

PARENT HANDBOOK 2012-2013



ALEXANDER HAMILTON SCHOOL

380 Harristown Road
Glen Rock, NJ 07452

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

<http://hamilton.glenrocknj.org>

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 and nurturing environment. This environment must support and continuously define the essentials of honorable behavior for everyone within the school setting. We believe that this occurs when:

- Teachers, parents, administrators and other adult members of the 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



TABLE OF CONTENTS



1. Arrival and Dismissal	Pages 6-8
2. Student Expectations	Page 9
3. District Policies	Pages 10-21
4. Parent-School Communications	Pages 22-23
5. Curriculum	Pages 24-27
6. Health And Safety Practices	Pages 28-30
7. Email Guidelines And Addresses	Page 31
8. Insurance And Lunch	Page 32
9. Miscellaneous	Page 33-34

IMPORTANT PHONE NUMBERS AROUND OUR DISTRICT

Glen Rock School District	(201) 445-7700
Office of the Superintendent, Ray Albano	ext. 8950
Office of the Director of Curriculum, Kathleen Regan	ext. 8949
Office of the Business Administrator, Michael Rinderknecht	ext. 8942
Office of the Director of Special Services, Phil Paterno	ext. 8932
Office of the Director of Guidance, Larry Wolff	ext. 8918
Office of the Director of the Community School, Andrea Tahinos	ext. 8960/5011
Principal, Byrd School, Linda Weber	ext. 8994
Principal, Central School, Krista La Croix	ext. 8986
Principal, Coleman School, Dawn Cappadona	ext. 8978
Principal, Middle School, Ed Thompson	ext. 8930
Principal, High School, Steve Arlotta	ext. 8958
Gifted & Talented Office, Mary Morrow	ext. 6236



School Mission

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 Elementary School is a K-5 elementary school, which values a strong sense of community. At Hamilton, 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.

The tools of technology (laptop computers, software, 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. To keep active communication between parents and school, Hamilton School produces a monthly newsletter for all parents. Parents' attendance at all school-wide events is high, and we count on parent volunteers throughout the school year in a variety of ways.



1. Arrival and Dismissal

REGULAR TIME SCHEDULE

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

SCHOOL CLOSING AND DELAYED OPENING

School Closing During Inclement Weather: Announcements will be broadcast on WINS (AM 1010) between 5:00 and 9:00 AM. Information on school closings will also be available on the GRPS website, www.glenrocknj.org and the automatic phone system.

Delayed Opening

Grades 1-5

10:00- Homeroom
10:05- Period 1
10:25- Period 2
10:45- Period 3
11:05- Period 4
11:25- Homeroom
11:30- Lunch
12:20- Homeroom
12:30- Period 5
1:10- Period 6
1:50- Period 7
2:30- Period 8
3:10- Homeroom
3:18- Dismissal

Kindergarten

AM: 10:00 – 11:30
PM: 12:20 – 3:18

Early Dismissal

Grades 1-5

8:33- Homeroom
8:38- Period 1
9:07- Period 2
9:36- Period 3
10:05- Period 4
10:34- Period 5
11:03- Period 6
11:32- Period 7
12:01- Period 8
12:30- Homeroom
12:33- Dismissal

Kindergarten

AM: 8:33 – 10:25
PM: 10:40 – 12:33

EARLY DISMISSAL DAYS: October 8, 2012; November 21, 2012; December 3, 2012, January 28, 2013, and June 20, 2013.

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

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

There are two things parents can do to help us in this area:

1. Punctuality is an important trait to be fostered and practiced in school. Allow your children to leave home at a time that offers only a few minutes extra before they are required to be at school. We want children to arrive at 8:25 a.m. unless they are participating in a before-school program such as Morning Chorus or Safety Patrol.
2. School is dismissed at 3:18pm and it is necessary and important that your child is picked up promptly at dismissal. If you are delayed, please call someone on your emergency list to pick up your child. Please make sure these people are available for this purpose and any other emergency that may arise concerning your child when you cannot be present. From time to time, this occurs during the school day when a child is sick and a parent cannot be reached. It is recommended that you discuss with your child the individuals who are on your emergency contact list. People listed should live locally. When arriving at school, students are to line up at their grade's designated waiting area:

Kindergarten: Children arriving will gather outside the kindergarten door, which is located on the front of the building to the far right. Dismissal will be through the same door to a parent or a person authorized, in writing, by the parent.

First Grade: Children will gather at their outside classroom doors. Dismissal will be through the front lobby doors and released to a parent or a person authorized, in writing, by the parent.

Second Grade: Children will gather at their outside classroom doors. Dismissal will be through the front lobby doors and released to a parent or a person authorized, in writing, by the parent.

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

Third Grade: Children will gather at the outside third/fourth grade door, which is located at the front of the building to the far left. Dismissal will be through these same doors. Please notify your child's teacher in writing if you allow your third grader to walk home on his/her own.

Fourth Grade: Children will gather at the outside third/fourth grade door, which is located at the front of the building to the far left. Dismissal will be through these same doors. Fourth graders do not have to be picked up by an adult.

Fifth Grade: Children will gather at their outside classroom doors. Dismissal will be from the same classroom doors. 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. On inclement days and days where the temperature falls below 30° (with the wind chill factor) we will have “indoor days.” A flag is located outside the front door on the wall opposite the H.S.A. bulletin board and is visible as you enter the parking lot. **The flag will be flown on indoor days.** Parents are asked to drop off their children 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.

Another area that would help greatly is to insist that your children go straight home after school. Students are not to play on the playground equipment after 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.

2. STUDENT EXPECTATIONS

1. We expect youngsters to learn and exercise principles of GOOD CITIZENSHIP, and expect students to show respect for themselves and others. We also expect them to always show good manners in all situations.
2. Students enter the building at 8:33 A.M.
3. Children must obtain permission before using the school telephone.
4. Chewing gum is not allowed in the building.
5. Fighting and wrestling are prohibited. This includes to and from school.
6. Snowball throwing is not allowed.
7. Baseballs and bats are not to be brought to school. Children are not to bring other personal toys for recess. Students should not bring radios, CD's, laser lights, games or electronic devices, etc. to school.
8. Contact games and activities where students tag, push, or pull are not allowed. Tackle football is forbidden.
9. Students are to WALK in the hallways and rooms at all times.
10. Guns, knives, look-alike items, or other dangerous weapons or objects are not allowed on school property. The board has adopted a Zero Tolerance policy which could exclude a child from school if such items are brought to school.
11. Swearing or vulgar language will not be tolerated.
12. We expect our students to have excellent attendance, be on time and be prepared for the business of learning.



DISTRICT POLICIES

HEALTHY NUTRITION AND CELEBRATION GUIDELINES

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

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

Birthdays will be non-food celebrations. The classroom teacher will decide on an age-appropriate activity to celebrate each child's special day. We do not allow clowns, balloons, and flowers sent to school. Birthday party invitations may NOT be given out in school even if the entire class is invited.

Birthday Celebration Ideas:

- 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
- Students or the teacher decorate the child's chair
- The student gives bookmarks, stickers, pencils, erasers, etc. to all his/her classmates
- The birthday child picks out a book from the library and that book is read to the class. A book may be donated to the class or school library
- The birthday child donates a board game to the class
- The class has 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.

VALENTINE'S DAY, DECEMBER, AND END-OF-THE YEAR PARTIES

- These will be celebrated in school with one store-brought 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 are tied to an educational initiative will remain for all schools (Ex: Gingerbread Houses; International Luncheon, Manners Luncheon, Breakfast in School, Yearbook Breakfast, etc...)
- H.S.A. functions involving food would continue as they had in the past (Pizza, Subway, Ice Cream Days, Bake Sales, Family Fun Night, etc....)

~~~~Please find the allergy permission slip under **Wellness** on our website~~~~

## HARASSMENT, INTIMIDATION AND BULLYING

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

### DEFINITIONS

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

- a. Reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, **OR**
- b. By any other distinguishing characteristic; **AND THAT** (one of the above conditions, a or b, must be present to be considered harassment, intimidation or bullying. If one of the above conditions is present, c and d or e or f must be present as well.)
- c. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils, **AND THAT**
- d. A reasonable person should know under the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear or emotional harm to his/her person or damage to his/her property; **OR**
- e. Has the effect of insulting or demeaning any pupil or group of pupils; **OR**
- f. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

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

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

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

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

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

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

Our school is proactive in teaching all of our students the skills and attitudes necessary to avoid such conflicts and in providing incentives to do so. When there is an infraction, the student will

receive appropriate consequences but also receive other positive interventions intended to help the student avoid further incidents.

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

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

### Consequences and Appropriate Remedial Actions

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

### Factors for Determining Consequences

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

### Factors for Determining Remedial Measures

#### Personal

1. Life skills deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance; and
11. Relationship to pupils and the school district.

#### Environmental

1. School culture;

2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for a pupil or staff member who commits one or more act of HIB may range from positive behavioral interventions up to and including suspension or expulsion of pupils. Consequences for a pupil who commits an act of HIB shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to HIB. The consequences and remedial measures may include, but are not limited to, the examples listed below:

#### Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

#### Examples of Remedial Measures- Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or lunch duty);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

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

1. School and community surveys or other strategies for determining the conditions contributing to HIB;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter);
11. Teaching assistants;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors.
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the I and RS Team;
17. Parent conferences;
18. Family counseling;
19. Involvement of community-based organizations;
20. Development of a general bullying response plan;
21. Recommendations of a pupil behavior or ethics council;
22. Peer support groups;
23. Alternative placements (e.g., alternate education programs);
24. School transfers;
25. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

The district will also impose appropriate consequences and remedial actions to a staff person who commits an act of HIB with a pupil. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school-district sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to, in or out of school counseling, professional development programs, and work environment modifications.

### Harassment, Intimidation and Bullying Off School Grounds

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

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

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

### District Anti-Bullying Coordinator:

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

### School Anti-Bullying Specialist:

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

### School Safety Team:

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

### Consists of:

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

### Responsibilities:

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

## GENERAL GUIDELINES FOR DISCIPLINE

In order to maintain an environment of order and respect in a manner that students understand, the rubric below will be used to deal with inappropriate behavior. This rubric may be used when dealing with conflicts that may or may not rise to the level of HIB.

### CONSEQUENCE RUBRIC FOR BULLYING AND INAPPROPRIATE BEHAVIOR

| Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | First Incident                                                                    | Second Incident                                                                     | Third Incident                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Teasing</li> <li>• Rumors/Gossiping</li> <li>• Name calling</li> <li>• Leaving someone out</li> <li>• Using inappropriate language</li> <li>• Antagonizing</li> <li>• Antagonizing which leads to situation escalating</li> <li>• Hitting</li> <li>• Spitting</li> <li>• Kicking</li> <li>• Pushing</li> <li>• Grabbing</li> <li>• Poking</li> <li>• Threatening</li> <li>• Using items to intentionally hurt others</li> <li>• Disrespect towards others including members of the staff</li> <li>• Disrupting others through excessive talking, calling out, or attention-seeking behavior</li> </ul> | <p><b>Level 1-</b></p> <p>Warning.</p> <p>Parent contacted.</p>                   | <p><b>Level 1-</b></p> <p>One inside recess.</p> <p>Parent contacted.</p>           | <p><b>Level 1-</b></p> <p>Three days of inside recess.</p> <p>Parent contacted.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Level 2-</b></p> <p>One day of inside recess.</p> <p>Parent contacted.</p>  | <p><b>Level 2-</b></p> <p>Three days of inside recess.</p> <p>Parent contacted.</p> | <p><b>Level 2-</b></p> <p>Five days of inside recess.</p> <p>Parent contacted.</p>  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Level 3-</b></p> <p>Two days of inside recess.</p> <p>Parent contacted.</p> | <p><b>Level 3-</b></p> <p>Five days of inside recess.</p> <p>Parent contacted.</p>  | <p><b>Level 3-</b></p> <p>In school suspension.</p> <p>Parent contacted.</p>        |

After 3 incidents, school staff and parent meet to develop individual plan.

- Students may receive one additional warning depending on grade or classification.
- Principal will use discretion for level of consequence
- Inside recess” means the student stays in the office for lunchtime recess and completes the “Think about It” letter (with assistance as necessary from Teacher in Charge).

## WEAPONS POLICY

The Glen Rock School Board believes weapons and other dangerous objects in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

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

## TITLE IX

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

## CHILD ABUSE REPORTING

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

## GENERAL POLICIES

**Attendance:** School attendance is compulsory for all children between the ages of six and sixteen in the State of New Jersey. It is the legal responsibility of the parent to see that regular attendance is maintained. The principal may request evidence or written verification of the student's reason for absence.

**Tardiness:** It is the responsibility of the principal to maintain records of pupil absence and tardiness. Being on time is essential as students arriving late disrupt classroom routine. Students are counted tardy after 8:38 AM and 12:25 PM. Please refer to the daily schedule.

**Absence from School:** When it is necessary for your child to be absent from school the parent or guardian should call the attendance line (201) 445-7700 – press 1 for attendance and then 5 for Hamilton School no later than 9:00 a.m. each morning of the absence. **If you do not call, the office will make routine calls to parents. If no one is reached, the Glen Rock Police Department will be notified.**

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

**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.

**Electronic Devices:** These items are expensive and delicate so students are discouraged from bringing iPADS, IPODS, electronic readers, Droid phones, etc. to school. The school will not accept responsibility for loss or damage to any electronic item brought from home. If a student brings an electronic device to school that contains inappropriate material such as weapons, sexual material, etc., the item will be confiscated and returned only to a parent.

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

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

Parents picking students up during school hours must stop into the office. Children will not be dismissed to leave the building unless a parent reports to the main office.

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



### **Bike Riding to School**

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

- He/she must wear a helmet, which can be stored in their backpack or on their bicycle (New Jersey state law requires anyone under 17 that rides a bicycle to wear a helmet)
- Obey the rules of the road
- Ride courteously
- Lock their bicycle in one of the bike racks on the left side of the 3<sup>rd</sup>/4<sup>th</sup> grade wing
- Walk their bicycle while on school property

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



### **Walking to School**

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

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

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

### **Dismissal Procedures**

Students are dismissed by their classroom teachers when the bell rings at lunch time and at the end of the day. Please be sure that your wishes regarding the dismissal of your child/children are known to their teachers. 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 so it is imperative that your child be picked up on time.

### **Telephone**

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

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

Students are expected to take pride in their school. Marking or defacing desks, walls, or any part of the building is inappropriate behavior. Parents of the pupils involved in the destruction

of property will be billed for repairs. An incident report will also be filed with the state per school regulations.

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

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

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

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

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

### 3. 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 administrative 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: Harvest Fest, Husky Café, Winter Indoor Recess Activities, Fruit/Vegetable Tastings, Breakfast in School, Habitat Day, and new this year, Multicultural Awareness.

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:** Parent-teacher conferences may be requested by the teacher or the parent. Appointments are required. Please do not drop in to see a teacher expecting to have a conference. You can easily **arrange an appointment by E-mailing** your child's teacher. A list of staff email addresses is listed below.

**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:** Children in kindergarten through 5<sup>th</sup> grade will get report cards this year, which you can access through the Parent Portal of Genesis, a web-based software program that the district uses. There will be no paper report cards being sent home. In order to have access to your child's report card you must register with the Parent Portal. For more information, please call the Guidance Office at 201 445-7700 ext. 8918. The dates that the report cards will be open for your viewing for the 2012-2013 school year are as follows:

Trimester 1: Friday, December 7, 2012

Trimester 2: Monday, March 18, 2013

Trimester 3: Thursday, June 20, 2013

#### **Forgotten Items:**

Parents are welcome to leave forgotten materials or lunches for their child on the red table in the hallway just outside of the office. Please remember to clearly mark the item(s) with your

child's name. Let your child know that they are to check the table before they call home for forgotten items.



**Recess:**

Children will go outside each day for recess. Please be sure your child is dressed properly with coats, hats, gloves, boots, etc. Inclement weather days or days that are 30° or below (with wind chill factor) will be “in” days.



## 4. CURRICULUM

**KINDERGARTEN PROGRAM:** Kindergarten is a time of preparation and maturation. The primary objective is to ensure that every child will succeed when presented with the formal first grade reading and math programs. Instruction is differentiated however efforts are focused upon development of a positive self-concept and the acquisition of skills that contribute to readiness. Readiness consists of acquiring specific knowledge and skills which are necessary prerequisites for learning particular school subjects; and the willingness to do so when asked. Students are introduced to the mathematics and language arts curricula and programs which are implemented in the elementary grades.

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

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

All students have access to our school library where they are encouraged to check books out to read in their classrooms or at home. All teachers read aloud to their students daily, and reading for enjoyment is emphasized in every classroom. Students who need more individual or small group help may qualify for the Rock 'n Read program. Parents will be notified if the recommendation is made for their child to participate in this program

**MATHEMATICS:** Our district's mathematics curriculum is aligned with the newly adopted federal and state Common Core School Standards (CCSSs). The program focuses on developing thinking skills, using manipulatives to assist in problem solving as well as mastering basic facts.

Students work individually as well as in small and large groups. Students are encouraged to think of various solutions to a problem. Students maintain a journal in which problem solving responses are recorded and explained. Writing about mathematics helps learners clarify and deepen their thinking as well as for teachers to assess students' understanding. A basic skills program is available for those students needing additional support to meet proficiency level requirements on state assessments.

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

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

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

**ART:** Grades K-5 students have Art once a week. A sequence of projects is prepared for students in kindergarten through fifth grade by the art teacher lead to development of skills and expression in a large variety of art media. Some projects directly align with and support the literacy, science, and social studies curricula. The art teacher will inform you of any supplies needed.

**MUSIC:** Grades K-5 students have music once a week. The Orff system is also utilized in developing the fundamentals of rhythm and reading music notation. Students in grades 4 and 5 are encouraged to participate in Morning Chorus, which meets one morning a week before school. The Morning Chorus performs at both the Winter and Spring concerts.

**INSTRUMENTAL MUSIC:** Instruction on standard band instruments is offered to all interested fourth and fifth grade students. The music teacher will send home information regarding this program in September for students who wish to begin an instrument.

**PHYSICAL EDUCATION:** Grades K-5 students have Physical Education twice a week. The program consists of games, exercises, sports, and activities appropriate for each grade level that contributes to the development of good health, wellness and social attitudes through physical activities. Children must wear sneakers and appropriate clothing on P.E. days.

**LIBRARY/MEDIA CENTER:** The library/media center is open daily for student use. Every student has the opportunity to visit the library/media center weekly for book checkout. Library and research skills are taught in conjunction with class curriculum by the library/media specialist and/or the classroom teacher.

For more information about our curriculum, please refer to our district's Curriculum and Instruction website: [www.glenrocknj.org](http://www.glenrocknj.org)

## **FIELD TRIPS**

Educational trips are taken in conjunction with the curriculum at the various grade levels. Parents MUST sign and return permission slips for their child to participate. Please be cognizant of the time the field trip is scheduled to depart as we leave on time so we are punctual for our appointments. We can not hold up the bus for latecomers. Each grade will take one trip per year.

## **SPECIAL PROGRAMS**

### **INTERVENTION AND REFERRAL SERVICE COMMITTEE**

The Intervention and Referral Services Committee (formerly known as PAC) 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 is comprised of 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 prior to the meeting date and will be invited to follow-up meetings.

### **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, which is comprised of the School Psychologist, Learning Disabilities Teacher/Consultant and Social Worker, will meet with the parents and teachers of the child who may be in need of services to develop a plan. 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 Rock 'n Read and Basic Skills Math. Assistance may be given either in class or as a pull-out program.

## **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.

## **SERVICES**

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

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

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

## 5. HEALTH AND SAFETY PRACTICES

### FIRE DRILL PROCEDURES

The fire bell is a buzzing sound accompanied by flashing strobe lights. When the fire drill warning sound begins, all building occupants are to leave as quickly and as 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.

### 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, shut off all lights, have the children sit along a wall farthest away from the outside windows, and block the door window. They are to remain silent until an 'all-clear' announcement is made.

### EMERGENCY EVACUATION OF A BUILDING

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

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

4. K-5 schools evacuation sites:

| <u>School</u> | <u>Primary Site</u>     |
|---------------|-------------------------|
| Byrd          | Academy of Our Lady     |
| Central       | Community Church        |
| Coleman       | Glen Rock Middle School |
| Hamilton      | Academy of Our Lady     |
| Middle School | Coleman School          |
| High School   | Central School          |

5. We recommend that children be instructed by their parents on what to do when school has an emergency dismissal.
6. Flexibly paced elementary students would remain with their classroom teacher who would walk them to Academy of Our Lady where their parents would be called.

### **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.

### **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.

### **TRAFFIC AND SAFETY**

One of the many benefits of a community school is the convenience of walking to school. We strongly encourage children to walk to school everyday. If a parent drops children at school, 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.

## **ALEXANDER HAMILTON SCHOOL**

*Updated September 2012*

### **PICK-UP AND DROP-OFF SAFETY RULES**

#### **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.
- **Pull all the way up** until you reach the 3<sup>rd</sup> & 4<sup>th</sup> 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, please wait for the car in front of you to move, and then follow in an orderly fashion. **Do not go around other vehicles.**

#### **AFTERNOON PICK-UP**

DRIVING IN AND OUT OF THE PARKING LOT WILL NOT BE ALLOWED FROM 3:15 TO 3:30. 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.

- There will be two lanes of cars going through the driveway. The right-hand lane is for parents waiting to pick up their children. The left lane is a **moving** lane and should only be used if you have already picked up your child.
- If you are waiting for your child in the pick-up area, you **must** move your vehicle up as the person in front of you leaves (others behind should follow.)
- **Do not leave your vehicle for any reason while you are in our driveway.**
- Children will only enter your vehicle once you approach the school and are in front of the school. Do not wave to your child to leave the curb and step into the street. Our safety patrol officers have been instructed not to allow children to cross into a driving lane to get into your car.

**NO DOUBLE PARKING** in our parking lot. If no spots are available, please park on the street.

**NO PARKING** in Staff Parking Lot 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.**

## 6. E- MAIL GUIDELINES AND ADDRESSES

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

1. E-mail should only be used to send a teacher a note that does not require an immediate response more than once or twice a day. Occasionally, unusual events may prevent a teacher from opening up his or her e-mail on any given day.  
In the event of a virus all e-mail accounts in the district will be shut down.
2. E-mail correspondence will not be used by teachers to discuss your child's academic or educational program. A conference is the preferred way to handle these matters.
3. E-mail is not accessed over the weekend or on any school holiday.
4. The procedure for notifying the school for an absence will remain the same. **Please do not use e-mail to notify the school if your child will be absent.**
5. The best way to obtain homework for a child who is sick is to leave a message when you call the school to report an absence. Since your child's teacher may not access her mail until later in the day please do not use E-mail as the only means of requesting homework. This request should be made when you notify the school by 9:00 AM of the absence.
6. Please refrain from sending teachers frivolous e-mail such as jokes, recipes, etc.
7. If an e-mail account does not appear in Hamilton Happenings or on the website, it is because that individual does not yet access email

Listed below are E-mail addresses for staff:

|                    |                                                                              |                    |                                                                            |
|--------------------|------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------|
| Irene Pierides     | <a href="mailto:pieridesi@glenrocknj.org">pieridesi@glenrocknj.org</a>       | Lisa Tomaselli     | <a href="mailto:tomasellili@glenrocknj.org">tomasellili@glenrocknj.org</a> |
| Cathy Macri        | <a href="mailto:macric@glenrocknj.org">macric@glenrocknj.org</a>             | Elizabeth Wanagiel | <a href="mailto:wanagiele@glenrocknj.org">wanagiele@glenrocknj.org</a>     |
| Katy Lau           | <a href="mailto:lauk@glenrocknj.org">lauk@glenrocknj.org</a>                 | Anna Kim           | <a href="mailto:kimanna@glenrocknj.org">kimanna@glenrocknj.org</a>         |
| Mary Mulcahy       | <a href="mailto:mulcahym@glenrocknj.org">mulcahym@glenrocknj.org</a>         | Dana Andriano      | <a href="mailto:andrianod@glenrocknj.org">andrianod@glenrocknj.org</a>     |
| Carolyn Cooney     | <a href="mailto:cooneyc@glenrocknj.org">cooneyc@glenrocknj.org</a>           | Sharon Silver      | <a href="mailto:silvers@glenrocknj.org">silvers@glenrocknj.org</a>         |
| Jennifer Winkler   | <a href="mailto:winklerj@glenrocknj.org">winklerj@glenrocknj.org</a>         | Charles Holmgren   | <a href="mailto:holmgrenc@glenrocknj.org">holmgrenc@glenrocknj.org</a>     |
| Jeanne Rorro       | <a href="mailto:rorroj@glenrocknj.org">rorroj@glenrocknj.org</a>             | John Diomede       | <a href="mailto:diomedej@glenrocknj.org">diomedej@glenrocknj.org</a>       |
| Kim McCloskey      | <a href="mailto:mccloskeyk@glenrocknj.org">mccloskeyk@glenrocknj.org</a>     | Kim Menke          | <a href="mailto:menkek@glenrocknj.org">menkek@glenrocknj.org</a>           |
| Leane Sikes        | <a href="mailto:sikesl@glenrocknj.org">sikesl@glenrocknj.org</a>             | Alice Wright       | <a href="mailto:wright@glenrocknj.org">wright@glenrocknj.org</a>           |
| Jamie Britton      | <a href="mailto:brittonj@glenrocknj.org">brittonj@glenrocknj.org</a>         | Lissa Moskowitz    | <a href="mailto:moskowitzl@glenrocknj.org">moskowitzl@glenrocknj.org</a>   |
| Audrey Mutch       | <a href="mailto:mutcha@glenrocknj.org">mutcha@glenrocknj.org</a>             |                    |                                                                            |
| Laura Ciabattoni   | <a href="mailto:ciabattoniil@glenrocknj.org">ciabattoniil@glenrocknj.org</a> |                    |                                                                            |
| Robert Crescitelli | <a href="mailto:crescitellir@glenrocknj.org">crescitellir@glenrocknj.org</a> |                    |                                                                            |

## 7. INSURANCE AND LUNCH

### INSURANCE

The School Insurance forms **are now available on line at [www.BollingerSchools.com](http://www.BollingerSchools.com)**

### LUNCH

The Free/Reduced lunch forms **must be returned** to your child's teacher. If applying for free or reduced price lunch/milk, please complete all necessary portions of the application.

If you are not applying, please fill in your name and indicate you are not interested.

Lunch is between 11:30 and 12:20 for children in first through fifth grades. A hot lunch is available and may be ordered through our lunch program. Menus are available on line and orders along with payments are due to the school office monthly. Milk and/or water are also available for purchase through the lunch program order form.

Students may choose to bring their own lunch. If students want to go home for lunch, they must bring a note to school. Students are only allowed to go with adult supervision and not with other students. Students going home for lunch are dismissed out the front lobby door.

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

## **8. MISCELLANEOUS**

### **GROOMING AND DRESS HABITS**

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

### **RECESS ATTIRE**

Recess is a supervised portion of each day in which we expect all students to participate in some type of play activity. It is important for students to dress appropriately for this activity since recess is held outside if at all possible. This means students should wear boots when there is snow on the ground, a head covering that protects the ears, and gloves during cold weather. Please help us provide a safe time of play for our children by seeing that they are properly dressed each morning.

### **SUPPLY LISTS**

Each grade level compiles a supply list of materials that your child will need during the school year. This year, many parents ordered their supplies through a program set up by H.S.A. Additional items that are specific for each teacher may be requested once school begins. Supply lists are available the Hamilton School website, from the classroom teacher or from the Main Office.

### **FACULTY ROOM/KITCHEN**

Due to facility limitations use of the Faculty Room/Kitchen is limited to Hamilton and District staff. HSA events may use the office sink. Any special events that require a kitchen must be approved in advance by the GREA.

### **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 and so that you "Don't Miss a Thing!" at [www.hamiltonhsa.org](http://www.hamiltonhsa.org).

### **HAMILTON SCHOOL STAFF**

The Hamilton School Staff strive to:

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

The accomplished staff at Hamilton School is:

Ms. Katy Lau – Kindergarten  
Mrs. Mary Mulcahy - Grade 1  
Mrs. Jennifer Winkler – Grade 1  
Mrs. Jean Rorro – Grade 2  
Mrs. Leane Sikes – Grade 2  
Ms. Carolyn Cooney – Grade 3  
Mrs. Kim McCloskey – Grade 3  
Mrs. Jamie Britton – Grade 4  
Mrs. Audrey Mutch – Grade 4  
Mrs. Laura Ciabattoni – Grade 5  
Mr. Robert Crescitelli – Grade 5  
Mrs. Kim Menke – Art  
Mr. John Diomede - Music  
Mr. Charles Holmgren – Physical Education  
Mrs. Lisa Tomaselli – Media Center  
Mrs. Dana Andriano – Resource Room  
Mrs. Sharon Silver - Resource Room  
Mrs. Elizabeth Wanagiel – Reading Specialist  
Mrs. Lissa Moskowitz - Speech  
Mrs. Anna Kim – Bilingual/ESL  
Mrs. Alice Wright – School Nurse  
TBD– Health Aide  
Mrs. Mary Morrow – Gifted & Talented  
TBD – Elementary Guidance Counselor

Mrs. Heidi D’Amato – Teachers’ Assistant\*  
Ms. Jessica Mott – Teachers’ Assistant\*  
Mrs. Michele O’Neill – Teachers’ Assistant\*  
Ms. Brittany Reiher – Teachers’ Assistant\*  
Ms. Danielle Pietranski – Teacher’s Assistant\*  
Ms. Margaret Senior – Teacher’s Assistant\*  
Ms. Lauren Hanczaryk – Teacher’s Assistant\*  
\*Also Lunch Room Aide

Mrs. Gisele Coley – Lunch Aide  
Ms. Kymm O’Hea – Lunch Aide  
Mrs. Martha Collins – Lunch Aide  
Mrs. Denise Ward – Lunch Aide

Ms. Millie Martinez – Head Custodian