the following in mind:

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

## **PLAYGROUND**

During the school hours of 8:33-3:18, the playground is **off limits to everyone except our students**. After school, students who wish to use the playground must be supervised by an adult.

## **LEAVING DURING THE SCHOOL DAY**

Parents are discouraged from taking their children out of school during the school day. If it is necessary for students to leave during school hours, a note must be sent to school, written by the parent or guardian, stating the time and reason for dismissal. When a student is dismissed from class, he/she must check out through the office.

Parents picking students up during school hours must check into the office. Children will not be dismissed from the building unless a parent checks in to the main office.

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

## **DISMISSAL PROCEDURES**

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

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

There are no provisions for child care at dismissal times, unless your child is signed up for After-Care through Community School, so it is imperative that your child be picked up on time.

### **TRAFFIC AND SAFETY**

We strongly encourage children to walk to school every day, if possible. If someone other than a parent picks up or drops off, please read the procedures carefully. It is recommended that you print out our rules and post them so that anyone picking up your child(ren) will be aware of them.

### **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 believe a child may have suffered from abuse or neglect. Calls are confidential by law.

### **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**

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

### **PARENT PERMISSIONS / NOTIFICATION REQUIREMENTS**

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

- Privacy Act of 1974 (Release of Student Information)
- Internet Access
- Publishing photos and videos

### **SCHOOL CLOSING DURING INCLEMENT WEATHER**

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

## **BIKE RIDING TO SCHOOL**

Bicycling is among the best ways to promote student well-being. The District supports bicycling as transportation as long as students live within bicycling distance and there are adequate facilities. Bicycling provides physical activity, decreases congestion and resulting pollution and provides skills and healthy habits that will last a lifetime. 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.

### **K, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>**

Children may not ride their bicycles to school unless accompanied by an adult.

### **4<sup>th</sup> & 5<sup>th</sup> Grade:**

Students in fourth and fifth grade who ride bicycles to and from school must have [written consent](#) from a parent or legal guardian and agree to the conditions listed below. They must be independent in their ability to lock their bicycles in the racks. The District expects parents and guardians to make students aware of these rules and conditions and the safety reasons supporting them.

Students should follow state law and safety guidelines for bicyclists:

1. According to N.J. state law, anyone under 17 that rides a bicycle must wear a helmet at all times (N.J. state law Title 39:4-10.1). Any student without a helmet will have their bicycle confiscated by the Building Administrator until a parent or guardian picks it up. Noncompliance with this rule will result in disciplinary action.

2. In New Jersey, bicycles are defined as vehicles under the state motor vehicle code contained in NJSA Title 39:4. Parents and students should be aware of these state bicycling laws and follow them at all times. Riders must follow the rules of the road, including but not limited to:

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

3. Bicycles ridden to school should be roadworthy and regularly maintained. Students should test tires for air before riding and make sure brakes work (N.J. state law Title 39:4-11.1). While at school, students must comply with these rules:

4. Bicycles may not be ridden on school grounds during arrival and dismissal; they must be walked.

5. Bicycles must be parked in the racks provided. Students must bring and use bicycle locks.

6. Helmets must be stored in the backpack or attached to the bicycle.

7. Students are not to interfere with any bikes, helmets or other equipment (steal, unlock quick releases, bounce helmets, etc.).

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

## **LUNCH AND RECESS**

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### **LUNCH PROCEDURES**

Lunch time for teachers and students is between 11:30 – 12:20. Hot lunch is available through Pomptonian and may be ordered online. Students may also choose to bring their own lunch. Students are also allowed to go home for lunch. If you choose to bring your child home for lunch, please follow these guidelines:

- Notify the teacher in the morning with a note for each day that you're taking your child home.
- If a student is picked up for lunch, they may not return for recess. Students must be present for both lunch and recess or be taken home for both lunch and recess. It is important that we keep track of students in our care at all times for their safety.

Kindergarteners, fourth and fifth graders will have recess first, while first, second, and third graders will eat first. Mid-way through the lunch period, we switch.

If you're dropping off lunch for your child, please do so in the coolers, which are located in front of the lobby doors, by 11:00 a.m.

### **RECESS**

Students will have outside recess every day, weather permitting. Students should dress accordingly. Decisions to have outside recess during cold weather are made by the principal. These decisions depend upon the temperature and the wind chill factor. Our general rule of thumb is that unless it is **below 30 degrees with the wind chill factor included**, we will go out.

Students will have supervised indoor recess on days when bad weather prevents outside recess.

## **HEALTH & NUTRITION GUIDELINES FOR SCHOOL CELEBRATIONS**

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Safety is a priority for all students at Hamilton 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.

### **BIRTHDAYS**

Party Invitations: We do not allow birthday party invitations to be distributed at school. You will be provided with a class list at the beginning of the school year so you will have the names of students in your child's class. Birthday party invitations may NOT be given out in school even if the entire class is invited.

We recognize that birthdays are a fun and special time for our students and an important part of growing up. Birthdays will be non-food celebrations. The classroom teacher will decide on an age-appropriate activity to celebrate each child's special day in that month. We do not allow clowns, balloons, and flowers sent to school.

#### Birthday Celebration Procedures:

- The birthday child's name will be announced on the PA on the morning of their birthday.
- The birthday child will receive a special treat from the principal.
- The student may give bookmarks, stickers, pencils, erasers, etc. to all his/her classmates
- The birthday child may bring in a book to be read to the class. The book may be donated to the class or school library.
- The birthday child may donate a board game to the class.
- The class may have a 15-minute activity chosen by the birthday child (recess, indoor games, etc.).

#### HALLOWEEN

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

#### HOLIDAY, VALENTINE'S, AND END-OF-THE YEAR PARTIES

- These will be celebrated in school with one store-bought sweet treat, one store-bought healthy treat, and water. Sign-up sheets will be available at Back-to-School night for the purchase of these items. A list of items will be sent to all families prior to the celebration. Families with a child with allergies will know exactly what is being bought so they could determine what would be best for their child. **The option to bring in a treat from home is always an option.**
- Activities which include food and are tied to an educational initiative will still be held and separate permission slips will be acquired for students with allergies (Ex: Husky Cafe; Multicultural Festival, Breakfast in School, Yearbook Breakfast, Field Day lunch etc...)
- H.S.A. functions involving food would continue as they had in the past (Pizza, Sandwich Day, Bagel, Frozen Ice Days, Bake Sales, etc....)

#### PEANUT AND NUT ALLERGIES

Each year there are a few students who have **severe** food allergies which require us to be very mindful of the food that children are bringing to school for snack, parties and lunch. With regard to lunch, lunch assistants make sure that children with allergies are not near any food that can be harmful to them. If your child has a food allergy, please be sure to let the classroom teacher and the nurse know.

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. Please see separate directions for school parties that include food.

### **ILLNESS OR INJURY**

Children with definite signs of illness such as colds, skin diseases, or childhood communicable diseases need to be kept at home. A child should not return to school for 24 hours after vomiting or having a high temperature. This policy is both for the health of the affected child as well as classmates who could become infected.

If a child is injured or becomes ill at school, he/she is cared for temporarily in the nurse's office until a parent or person designated by the parent is able to take the child home. Parents must provide the school with an emergency number where they can be reached or another adult that can take responsibility for their sick child.

### **IMMUNIZATIONS**

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

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

Please call the school nurse for more details regarding immunizations.

### **POLICY FOR THE ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL**

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

### **LICE POLICY AND PROCEDURES**

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

The procedure is as follows:

1. If a student is assessed as having head lice, the parent or guardian shall be immediately informed and advised to contact their private healthcare provider and to proceed with recommended treatment.
2. The school nurse will notify the building administrator and will proceed to notify appropriate grade level parents with a letter that is sent home.

3. Students will remain in class at the discretion of the registered professional nurse assessing the student. Determination will be made based on the severity of the infestation/comfort of the child and the availability of the parent/guardian.
4. Students shall return to school after proper treatment. Parents are advised to accompany their child to the school nurse upon return to school.
5. School nurses will advise each other of head lice occurrences of siblings.

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## **PARENT-SCHOOL COMMUNICATIONS**

### **PARENT PARTICIPATION IN SCHOOL ACTIVITIES**

While the H.S.A. provides ample opportunity for parent involvement in fund-raising and social events, there are many special SCHOOL INITIATIVES at Hamilton that allow parents to partner with the school. These events will be communicated by the principal throughout the year. All parents are welcome in helping to make them even more special. Some of these are: Husky Café, Breakfast in School, and Multicultural Festival.

Other ways of being a part of your child's school life are: Class Parents, Library Volunteers, Tic Toc, Art/Music show helpers.

*While the administration welcomes any new ideas for projects and activities that involve the children during instructional times, prior approval from the principal's office is required.*

### **VISITATIONS**

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

### **CONFERENCES**

New this year will be conference dates for all students, K-5 as follows:

**Wednesday, December 8th - 1:30 - 3:30**

**Thursday, December 9th - 1:30 - 8:30**

Please do not drop in to see a teacher expecting to have a conference. You can easily **arrange an appointment by E-mailing** your child's teacher. All E-mail addresses are the person's lastnamefirstinitial @glenrocknj.org (for example: [pieridesi@glenrocknj.org](mailto:pieridesi@glenrocknj.org))

### **CLASSROOM TELEPHONES**

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

## **REPORT CARDS**

Report cards are issued in trimesters:

### **Grades 1-5**

- Thursday, December 23, 2021
- Friday, April 1, 2022
- Thursday, June 23, 2022

### **Kindergarten**

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

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## **STUDENT SUPPORT PROGRAMS**

### **INTERVENTION AND REFERRAL SERVICES COMMITTEE**

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. Parents are also allowed to refer their child to this committee after consulting with the teacher. This committee includes the principal and other school staff members. An action plan consisting of strategies and a timeline will be devised at this meeting, addressing the concerns of the child. It is our belief 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 and invited to the meetings. Meetings are typically on Wednesday mornings.

### **SPECIAL EDUCATION**

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, includes the School Psychologist, Learning Disabilities Teacher/Consultant and Social Worker, will meet with the parents and teachers of the child who may be in need of services to develop a plan. The Child Study Team along with the child's parents and teachers will develop an Individual Educational Program (I.E.P.) that guides the instruction of children who require specialized teaching techniques in order to maximize their potential. This plan is evaluated and revised annually. Their programs are designed to include as much of the regular school program as possible and yet meet their individual needs.

### **INSTRUCTIONAL SUPPORT PROGRAMS**

Students who need assistance in reading and/or math instruction will receive support through these programs, also known as Basic Skills Instruction. Assistance may be

given either in class or as a pull-out program. These programs are offered as part of the action plan devised at an I & RS meeting.

### **GIFTED AND TALENTED and ENRICHMENT PROGRAM**

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 and more varied educational experiences that go beyond the regular curriculum. Acceleration enables pupils to progress through the curriculum at a more rapid rate. A pupil may not participate in both components. Programs shall be developed which 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 by either parents or school staff to the speech therapist. Once the child meets the eligibility criteria for services parental consent is required prior to the start of the services and a Speech Individual Education Plan is developed. The I.E.P. is reviewed and revised annually.

### **ENGLISH AS A SECOND LANGUAGE**

In compliance with State Law, the school 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 assessment and teacher recommendation. These students are also given support within the classroom, as needed.

**School Nurse:** Conducts and/or maintains records of hearing and vision screening, immunizations, dental care and any other medical related problems. A certified school nurse is in the building everyday.

### **ELEMENTARY SCHOOL COUNSELING AND GUIDANCE PROGRAM**

Our guidance counselor, Jessica Falkenstern, is available to all students and parents at Hamilton School for services. These services include short-term sessions, periodic individual counseling, small group counseling, classroom guidance lessons, lunch groups, consultations with parents, teachers and administrators, and coordination of services.

### **HOME AND SCHOOL ASSOCIATION**

We look forward to all Hamilton families joining the Home and School Association and becoming active members. The school is grateful for the support of this organization and the

good work it does. Please check out the website so that you “Don’t Miss a Thing!” at <https://www.hamiltonhsa.org> .