

## Daily Time Schedule

### Grades 4 – 5

8:15 a.m.	Bell
12:00 – 12:45	Lunch
2:50 p.m.	Dismissal
2:50 – 3:10	Tutoring

### \* One Session Day/Early Dismissal

Students Report	8:15 a.m.
Students Dismissed	12:20 p.m.

### Schedule for Delayed Openings

Students Report	10:40 a.m.
Students Dismissed	3:00 p.m.

\* ***No lunch period will be provided on one session and delayed opening days***



## **First Day of School**

Students in grades 6, 7 and 8 report at 8:05 a.m. to appropriately numbered doors and follow the directions they receive by mail. Grades 6 and 7 assemble on the upper playground and Grade 8 congregates on the lower field.

Students in grades 4 and 5 report at 8:15 a.m. to their designated entrances and follow the directions they receive by mail. Grade four students will assemble on the playground in front of portables on Lincoln Avenue; grade five students assemble on the upper playground adjacent to the multipurpose room.

## **Parents/Visitors to School**

To ensure the safety of our children, it is imperative that all visitors enter through the front door and report directly to the office. Visitors to the portable classrooms are not to go directly to these rooms, but must first report to the school office. Visitors to the building are required to wear a "visitor identification tag." Teachers and staff are to question any stranger in the building who is not wearing a "visitor" pass.

## **Parent Conferences**

Parents are encouraged to take an active role in their children's education. Concerns and questions should always be referred first to the classroom teacher. Telephone or in-person conferences can be arranged by writing or calling the office to schedule an appointment. E-mail addresses for teachers are available on the district web site.

In addition, conferences can also be arranged with the principal or assistant principal by calling 201 438-7675 x4373.

## **E-Mail Guidelines**

The following guidelines are provided to assist staff and community members to utilize e-mail effectively in an educational setting. E-mail can be used for clarification of assignments, due date questions, field trip questions, requests for a phone call, thank you notes, communicating with colleagues and staff members, etc. Homework Hero is also a source of information for parents and students.

- Be sure to put the topic of your e-mail in the subject heading. Teachers and staff often delete e-mails from addresses they do not recognize in an effort to avoid SPAM.
- E-mail is not to be used for discussions, discipline issues, student information (privacy laws), and anything of a time-sensitive nature.
- To e-mail a member of the faculty, click on the staff member's e-mail address in the E-mail Addresses section of the appropriate school or type the person's first initial and first three letters of the last name followed by @rutherfordschools.org.
- Please be sure to sign your name and give e-mail addresses or phone numbers so that teachers can respond back to you.
- Anonymous e-mails will not receive a response.
- Please allow teachers and staff one business day (24 hours) to respond to your e-mail prior to making a second contact.

## **Timely Arrival at School**

Crossing guards are on duty from 7:45 a.m. until 8:45 a.m., and from 2:30 to 4:00 p.m. each school day. Please do not send your children to school before the appropriate times. Children should arrive at school no more than five to ten minutes before the doors open.

Traffic cones will be set up each morning on Lincoln Avenue and on East Pierrepont Avenue. These cones represent the designated drop off areas for students. In order to keep traffic flowing safely and efficiently, please drop students off only in these designated areas.

### **Regular Arrival Procedures for Grades 6, 7, and 8**

The school day begins at 8:05 for sixth, seventh and eighth grade students. All students are expected to enter the building through their grade level doors at 8:05. Students who enter through the front door because they have arrived at school too late to line up with their class must report to the office to be marked tardy for attendance purposes.

Students who arrive before 8:05 to meet with a teacher will report to the office. Students will be given a pass by the secretary.

To ensure student safety and adequate supervision, plan to have your children arrive at school no more than 5 minutes before the doors open, unless prior arrangements have been made with a teacher.

### **Regular Arrival Procedures for Grades 4 and 5**

The school day begins at 8:15 for fourth and fifth grade students. Fourth grade students will assemble behind the gate of the Lincoln Avenue courtyard. Beginning at 8:05, students in grades four and five will be supervised by a staff member.

To ensure student safety and adequate supervision, plan to have your child arrive at school no earlier than 8:05. The YMCA morning program is available for families who need to drop children off prior to 8:05. For more information please call 201-955-5300.

### **Excused Late Arrival and Early Dismissal Policy**

The Board of Education requires that pupils be in attendance for the full school day in order to benefit from the instructional program. That requirement will be waived only when compelling circumstances require that a pupil be late to school or dismissed from school before the end of the school day.

The principal may excuse for cause the late arrival and early dismissal of a pupil on the prior written request of the pupil's parent or guardian. Good cause may include, but need not be limited to, medical and dental appointments that cannot be scheduled outside the school day, medical disability, court appearances, etc.

### **Excused Late Arrival and Early Dismissal Policy (Cont'd)**

No pupil will be permitted to leave the school before the end of the school day except in the presence of the pupil's parent or an agent of the parent. The office will maintain a record of the parents or guardians of each pupil. If one parent has been awarded custody of the pupil in a settlement of divorce and wishes to limit the non-custodial parent's access to the pupil, the parent in custody must inform the principal of such limitations. In the absence of such notice, the principal will presume that a pupil may be released into the care of either parent.

No pupil who suffers an incapacitating medical disability will be released from the school except in the presence of an adult.

### **After School Dismissal**

In accordance with Board of Education Policy students in grades 4-8 are permitted to leave school grounds unescorted upon dismissal unless a parent/legal guardian, in writing, otherwise instructs the school. Fourth grade students will be picked up from the Lincoln Avenue exit. Students in grades 5-8 will be picked up from the front of the building.

A minimum of eight staff members will be assigned to student supervision duties at the end of the day and will be responsible for ensuring an orderly dismissal. Staff members will supervise the corridors, stairwells, and the building perimeter throughout the dismissal period.

Parents of students who are ineligible to leave school grounds after dismissal without an escort are asked to instruct their children to report to the Main Office in the event that the parent or designated escort does not arrive. Students will be assisted in contacting a parent to ensure that pick up arrangements have been made.

### **Emergency School Closing Procedures**

In the event of inclement weather, school closings will be announced on News 12 NJ (television) or WCBS 880 (radio) and WNBC/News Channel 4. An emergency phone message (201 438-7675) is available which provides pre-recorded information stating that schools are closed or delayed. Check the district website at [www.rutherfordschools.org](http://www.rutherfordschools.org) for information regarding emergency closings, delays and early dismissals.

School closings, as well as other information, will be disseminated through the ALERTNOW Notification Service. It is most important that the school has your accurate phone number. If you change a phone number, notify the school immediately.

### **Delayed Opening Due to Inclement Weather or Emergency Conditions**

Weather conditions permitting, the following procedure will be used for delayed openings:

- 1) The emergency telephone with pre-recorded message will be operational (438-7675).
- 2) Students in grades 4-8 will report at 10:40 a.m. and will be dismissed at 3:00 p.m.
- 3) No lunch period will be provided.

## **Early Dismissal / One Session Day**

On all one-session days and in the event that a decision is made to close school early because of an emergency, such as inclement weather, dismissal will be 12:20 p.m. for grades 4-8. Please be sure that your child knows where to go if school is dismissed early and you are not at home. If you change your address, phone number or emergency contacts, you must notify the school office immediately so that the ALERTNOW Notification Service can be updated.

The ALERTNOW Notification Service will be put into effect for an emergency closing, so you should receive a call. It is important that you inform your alternate emergency home contact person of this fact in the event you are not at home. If a parent cannot be contacted for students in grades K-5, the child will be released to the care of the Rutherford Police Department.

## **Inclement Weather Program: Operation Umbrella**

Operation Umbrella is designed to protect Pierrepont students during inclement weather. Whenever the weather dictates, signs will be posted on student entrance doors indicating that OPERATION UMBRELLA is in effect. When the weather is inclement at morning arrival time, students in grades 4-6 report to the multipurpose room. Grades 7-8 will report to the gym. Doors will open at 8:00 a.m. for grades 6-8 and at 8:10 a.m. for grades 4-5.

## **School Lunch Program**

### **General Information**

Students in grades four through eight are expected to remain in school during the lunch period. In order to address issues of student safety and provide appropriate supervision of elementary school students, the lunch period is included within the regular school day. Elementary school students will not be permitted to leave school grounds during the lunch period unless they are picked up and returned to school by a responsible adult.

Students may bring lunch from home or purchase lunch from a food service vendor that makes lunches available. Orders for school lunches are done for a two week period of time. Forms and payments must be returned on the date specified so that orders can be processed in a timely manner. Unfortunately, late orders cannot be accommodated. From time to time the PTA or other groups also sponsor sales of lunches. More details are available from the school office.

### **Rules for Supervised School Lunch Program**

Children are to obey lunch monitors at all times. Lunch monitors are part of the official school staff and disrespect or rudeness towards supervision will not be tolerated.

Children are to remain in designated areas and on school grounds at all times. No one is to leave school property at any time nor roam throughout the building. Playground equipment will be provided.

Children will be expected to clean up their eating area when finished and discard trash in receptacles. There will be no running or rowdiness at all in the lunchroom or in classrooms during lunch.

### **Rules for Supervised School Lunch Program (Cont'd)**

Children are encouraged to show and practice good table manners at all times. Throwing of food or any object is expressly prohibited.

If possible and weather permitting, children will be allowed on the playground at the finish of lunch for play and relaxation. They are expected to follow the same rules of conduct as above.

Children should be expected to exhibit proper conduct inside as well as outside, showing respect for themselves and others. Vulgarity and rough play will not be tolerated.

### **Corridor Passes**

Students must secure permission from a teacher before leaving a classroom during class periods. Students will sign out as they leave the room. The sign out record will include student's name, date/time, and destination.

Students finding it necessary to see the nurse should report to class and ask at the beginning of the period to be excused. The regular procedure for issuing a pass should be followed. To ensure student safety in the event of a building crisis/evacuation, it is imperative that students do not report directly to the nurse's office.

RUTHERFORD PUBLIC SCHOOLS  
Rutherford, NJ 07070

**IMPORTANT HEALTH NOTICE- REQUIRED TESTING**

**IMMUNIZATION RECORDS** – To be presented upon entrance to school.

**TUBERCULIN TESTING** – (Mantoux Test)

The State Department's rules concerning testing for evidence of tuberculosis in public schools are as follows:

- The Mantoux Test for tuberculosis is used exclusively for all school employees, unless documented within the past six months.
- Students entering a New Jersey school from a high tuberculosis incidence county must be tested. (Listed in TB Guidelines).

**HEPATITIS B VACCINE** – All students entering kindergarten – grade 12 are required to have completed the Hepatitis B series (3 doses) in order to enter school.

**RUBELLA AND MUMPS VACCINE** – 1 dose

**MEASLES VACCINE** – 2 doses after 1<sup>st</sup> birthday

**MENINGGOCOCCAL** – All pupils entering grade 6 on or after 9-1-08 and born on or after 1-1-97.

**DIPHTHERIA/PERTUSSIS/TETANUS VACCINE** – 3 doses with booster after 4<sup>th</sup> birthday

**TDAP** – All pupils entering grade 6 on or after 9-1-08 and born on or after 1-1-97 must have one booster dose of Tdap. This dose must be given after five years from the last DPT/DTaP or Td dose.

**POLIO VACCINE** – 3 doses with booster after 4<sup>th</sup> birthday

**VARICELLA VACCINE** (Chicken Pox Vaccine) – 1 dose after 1<sup>st</sup> birthday or proof of disease. Required for children entering school born on or after 1/1/98.

**SCREENING** – The school nurse will perform the following screenings on your child:

- Vision
- Hearing
- Height, Weight and Body Mass Index
- Blood Pressure
- Scoliosis (ages 10 to 18 done biannually)

If you do not wish these screenings to be done on your child, contact your child's school nurse as soon as school starts in September.

**PRE-ENTRANCE PHYSICAL** – All new students entering school are required to have a physical within 30 days done by your private healthcare provider.

\*\*Any medical problems or medications that your child is required to take should be discussed with the school nurse when your child enters school.

Kim Fecanin, R.N.  
Certified School Nurse  
Union School

Julie Frattarola, R.N.,  
Certified School Nurse  
Pierrepoint School

Judith De Pasquale, R.N., M.S.  
Certified School Nurse  
High School

Lynn McShane, R.N.  
Certified School Nurse  
Washington School

Maria Considine, R.N.  
Certified School Nurse  
Lincoln School

## **Administering of Medication in School**

No medication shall be administered to pupils in school except by the school nurse after all necessary approvals have been secured.

### **Requirements:**

- 1) Parent must submit a written order for the medication from the student's physician explaining the following:
  - a) purpose of the medication
  - b) dosage of the medication
  - c) time the medication is to be given
  - d) length of time for which the medication is prescribed.
- 2) Medication must be delivered to the school nurse in its original container by the parent/guardian.
- 3) Parent must submit a written request to the school nurse to administer the medication as prescribed by the family physician and shall release the school personnel of any liability.

Please note: Non-prescription, over-the-counter remedies such as aspirin, eye drops, creams, allergy medications, etc., are medicines. Any use in school must be prescribed by a physician and requested using the above procedure.

## **Sick Children**

Children should not be sent to school when any of these symptoms of illness are present:

- 1) Temperature over 100 degrees F
- 2) Coughing frequently
- 3) Sore throat – (look to see if red)
- 4) Discharge from eyes or red eyes
- 5) Rash on body, face
- 6) Diarrhea/vomiting, nausea

It is a sound health practice to keep your child at home until an elevated temperature has returned to normal for 24 hours to indicate wellness.

## **Affirmative Action Officers**

The affirmative action officer/Title IX coordinator for the district is Brenda Fargo. She can be reached at (201) 438-7675 ext. 1113. The affirmative action officer for Pierrepoint School is Margaret Vaccarino. She can be reached at (201) 438-7675 ext. 4111.

## **Student Attendance Requirements**

- 1) Parents are to notify the school secretary at 438-7675 extension 4373 before 8:30 a.m. if their child is going to be absent. Upon returning to school, the student must deliver a note written by the parent explaining each day of absence.
- 2) Daily attendance is a requirement for every grade. Students absent more than 18 days will not qualify for receipt of assigned credit and may be retained.
- 3) The principal's office will mail letters of notification to parents or guardians alerting them of the danger of the student's noncompliance with the attendance requirements. These letters are in addition to normal office procedures of random telephone calls checking on absences, reporting absences on report cards, and use of progress reports.
- 4) At times some illnesses are treated by a doctor and it may become necessary to substantiate these absences during an appeals hearing. Therefore, medical excuses must be submitted upon return to school, where they will become part of the student's permanent attendance record. The school will not honor retroactive medical excuses from doctors.
- 5) Written excuses from parents are due as soon as students return to school. Students may be sent home for written verification when failing to present a written excuse when due.
- 6) All students who enter school after the opening of school shall have the number of absences pro-rated accordingly.
- 7) Absences incurred because of family vacations will not be excused.

### **Tardiness Grades 6 – 8**

It is important that students build good habits in school. One such habit is arriving on time. Students will be assigned a central detention for an unexcused late arrival and their parents will be contacted. On the tenth and fifteenth late arrivals, students are placed in an in-school suspension. On the twentieth tardy, students will be suspended and will not be readmitted to school until a conference is held with the parent/guardian, the student and a school administrator.

Violations that are repeated willfully may result in referral for counseling, identification to the child study team and/or the imposition of more severe disciplinary action.

### **Request for Homework**

- Check Homework Hero for assignments.
- If a parent wishes to request homework for a student who is absent, this request must be called into the school office by 8:30 a.m. Homework should be picked up in the main office at the end of the school day.
- All classwork and homework assignments missed due to absence are to be made up within a time period specified by the classroom teacher or administrator. The student is expected to show initiative in seeking out a teacher to determine what assignments were missed and when these shall be due. Work can be sent home to any student involved in an extended absence.

## **Homework Policy**

Homework is an academic activity engaged in by students outside of class. The primary objective of homework is to foster a sense of student responsibility for the learning process through tasks requiring time budgeting and decision making. Homework serves a valid purpose and is never used as a punitive measure.

More specifically, homework is intended to:

- 1) provide essential practice in skills.
- 2) enrich and extend classroom experiences and build positive work and study habits.
- 3) provide experiences in finding sources and gathering data.
- 4) encourage the development of self-discipline and integrity.

If a student consistently states that he/she has no homework or that he/she has completed an assignment in school, parents should contact the teacher or school authority for verification.

### **Electronic Homework Posting Guidelines**

In an effort to increase communication among the teachers, students and parents of Rutherford Public Schools and to expand the use of technology, all teachers are required to post homework and long-term class assignments on an Electronic Homework Posting.

The following guidelines have been developed to direct the posting of assignments.

1. Teachers will post homework assignments for each day that class is in session. Posting of assignments once for the entire week is acceptable as long as the assignments are edited to ensure accuracy.
2. Long-term projects and due dates will be listed on Electronic Homework Posting.
3. For classes that do not have regularly assigned homework (such as certain computer classes, physical education classes, art, drama, music, etc.), Electronic Homework Posting will be updated once a month to reflect projects/activities on which the class is currently working. For classes where individualized instruction occurs (such as speech and basic skills), the teacher will provide contact information for parents.
4. Students are required to write down homework assignments in class. Electronic Homework Posting is meant as an aid for students and parents and is not a substitute for writing down homework and important dates in planners. Internet outages, webpage outages, or lack of Internet access will never suffice as an excuse for missed assignments.
5. Teachers who elect to maintain a website for homework postings will provide a link to access their website on Electronic Homework Posting.
6. Although teachers are required to keep their Electronic Homework Posting current, there may be infrequent occasions that it is not possible to provide updates as planned, due to unusual circumstances such as website problems, illness of a teacher, etc. Therefore, the assignments on Electronic Homework Posting are subject to change. As the primary source of assignments remains in the classroom, delays in posting homework online will almost never be an acceptable excuse for any student to miss an assignment. In addition, teachers frequently make adjustments to the homework schedule based on work and activities accomplished in the classroom each day. Every effort will be made to update Electronic

Homework Posting; however, changes may not always be reflected on the website.

### **Electronic Homework Posting Guidelines (Cont'd)**

6. (Cont'd)

Teachers should be mindful of those students who legitimately used the Electronic Homework Posting as a source of an assignment, such as those students who have prepared work in advance, or have been on an extended absence from the classroom.

7. Access to Electronic Homework Posting can be obtained through the Rutherford Public Schools website ([www.rutherfordschools.org](http://www.rutherfordschools.org)) or through the Electronic Homework Posting website.

### **Amount of Homework**

The amount of time which students in the same grade will spend on homework will vary due to individual differences; however, it is believed that students should be assigned homework on a daily basis including some weekends. The following time allocations are suggested for homework at various grade levels and are approximate. It is conceivable that there may be times when no homework will be assigned and that there may be times when more homework than stated will be necessary.

Grade 4	50 minutes daily
Grade 5	1 hour daily
Grade 6	1 hour and 30 minutes daily
Grade 7 and 8	1.5 to 2 hours daily

In addition, it is recommended that parents of elementary students set aside some time on a daily basis for their children to read for pleasure.

### **Role of the Student Regarding Homework**

Students should regard homework as a serious undertaking and should accept full responsibility for the completion of homework in a timely manner. They should ask questions concerning homework assignments prior to leaving school and request assistance from a teacher for clarification when necessary.

### **Role of the Parent Regarding Homework**

Parents should try to provide a home atmosphere that is conducive to good study habits. Parents are encouraged to take a serious interest in a child's homework by helping him/her to budget time properly for immediate and long-range assignments, by providing a quiet area for a child to work, and by offering the kind of assistance which enables a student to think for himself/herself in completing assignments.

### **Child Care: Before/After School**

The Meadowlands YMCA provides a morning program from 7:00 a.m. until school starts and an after school program from after school until 6:30 p.m. This care is available for a fee when school is in regular session. Information regarding this program can be obtained by calling 201 955-5300.

### **Cell Phones**

Students are encouraged not to bring cell phones into the building. If a student should have a cell phone with him/her, it should be turned off. If the phone should ring or otherwise be a disruption, it will be confiscated and returned to the parent. Incoming emergency calls can always be directed to the principal's office.

### **Weapons**

Weapons such as firearms, knives, blackjacks, slingshots, and other weapons are not to be brought to school at any time. This serious violation of school law (NJSC 2C:39-3) will be referred to the local police and may result in suspension or expulsion from school for up to one year. Toy weapons including jack knives, water guns, and ninja swords/stars are also prohibited.

### **Family Life Education**

In accordance with the state mandate and Board of Education policy, an outline of the curriculum and instructional materials for each grade level is available for inspection in the school office.

Under a State Department of Education mandate, parents have the right to exclude their children from the Family Life Education Program. Any pupil whose parent or guardian presents to the school principal a signed statement that any part of the instruction in family life education is in conflict with his or her conscience or sincerely-held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given; no such pupil shall be penalized by loss of credit or denial of a diploma otherwise earned.

### **GRADING SYSTEM – GRADES FOUR AND FIVE**

The grading practices and policies in grades 4 - 5 are as follows:

1. The grading system consists of five letter grades as follows: A B C D F

In equating daily/quarterly averages to the five grade format, the following percentage equivalents shall apply:

90 - 100 A

## GRADING SYSTEM – GRADES FOUR AND FIVE (CONT'D)

80 -	89	B
70 -	79	C
63 -	69	D
53 -	62	F

The first number of the range is the minimum number to achieve the grade and the number averages shall not be rounded up.

2. The report card grade will be recorded in a numerical average and its equivalent letter grade for the following subjects: math, reading, language arts, social studies, spelling, science, physical education, instrumental music and keyboarding.
3. The report card assessment will be recorded as satisfactory (s) and needs improvement (n) for the following subjects: art, music, library, penmanship and Spanish.
4. The final grade for a subject is determined by the numerical average of all marking period averages. The final grade on a report card grade will be recorded in a numerical average and its equivalent letter. A student must achieve a final numerical average of 63 or above to pass a subject.
5. Pupils/Parents have the right to see their grades, if they so request, at a time convenient to the teachers. Pupils are to be informed by their teachers of the grading system at the beginning of the school year.
6. A marking period grade may include tests, quizzes, homework, projects, papers (ex. - research), laboratory performance, preparedness, effort and class participation.
7. A marking period grade shall not include penalties for attendance, tardiness or behavior. Absences at approved school functions shall not count against a grade as long as the work which can be made up is made up within the appropriate amount of time.
8. In addition to the letter grades and their numerical equivalents, the following grades shall be recognized:

INC	=	Incomplete
EX	=	Excused
SA	=	Indicates work below grade but recognizes effort and achievement equivalent to the student's present capabilities.

Adopted: July 10, 2006  
Revised: March 12, 2007

## GRADING SYSTEM: GRADES SIX TO EIGHT

The grading practices and/or policies in grades 6-8 are as follows:

1. The grading system consists of twelve letter grades as follows:

A+	B+	C+	D+	F
A	B	C	D	
A-	B-	C-		

The following percentage equivalents shall apply:

97 and above	A+		
93 - 96	A	73 – 76	C
90 - 92	A-	70 -72	C-
87 - 89	B+	67 – 69	D+
83 - 86	B	63 – 66	D
80 - 82	B-	Below 63	F
77 – 79	C+		

The first number of the range is the minimum number to achieve the grade and the number averages shall not be rounded up.

2. The report card grade will be recorded in a numerical average and its equivalent letter.
3. The final grade for a course is determined by the numerical average of all marking period averages. The final grade on a report card grade will be recorded in a numerical average and its equivalent letter. A student must achieve a final numerical average of 63 or above to earn credit in a course.
4. A marking period grade may include projects, papers (ex. – research), laboratory performance, preparedness, effort and class participation.
5. Pupils who cut class are to receive a zero for all work missed and shall not have the option to make up missed work.

In addition to the letter grades and their numerical equivalents, the following grades shall be recognized:

I	=	Incomplete
N	=	for LEP students only with administrative permission
WP	=	Withdrew passing
WF	=	Withdrew failing
X	=	Excused
SA	=	Indicates work below grade but recognized effort and achievement equivalent to the child's present capabilities.

Adopted: August 11, 1986  
Revised: July 14, 2003  
Revised: September 13, 2004

## **Promotion and Retention**

Promotion in grades four through six shall be based on consideration of each child's academic achievement as determined by teacher judgment using report card grades, achievement testing, and daily teacher observation as criteria. Social and emotional maturity will also be considered. The final determination for promotion resides with the building principal.

To be promoted from grade 7 to grade 8 and from grade 8 to grade 9, a pupil cannot fail more than one of the following major subjects: reading, English, mathematics, social studies or science. With the approval of the principal, a pupil may attend an approved summer school to make up a failed subject(s). The pupil must successfully pass the subject in order to be promoted to the next grade.

No pupil will be retained twice without Child Study Team consultation.

## **Progress Reports**

Progress reports are regularly mailed to parents at the midpoint of every marking period; however, a teacher may forward a progress report any time during the marking period. The report indicates, to both parent and student, the areas in which a student needs to improve in a designated subject. Progress reports are to be signed and returned to school. Parents are encouraged to communicate with their child's teacher in order to be part of a team effort in helping the student achieve academic success.

## **Weekly Checks**

Weekly Checks is a tool designed to provide regular updates regarding class performance for students who are struggling academically. Initiation of the Weekly Check process is a result of a meeting between parents, and a Student Service Team (i.e. Grade level team, IRSC Committee, 504 Committee.)

Responsibility for the Weekly Checks is shared between the school and the home. At the end of each week the school will send home information from each academic class along with a cover sheet. Parents will review the information and return the signed cover sheet to school on Monday. Failure to return the signed cover sheet will result in the termination of the Weekly Check process.

Once the Weekly Check process is initiated it will continue for the duration of that marking period. At the end of each marking period, parents must contact the school if they wish for the Weekly Checks to continue through the next marking period.

## **Honor Roll (Grades 6-8)**

High Honors – All A's in required major subjects. No grade lower than B in any other subject.

Honors - A minimum of three A's in required subjects. No grades lower than B in any other subject.

Required major subjects are mathematics, science, English, reading and social studies.

## **Standardized Achievement Tests**

The assessment program of the Rutherford Public Schools is guided by a Board Policy that calls for an annual assessment of students and for a report of each assessment to be given to parents/guardians. The policy also states that students with disabilities and students with limited English proficiency are included in such assessments when appropriate. In addition, the New Jersey State Department of Education mandates annual testing to determine each student's progress toward meeting the requirements of the Core Curriculum Content Standards. The New Jersey Assessment of Skills and Knowledge is administered annually to grades 4 – 8.

## **Care of School Property**

The Board of Education believes that pupils should learn to respect property and develop pride in community institutions. Accordingly, each pupil is charged with the responsibility for the proper care of school property and supplies. Any pupil who causes damage to school property will be subject to disciplinary measures, and parents/guardians will be responsible for reimbursement to the district.

## **School Lockers**

School lockers remain the property of the district even when students use them. Lockers are subject to administrative search in the interests of school safety, sanitation, discipline, and enforcement of school regulations. Law enforcement officials, upon presentation of a proper warrant, also may search them. The school is not responsible for any items lost or stolen from lockers.

## **School Store**

The Pierrepont School Store is located outside room 6. The elected officers of the Pierrepont Student Council operate the store under the direction of the advisor, Mr. Goodman. The school store is open on Tuesdays and Thursdays from 2:50 – 3:15. The store has many school supplies that students can purchase. Some of the supplies include pencils, pens, notebooks, book covers, glue, index cards, and many other items.

## **Crisis Response Information**

### **General**

In the event of any dangerous condition or situation as declared by the state, federal, or local government authorities, school personnel shall follow the directions provided by the local emergency management officials, police, or other government officials at the site.

Personnel shall be alert to reporting any vehicle, person or packages that appear suspicious. Personnel are encouraged to be vigilant in observing any person or activity that appears out of the normal routine. All personnel shall be responsible for challenging any person who is not an employee and is not wearing a visitor's pass. All doors shall remain locked during school hours. Anyone coming into a school building after the start of the school day shall be required to enter

## **Crisis Response Information (Cont'd)**

through the front entrance only. Persons approaching the back or side doors shall be directed to the front. No one shall open the back or side doors to strangers or non-employees.

Evacuation, lock down and shelter in place drills shall be conducted on a regular basis throughout the school year. These drills may be announced or unannounced. These drills may be conducted with the participation of state, local or federal authorities. **In the event of an actual occurrence, parents should not come to school or evacuation sites but rather wait instructions via the Alert Now calling system.** Schools or evacuation sites will be secured for the safety of students and staff members.

### **Fire or Other Emergencies Requiring Evacuation**

In the event of a fire or other emergency requiring evacuation, each school shall be evacuated as per its emergency evacuation plans. Students will be removed to designated areas furthest from the building. In the event of inclement weather or if it is anticipated that the evacuation will be for an extensive amount of time, students will be directed to the closest emergency evacuation location identified in their respective building plan. Teachers shall keep their attendance books with them and attendance shall be taken upon exiting the building and upon arrival at the off campus site. Any child found to be unaccounted for shall be immediately reported to the school authorities on site and to the police and/or fire officials. Staff members will take cell phones, keys and purses so as to allow for communication outside of the building and to prevent staff from having to go back into the building before going home.

In instances where the building is evacuated and authorities will permit parents to pick up their children, elementary parents will receive this information via the emergency calling system. Parents must report to a designated area at the evacuation site and officially sign their child out of school. An account of each child's presence is required throughout the time of the evacuation. Non-parents who are sent to pick up children shall be required to identify themselves, provide documentation as to their identity, and have written confirmed permission of the parent. For high school students, no notice will be provided and students will be released from the evacuation site if it is deemed safe for them to leave.

If an evacuation should occur, the district office at 176 Park Avenue-2<sup>nd</sup> Floor will serve as the central information center. Any parent or other individual wishing information shall be directed to this location. Information regarding the evacuation will also be available on the district emergency call number. No information will be provided at the building level due to the importance of maintaining a central control to provide for student safety.

### **Lock Down**

If there is a building emergency because of intruders in the building, teachers shall lock classroom doors and keep doors locked until receiving official notice from the school administrator or designee. It is imperative that everyone remain quiet and not call attention to him/her self.

If a lockdown should occur, the district offices at 176 Park Avenue-2<sup>nd</sup> Floor will serve as the central information center. Any parent or other individual wishing information shall be directed to this location. Information regarding the lock down will also be available on the district emergency call number. No information will be provided at the building level.

## **Shelter in Place**

If there is a building emergency because of events outside of the building, i.e. chemical spill, ice storm, threats of violence, etc, teachers shall follow building plans regarding movement of students and sheltering procedures. It is imperative that everyone remains quiet and follows directions that emanate from the school officials or local authorities.

Once authorities will permit parents to pick up their children, elementary parents will receive this information via the Alert Now emergency calling system. The parent must report to the office or other designated area and officially sign the child out of school. An account of each child's presence is required throughout the time of the lock down. Non-parents who are sent to pick up children shall be required to identify themselves, provide documentation as to their identity, and have written confirmed permission of the parent. For high school students, no notice will be provided and students will be released once it is deemed safe for them to leave.

In instances that prohibit anyone from leaving the building, then the building will remain locked until authorities determine that it is safe. Staff and parents should anticipate the needs of individuals who have conditions that require medication and provide medication beforehand to the school nurse in sufficient quantity in the event of a lockdown of 3 or more hours. **No one other than emergency personnel shall be permitted to enter the building during the lockdown.**

If a lockdown should occur, the district office at 176 Park Avenue-2<sup>nd</sup> Floor will serve as the central information center. Any parent or other individual wishing information shall be directed to this location. Information regarding the lock down will also be available on the district emergency call number. No information will be provided at the building level.

## **School Grounds**

The administration and school personnel shall be responsible for reporting any suspicious vehicles or persons near school buildings. Only authorized vehicles shall be permitted closest to the building. In the event of an emergency maintenance personnel shall be dispatched to prevent unauthorized vehicles from getting close to the building and may utilize staff or district vehicles to block passages of other vehicles from gaining access to the front of the school.

## **Administrative Responsibilities**

Each building administrator shall be responsible for ensuring that his or her facility is locked during school hours. Administrators shall be sure that each facility has a battery-operated radio, a two-way communication system, flashlights, and a cell phone. All administrators shall ensure that their building emergency management plan and procedures are current and that a copy is on file in the district offices. Each administrator shall ensure that school personnel know the procedures to follow in the event of an evacuation or lock down.

## **Transportation**

All district bus drivers are equipped with cell phones and two-way radio in order to maintain communication. In the event of an emergency which requires buses to be off the road, bus drivers will utilize the safe haven system whereby they will be accepted and sheltered in the nearest public or non-public school. Bus drivers will notify the district transportation coordinator of their location and await instructions regarding dismissal of children in their care.

## **Library Media Center**

The Pierrepont School Library is the heart of Pierrepont School. Our collection consists of approximately 13,000 books, including special collections focusing on parent education, character education, and professional development. In addition, there are over 1,400 audio/visual aides for instructional use by our teaching staff. Computers in the library are connected to the internet and are available for faculty and student use. The library annex houses 14 computers and a permanent Smart Board.

### **Library Instruction**

The library program consists of weekly scheduled classes for grades four through six. Seventh grade classes are held by rotation. In grades four through seven, library skills are reinforced, along with more in depth author studies. Also at this level, research assignments are completed with an emphasis on curriculum connections. These connections are made throughout the year by the media specialist working collaboratively with the classroom and subject area teachers.

The library sponsors several programs during the school year. Among them are Teen Read Week, Books & Beyond reading incentive, Read Across America Day/Dr. Seuss' Birthday, and the PTA Book Fair.

### **Hours of Operation**

The Pierrepont School Library is open to all students from 8:17 a.m. to 3:30 p.m. (3:15 p.m. on Friday).

### **Circulation Policy**

Books can be returned every day after school, at lunch time, and during library classes. Children may check out books and magazines for 2 week periods with 2 renewals allowed. We do not charge fines for overdue books. However, fines are charged for lost or damaged books. Our first overdue notice is sent home after 30 days, with a second notice following at 60 days. After 60 days a third notice is issued, along with the replacement cost. Report cards will not be issued at the end of the year to students who have overdue books or unpaid assessments.

### **Library Automation**

**In order for students to use the library, they must have acquired a Rutherford Public Library card.**

## **Technology**

Technology education at Pierrepont School begins in the fourth grade and continues through grade eight. All classrooms are equipped with two or more computers, wired and wireless Internet access, and access to the building's five networked laser printers. Pierrepont School houses two computer labs. We have one computer lab containing thirty Macintosh computers, an interactive white board, a scanner, a laser printer, a color laser printer, seven digital video cameras, and four digital still cameras. A second computer lab is located in the Media Center and has fourteen Macintosh computers and an interactive white board. Internet access is available as a resource in every classroom, the media center and the computer lab, with wireless Internet access available throughout the building. In addition we have seventy-five portable lap top computers, which have wireless Internet access and are brought to classrooms upon request. Also available for use in all classrooms is a portable interactive white board and two LCD projectors.

Formal computer technology education begins in fourth grade with keyboarding instruction. Keyboarding is reinforced and continues in fifth grade. Also in fourth grade, students learn to plan and assemble a multimedia presentation document.

Sixth graders are introduced to application software including word processing, basic spreadsheet and database skills, drawing and painting, and beginning presentation creation through a course given one period a day for one marking period.

Seventh graders, following the same one marking period schedule, are exposed to more advanced application software functions of word processing, spreadsheets, databases, presentations and the paint and draw programs.

In grade eight, building on the skills learned in grades six and seven, students learn even more advanced features of word processing, spreadsheets, databases, drawing, painting and presentation applications. During this one period a day, one marking period course, emphasis is placed on integrating the use of all applications together. Eighth graders also learn how to create short live-video scenes using digital movie making software.

Projects in the sixth, seventh and eight grade computer applications courses reinforce the core applications taught in other academic disciplines such as math, science, social studies and language arts. This well-balanced approach to technology instruction at Pierrepont School develops a higher level of competency within students including critical thinking skills and problem solving skills, as well as fostering integrity and personal responsibility as the wealth of information on the Internet is utilized.

The computer lab is open Monday through Thursday after school from 3:00-4:00.

## **Basic Skills**

The basic skills program provides remedial instruction in math, reading and language skills. A student qualifies for the program on the basis of individual performance, standardized test scores, state-wide assessments and teacher recommendation. Parents will receive notification of inclusion. Students cannot be removed from a basic skills program if they do not meet minimum proficiency levels on NJASK 4-5-6-7 or 8.

## **General Music**

Every child receives instruction in vocal music. The main focus of this course is to build an appreciation for and understanding of many different kinds of music. It is both a participation class and an appreciation class. Students in grades 4, 5 and 6 attend general music once a week.

The 7<sup>th</sup> grade arts rotation (including art, library and music) meets twice a week for 1/3 of the school year. The curriculum exposes students to music and composers from Medieval, Renaissance, Baroque, Classical and Romantic periods.

The 8<sup>th</sup> grade arts rotation (including art, drama and music) meets twice a week for one marking period. The curriculum exposes students to American music. An Integrated Arts experience during the fourth marking period will combine music, art and drama in a culminating project to create a music video.

## **Chorus**

Chorus is a popular activity at Pierrepont School. There are 3 choirs: 4<sup>th</sup> - 6<sup>th</sup> grade chorus, 7<sup>th</sup> and 8<sup>th</sup> grade chorus and a "Small Group" comprised of 25 members from grades 6, 7 and 8.

Auditions are held in September and January for all grades. Rehearsals are held weekly during lunch and after school with each chorus member attending one section rehearsal and one full rehearsal. Participating in chorus is a privilege. All chorus members will receive a chorus contract explaining the specific requirements of membership. Failure to meet these requirements can be cause for removal from the group.

The Combined Choruses perform twice a year, in December and in the spring. The 7<sup>th</sup> and 8<sup>th</sup> grade chorus also participates in the Bergen County Teen Arts Festival which is held in late spring.

## **Instrumental Music**

In 4<sup>th</sup> grade students are able to select a band or orchestral instrument to study. A form is sent home in June to register for lessons. Students are placed into classes of similar instruments and learning levels whenever possible. Each class meets for 30 minutes, once a week, on a rotating schedule. The rotating schedule prevents students from missing the same class all the time. Class size may range from 1 to 9 students.

During the school year, various performing ensembles are offered to the students in instrumental music. Depending on the instrumentation, bands, orchestras and other smaller performing groups may be formed. Some of the performances that occur annually include the Winter Concert, Spring Concert and the Memorial Day Parade. Other performing opportunities are also available, depending on the groups and scheduling of other events.

## **Physical Education**

All students are required to wear comfortable clothing for the activities conducted during the year, e.g., outdoor soccer during October, fitness run in early April, tumbling and gymnastics during the month of December, etc.

## **Physical Education (Cont'd)**

Footwear for class must be sneakers that are designed for activity. Climbing boots or walking boots that have a heel (not a flat surfaced bottom) are not appropriate for running and movement activities in the physical education class. The sneakers must tie or Velcro. Slip-on sneakers may not be worn in activities. During inclement weather, when students usually wear boots to school, sneakers should be carried in a bag or backpack and put on when arriving in the gym.

Watches and jewelry (chains, rings, earrings, bracelets, pins, etc.) may not be worn in class. These valuable items should be secured at home the day of class or in the student's locker. Watches and jewelry should not be left in the gymnasium, the physical education office or the field.

When students wear new posts or new earrings, they may not participate in P.E. activities and receive zero credit for activities missed. If students are going to have their ears pierced, they should plan for extended vacations or the summertime to minimize loss of credit in physical education.

In the event of illness or injury, students must come prepared for class and present a note from a parent or guardian explaining the nature of the illness or injury and length of non-participation. For illnesses or injuries that excuse a student from more than three classes, a medical note indicating when the student may return to full or modified activity is required.

Swimming classes in the 4<sup>th</sup> and 5<sup>th</sup> grade are held at the high school during a regularly scheduled PE period. Students must have a bathing suit and towel for class. Usually a plastic bag or gym-style bag is very handy for carrying a wet suit and towel at the end of class. Students may bring hair dryers and hair products in a secure bag. Hooded sweatshirts or warm caps are recommended during cold weather. Students who are medically excused from swimming class will travel with their class to the pool to observe instruction.

Eighth graders may sign up for after school intramurals. Intramurals are scheduled for October and November (Mr. O'Shea Tennis Tournament sponsored by the Pierrepont PTA); December and January (basketball); and February through May (volleyball).

## **Gifted and Talented**

The Gifted and Talented Department offers a variety of opportunities for Pierrepont School students. Students are evaluated for admission to a selective pullout program which motivates them to enjoy learning and to develop their cognitive and affective skills.

Inquiry classes (grades 4-6) meet weekly. For 7<sup>th</sup> and 8<sup>th</sup> graders, a variety of mini-courses are offered, each of which meets weekly for two consecutive periods.

The G & T Department also offers participation in John Hopkins Center for Talented Youth Talent Search for Grades 5, 6 and 7.

## **STUDENT CODE OF CONDUCT SCHOOL RULES**

### Respect yourself

- Put forth your best effort every day.
- Arrive to school on time.
- Come to school prepared with necessary supplies.
- Do your homework.
- Keep safe by following your teachers' directions during safety drills and emergency situations. Move quickly and quietly.

### Respect everyone in your school community

- Be polite, courteous, and use appropriate language at all times.
- Respect the personal property and rights of others.
- Obey the no-touch rule. Fighting is never acceptable.
- Remember Pierrepont School is a "no-bullying zone."
- Obey those in authority.
- Demonstrate appropriate behavior inside and outside of the school building and on field trips.
- Follow classroom, playground, and lunch room rules.
- Walk quietly and orderly in the halls.

### Respect school property

- Take care of books and school materials.
- Respect classroom and hall displays.
- Use all school facilities, including bathrooms, lockers, and playgrounds, appropriately.
- Keep building and grounds free of litter and graffiti. Chewing gum is prohibited.

## **CONSEQUENCES**

Students who violate this code of conduct will be subject to disciplinary action. Consequences may include teacher reprimand, parent conference, administrative reprimand, detention, and in very serious situations, suspension, police referral or expulsion.

**STUDENT DRESS CODE**

The Rutherford Board of Education believes that the clothes students wear ought to be appropriate within reasonable limits and ought not to be in any significant way distracting from educational activities.

Students are expected to attend classes in clothing that is neat and clean. The school authorities have no intention of dictating the specific types of hair styles and grooming to be worn by the students. However, certain commonsense rules should govern the manner in which students are groomed for class, for school social affairs, and for off-campus school activities.

The following types of clothing will be deemed inappropriate by the Principal or his/her designee:

- 1) underwear as outer clothing;
- 2) clothing that exposes midriff;
- 3) dresses, skirts or shorts that are shorter than fingertip length;  
Spandex shorts or biker shorts are not acceptable except in gym class.
- 4) midriffs, halters, transparent blouses or shirts;
- 5) fishnet, perforated low cut tops; tops with no backs or low sides that reveal undergarment;
- 6) clothing that has any symbol that holds the American Flag up to ridicule;
- 7) torn or ripped clothing;
- 8) footwear that is considered unsafe or dangerous;
- 9) any apparel or signs, patches or symbols that are vulgar, lewd, obscene or plainly offensive or which are likely to disrupt or materially interfere with school activities or discipline;
- 10) any apparel, signs, patches or symbols which can reasonably be viewed to bear the Board's imprimatur and which contains a message that is ungrammatical, poorly written, inadequately researched, biased, prejudiced, vulgar, profane or unsuitable for immature audiences;
- 11) any apparel that displays symbols or advertisements of illegal substances, alcohol, or tobacco;
- 12) hats or other headwear unless for medical or religious reasons.

Implementation of Policy:

- 1) When a pupil is not in compliance with the Student Dress Code, the teacher or other staff member shall send the pupil to the Principal or his/her designee with a written report.
- 2) The Principal or his/her designee, after discussion with the pupil, shall contact the parent. The parent shall be requested to bring a change of clothing to school to enable the pupil to return to class.
- 3) If the parent is unable to bring a change of clothing, the pupil shall be sent to another area where he or she will be given the assignments for the day.
- 4) Repeated offenses shall be cause for suspension and/or any other disciplinary action deemed necessary by the Principal or his/her designee.

Adopted: November 9, 1987  
Revised: October 10, 1994  
Revised: July 13, 1998  
Revised: August 5, 2002

**STUDENT ACCESS TO AND USE OF NETWORKED INFORMATION RESOURCES  
RUTHERFORD PUBLIC SCHOOLS**

**GUIDELINES**

The Rutherford School District's purpose in providing access to the Internet is to support research and education by providing access to unique resources and the opportunity for collaborative work. Guidelines are provided so that students are aware of the responsibilities they are about to acquire. Use of the Internet is a privilege, not a legal right. Use of the Internet requires efficient, responsible, ethical and legal utilization of network resources.

The system administrator reserves the right to set quotas for disk storage for usage. Users who exceed their quota will be advised to delete files to return to compliance. Failing to delete files when requested may result in loss of access to computer files and disciplinary action and network devices. The system administrator reserves the right to delete files as needed.

Students are responsible for maintaining appropriate behavior on all school computers. Examples of inappropriate behavior include, but are not limited to:

- Abusive, obscene, or other objectionable language, graphics, or other media entered into external or internal parts of the computer system
- Accessing a chat room
- Accessing inappropriate material such as violence, profanity, sex, drug or alcohol related sites, etc.
- Accessing someone else's account
- Allowing someone to login using your password
- Attempting to circumvent the district security and content filters by any means, including proxy servers
- Damaging computers, computer systems or computer networks
- Deliberate downloading of a virus or other damage to computer files
- Discussion of any school, staff, or student related activities on any public domain web sites such as blogs, wikis, etc.
- Distributing any commercial, political, or religious material
- Downloading of programs
- Employing the network for commercial purposes and personal or financial gains
- Engaging in activities that cause disruption to the network or its system
- Engaging in or promoting violence
- Harassing, insulting or attacking others
- Playing games on the Internet of a non-educational nature
- Purchasing, trading, or requesting items on the Internet
- Putting inappropriate content on a school website
- Sending or displaying hateful or pornographic messages or pictures
- Transmitting confidential information (phone numbers, social security numbers, credit card numbers, addresses, photographs, or making arrangements to meet anyone) for self or others
- Using obscene language or profanity
- Violating copyright laws
- Wallpapers, screen savers, icons, etc. saved to the local workstation from the Internet.

Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Any type of information stored on district computers becomes the property of the Rutherford School District, and as such the Rutherford School District can periodically review and monitor all computer files and data stored on district computers. The Rutherford School District can edit or remove any material, which the system administrators, in their sole discretion, believe to be inappropriate. Access to and review of computer files is not limited to probable cause. Privacy is neither implied nor granted, nor should it be expected.

**DISCIPLINARY ACTION** Any violation of district rules may result in loss of district-provided access to the Internet and/or other computer devices. Disciplinary action will be determined at the building level in keeping with existing policies regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

## **EQUAL ACCESS**

The Rutherford Public Schools guarantee equal access to educational programs and services for all students regardless of race, creed, color, national origin, gender, age, religion, marital status, affectional or sexual orientation, disability, or socioeconomic status.

In accordance with Title IX regulations, the Rutherford Public Schools do not discriminate on the basis of sex in admission to or employment in its educational programs or activities. Inquiries about Title IX should be addressed to Brenda Fargo, Title IX coordinator, 176 Park Avenue, Rutherford, NJ 07070 or (201) 438-7675, Ext. 1113.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

FERPA regulations provide parents of currently enrolled students and those students who are 18 years old or older the following rights:

1. to inspect and review the student's education records;
2. to seek amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. to require his/her consent prior to the disclosure of the personally identifiable information contained in the student's education records, except to the extent that FERPA and other federal regulations authorize disclosure without such consent;
4. to file a complaint with the Family Policy Compliance Office, United States Department of Education, regarding any alleged failures by the district to comply with FERPA and its regulations. If the district discloses directory information from education records without parental/student consent, the district must notify parents and eligible students of the types of information that the district has designated as directory information and the parents'/ student's right to opt out of disclosure of directory information.

In order to exercise their rights under FERPA, parents/guardians and eligible students must make a formal written request to the appropriate school principal.

## **STUDENT DISABILITIES PURSUANT TO SECTION 504**

### **I. Disability :**

The Board recognizes that a student is disabled pursuant to 29 U.S.C. 794, or Section 504 of the Rehabilitation Act of 1973, if he or she:

- A. has a physical or mental impairment which substantially limits one or more of such person's major life activities,
- B. has a record of such an impairment, or
- C. is regarded as having such an impairment.

All individuals for services under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) are protected under section 504. Individuals who are not eligible for services under IDEA may nonetheless be eligible for services under Section 504.

## **STUDENT DISABILITIES PURSUANT TO SECTION 504 (CONT'D)**

### **II. Evaluation:**

In compliance with federal law, the Board directs that students disabled pursuant to Section 504 be identified, referred to and evaluated by a Section 504 Committee, and that a determination of eligibility for accommodations of his/her regular program be made. The Section 504 Committee shall consist of persons which includes persons knowledgeable about the child, persons knowledgeable about the meaning of evaluation data, and persons knowledgeable about placement options. In making placement decisions, the 504 committee shall draw upon a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The 504 Coordinator shall establish procedures to ensure that information obtained from all such sources is documented and carefully considered.

### **III. Procedures:**

A student's parents/guardians shall be notified before the Section 504 Committee evaluates a student who has been referred for a suspected disability pursuant to Section 504. The 504 Committee shall involve parents/guardians in all identification, evaluation and educational placement decisions. Parents/guardians shall have an opportunity to examine all relevant records. A section 504 evaluation meeting shall be held which shall provide an opportunity for participation by each student's parents/guardians as well as represented by counsel. The student's parents/guardians shall be notified in writing of the Section 504 committee meetings at least ten (10) days in advance. The Section 504 Committee shall consider all relevant information concerning the student to determine whether he/she is disabled under Section 504.

The 504 Committee shall determine whether the student is disabled under Section 504, and, if so, develop a written accommodation plan describing what accommodations, services or programs will be provided to meet the student's needs. The determination and, if applicable, education plan of the 504 Committee shall be submitted to the parent/guardian in writing. The 504 Committee shall meet periodically to review the student's accommodation plan. In addition, prior to any significant changes in placement, a reassessment of the student's needs shall be conducted.

Accommodation plans terminate at the conclusion of each school year and shall be annually reviewed before re-approval for the subsequent school year. Parents or guardians who disagree with the identification, evaluation or placement of a student with disabilities shall have the right to a due process hearing pursuant to the procedures set forth in Regulation 6164R.

Board of Education Policy #6164 discusses this in detail.

Equal Educational Opportunity

The district shall provide equal and bias-free access for all pupils to all schools facilities, courses, programs, activities and services and give them maximum opportunity to achieve their potential regardless of race, creed, color, national origin, ancestry, ages, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, nationality, place of residence within the district, social or economic condition, or disability. Enforcement of other district affirmative action/equity policies (2224, 4111.1, 421.1.1 and 6121) contribute to this legally required equality of educational opportunity.

Staff members shall maintain professional relationships with pupils at all times and develop wholesome and constructive relationships with them. Staff members shall be expected to regard each pupil as an individual and to accord each pupil the rights and respect that is his/her due.

Staff members shall promote a learning environment that encourages fulfillment of each pupil's potential in regard to his/her program, consistent with district goals and with optimal opportunities for pupils. This goal may be reached by adapting instruction to individual needs, by:

- A. Insisting on reasonable standards of scholastic accomplishment for all pupils;
- B. Creating a positive atmosphere in and out of the classroom;
- C. Extending the same courtesy and respect that is expected of pupils;
- D. Treating all pupils with consistent fairness.

The board of education guarantees all pupils equal access to all academic programs within the learning environment.

Pupils shall respect the rights of other pupils to receive an education in an environment that is conducive to learning and personal growth. No pupil shall have the right to abridge another pupil's right to privacy or right to hold personal beliefs which are different from those of the mainstream.

**Harassment**

The district's affirmative action program is part of each academic program regarding all pupils. No one- -including pupils, staff members, vendors, volunteers, or visitors- -shall commit an act of harassment/discrimination of any kind against any member of the school community on any of the grounds prohibited by law.

Harassment is defined as any statement, gesture or action that is reasonably perceived as being motivated by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender identity and expression, or mental, physical or sensory disability, or by any other distinguishing characteristics; that will have the effect (actual or perceived) of harming a student or damaging the student's property. Harassment also includes any statement, gesture or action that demeans or insults a student or group of students in such a way to cause substantial disruption in or interference with the orderly operation of the school.

Any member of the student body may file a formal grievance related to harassment. The chief school administrator will receive all complaints and initiate a thorough investigation and will protect the rights of both the pupil making the complaint and the alleged harasser. Filing of a grievance or otherwise reporting harassment of any kind will not reflect upon the pupil's status nor affect future grades or class assignments.

Equal Educational Opportunity

Harassment may be claimed by a third party. That is, individuals who are not directly involved in the behavior may experience a hostile environment. They shall have the same legal rights to act under this policy as those directly victimized.

**Sexual Harassment**

Particularly, the board of education shall maintain an academic environment that is free from sexual harassment.

Sexual harassment shall consist of unwanted and unwelcome sexual advances, requests for sexual favor and other inappropriate conduct or communication of a sexual nature when made by any staff member to a pupil, by any pupil to another pupil, or by any pupil to a staff member when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of a pupil's evaluation, promotion, opportunities, privileges and other benefits of education;
- B. Submission to or rejection of such conduct by a pupil is used as a basis for decisions affecting the pupil;
- C. Such conduct has the purpose or effect of interfering with a pupil's academic performance or creating an intimidating or hostile educational environment.

The administration will inform all pupils that sexual harassment is prohibited in the educational setting. Specifically, no person employed by the district or by a vendor capacity, shall threaten or insinuate, either directly or indirectly, that a pupil's refusal to submit to sexual advances will adversely affect the pupils standing in the school setting. Pupils are forbidden to harass other pupils or staff members or vendors or volunteers through conduct or communications of a sexual nature within the school setting.

Any member of the student body may file a formal grievance related to sexual harassment. The Affirmative Action Officer will receive all complaints and initiate a thorough investigation and will protect the rights of both the pupil making the complaint and the alleged harasser. Filing of a grievance or otherwise reporting sexual harassment will not reflect upon the pupil's status nor affect future grades or class assignments.

Findings of discrimination in the form of sexual harassment will result in appropriate disciplinary action.

Violations of this policy or its related procedures shall be cause for appropriate disciplinary action.

Equal Educational Opportunity

**Equity in School**

The board of education shall maintain an academic environment that is free from harassment and provide equal and bias free access for all students to all school facilities, courses, programs activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. The board shall ensure that:

- A. School classrooms and facilities will be barrier free;
- B. Attention will be directed at attaining minority representation within each school that approximates the district's overall minority representation;
- C. The district curriculum will be aligned with the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap;
- D. All students have access to counseling services;
- E. Physical education program is equitable and co-educational.

Procedures shall be made available for pupils and/or parents/guardians who wish to file a grievance protesting alleged discriminatory or sexually (or other) harassing action. An immediate report of the allegation should be made to the affirmative action officer or chief school administrator. Violations of this policy or its related procedures shall be cause for appropriate disciplinary action.

**Hate Crimes/Bias Incidents**

An employee of the board who becomes aware in the course of his/her employment that a student or other staff person has committed a hate crime or is about to commit one shall immediately inform the building principal and chief school administrator. All incidents of hate/bias shall be reported whether they occur during school hours on school grounds or otherwise.

**Implementation**

The chief school administrator shall direct development of procedures regarding the implementation of this policy to include sanctions, protection of individual rights to confidentiality and due process and notification procedures. The chief school administrator shall ensure that, annually, all staff and all pupils (in means and terms that are age-appropriate) be thoroughly informed of this policy, their right to file grievances under this policy and the law and the procedures relative to filing. Further, all staff and pupils shall be informed annually of the identity of the district's affirmative action officer and how he/she may be contacted.

The chief school administrator shall also ensure that staff and pupils participate in educational programs relating to this policy and the maintenance of a safe and nurturing educational environment.

The chief school administrator shall use all customary methods of information dissemination to ensure that the community is informed of its policies on educational equity.

Adopted: April 14, 2003  
Revised: November 13, 2006

Harassment, Intimidation or Bullying

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students 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.

The board prohibits acts of harassment, intimidation, or bullying. Acts of harassment, intimidation, or bullying against any pupil or staff member will result in the disciplinary sanctions included in policies on suspension and expulsion and conduct/discipline.

"Harassment, intimidation or bullying" are defined as any gesture or written, verbal or physical act or any electronic communication that is reasonably perceived as being motivated either by 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 by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus or any conduct away from school grounds in accordance with N.J.A.C. 6A:16-7.6 and that:

- A. A reasonable person should know, under the circumstances, will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

An electronic communication is a communication transmitted through the use of electronic means including but not limited to telephone, cellular phone, computer, pager, email, instant messaging, text messaging, internet blog, internet chat room, internet postings and website.

The Board of Education expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Standards for student behavior shall be set cooperatively through interaction among the students, parents/guardians, staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff and community members.

Harassment, Intimidation or Bullying

The Board of Education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to grow in self-discipline.

Administrators shall ensure that appropriate consequences and remedial measures are imposed in response to an act or acts of harassment, intimidation or bullying.

In determining the appropriate response to one or more acts of harassment, intimidation or bullying, school administrators shall consider the following factors: the development and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the case law, Federal and State statutes, regulations and policies, and district policies and procedures.

Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. Consequences and appropriate remedial action for staff members who commit an act of harassment, intimidation or bullying shall include all forms of discipline consistent with district policies, procedures and agreements, and applicable law. Consequences for a student 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 student and the student's history or problem behaviors and performance, and must be consistent with Board of Education's approved code of student conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, and protect the victim of the act. The consequences and remedial measures may include, but are not limited to, the examples listed below. Examples of Consequences: admonishment, temporary removal from the classroom, deprivation of privileges, classroom or administrative detention, referral to disciplinarian, in-school suspension during the school week or weekend, out-of-school suspension, legal action and expulsion.

Examples of Remedial Measures: restitution and restoration, mediation, peer support groups, recommendations of a student behavior ethics council; corrective instruction or

Harassment, Intimidation or Bullying

other relevant learning or service experience, supportive student interventions, including participation of the Intervention and Referral Services Team pursuant to N.J.A.C. 6A:16-8, behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate; behavioral management plan, with benchmarks that are closely monitored, assignment of leadership responsibilities (e.g., hallway or bus monitor), involvement of school disciplinarian, student counseling, parent conferences, student treatment or student therapy.

Remedial measures may also include school and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying, school culture change, school climate improvement, adoption of research based, systemic bullying prevention programs, school policy and procedures revisions, modifications of schedules, adjustments in hallway traffic, modifications in students routes or patterns traveling to and from school, targeted use of hallway, cafeteria or bus monitors, small or large group presentations for fully addressing the behaviors and the responses to the behaviors, general professional development programs for certificated and non-certificated staff, professional development plans for involved staff, disciplinary actions for school staff who contribute to the problem, supportive institutional interventions, including participation of the Interventions and Referral Services team pursuant to N.J.A.C. 6A:16-8, parent conferences, family counseling, involvement of community based organizations, development of general bullying responses plan, recommendation of a student behavior or ethics council, peer support groups and law enforcement involvement (e.g. school resource officer, juvenile officer).

Any school employee, pupil or volunteer who has witnessed, or has reliable information that a pupil has been subject to harassment, intimidation or bullying must report the incident to the appropriate school official designated by the administration. At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report in writing alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers and visitors are encouraged to file a written report. While submission of a written report is not required, the reporting party is encouraged to use the report form available from the Principal of each building or at the school district office. Oral reports also shall be considered official reports. The Principal or the principal's designee shall record an oral report on the designated report form. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Harassment, Intimidation or Bullying

The principal and/or the principal's designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

In considering whether a response beyond the individual level is appropriate, the administration should consider the nature and circumstances of the act, the level of harm, the nature 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 bullying 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 student behavior and the consequences of such actions and to involvement of law enforcement officers, including school resource officers.

The school district prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator 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.

The Board of Education prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation or bullying. Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies, procedures and agreements. Consequences and

Harassment, Intimidation or Bullying

appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall include all forms of discipline consistent with district policies, procedures and agreements, and applicable law. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

The policy shall be disseminated annually to all school staff, students and parents, along with a statement explaining that it applies to all acts of harassment, intimidation and bullying that occur on school property, at school-sponsored functions or on a school bus. This policy shall be posted on the school district's website. The chief school administrator shall develop an annual process for discussing the school district policy on harassment, intimidation and bullying with students. The chief school administrator shall provide annually to students and their parents/guardians the rules of the district regarding student conduct, and the policy shall appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for schools within the school district, including the student handbook. Provisions shall be made for informing parents/guardians whose primary language is other than English.

Implementation

The chief school administrator shall ensure that the rules for this policy are applied consistently and uniformly, and that all disciplinary sanctions are carried out with necessary due process. The chief school administrator shall incorporate information regarding the Board's policy against harassment, intimidation or bullying into the District's employee inservice programs.

The board shall review all related policies on a regular basis.

Adopted: August 11, 2003

Revised: July 9, 2007

Revised: March 16, 2009

Legal References:

N.J.S.A. 18A: 37-13 through 18A:37-19

N.J.A.C. 6A:16-7.9 et seq.

STUDENT SUPERVISION AFTER SCHOOL DISMISSAL

The Board of Education does not provide transportation either to or from school. Students walk to and from school, either by themselves or with an escort. The Board recognizes that that some students, due to their age, may not be able to fully appreciate the dangers that may be present when they are walking unescorted from school after dismissal to either their home or another location. Although it is a parent's option as to whether or not his or her child should be permitted to leave school grounds after dismissal without an escort, the Board shall ensure that students are supervised after dismissal in accordance with this Policy.

I. Dismissal Procedures

- A. Each school Principal, in conjunction with the Superintendent of Schools or his/her designee, shall promulgate specific written dismissal procedures for his/her school building. The dismissal procedures shall, at a minimum, specify:
1. Starting and dismissal times for regular school days, early dismissal days, and/or any other starting or dismissal times whether due to emergencies, weather, or other events.
  2. The number of staff members assigned to student supervision duties at dismissal;
  3. The responsibilities of said staff members;
  4. Where the staff members shall be located and/or patrol during dismissal;
  5. How long the staff members will perform such supervision duties;
  6. Designated pick up areas at each school building;
  7. The locations and work hours of any crossing guards employed by the municipality;
  8. The procedures for early-dismissal days;
  9. Where a student that is ineligible to leave school grounds after dismissal without an escort shall be supervised if his/her parent(s), legal guardian(s) or designated escort(s) do not arrive to escort the student from school grounds within the time frame specified in such dismissal

STUDENT SUPERVISION AFTER SCHOOL DISMISSAL

procedures, as well as the specific procedures to be followed by staff members when such events take place; and

10. The procedures that parent(s) or legal guardian(s) shall follow when notifying school officials of any change in his/her student's dismissal preferences.

B. Each school's dismissal procedures shall be incorporated into this Policy by reference, and copies of said procedures shall be part of any and all student handbooks.

II. Students' Eligibility to Leave School Grounds After Dismissal

A. A student in grades 4 through 12 shall be permitted to leave school grounds after dismissal unescorted unless otherwise instructed by a parent/legal guardian in writing.

B. A student in grades K through 3 shall not be permitted to leave school grounds after dismissal unescorted unless his/her parent(s)/legal guardian(s) provide the Principal of his/her child's school with written notice that his/her child is permitted to leave school grounds after dismissal unescorted.

1. The written notice shall be on a form provided by the Board to all parent(s)/legal guardian(s) before the beginning of each school year, shall be made available on the Board's website, and shall be provided to any parent(s) or legal guardian(s) upon request. This notice shall be valid for the entire school year unless the child's parent(s) or legal guardian(s) advise the Principal of his/her child's school that his/her child is not permitted to leave school grounds after dismissal unescorted. The Principal shall, on the same day notice is received, notify all staff members providing supervision at dismissal time of any changes applicable to an individual student's dismissal protocol.

2. Students who are not permitted to leave school grounds after dismissal unescorted shall be supervised by the staff members until the student's parent(s), legal guardian(s) or other escort(s) designated by the parent(s)/legal guardian(s) arrive to escort the student from school grounds in accordance with the school's specific written dismissal procedures. The Building Principal shall keep a record of any and all individuals other than the parent(s) or legal guardian(s) designate as eligible to escort a student from school grounds for each student enrolled in his/her school.

STUDENT SUPERVISION AFTER SCHOOL DISMISSAL

3. In the event that a student's parent(s), legal guardian(s) or other designated escort(s) do not arrive to escort the student from school grounds within 45 minutes of school dismissal, the student shall be supervised in the school's after-care program. The student's parent(s) or legal guardian(s) shall be charged a fee by the YMCA for such services.
4. On days when there are emergency dismissals and the YMCA after care is not available, and in the event that a contact cannot be made and the child is not picked up within 45 minutes of the dismissal, the child will be given over to the custody of the police department and will remain at police headquarters until picked up by the parent or other responsible adult and DYFS will be contacted.

III. Notification to Parents

- A. The Board shall ensure that a copy of this policy is incorporated into any and all student handbooks, along with a copy of the school's written dismissal procedures.
- B. The Board shall ensure that each student's parent(s) and/or legal guardian(s) are provided with information regarding the availability of any after-school services offering supervision after school dismissal, as well as enrollment procedures for the same.
- C. The Board shall ensure that a copy of the school calendar is distributed to each student's parent(s) or legal guardian(s) at the beginning of each school year, and that each student's parent(s) or legal guardian(s) are promptly notified of any and all changes to the school calendar.

Adopted: March 10, 2008

**STUDENT USE AND/OR POSSESSION OF  
ILLCIT DRUGS AND/OR ALCOHOL**

**BOARD OF EDUCATION POLICY #5530 DISCUSSES THIS ISSUE IN DETAIL**

When a pupil is suspected of being under the influence of alcohol or other drugs on school property or at any school-sponsored function held off school property, the first responsibility of all school authorities is to secure appropriate medical attention as prescribed in N.J.S.A. 18A:40-4. In compliance with N.J.S.A. 18A:40A-12, the principal or his/her designee shall notify the parent or guardian and the superintendent of schools and arrange for the immediate examination of the pupil by a doctor selected by the parent or guardian. Payment of expenses resulting from such a medical examination by the doctor and/or hospital selected by the parents will be the obligation of the parent or guardian and not the school district. If a parent chooses to use the services of the school medical inspector or designee, then the school district will pay the expenses resulting from such a medical examination.

If the school authorities are unable to contact the parent or guardian or if the doctor selected is not immediately available, the school medical inspector or designee shall be immediately called upon to perform the examination.

A chemical screening report form shall be issued by the examining physician. The written report of said examination shall be provided within 24 hours by the examining physician to the parent or guardian of the pupil and to the superintendent of schools. If the written report of the medical examination is not submitted to the parent or guardian and the chief school administrator within 24 hours, the pupil shall be allowed to return to the school until such time as a positive diagnosis of alcohol or other drug is received.

If a student has been positively diagnosed as being under the influence of drugs or alcohol, then he/she shall be returned to his/her home as soon as possible. The student shall not resume attendance at school until he/she submits to the principal a written report by the examining physician that he/she is physically and mentally able to return to school.

In accordance with the law, refusal or failure by a parent or guardian to comply with the provisions of N.J.S.A. 18:A40A-12 shall be deemed a violation of the compulsory education and/or child neglect laws. The Board of Education will institute the appropriate procedures to enforce these laws.

Students who have been positively diagnosed as being under the influence of alcohol or other drugs, including anabolic steroids, shall be subject to disciplinary action.

Acceptance of the district Bulldog information packet or this handbook is an acknowledgement of receipt of this policy.

PUPIL RECORDS

The board of education shall conform in all respects to the requirements of state and federal law regarding gathering, maintaining, securing, disclosing, allowing access to and destruction of pupil records.

The chief school administrator shall be responsible for the security of pupil records maintained in the school district. He/she shall formulate and the board shall review administrative procedures to guarantee the safety and security of all pupil records, and to provide authorized persons and organizations access to these records at a convenient place and time within the limits stipulated by law, i.e., within 10 days of the request but prior to any review or hearing conducted in accordance with state board of education regulations.

Pupil records shall include all those mandated by the New Jersey administrative code or state statutes, or authorized by administrative directives, and such permitted records as the board of education shall authorize by resolution at a regular public meeting in order to promote the educational welfare of the pupil. Records so authorized must comply with code standards as to relevance and objectivity.

The board of education shall report annually at a public meeting a description of the types of pupil records it has authorized certified school personnel to collect and maintain.

N.J.A.C. 6A:32-7.3

- (a) 1. Mandated pupil records include:
- a. Personal data which identify each pupil enrolled in the school district. These data shall include the pupil's name, address, date of birth, name of parent(s), citizenship, telephone number, standardized assessment, test answer sheet (protocol), grades, classes attended, grade level completed, year completed, attendance, and sex of pupil. May not include religious or political affiliation of pupil and/or parent unless requested to do so in writing by the parent or adult pupil. Pupils may not be labeled illegitimate;
  - b. Records of daily attendance;
  - c. Description of pupil progress according to the system of pupil evaluation used in the district; also record grade levels or other program assignments;
  - d. History and status of physical health compiled in accordance with state regulations; including results of physical examination by qualified district employees;

PUPIL RECORDS

- e. Records pursuant to rules and regulations regarding education of educationally handicapped pupils;
- f. All other records required by State Board of Education;

Pupil records shall contain only such information as is relevant to the education of the pupil, and is objectively based on the personal observations or knowledge of the originator of the record.

All anecdotal information and assessment reports collected on a pupil shall be dated and signed by the individual who originated the data.

Parents/guardians and adult pupils shall be notified annually in writing of their rights in regard to pupil records. Such rights include:

- A. Notification of rights in writing, in dominant language of parent/adult pupil, if possible. When the parent or adult pupil's dominant language is not English, or the parent/adult pupil is deaf, the district shall provide interpretation of the record in the dominant spoken or sign language;
- B. Copies of applicable state and federal laws and local policies made available on request;
- C. Should the parental rights of one or the other parent/guardian be terminated by a court of appropriate jurisdiction, it is the responsibility of the person/agency having legal custody to notify the district that the right to review pupil records should be denied the person whose rights have been terminated;
- D. Parents/guardians or adult pupils have the right to seek to include in the records material they think pertinent or to seek exclusion from the records of material that is untrue, irrelevant to the pupil's present educational situation or otherwise improperly contained in the pupil's record. Parents/adult pupils have the right to request an immediate stay of disclosure pending final determination of the challenge procedure. They also have the right to challenge the district's granting or denial of access to the pupil's records;

The chief school administrator shall devise procedures to review such requests. These procedures shall include an appeal process as required by New Jersey administrative code.

Student Information Directories

The district shall compile, publicize and make available a "student information directory" defined

PUPIL RECORDS

in the administrative code. Such directory information and school facilities shall be available to educational, occupational and military recruiters as required by law.

The district must notify parents/guardians and adult pupils annually in writing of their rights in regard to pupil participation in educational, occupational and military recruitment programs.

Such rights include:

- A. Notification of these rights in writing, in dominant language of parents/guardians or adult pupil.
- B. A 10-day period in which to submit a written statement to the chief school administrator prohibiting the district from including any or all types of information about the student in any student information directory before allowing access to such directory and school facilities to educational, occupational and military recruiters pursuant to statute.
- C. Copies of applicable state and federal laws and local policies will be made available on request.
- D. A 10-day period to submit a written statement to the Chief School Administrator excluding information from any school directory for official use.

District Review of Pupil Records

The chief school administrator shall require all permitted pupil records of pupils currently enrolled in the regular educational program to be reviewed annually by certified school personnel to determine the educational relevance of the material contained therein. The reviewer shall cause to be deleted from the records data no longer descriptive of the pupil or educational situation.

Such information shall be destroyed and shall not be recorded elsewhere nor shall a record of such deletion be made.

Such data may not be removed from the record of a handicapped pupil without prior parental notice.

Records of Classified Pupils

All records of disabled pupils shall be maintained in accordance with administrative code

PUPIL RECORDS

and established procedures that will ensure proper accessibility and confidentiality. A special confidential file shall be maintained listing the code numbers assigned to disabled pupils on whose behalf the board of education must take public action. Motions concerning disabled pupils shall be anonymous and refer to this confidential file. This shall be maintained in accordance with applicable law.

Parents/adult pupils or designees shall be permitted to inspect and review the contents of the pupil's record maintained by the district without unnecessary delay and before any meeting regarding the pupil's IEP. Any consent required for disabled pupils under N.J.A.C. 6A:32-1 et seq shall be obtained according to N.J.A.C. 6A:14-1.3 "Consent" and N.J.A.C. 6A:14-2.3.

Transfer of Pupil Records

- A. The chief school administrator shall request records of a newly enrolled pupil from the district of previous attendance as soon as possible after enrollment, but in any case within the time limit prescribed by the administrative code.
- B. The chief school administrator shall forward mandated pupil records as soon as possible upon receipt of the request from the chief school administrator of the district to which the pupil has transferred, but in any case within the time limit prescribed by the administrative code. Permitted records shall be forwarded in the same manner at the same time if parental permission was given at the time the pupil's parents/guardians informed the district of the transfer.

Permitted Access to Pupil Records

A nonadult pupil may assert rights of access only through his/her parent/guardian. However, certified school personnel may, in their discretion, disclose pupil records to nonadult pupils or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the pupil or other persons.

A parent/guardian or adult pupil shall either have access to or be specifically informed about only that portion of another pupil's record that contains information about his/her own child or himself/herself. A pupil record may be withheld from a parent of a pupil under 18 or from an adult pupil only when the district obtains a court order or is provided with evidence that there is a court order revoking the right to access. Only that portion of the record designated by the court may be withheld.

The board shall limit access to, disclosure of and communication regarding student records and health records to authorized organizations, agencies or persons as defined by code.

PUPIL RECORDS

Only authorized organizations, agencies or persons as defined in code shall have access to pupil records.

Particular attention shall be paid to the development of procedures whereby pupil records are made accessible to assigned secretarial and clerical staff in the performance of their duties, and to compliance with requirements for the security of computerized pupil records that will limit access to authorized persons. Limited access shall be granted to secretarial and clerical personnel under the direct supervision of certified school personnel to those portions of the record and to the extent necessary to record data and conduct routine clerical tasks.

The district will make a charge for copies.

School personnel are not prohibited from disclosing information in the student health record to students or adults in connection with an emergency, if such knowledge is necessary to protect the immediate health or safety of the student or other persons.

In complying with this policy all individuals shall adhere to N.J.S.A. 47:1A-10, the Open Public Records Act (OPRA) and 20 U.S.C. 1232g; 34 CFR Part 99, the Family Educational Rights and Privacy Act (FERPA).

Conditions of Access

No pupil record shall be altered or destroyed during the time period between a request to review the record and the actual review of the record. Those from outside the school whose access requires consent of parents/adult pupils must submit the request in writing, together with any required authorization, to the chief school administrator/designee. District regulation shall be developed in accordance with code to ensure that records are not altered, damaged or lost during inspection, and that records of access granted are complete.

Retention and Destruction of Records

The chief school administrator shall develop regulations in accordance with the administrative code concerning retention and destruction of pupil records. No additions may be made to the record after the graduation or permanent departure of a pupil without the prior written consent of the parent/adult pupil.

The New Jersey district of last enrollment must keep in perpetuity: name, date of birth, gender, citizenship, address, phone number, health history and immunization, standardized assessment and test answer sheet (protocol), grades, attendance, classes attended, grade level completed, years completed, and years of attendance.

PUPIL RECORDS

Liability

Liability shall not be attached to any member, officer or employee of the board of education permitting access or furnishing pupil records in accordance with these rules and regulations. It shall be the responsibility of the chief school administrator to keep abreast of all changes in state and federal law and regulation concerning pupil records.

Adopted: April 14, 2003  
Revised: November 13, 2006  
Revised: March 16, 2009

# SCHOOL SUPPLIES

## Fourth Grade

### Mrs. Byrnes

- \* Two pocket folders
- \* Five one subject notebooks – wide ruled  
not college ruled
- \* Two blue or black pens
- \* Three red pen
- \* A supply of pencils with erasers
- \* One highlighter-any color
- \* One glue stick
- \* One set of colored pencils
- \* Small pencil case

\*\*\*\*\*

### Ms. Caputo

- \* One three subject notebook
- \* Three one subject notebooks
- \* Pencils with erasers
- \* Red pens
- \* Pack of multi-colored highlighters
- \* Soft pencil case with zipper
- \* One set colored pencils
- \* One glue stick
- \* Scissors
- \* Three pack of 3 x 3 post-it notes

\*\*\*\*\*

### Mrs. Murphy

- \* Pencils
- \* Two red pens
- \* Small pencil sharpener
- \* Folder with bottom pockets  
(do not use Bulldog folder)
- \* Glue sticks
- \* Three one subject notebooks
- \* Small pencil case
- \* Colored pencils
- \* Highlighter

\*\*\*\*\*

### Mrs. Sandmeyer

- \* Pencils
- \* Two red pens
- \* Folder with bottom pockets
- \* Glue sticks
- \* Three one subject notebooks (wide-ruled)
- \* Soft pencil case with zipper
- \* Colored pencils
- \* Highlighter

### Vocal Music

- Pencil or pen
- \* Folder with bottom pockets

# SCHOOL SUPPLIES

## Fifth Grade

### Mr. Evtimovski

- \* Small nylon pencil case
- \* Pencils with erasers
- \* Red pen
- \* Highlighter
- \* Blue or black ball point pens
- \* Glue stick
- \* Colored pencils
- \* One subject notebook
- \* 500 sheets of wide ruled loose-leaf notebook paper
- \* Two loose-leaf binders (1 inch wide round ring) with 5 tabbed dividers
- \* Three Folders
- \* One small pair of scissors

\*\*\*\*\*

### Mrs. Garabedian

- \* Two three subject notebooks
- \* Highlighter
- \* Pencils with erasers
- \* Blue or black ball point pens
- \* Red pen
- \* Crayons/markers
- \* Several (6) Pocket Folders
- \* Soft pencil case

\*\*\*\*\*

### Ms. Moran

- \* One one-inch binder
- \* Two half-inch binders
- \* Blue erasable pens (1 pack)
- \* Four different color/different design pocket folders
- \* Two yellow highlighters
- \* Page markers (small, thin post-it notes (2 lg pks)
- \* Large pack of index cards
- \* Dry erase markers (2 packs)
- \* An old clean sock
- \* Box of tissues
- \* Colored pencils/crayons
- \* Multi colored pen
- \* Two three subject spiral notebooks with pocket folders
- \* Wide-ruled paper
- \* Pencils

\*\*\*\*\*

### Mrs. Smith

- \* One three subject notebook
- \* Six sturdy pocket folders
- \* Six blue erasable pens (Papermate)
- \* Three red pens
- \* Pencils (No.2)
- \* One soft pencil case
- \* Box of 16 crayons
- \* Box of 10 markers
- \* Box of 12 colored pencils

\*\*\*\*\*

### Spanish

- \* One three ring binder
- \* Colored pencils

### Vocal Music

- Pencil or pen
- Folder with bottom pockets

## SCHOOL SUPPLIES

### Sixth Grade

#### General Supply List

- \* Blue, black and red pens (one erasable)
- \* Pencils
- \* Highlighters
- \* Nine folders
- \* One black and white composition book
- \* Loose-leaf paper
- \* Five one subject notebook
- \* Three three or five subject notebooks
- \* Three One inch 3 ring binders (hard cover)
- \* One box of colored pencils
- \* Package of tabbed binder dividers
- \* Index Cards 3 x 5
- \* Markers

#### Vocal Music

- \* Folder with bottom pockets
- \* Pen/pencil
- \* Few sheets of notebook paper

#### Spanish

- Three ring binder
- Five tab binders
- Pen and pencils
- Crayons or colored pencils

# SCHOOL SUPPLIES

## Seventh Grade

### Social Studies

- \* Notebook

### Science

- \* One three ring binder with five tabs or five dividers
- \* Loose-leaf paper

### English

- \* Red pens
- \* Black pens
- \* Black and white composition book
- \* Two (2) folders

### Reading

- \* One composition notebook
- \* Pens and Pencils
- \* One spiral notebook
- \* Assignment pad
- \* One (1) folder
- \* Five highlighters – assorted colors

### Math

- \* Notebook
- \* Pencil
- \* Folder
- \* Red pen or red pencil
- \* One box of colored pencils

### Spanish

- \* Three ring binder with ruled paper (medium)
- \* Pen and pencil
- \* 3x5 index cards

### French

- \* Two folders
- \* One spiral notebook
- \* Pen and pencils
- \* Red pen
- \* Three ring binder
- \* Multi-colored markers
- \* Small ruler
- \* 3 x 5 index cards

### Latin

- \* Pen and pencils
- \* One 1" three ring binder
- \* Loose-leaf paper

### Vocal Music

- \* Pen/pencil
- \* Folder with bottom pockets

## SCHOOL SUPPLIES

### Eighth Grade

#### Math

- \* Notebook
- \* Pencils
- \* Three ring binder
- \* Folder with pockets

#### Social Studies

- \* Two pens
- \* One notebook with pockets for taking class notes and storing teacher handouts
- \* Assignment pad

#### Reading

- \* One notebook with pockets for storing handouts
- \* Pen
- \* Packet of post-it notes

#### English

- \* One notebook with pockets for storing handouts
- \* Blue or black ink pen (every day)

#### Science

- \* Pens, two pencils
- \* Markers or colored pencils
- \* Three ring binder with 4 different sections or tabs
- \* Folder

#### French

- \* Two pocket folders
- \* Pens and pencils
- \* Red pen
- \* Multicolored markers
- \* Small ruler
- \* Three ring binder/Loose-leaf paper
- \* 3 x 5 index cards
- \* Three dividers with pockets for binder

#### Spanish

- \* Three ring binder with ruled paper (medium)
- \* Pen and pencil
- \* Highlighter
- \* 3x5 index cards
- \* Five tab dividers for binder

#### Latin

- \* Pens, pencils
- \* Section of a notebook

#### Vocal Music

- \* Pencil or pen
- \* Folder with a bottom pocket
- \* Several sheets of notebook paper

## **SCHOOL SUPPLIES**

### **Special Subjects**

#### **Resource Center, English, Reading, 6-8 (Special Education)**

- \* One black and white composition book
- \* Two packs lined index cards
- \* Black pens
- \* Colored markers
- \* Pencils with erasers
- \* Red pens

#### **Miss Nowak**

- \* 5 one-subject notebooks
- \* 5 pocket folders
- \* 1 red pen
- \* 1 highlighter

#### **Computers 6-8**

- \* Folder with bottom pockets
- \* Loose-leaf paper
- \* Pen or pencil

#### **Media Center – Grades 6-7**

- \* Folder
- \* Loose-leaf paper
- \* Pen
- \* 6 x 8 index cards