

Chancellor Avenue School



2016 - 2017 Scholar-Parent Handbook



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CHANCELLOR AVENUE SCHOOL VISION AND MISSION STATEMENT 2016 - 2017

The vision and mission statement of Chancellor Avenue School was developed by a committee representing a wide cross-section of the Chancellor Avenue School staff, along with significant input from parents and scholars. Our vision and mission statement is as follows:

We, the parents, scholars, and staff of Chancellor Avenue School, will provide, to the best of our ability, a safe, clean, drug-free environment for all.

As a community of learners, we will seek to achieve academic excellence for all scholars by providing a multi-diversified program, which will include a flexible up-to-date curriculum, modern technology, higher-order thinking skills and a caring highly qualified staff. This program will provide our scholars with the necessary 21st century skills to excel in society and an atmosphere in which children will develop physically, socially, and emotionally. In that atmosphere they will respect cultural diversity by showing an appreciation for all. The school will provide an avenue, which will enable scholars to become responsible, productive citizens in a global society.

The scholars will develop a feeling of pride and a positive sense of self. This setting will enhance the learning of everyone.

Chancellor Avenue School's vision and mission statement is completely compatible with the district's, as they both stress the development of the whole child; that is, not just the academic aspect of schooling, but the physical, social, and emotional areas as well.



Principal's Goals

1. To ensure that all scholars are provided with a top notch, quality education by every means possible (which includes utilizing a data driven approach).
2. To continually set and expect high expectations from all staff, parents, scholars, community partners, and myself, while upholding high standards at all times.
3. To create and maintain a school culture and climate conducive to learning and teaching, where an orderly school environment is prevalent.
4. To develop and maintain effective media relations with newspapers, television stations, and other informative sources.
5. To provide unlimited possibilities for staff to participate in staff development opportunities that enhance their professional growth and help improve teaching and learning.
6. To visit classrooms regularly for the purposes of observing instruction, monitoring pupil performance, assisting with classroom management, and promoting effective academic learning time on task.
7. To continue to enhance and enforce our school uniform dress code policy with innovative incentive initiatives.
8. To continually participate in self-evaluation that helps enhance my personal leadership skills, and helps me remain current in my profession as it relates to effective strategies in education that are research-based.
9. To work with the staff on increasing the number of scholars proficient and advanced proficient on the NJASK4 for Science.
10. To work with the staff on increasing the number of scholars meeting and exceeding expectations on the PARCC3, 4 and 5.
11. To increase parental and community involvement in our school.
12. To spend more time analyzing school data for the purpose of seeking, identifying, and eliminating barriers to school improvement.



Attendance

Chancellor Avenue School believes scholars need to be at school daily to maximize their learning opportunities. We strongly request that scholars and their parents make every effort possible to be on time and minimize the number of days they miss school. Every minute missed is a minute that could be spent learning.

School Hours

The **school day begins at 8:30 am and ends at 2:50 pm**, Monday through Friday. The side doors open at 7:30 am each morning.

Scholar Attendance Policy

The Board of Education of the Irvington Public Schools charges the Principal of the School with the responsibility for requiring compliance with School Law. The New Jersey Statutes, Title 18A:38-25, state that: "Every parent, guardian or other person having custody and control of a child between the ages of 6 and 16 years, shall cause such child to regularly attend the public school...Such regular attendance shall be during all the days and hours that the public schools are in session, unless it is shown to the satisfaction of the Board of Education...that the...bodily condition of the child is such as to prevent his/her attendance... A parent...who shall fail to comply with any of the provisions...shall be deemed a disorderly person and shall be subject to a fine..."

When a child is absent from school, a note from the parent or legal guardian explaining the "excused" reason should be given to the scholar's homeroom teacher. Excused absences are defined as follows: a) Illness; b) Recovery from accident; c) Required court attendance; d) Death in the family; e) Religious observance; and f) Medical appointments. Upon returning to school, scholars must provide notification from the doctor, court or funeral validating the absence in order for it to be excused. They are also responsible for making up any missed assignments in a reasonable amount of time set by the teachers.

For three or more consecutive days, a doctor's note must be submitted to the school nurse. Parents should make every effort to notify the school if a child is going to be absent for a prolonged period of time.

Scholar attendance is closely monitored by homeroom teachers and guidance counselors. Chronic truancy problems will be referred to the Attendance Office for appropriate court action. Scholar attendance is also one of the areas considered when determining the promotion or retention of a scholar at the end of the year.

TARDINESS

Prompt arrival to school daily is important. If a family problem occurs before school that results in a scholar's tardy arrival, the parent/guardian is encouraged to call the office or write a brief note of excuse. Punctuality and time management are very important. We must continue to instill responsibility and good, strong, wholesome values in our children at an early age and demand nothing less than their best.

Signing Out Early

Scholars who need to leave early from school for unavoidable reasons must be picked up from school by an adult. If it is not the legal guardian picking up the child, that person must be listed in the scholar's file. The designated person must show identification in the main office. Family members must walk into the building to sign scholars out in the office. Please let your scholar know that they are leaving early. They are responsible for collecting coursework/homework from every teacher before they leave the building.



Dismissal Guidelines

Scholars must leave the building at once upon dismissal unless they have an appointment with a teacher or are scheduled for a regular after school activity or assigned detention. Scholars who remain after school for detention or any activity must leave the building immediately after being dismissed. Scholars must obtain all needed articles before reporting to their activity or assigned detention. All scholars are dismissed from the school playground area unless they get picked up by one of the child-care transportations services. Scholars kept for central detention are dismissed via the front door of the school.

School Time Schedules

Full Day

Period	Bell Schedule
Convocation	8:27am-8:40am
1	8:41am-9:25am
2	9:27am-10:11am
3	10:13am-10:57am
4	10:59am-11:43am (Grades K & 1 Lunch)
5	11:45am-12:29pm (Grades 2 & 3 Lunch)
6	12:31pm-1:15pm (Grades 4 & 5 Lunch)
7	1:17pm-2:01pm
8	2:03pm-2:47pm
Homeroom	2:47pm-2:50pm

Half Day

Period	Bell Schedule
Convocation	8:27am-8:40am
1	8:42am-9:08am
2	9:10am-9:36am
3	9:38am-10:04am
4	10:06am-10:32am
5	10:34am-11:00am
6	11:02am-11:28am
7	11:30am-11:56am
8	11:58am-12:24pm
Homeroom	12:25pm-12:30pm

Delayed Opening

Period	Bell Schedule
1	10:00am-10:40am
2	10:40am-11:15am
3	11:15am-11:50am
4	11:50am-12:25pm (Grades K & 1 Lunch)
5	12:25pm-1:00pm (Grades 2 & 3 Lunch)
6	1:00pm-1:35pm (Grades 4 & 5 Lunch)
7	1:35pm-2:10pm
8	2:10pm-2:45pm
Homeroom	2:45pm-2:50pm



Drop Off/Pick Up Procedures

The children are not allowed to enter the building until 7:30 am. Do not leave your children unattended outside of the building prior to 7:30 am. No staff member is available at this time to supervise your child. The proper authorities will be notified if you are caught violating this policy. There is a before-care program available in the building managed by Christian Pentecostal Church for scholars to arrive at 7:30 am.

Breakfast will begin at 8:30 am in your child's classroom. Breakfast will be over at 8:45 am.

The scholars are dismissed after 2:50 pm. The latest they should be outside of the building is 2:55 pm. Your child should be picked up on time. There is an after-care program available in the building managed by the Christian Pentecostal Church for scholars until 6:00 pm. If your child is not picked up on time, they will be brought into the building and a \$5 fine will be assessed. The proper authorities will be notified if you continue to abuse this policy.

Please make proper arrangements with your child(ren) at dismissal.



Dress Code

Please be advised that the Chancellor Avenue School dress code is our official school uniform that may be purchased at Kids Place in Elizabeth and/or Newark. Phone – 908-355-0600 or Flax’s in Irvington, New Jersey – 973-373-5555.

Scholars are expected to dress in an appropriate manner. The dress must answer affirmatively to the concepts of decency and suitability for classroom and learning situations. Also, proper clothing should be worn within safety regulations.

Such dress/or lack of shall be determined at the discretion of the administrators. Should the dress be determined to be inappropriate, the scholar will be sent home, or the parent will be asked to bring a change of clothing for the student.

T-shirts, tank tops, bare midriffs, short shorts, belly shirts, spandex, or any clothing bearing offensive designs or language are strictly prohibited. Stockings with designs or patterns are not allowed.

Sandals, platform shoes, and clogs are prohibited and shoes or sneakers should be tied at all times, for safety reasons.

Hats or head coverings are not to be worn in the building by boys or girls.

<u>Boys’ tops</u>	<u>Boys’ bottoms</u>	<u>Boys’ footwear</u>
White Collared Dress Shirt White Buttoned Polo Shirt	Grey colored khaki pants Grey colored khaki shorts	Any closed toe sneakers, shoes, or boots.
On Physical Education Days: Gray or Burgundy Chancellor Avenue School T-shirt	On Physical Education Days: Gray or burgundy sweatpants Burgundy Gym Shorts	<i>Sneakers must be worn on days scholars have Physical Education.</i>
Sweaters/Jacket Plain Burgundy or Grey	<i>Pants may not be any other color, and may not have pockets, rips/holes or designs on the legs on the pants.</i>	



Girls' tops	Girls' bottoms	Girls' footwear
White Buttoned Blouse White Buttoned Polo Shirt On Physical Education Days Gray or Burgundy Chancellor Avenue T-shirt	Grey colored khaki pants. Grey colored khaki shorts Burgundy, grey & white skirt, skirt, or dress <i>Pants may not be any other color, and may not have pockets, rips/holes or designs on the legs on the pants.</i>	Any closed toe sneakers, shoes, or boots. <i>Sneakers must be worn on days scholars have Physical Education.</i>

Not permitted: *Capris *Cargo pants *Ripped pants *Pants that are not khakis *Open-toed shoes *Shirts with inappropriate/non-school friendly messages (determined by the school) *Spandex/tights/leggings worn separately *White T-shirts *Sport Jerseys *Tanktops/sleeveless/spaghetti straps *Shirts that bare midriff *Shoes with a heel higher than 1 ½ inches *Earrings that are not hoops and/or studs and/or larger than a quarter *Make-Up *Facial piercings *Visible Tattoos *Shirts that have been written on.

Physical Education Uniform

Scholars should wear their Physical Education uniform to school on the days they have Physical Education, as we do not have the facilities to allow scholars to change. The Physical Education uniform for scholars consists of: sneakers (flat bottom), white socks, maroon or gray sweatshirt and maroon or gray sweatpants. A Bulldog T-shirt may be substituted for the sweatshirt. The Physical Education uniform is not mandatory. Scholars may opt to wear their school uniform for Physical Education; however, they must wear sneakers. No jewelry should be worn during Physical Education class. Sneakers must be worn on the scholar's designated Physical Education day. Under no circumstances will scholars be allowed to wear jeans for gym class.



Visitors Policy

Parents and guardians are welcome to visit the school at any time. They may visit with teachers at **pre-arranged times**. Additionally, they may meet with administrators by appointment, or if the administrator is available at the time of their visit. Your child's team of educators can only be available for parent conferences during non-instructional periods.

For the protection of our scholars, all visitors are required to enter only through the front door. Further, we ask that all visitors sign in at our receiving desk and await a Visitor's Pass and an escort to the appropriate location within the school.

Scholar visitors are restricted, because we cannot accept responsibility for their safety or behavior while at school.

Transfers

Parents/Guardians of a scholar leaving our school district should give the building principal information concerning their new address and new school, so a transfer card can be completed and sent to the new school. Transfer cards and a copy of medical records will be issued to parents. All other pertinent information will be mailed to the new school once notification of enrollment is received. Scholars **must** return all books and school materials to teachers before the transfer card will be issued.

Updating Sheets

Each September the scholars are sent home with a packet for parents to fill out. It is necessary to return the packet as soon as possible so the school can update their records. The packet includes the following Information: Personal Information, Medical Update, Field Trip Permission Slips, Emergency Information, Home Language Survey, Internet Usages Agreement, Voice/Image Release Forms, and Medical Examination by Physician.

Notification of Change of Status

If you plan to change your address or phone number, please notify the office at the school. This information is vital in cases of emergency or when other contact with parents is needed.

Illegal Residents

If you know of a suspected illegal resident attending Chancellor Avenue or any district school, call 399-6919. All calls will be held in confidence.

Kindergarten Registration

In May, a series of days are designated for Kindergarten registration. Specific dates are published in the local newspaper and announcements distributed through the schools and Channel 36. Parents are requested to complete a registration form and present the child's birth certificate, immunization record and proof of residency. An age of 5 years by November 1st, is required for admission to Kindergarten.



Medication Policy

Administration of medication is not the responsibility of the school. All requests for the administration of prescription medications must be in the form of a written note from the doctor and parent. All prescription medication to be dispensed in the Health Office must be in the original container with the name of the student, medication, doctor, and the times to be administered on the container.

The following describes the policy of the Irvington Board of Education regarding the dispensing of medication to students:

- Scholars are not permitted to carry or take medication in school. This also includes over-the-counter medicines including aspirin, cough drops, etc.
- If a scholar has to take medication during school hours, it will be necessary to provide:
 1. The medication labeled by the pharmacy for the student.
 2. A statement from the private physician indicating the diagnosis of the condition for which the medication is prescribed, and the length of time during which medication should be taken.
 3. Written permission for dispensing medication. (Please note the time that prior doses are given if the scholar is to receive more than one dose a day).
 4. Non-prescription medication is never dispensed by the school.
 5. The school nurse and the parent are the only persons authorized to administer medication.
- No scholar can be excused from school for reasons of illness unless he/she is seen in the Health Office.
- Under no circumstances should scholars come to school when they are ill. For attendance purposes, scholars who do not attend classes are considered absent. The Health Office cannot provide proper treatment or care for scholars who come to school ill.

Required Immunizations

All scholars must present records of complete immunization against flu, diphtheria, pertussis, tetanus, polio, measles, mumps, and rubella for enrollment in the Irvington Public Schools. The only exceptions are scholars who present a certificate signed by a physician stating that the scholar should not receive the immunization for medical reasons for all or a specific immunization, or for religious reasons.

Educational Cable Access Channel 36

The Board of Education, as part of an on-going effort to inform the community of its many programs and services, in cooperation with the local cable television franchise, offers educational cable television programming to Irvington residents. This channel presents educational information messages and programs to the community and the schools. Please turn to Channel 36 for updated school news.

Emergency School Closing Information

Notice of school closing due to inclement weather or other reasons is announced on the following radio stations between 7:00 AM and 8:00 AM: WNBC TV – Channel 4, FOX 5 WNYW – Channel 5, WABC TV-Channel 7, and on cable television (Comcast) NEWS 12 NJ – Channel 62 and Local Access Channel 36. Parents are requested not to call the radio stations, police headquarters, or schools. The Irvington Fire Department will sound an alarm at 6:30 AM and again at 7:00 AM. This notifies the township that the school district is closed for the day Please do not call the Police or Fire Department.

Telephones



Messages for scholars may be taken by the office when there is an emergency or when it is essential for a scholar to receive information. Scholars are not usually called to the phone. Since office telephones are constantly in use for school business, scholars may not use an office telephone to call home unless there is an emergency. Parents are encouraged to call teachers when they have questions. Teachers will return calls when they have planning time.

Safe Walking

It is of primary importance that scholars arrive to school and return home safely. Parents are, therefore, urged to stress to their children the importance of the following safe-walking rules:

1. Plan the safest way to school and follow it every day.
2. Cross the street only where it is safe and where there are safety patrols or crossing guards.
3. USE the sidewalks; NEVER play in the streets.
4. Do not use shortcuts over lawns and private property.
5. UNDER NO CIRCUMSTANCES SHOULD A SCHOLAR ACCEPT A RIDE WITH A STRANGER.

Safe Drop-Off and Pick-Up of Scholars

1. Parents should pull up to the curb and drop scholars off on the same side as the school.
2. Parents should not double park to avoid traffic congestion and promote safety of students.
3. In the event parents must park across the street, they should walk their children to the crosswalk and accompany their child across the street.
4. Parents are advised not to beckon their children across the street to board a vehicle without accompaniment to and/or from the sidewalk and vehicle.

Bringing Items To School

The only time scholars should bring toys, games, etc. to school is when their teacher or administrator instructs them to do so (for show and tell, for example). The scholars will assume responsibility for any items brought to school.

Items specifically not to be brought to school include electronic games, radios, cameras, tape recorders or other equipment. Cell phones should not be visible during the school day. Sports equipment should also be left at home. Such belongings can be lost or broken at school presenting a liability issue for our school. All confiscated items may only be retrieved by a parent. We would appreciate your help in keeping toys and equipment at home.

Lost and Found

Lost articles are kept for a reasonable length of time. A scholar should report to the school office as soon as possible after discovering a loss. It is particularly helpful if nametags are placed on coats, lunch boxes, etc., especially for primary scholars.

Lost Textbooks

It is the policy of the Irvington Board of Education that scholars are responsible for all textbooks and other non-consumable books issued to them. Scholars who lose, or who return textbooks or non-consumable materials in unusable condition, shall be assessed a fine for the replacement cost of the item.



Damage to School Property (Textbooks, Library Books, etc.)

A New Jersey law (N.J.S.A. 18A:37-3) makes the parent or guardian of a scholar attending public school responsible for any damages to school property which the scholar intentionally causes. Under this law, the parent or guardian is responsible for paying damages even if the parent or guardian is not at fault in any way. All monies collected are recorded and paid to the proper fund for replacement purposes. If a lost textbook is found, money paid will be refunded.

Scholar Insurance

The Board of Education makes a scholar insurance plan available to all parents for a nominal fee. Coverage under this plan is on a strictly voluntary basis. Applications are provided to all scholars in September, and once completed should be returned to school.

It should be noted that the insurance is a contract between the parents and the Insurance Company and all negotiations other than the purchase of the policy must be with the agent of the company. The Board shall provide accident insurance coverage for each scholar engaged in a program of interscholastic sports.

Field Trips

Each year scholars may have an opportunity to take one or more field trips, which are arranged to provide additional educational experiences. Parents/ Guardians must approve their child's participation by signing a permission slip. Scholar dress and behavior on field trips is expected to be exemplary. Scholars who will require taking medication during the field trip, must be escorted by a parent.



Curriculum and Course Offerings

Subject	Grade					
	K	1	2	3	4	5
Language Development	X					
Mathematics Readiness	X					
Reading Readiness	X					
Social Development	X	X				
English Language Arts		X	X	X	X	X
Reading		X	X	X	X	X
Grammar		X	X	X	X	X
Spelling		X	X	X	X	X
Writing		X	X	X	X	X
Handwriting	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X
Science	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X
Art	X	X	X	X	X	X
Music	X	X	X	X	X	X
Physical Education	X	X	X	X	X	x
Library/Media Skills	X	X	X	X	X	X
Computer Education		X	X	X	X	X
Performing Arts	X	X	X	X	X	X
Health		X	X	X	X	X
Drug Awareness	X	X	X	X	X	X
Career Awareness	X	X	X	X	X	X
Instrumental Music						X



Computer Education

Computer Education is provided to scholars in the Computer Lab to infuse technology into all aspects of the curriculum and instruction in order to support the Core Curriculum Content Standard. In addition, at least five computers with Internet access are located in each classroom to enhance learning.

Library/Media Services

The basic goals of our library services are to teach study skills and provide print and non-print materials to support the curriculum, and to develop an awareness and appreciation of quality literature at all grade levels. Our library collection includes books, periodicals and audio-visual materials.

Instrumental Music

Instrumental music lessons are offered beginning in 5th grade in both band and orchestra instruments. A variety of musical instruments are available from the school. Parents also have the option to rent instruments from a local instrument shop.

Bilingual/ESL Programs

Many scholars come to our schools with little or no knowledge of English. However, many of them come with highly developed academic skills in their native languages. The Bilingual/ESL Program was established to develop and expand the scholars' reading, writing, listening, and other academic skills at the time they are learning English. The Bilingual and English as a Second Language Program is a transitional program. Participants receive a maximum of three years of daily instruction in Reading, Mathematics, and English as a Second Language.



Special Programs and Services

Guidance

Chancellor's school counselor works with the scholars, teachers, and parents under the direction of the principal. The counselors also seek the assistance of the Child Study Team and community resources when necessary. Rapport on a one-to-one and group basis is an important part of the counseling process to help scholars establish life skills and resolve personal, social, and emotional problems. Guidance, therefore, hopes to provide an opportunity for individuals to grow and develop their potential to the maximum.

Child Study Team

The Child Study Team consists of three members: a learning disability teacher consultant, a psychologist, and social worker. The primary role of the team is to evaluate scholars who may experience learning and/or an emotional difficulty and to provide, when necessary, supportive services.

Special Education

Some young people in Irvington have special educational needs that cannot be met in regular classrooms by standard academic programs and regular classroom teachers. It is the goal of Special Education to provide programs and personnel to help these exceptional scholars achieve their full potential. At Chancellor Avenue classified scholars are taught in a resource center setting or consultative model.

Speech Therapy

Therapy in the area of speech and language is offered to scholars who are experiencing difficulty in the articulation of sounds and/or in the reception of the expression of language. The therapist provides instruction, individually or in small groups, up to several times a week, depending on the needs of the students.

New Jersey Youth Helpline

The New Jersey Youth Helpline, 2NDFLOOR, is a toll-free, anonymous and confidential helpline available 24 hours a day, 7 days a week, 365 days a year to all New Jersey young people, ages 10 to 24. Youth can call 2NDFLOOR at 1-888-222-2228 to speak with professionals and trained volunteers who listen attentively, non-judgmentally and compassionately to issues and problems they are facing. Visit [www.2NDFLOOR.org](http://www.2ndfloor.org) <<http://www.2ndfloor.org/>> for more information and try the message board!

Health Services

Good health is basic to learning. School health services include growth, dental, vision, hearing, TB, scoliosis, and physical screenings, as required by state law and in accordance with district policy. These services are coordinated and/or carried out by a full-time certified school nurse in consultation with the school physician.

In addition, the school nurse maintains accurate health records on all scholars, manages illness/injury occurring during school hours, confers with staff and parents, participates in the child study process, counsels scholars in matters of health, and is a resource person in health education.

The primary responsibility for health rests with the parent or guardian. In school, management of illness and injury is limited to first aid. The parent or guardian will be contacted in situations which may need



further attention. If non-urgent, it will be the parent's responsibility to come to the school and have treatment rendered as necessary. In matters of urgency, the scholars may be referred to the family physician or emergency squad. Therefore, since there is a possibility of parents/guardians not being home in such instances, it is necessary to have parents/guardians complete and sign the scholar emergency form with name, address, and telephone number of a relative or friend who will assume responsibility in the absence of parents or a physician.

Please do not request that the school nurse "check" an injury occurring outside of school, since this can only result in a referral to medical care. In addition, please keep the school nurse informed of changes in your child's health (including medication) for safety and health record accuracy.

State Mandated Health Screenings

The following screenings will be scheduled during the school year:

Physical Examination -New Jersey Law requires that routine physical examinations are given to scholars in grades K, 3, 6, and 9, scholars new to the school district without a record of an examination, scholars who were absent during the previous year's examinations, scholars in Special Education every three years, special referrals, and candidates for a place on a school athletic squad. There is no charge for this examination. A record is kept in the pupil's permanent health record. If you wish to be present, please contact the school nurse. Parents are notified if a child needs further evaluation.

The school medical director may accept the report of a private doctor instead of the school physical examination. If a parent wishes to have his or her child examined privately, at the parents own expense, the school will make available the Board approved form to be filled in by the private examining physician. These forms are available in each school health office and in the office of the Superintendent of Schools during the summer time when elementary schools are closed. **IMPORTANT:** Private medical examinations for this school year must be done after August 1st. The medical form should be returned to the school nurse by September 30th.

Tuberculosis Skin Testing - State law requires testing for tuberculosis infection. A Mantoux Intradermal Tuberculin test shall be given to all Kindergarten and 8th grade scholars, all transfer scholars in any grade from another state or country who do not have a valid record of a Mantoux Tuberculin Test, and all scholars who have transferred into the 8th grade from another New Jersey public school where they would have been tested.

Scoliosis Screening - (to detect abnormalities of the spine) for scholars in Grades 5-12 and Special Education scholars 10-18 years of age will be conducted each year.

Vision Screening - is conducted each year for all scholars in grades K-8.

Audiometric Screening - (for hearing) shall be conducted for pupils enrolled in pre-school programs, scholars in K, 1, 2, 3, 4, 6, 8, and 10th grades, scholars entering the district with no record of recent hearing screening, scholars at risk for hearing impairments, scholars referred to the Child Study Team for evaluation, and special requests from a teacher, a parent, or a pupil.

If you would prefer to take your child to your private doctor/ clinic, at your own expense, please send a signed letter to the school nurse. If we do not receive a report from your doctor by September 30, your child will be screened in school.



Lunch Program

Chancellor Avenue School has a closed lunch program where scholars are not allowed to leave the school premises. Lunch applications are sent home at the beginning of the year for parents to complete. All information must be answered for the application to be processed. Parents will be notified if their child qualifies for free or reduced lunch. Scholars also have the option of a “brown bag” lunch from home or purchasing the daily lunch at full price if they do not qualify for the program. Lunch is not served during four hour session days.

Breakfast Program

A Breakfast Program is offered to all scholars in their respective classrooms. All scholars are entitled to free breakfast. The serving times (8:30 - 8:45 am) will be strictly enforced so that the scholars may resume with their school day. Applications for the lunch program are available through the Main Office or the Homeroom Teacher.

ACADEMICS

Scholar Report Cards

Scholar progress reports are issued two (2) times a year for scholars in Kindergarten and four (4) times a year for scholars in grades 1 through 5. Grades received for each of the four marking periods shall be average grades for each of the periods. They will not be cumulative. The final grade, however, shall be the average of all previous grades. According to Irvington Board of Education policy, “in all elementary schools the 1st and 3rd report cards will be given to parents at a scheduled conference. For the remaining reporting periods, the report card will be sent home with the child. Report cards are to be signed and returned to school except for the final report card.

Kindergarten

Scholars in Kindergarten are evaluated in the following areas: Reading Readiness, Language Readiness (Listening and Spoken Language), Mathematics Readiness, Writing Readiness, Psycho-Motor Development Skills, and Social Emotional Development.

The rating scale is as follows:

- O**.....Is Doing Outstanding Work
- S**.....Is Developing Satisfactorily For His/Her Age
- T**.....Needs More Time To Develop

Scholars in Kindergarten experience educational programs in mandated and supplementary subjects, including Social Studies, Science, Health and Safety, Physical Education, Art, Music, Computer, Study Skills, Family Life, Substance Abuse Instruction, and Career Awareness. No letter grades are issued. General performance is evaluated using the scale: **P** - Participates, **E** - Excused, **NA** - Not Applicable.



Primary Grades (1 - 3)

Scholars in the Primary Grades are evaluated in the following subject areas: Reading, Language Arts, Mathematics, Social Studies, Science, Penmanship, and Art.

The evaluation scale is as follows:

Grade 1

- O**.....Outstanding
- S**.....Satisfactory
- N**.....Needs Improvement
- U**.....Unsatisfactory
- NA**.....Not Applicable

Grade 2 and 3

- A**.....Excellent
- B**.....Good
- C**.....Average
- D**.....Poor
- F**.....Failure
- NA**.....Not Applicable

Scholars in Grades 1 through 3 experience educational programs in mandated and supplementary subjects, including Health and Safety, Physical Education, Music, Computer, Family Life, Substance Abuse Instruction, and Career Awareness. No letter grades are issued. General performance is evaluated using the scale: **P** - Participates, **E** - Excused, **NA** - Not Applicable. Scholars are evaluated on their Personal and Social Development using the scale: **O** - Outstanding, **S** - Satisfactory, **N** - Needs Improvement, **U** - Unsatisfactory.

Intermediate Grades (4 - 5)

Scholars in the Intermediate Grades are evaluated in the following subject areas: Reading, Language Arts, Mathematics, Social Studies, Science, Art, Music, and Physical Education.

The evaluation scale is as follows:

- | | |
|-------------------------|-------------------------------|
| AExcellent | DPoor |
| BGood | FFailure |
| CAverage | NANot Applicable |

Scholars in Grades 4 through 5 experience educational programs in mandated and supplemental subjects, including Penmanship, Health and Safety, Computer, Family Life, Substance Abuse Instruction, Career Awareness, New Jersey History (Gr. 4). No letter grades are issued. General performance is evaluated using the scale: **P** - Participates, **E** - Excused, **NA** - Not Applicable.

Scholars are evaluated on their Personal and Social Development using the scale: **O** - Outstanding, **S** - Satisfactory, **N** - Needs Improvement, **U** - Unsatisfactory.

Parent Conferences

In order that home and school may work more effectively for the education and training of the scholars two parent conferences are scheduled. Additional conferences may be initiated either by the parent or the teacher when either deems it advisable. These conferences may be arranged through the school office, unless it is more convenient for both parties to do otherwise.

Prior to the Fall Conference, parents will receive a letter indicating the date and time of your scheduled conference. This form should be signed and returned to the classroom teacher. If the scheduled time is not convenient, it should be noted on the form, and the teacher will contact parents to arrange a mutually convenient date and time.



Mid-Cycle Progress Report

Midway through each marking period, interim scholar progress reports will be sent home. The interim scholar progress report indicates suggestions for improving work. Many times this report encourages scholars to work harder and not fail for the marking period.

Pupil Records

Any parent/guardian wishing to look at their child's records may do so by contacting the school principal. The principal will contact the appropriate personnel and a mutually convenient time will be established for the review and interpretation of the records. Every reasonable effort will be made to accommodate working parents/guardians who may not be available during the day.

Homework

The purpose of homework is to help scholars become self-directing, independent learners. It is assigned to extend and reinforce the learning experience of the school. It provides scholars practice in the mastery of skills, experience in data gathering, and an opportunity to remediate learning problems. The emphasis shall be placed on the value of the assignment to the child. Homework shall not be assigned simply for the sake of providing "busywork" for the child.

The immediate purpose of a specific homework assignment may be to:

- 1) Strengthen basic skills
- 2) Extend classroom learning
- 3) Stimulate and further interests
- 4) Reinforce independent study skills
- 5) Develop initiative, responsibility and self-direction
- 6) Stimulate worthwhile use of leisure time
- 7) Acquaint parents/guardians with the work pupils do in school

The amount of homework is based on scholar's needs and takes into account other activities, which make a legitimate claim on the scholar's time. The homework process recognizes the role of the parent to help the scholar carry out assigned responsibility. We urge that parents take time to check the assignments, particularly in the lower grades.

Make-Up Work

Pupils absent for any reason must make up assignments, classwork, and tests within a reasonable length of time. It is suggested that scholars who have been absent from school for an extended time should be permitted the same length of time to make up assignments. For example, a child absent for five consecutive school days should have five days to complete all make-up work.

Parents may call the school office to request homework assignments. These assignments may be picked up at the school office after 2:30 pm or be brought home by a brother, sister, or "study buddy" attending our school, if requested.



Honor Roll Criteria

Scholars in Grades 2 through 5 may achieve Super Honor Roll or Honor Roll status based on their Progress Report grades for each marking period. The following is the criteria for Super Honor Roll and Honor Roll:

Super Honor Roll

- 1) A's and not more than one B in four academic subjects (Language Arts Literacy, Math, Science, Social Studies).
- 2) A's and B's in Special subjects (Art, Music, Physical Education).
- 3) No mark lower than a B on the report card.

Honor Roll

- 1) A's and B's in four academic subjects.
- 2) A's and B's in Special subjects.
- 3) No mark lower than B on the report card

Please Note:

A scholar receiving N or U letters on the report card is ineligible for any honor.

Language Arts Literacy is one of the four academic subjects. The Reading, Writing, and Speaking marks are averaged to determine the Language Arts Literacy grade.

Testing

The instructional program is evaluated annually on a district-wide basis. Each year all elementary scholars are given the battery designed for each grade level. Scholars in Grade 2 are evaluated with the NJPASS 2. Scholars in Grades 3, 4, and 5 are evaluated annually with the administration of the PARCC (Partnership for Assessment of Readiness for College and Careers. In addition, Grade 4 scholars are also evaluated with the administration of NJASK for Science. Parents who wish to discuss the test results should contact the school Guidance Counselor.

The district has developed assessment instruments in all academic areas in order to evaluate scholar progress in the basic skills areas. These tests serve as indicators of potential "At Risk" scholars and provide additional data necessary to develop a supportive instructional program.

School Guidelines



Please review and adhere to the following policies and practices that are in place that will ensure the safety and well being of our Chancellor Avenue School scholars:

- 1) Visitors will only be admitted to the building through the Main entrance on Chancellor Avenue.
 - Please do not escort your child to class from the playground or any other door on the basement/garden level. Staff members are available to safely escort your child to class. The Principal, Guidance Counselor, Parent Coordinator or Security Guard will assist parents who are concerned about scholar's safe arrival to class. Keep in mind that an escort to class is unnecessary when children arrive on time to the playground for pick up by her/his teacher. Please remember that we depart from the playground to enter the school building by 8:30 am.
- 2) Parents and guardians must make appointments to conference with teachers.
 - Please do not hold conferences with teachers as classes prepare to enter the school each morning. It compromises the safety of many in an effort to service one.
 - Please wait in the main lobby for appointments with administration or teachers. Scheduled meeting will be held in the Principal's conference room or Guidance Counselor's office. No one will be allowed to conference in the hallway or classroom unless it is during arranged conference events.
- 3) If you would like to give a scholar lunch or any other item, it must be left in the main office for retrieval.
- 4) Only those who are on a child's emergency contact list will be allowed to pick up a student. In the event that you need to pick up your child early, please provide advance notice so that we can help your child prepare and make the pick up as efficient as possible.
- 5) Do not deliver or send scholars to school for arrival earlier than 7:30 am and pick up scholars at the end of the school day no later than 2:50 pm.
- 6) All parent volunteers must wear a picture ID and provide the school with official background check information. The PTA is working with us to defray the cost of the background checks to prevent a drop in parent volunteering efforts.
- 7) Please escort your child across the street to avoid accidents. Do not allow them to run across the street.
- 8) Do not use the staff parking lot to drive through, turn around, drop off scholars, or park. It creates congestion and endangers all pedestrians.
- 9) Do not double park. Not only is it illegal, it blocks the view of scholar pedestrians and may cause an accident when other cars attempt to drive around you.

Our children are precious gifts. By working together to protect them, we will strengthen our Chancellor Avenue School community. Thank you in advance for your cooperation in following these practices.



Fire Drill & Emergency Evacuation Guidelines

Fire and emergency drills are conducted twice a month for our safety. A fire could spread rapidly through several parts of our building, threatening our lives. Also, different emergency situations could occur that does not involve fire. Proper conduct of drills is an important safety measure. Follow staff directions exactly during drills. Remember the primary rule for fire safety: Exit and enter the building in silence, so you can hear emergency directions.

BULLDOG BEHAVIORS

Arrival

- ✓ Arrive on time between 7:30 am & 8:25 am
- ✓ Follow adult directions
- ✓ Stay on school grounds after arrival
- ✓ Keep track of your belongings
- ✓ Tell a staff member when there is a problem

Auditorium

- ✓ Use appropriate responses
- ✓ Keep auditorium clean
- ✓ Enter and exit in an orderly manner
- ✓ Use “LLP’s” (Learning Listening Positions)

Bathroom

- ✓ Flush toilet and wash hands
- ✓ Respect privacy and wait your turn
- ✓ Keep area clean and graffiti free
- ✓ Report problems or unsafe situations
- ✓ Return to class quickly and quietly

Cafeteria

- ✓ Keep hands, feet, and objects to yourself
- ✓ Use a polite and quiet voice
- ✓ Remain at assigned table
- ✓ Know your lunch code
- ✓ Clean up your area

Departure

- ✓ Exit the classroom and go directly to your designated area
- ✓ Tell a staff member when there is a problem
- ✓ Collect necessary belongings before dismissal
- ✓ Go straight home and do not speak to strangers



Hallways

- ✓ Walk and stay to the right
- ✓ Go directly to your destinations with a pass
- ✓ Hold open doors for the next person
- ✓ Use a polite quiet voice and follow adult directions
- ✓ Report any unsafe situations

Main Office

- ✓ Be courteous
- ✓ Stay in front of the counter
- ✓ Use an indoor voice
- ✓ Request assistance
- ✓ Return to class when finished

Playground

- ✓ Follow directions the first time
- ✓ Stay in designated area
- ✓ Share: friends, time, sports & school equipment
- ✓ Keep hands and feet to yourself
- ✓ Get adult permission to leave the area



The Parents' Role: Supporting School Discipline

There are many factors, which contribute to excellence in education. Among the most prominent of these factors is the development of a school environment, which reflects order and discipline.

Discipline is achieved when learning is valued and teachers are respected; disruptive behavior is dealt with firmly, fairly, and quickly; scholars are expected to attend classes and complete assignments; high academic standards are expected to be met; and when learning entails effort, hard work, and sacrifice.

To maintain this kind of discipline, cooperation is needed from all elements of society, especially parents. By supporting and enhancing discipline in the school, parents foster a situation in which teachers can spend their time engaged in the process of teaching rather than consuming valuable time dealing with disruptive scholars and poor learning attitudes.

The following are suggestions for parents as to what they can do to promote better discipline in the schools:

- Become knowledgeable of the behavior policy of the school. What conduct is expected in the classroom and on the school grounds? What procedure is followed when problems arise?
- Instill in your child a sense of responsibility for what he/she does. Children should realize that disruption and disorder in the classroom undermines the educational effort and hurts everyone.
- Encourage respect for authority.
- Create an atmosphere where your child feels secure about discussing school related concerns and problems. Discuss their concerns and problems with your child's teacher or administrator.
- Review your own attitude toward discipline. If parents don't enforce reasonable and firm rules consistently, then perhaps it is too much to expect such discipline within the schools.
- Most importantly, parents must be a model of respect for the learning process. A key to the attainment of excellence in education is the rededication to learning within the home.



CONDUCT VIOLATIONS & CONSEQUENCES

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Chronic Lack of Supplies	Repeatedly reporting to class without necessary materials such as books, physical education attire, supplies, etc.	1	2
Cutting Class	Failing to attend scheduled class and/or arriving to class at least ten (10) minutes beyond the scheduled start time without a valid pass.	1	3
Defacement of School Property	Participating in activity that results in substantial destruction or disfigurement of school property that is not the result of accidental behavior.	1	3
Dishonesty / Forging / Cheating	Delivering message that is untrue (verbal or written), producing a forged school document (e.g., pass), turning in academic work produced by other students as their own, plagiarizing/cheating.	1	3
Disruption	Causing an interruption in a class or activity which may include sustained loud talking, yelling or screaming, making noises with materials; horseplay or rough-housing, and/or sustained out-of-seat behavior.	1	3
Entering School Grounds Without Permission	Trespassing on school property during or outside of regular hours of building operation and/or during out of school suspension without permission.	1	3
Failure to Comply with Administrative Detention	Failing to attend administrative detention, arriving more than ten (10) minutes after the scheduled start time, or leaving administrative detention without permission.	1	3
Failure to Comply with Teacher Detention	Failing to attend teacher detention, arriving more than ten (10) minutes after the scheduled start time, or leaving teacher detention without permission.	1	2
Food Fighting	Deliberately throwing food or beverages	2	3
Gang Related Activity	Wearing of clothing or jewelry associated with a gang and/or using written, verbal or gestures that are symbolic of gang signs, or other indicators of gang related activity.	1	4
Harassment / Intimidation / Bullying	Intentionally delivering threatening messages, real or implied, (verbal, gestural, or textual) to another person with the intent of causing hurt or harm, or which has the effect of causing a disruption to the orderly operation of the school.	1	4
Inappropriate Dress	Dressing in a manner that interferes with the teaching and learning of others. Students must wear appropriate attire as determined by administration.	1	2

*(Level 1 – Conference) (Level 2 – Intervention) (Level 3 –Suspension Short term 1-4 days/long term 10 days – pending expulsion hearing) (Level 4 – Expulsion) Refer to pages 53-56 for definitions of levels.



CONDUCT VIOLATIONS & CONSEQUENCES

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Lacking Supervision / Loitering	Wandering in the hallway without permission; leaving a designated area without permission or supervision; remaining in the hallway after allotted transition time; and/or if a student is in an unauthorized area of the building without permission (e.g., storage room).	1	3
Leaving Class Without Permission	Leaving class without permission.	1	3
Misuse of School Equipment	Using school equipment without permission and/or without following instructions.	1	2
Non-compliance / Defiance / Disrespect	Refusing to follow directions, talking back, or engaging in socially rude interactions toward staff and/or students that include negative verbal statements or gestures.	1	3
Obscene / Inappropriate Language / Materials	Verbalizing or writing messages, and/or making gestures that include swearing, name calling, profanity, and/or explicit messages of a violent nature.	1	3
Physical Aggression	Delivering actions that involve substantial physical contact toward another where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	2	4
Possession or Use of Tobacco Products	Possessing or using tobacco products while on school property or in attendance at school sponsored events.	1	4
Possession of Unsafe Objects / Materials	Possessing an item that can potentially place them or others at risk for injury. Examples include sharp objects, items that may be construed as weapons and toxic substances. This definition applies even if the student has not used the item in an unsafe manner or has not threatened to use the item. Devices that contain combustible material (snaps, “stink bombs”, jumping jacks, firecrackers)	1	3
Sexually Inappropriate Activity or Behavior / Gestures / Materials	Verbalizing, writing, texting or ‘sexting’ messages, and/or making gestures that include pornographic content, mature themes, inappropriate touching, solicitation, and/or explicit messages of a sexual nature.	1	4
Theft	Removing someone else’s property without that person’s permission. (Student may have said item or may have passed identified item on to another).	1	3
Tardiness to Class	Failing to arrive to class at the scheduled start time without a pass or permission.	1	2

*(Level 1 – Conference) (Level 2 – Intervention) (Level 3 –Suspension Short term 1-4 days/long term 10 days – pending expulsion hearing) (Level 4 – Expulsion) Refer to pages 53-56 for definitions of levels



CONDUCT VIOLATIONS & CONSEQUENCES

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Tardiness to School	Failing to arrive to school at the scheduled start time and/or arrives late to school without permission.	1	2
Throwing Objects	Deliberately throwing or tossing objects.	1	3
Truancy	Failing to report to school without prior permission, knowledge or excuse by the school or parent. Leaving school without permission.	1	2
Use of an Electronic Device	Using personal electronic devices such as a cell phone, MP3 players, image recorder, or electronic entertainment device at any time on school property without the expressed written permission of the school principal or noted in the IEP.	1	2

*(Level 1 – Conference) (Level 2 – Intervention) (Level 3 –Suspension Short term 1-4 days/long term 10 days – pending expulsion hearing) (Level 4 – Expulsion) Refer to pages 53-56 for definition of levels.



LAW RELATED VIOLATIONS & CONSEQUENCES

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Arson	Intentionally starting, or attempting to start a fire or combustion.	3	4
Assault	Causing or attempting to cause bodily injury to another person. Assault includes an attempt by physical menace to put another in fear of imminent serious bodily injury.	3	4
Bias Incident	Acting, at least in part, with ill will, hatred or bias with a purpose to intimidate an individual or group of individuals because of race, color, religion, gender, sexual orientation or ethnicity.	1	4
Bombs/Explosives	Possessing or using a device containing combustible material and/or a fuse, including fireworks.	3	4
Burglary	Unauthorized entering into a school District building (unoccupied) with the intent of committing a criminal act when the building is closed to the students and the public.	3	4
Computer Violations	Stealing computer hardware or software, reproducing unauthorized information (fraud), viewing or obtaining pornography or sexually explicit materials, introducing computer viruses, threatening /menacing, sending or receiving hate materials, committing a bias offense, harassing, 'sexting' (sending sexually explicit messages/photos electronically).	3 3 3 3 1 1 1 2	4 4 4 4 4 4 4 4
Disorderly Conduct	Behaving in a violent or seriously inappropriate manner which disrupts the educational process. (NOTE: This category is used when the police are called to cite a student for extreme disruption).	3	4
Drug/Alcohol/Chemical Use (NJSA 18A:40A-12(a))	Using any controlled substance, intoxicant or alcohol or substance alleged to be a drug regardless of its content. (Mandated HSSC Intervention)	2	4
Drug/Alcohol/Chemical Possession (NJSA18:40-1011;NJAC:29-6.3(c) (2))	In possession of any controlled substance, alcohol or intoxicant includes transfer of a prescription drug or substance alleged to be a drug regardless of its actual content. (Mandated HSSC Intervention)	3	4
Drug/Alcohol/Chemical Sale/Distribution(NJSA 18:40A-10, 1NJAC:29-6.3(c) (2))	Selling of any controlled substance, alcohol, intoxicant or prescription drug or substance alleged to be a drug regardless of its actual content. (Mandated HSSC Intervention)	4	N/A
Possession of Drug Paraphernalia:	In possession of pipes, rolling papers, needles or other paraphernalia.	3	4

*(Level 1 – Conference) (Level 2 – Intervention) (Level 3 –Suspension Short term 1-4 days/long term 10 days – pending expulsion hearing) (Level 4 – Expulsion) Refer to pages 53-56 for definition of levels.



LAW RELATED VIOLATIONS & CONSEQUENCES

(Police may be called.)

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Extortion	Using threats or intimidation to demand money or something of value from another.	3	4
False Fire Alarm/Bomb Threat	Reporting a fire to school or fire officials or intentionally setting off a fire alarm or fire extinguisher without a reasonable belief that a fire exists or making statements that a bomb is on the premises.	3	4
Gambling	Playing any game of skill or chance for money or anything of value.	1	4
Robbery	Taking property from a person by force, violence or threat of immediate bodily injury.	2	4
Sexual Assault/Offenses	Participating in intentional sexual contact of a harmful or offensive nature.	3	4
Terrorist Threats	a.) Committing a crime of violence with the purpose to terrorize another or to cause evacuation of a building, place of assembly, or facility of public transportation, or otherwise to cause serious public inconvenience. b.) Threatening to kill another with the purpose of putting him in imminent fear of death under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out (Both of these terrorist threats are crimes of the third (3 rd) degree.	3	4
Stealing/Extortion/Fraud	Unlawful taking and carrying away of property belonging to another person with the intent to deprive the lawful owner of its use.	3	4
Threatening/Menace	With criminal intent, the act of threatening to strike, attack or harm any person in school or at any sponsored or supervised activity, including the use of internet websites and electronic devices.	2	4
Vandalism/Graffiti	Willfully or maliciously destructing or defacing public or private property belonging to another. Parents/guardians will be held liable for damages and the district will seek appropriate restitution.	2	4
Weapons & Dangerous Instruments	Possessing or using an instrument that can cause bodily harm.; including mace, knives, razors, clubs, metal knuckles, nunchuks, laser lights, or any other object used or intended to be used to inflict bodily harm.	3	4

*(Level 1 – Conference) (Level 2 – Intervention) (Level 3 –Suspension Short term 1-4 days/long term 10 days – pending expulsion hearing) (Level 4 – Expulsion) Refer to pages 53-56 for definition of levels.



LAW RELATED VIOLATIONS & CONSEQUENCES

(Police may be called.)

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Firearms	<p>Possessing, using, or threatening to use a firearm on school property, on a school bus or other contracted transportation service, or at a school sponsored function.</p> <p>A firearm is defined as any handgun, rifle, shotgun, machine gun, automatic or semi-automatic rifle, or any gun, device or instrument in the nature of a weapon from which may be fired or ejected any solid projectable ball, slug, pellet, missile or bullet, or any gas, vapor or other noxious thing, by means of a cartridge or shell or by the action of an explosive or the igniting of flammable or explosive substances. It shall also include, without limitation, any firearm which is in the nature of an air gun, spring gun or pistol or other weapon of a similar nature (including BB guns and pellet guns) in which the propelling force is a spring elastic band, carbon dioxide, compressed or other gas or vapor, air or compressed air, or is ignited by compressed air, and ejecting a bullet or missile smaller than three eights of an inch in diameter, with sufficient force to injure a person.</p>	4	N/A
Other Pellet Guns & BB Guns	<p>Possessing, using, or threatening to use a pellet gun, BB gun, or any other facsimile thereof, which ejects a projectile of three-eights (3/8) of an inch or more in diameter, on school property, on a school bus or other contracted transportation service, or at a school sponsored function</p> <p>A pellet gun is defined as a gun which uses compressed air or carbon dioxide to propel a projectile.</p> <p>A BB gun uses the same compressed air or carbon dioxide to propel a copper plated sphere, known as a BB.</p>	3	4
Paintball Guns	<p>Possessing, using, or threatening to use a paintball gun on school property, school buses or other contracted transportation services. Paintball guns use compressed air to propel large diameter paint filled projectiles.</p>	3	4
Toy Guns and Imitation Firearms	<p>Possessing, using, or threatening to use a toy gun or imitation gun on school property, school buses, or other contracted transportation services.</p>	1	4

*(Level 1 – Conference) (Level 2 – Intervention) (Level 3 –Suspension Short term 1-4 days/long term 10 days – pending expulsion hearing) (Level 4 – Expulsion) Refer to pages 53-56 for definition of levels.



HARASSMENT, INTIMIDATION, AND BULLYING POLICY (HIB)

The Irvington Public School District will enforce a Harassment, Intimidation, and Bullying Policy in compliance with New Jersey State law P.L. 2010, Chapter 22. The Harassment, Intimidation, and Bullying Policy prohibits any gesture, any verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated 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 or off school grounds that substantially disrupts or interferes with the orderly operation of the school and/or the rights of others. Likewise, the incident or series of incidences could result in actual or potential physical or emotional harm to the pupil or his/her property and/or creates a hostile educational environment that interferes with learning. All reported incidents of harassment, intimidation, or bullying will be investigated by administration and handled appropriately in accordance with state law.

Further, all bystanders will be subject to investigation and remedial/disciplinary action. Bystanders enable HIB behavior by encouraging a bully to physically attack a scholar, spreading rumors, or shunning a scholar who has been ostracized by a group.

Any scholar or scholars who retaliate against the individual who reported the original HIB incident or who falsely accuses an individual of HIB will be subject to administrative action.

All reported cases of HIB are to be referred to the building Principal or designee. Reports can be made in person, via district form posted on the website, or anonymously via phone call, email, or letter.

Cases will be investigated by the School Anti-Bullying Specialist, reviewed by the Office of the Superintendent of Schools, and reported in closed session to the Board of Education each month.

The Building Anti-Bullying Specialist in your building is **Sari Greggs**. Contact information for Ms. Greggs is (973) 399-6897 Ext. 2811

District Anti-Bullying Coordinator is **Eileen P. Walton**. Contact information for Ms. Walton is (973) 399-6897 Ext. 1823.

Further information regarding HIB can be found on the district website.



Harassment, Intimidation or Bullying, (HIB), Procedures

2016-2017

I. Definition of HIB: (Harassment, Intimidation or Bullying)

“Harassment, intimidation or bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single act or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or any other distinguishing characteristic, that takes place on school property, at any school sponsored function, on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other scholars, and that:

(a) reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a scholar or damaging the scholar’s property, or placing a scholar in reasonable fear of emotional harm to his/her person or damage to his/her property; (b) has the effect of insulting or demeaning any scholar or group of students; or (c) creates a hostile educational environment at school for the scholar by interfering with a scholar’s education or by severely or pervasively causing physical or emotional harm to the student.

II. How to Report Incidents of HIB

Call a School Counselor/Anti-Bullying Specialist
- Ms. Sari Greggs (973) 399-6800 x2811

Email School Counselor/Anti-Bullying Specialist
– sgreggs@irvington.k12.nj.us

Submit a letter to the School Counselor/Anti-Bullying Specialist describing the incident(s).

Harassment, Intimidation or Bullying, (HIB), reporting can be done anonymously. (*Call, email or submit a letter*)

III. The Investigation Process:

The School Counselor will:

- 1) Consult with an Administrator.
- 2) Collect and review all statements related to the incident.
- 3) Interview victim/offender/witnesses. (*separately*)
- 4) Call parents of victim and offender.
- 5) Set-up conferences with victim or offender and always



- have parents and administrators present.
- 6) Make notation in PowerSchool under victim and offender of all actions taken. (*meeting/phone calls/emails*)
 - 8) Document all anonymous reports and investigate.
 - 9) Submit all complaints against a staff member to the Principal and log into PowerSchool.
 - 10) Offer counseling to victim and offender. (Health & Social Services Coordinator (*HSSC*) or Child Study Team (*CST*))

NOTE: HSSC must see victim within 48 hours.

IV. Consequence:

An Administrator will:

- 1) Assign appropriate level of suspension -
 - 1st Offense: HFP/Parent Conference
 - 2nd Offense: 1 day Out of School Suspension
 - 3rd Offense: 2-3 days Out of School Suspension
 - 4th Offense: 5 days Out of School Suspension (*Possible Central Office intervention*)
- 2) Notify CST if applicable.
- 3) Set-up reentry meeting with parents, scholars, teacher, counselor, HSSC and CST, if applicable
- 4) If necessary, begin process for Intervention & Referral Services. (*IR&S*)
- 5) Follow-up with counseling for victim and offender.

V. Bystanders:

A scholar may be found to have committed an act of bullying without being the individual who performed the overt act. Examples of this enabling type of behavior may include encouraging a bully to physically attack a student, spreading rumors, or shunning a scholar who has been ostracized by a group. Bystanders will be subject to disciplinary action. Principals will consider the nature of the behavior before determining a remedial action and/or disciplinary consequence.

VI. Retaliation:

A person who commits an act of retaliation or reprisal against the individual who reported the original act of harassment, intimidation or bullying, or an individual who falsely accuses someone of harassment, intimidation or bullying is subject to the same disciplinary consequences as the original aggressor. The level of disciplinary consequence may match the level of the original consequences given to the aggressor or may increase to the next level of consequence as outlined in the Scholar Code of Conduct. All disciplinary sanctions will be implemented with consideration of the individual's due process rights.

Questions or concerns related to these procedures should be directed to Dr. Winston D. Jackson, Principal (973) 399-6858.



Study Tips

There are many opportunities for you to grow and develop your individual abilities in school. However, in order to achieve success and benefit from these experiences, a great deal depends upon you and the habits which you form independently.

The following are some suggestions, which may help you to achieve this success:

- Arrive at school on time.
- Enter each class appropriately and get ready for the first activity.
- Be prepared for all classes. Have all books, notebooks, and other equipment organized and available.
- Keep an organized notebook. Have a section for each subject.
- Keep all materials, such as pencils, pens, erasers, rulers, in a convenient place so they are available when you need them in school or at home.
- Listen carefully to all directions.
- Follow all classroom rules.
- Maintain high standards of neatness in all work.
- Proofread all written work for spelling, grammar, capitalization, and punctuation.
- Keep a dictionary or thesaurus handy. Use them when you are not sure how to spell a word or when you are looking for the right word to use.
- Complete all classwork and homework and turn assignments in on time.
- Write down all your assignments (short term and long term) in an assignment pad or on an assignment calendar.
- Check your assignment pad before you leave school, so you are sure to bring home the proper books and materials.
- Get started on long-term assignments, such as book reports, right away. Do a little each night. Don't wait until the last minute.
- Set up a quiet place that is free from distractions to study at home. Be sure that your study place has good light.
- Plan your time wisely.
- If you need extra help from a subject teacher, make an appointment as soon as possible so you can get help when needed.
- If you are unsure of what to do on an assignment, ask questions.
- Be proud of all your accomplishments.



The Parents' Role in School Success

Parents often ask, "How can I help my children do better in school?" Here are just a few suggestions for parents to help their children and become partners in learning with the school.

- Talk with your children and listen to your children.
- Praise your children. Children learn better when they are supported and encouraged.
- Be patient with your children.
- We are all unique individuals. Avoid comparing your children with others. Some children learn faster than others.
- Set up a good study environment for your children. Make sure they have a quiet, well-lighted place to study, a desk or table to write on, and the materials they need to complete their assignment, such as pens, pencils, erasers, rulers, etc.
- Set up a homework schedule with your children and stick to it. Children need consistency in their daily routine.
- Make sure your children have an assignment notebook and use it. If necessary, sign the assignment pad each night.
- Help your children organize their materials and assignments according to their needs.
- Know your children's preferences regarding homework. Remember everyone is unique. Some children prefer to their easier homework first and progress to the more difficult. Some prefer to work from the difficult to the easier assignments. Some prefer to alternate assignments. Let your children use the system that works best for them.
- See that your children's attendance is excellent. Children cannot profit from school if they are not there.
- Know how your children are progressing in school. Ask your children to see corrected papers. If your children do not bring home any papers, check with your children's teachers. They might follow a specific policy, such as sending home papers only on Friday. Once you know the routine, expect to see results.
- Keep informed. Make it part of your daily routine to ask your children if they received any school notices. If you have children in the primary grades, check their book bags. In addition to notices, the school also sends home a calendar of monthly events and a seasonal newsletter.
- Make mealtimes meaningful. It is an ideal time to share ideas and events of the day.
- Set a bedtime and stick to it.
- Read to your children and read with your children. Studies prove children become better readers and perform better in school when parents make reading part of their daily routine.
- Have your children read to you. Ask questions about what your child has read.
- Provide a variety of materials at home for your children to read, including books, magazines, and newspapers. Help your children understand that we read for information as well as for pleasure.
- Visit your local library with your children. Make sure your children have a library card.
- Supervise your children's television viewing. Television can be a tool for learning good things and bad things. Watch TV with your children and discuss what you've seen. If you feel a show isn't suitable, don't be afraid to change that channel.
- Supervise your children's movie viewing. Movies are rated for a reason.



- Take your children on trips to a variety of places. Children learn from experiences as well as from books. Experiences enhance book learning and vice versa.
- Keep in touch with what is going on in your children’s lives, both school and social. Know their friends.
- Become involved in your children’s school. Attend conferences, concerts, programs, meetings, etc. Show your children that you support them and are proud of their accomplishments.
- Encourage your children to become involved in extracurricular activities. Extracurricular activities can spark their creative interests, broaden their horizons, help them develop self- confidence, and give them an opportunity to develop new friendships. In school, we have a variety of clubs that meet after school, such as Chorus, Science Club, Art Club. We also have after school programs for scholars who need extra help and a Saturday Peer Leadership program. Watch for notices about sign up. There are other programs in the community, such as Scouting, Public Library programs, classes in dance or music, etc.
- Show your children that you are interested in their school life, and they will act more positively toward school.



Parent Handbook Input

Dear Parents/Guardians:

If you have any questions or comments regarding the information in this handbook, please fill out this page and send it to school with your child. If there is any information you would like to see in the school handbook, please document it and we will address that information in our handbook revision for the next school year.

Questions

Comments

Input

Scholar's Name _____ Homeroom _____

Parent's/Guardian's Name _____ Date _____