



Florence Avenue School
1324 Springfield Avenue
Irvington, NJ 07111
973-399-6800 ext. 1903, 1904, 1907

Student/Parent Handbook

2020-2021

“Dare to Dream Big Dreams”



Mary H. Michailidis
Principal

Mohamed Baala
Assistant Principal



Welcome Back

All of us at Florence Avenue School welcome you back to what we know will be an exciting academic year 2020-2021. We know that this has been a difficult time but as we begin the school year in remote learning mode, it is important that you commit yourself to be the best student you can be with the guidance of your teachers, staff and your families.

We welcome you as a member of our school and the Falcon Family. As a Florence Avenue citizen, you are expected to follow the rules that are established for the welfare of the entire student body. Following the rules will help all students and parents to become better citizens.

Be proud of your school! Take good care of it, and feel free to make suggestions for improving it. As a school citizen, you are expected to conduct yourself properly. Students will learn necessary and useful skills for the future. You may find some things unfamiliar at first especially due to our Remote Learning start, but you will soon become accustomed to them especially using Google classroom and Google Meet.

Throughout life, you will be looking toward the future, but right now you need to acclimate yourself to a new teacher, staff, and friends at Florence Avenue School.

Good luck to all of you and have a great year!

Sincerely,

Mary H. Michailidis

Mary H. Michailidis
Principal

Mohamed Baala,
Assistant Principal





PURPOSE OF STUDENT/PARENT HANDBOOK

This handbook was put together to help us all have a smooth and successful year at Florence Avenue School. After you have reviewed this information with your teacher, please share it with your parents/guardians. Reviewing these procedures and policies will answer many questions and help get all of us off to a great start.



**Florence Avenue School
Vision, Mission and Core Beliefs
2020-2021**

VISION (school's values and objectives): Florence Avenue School will provide a rigorous education to all scholars academically, physically, artistically, socially and emotionally, to enable them to reach their highest potential, and to prepare them to become productive, responsible, ethical, creative and compassionate leaders of the global community.

MISSION (what the school is doing to achieve its vision): Florence Avenue School will provide a safe, clean, positive, healthy, and drug-free environment. As a community of linguistically and ethnically diverse learners, all scholars will be provided with a relevant, 21st century curriculum, computer technology, critical and independent thinking activities, small group instruction along with caring, highly-qualified staff who will model, encourage and motivate. We will also provide guidance, support and an avenue for scholars to become responsible, productive citizens and empower them through leadership skill development.

CORE BELIEFS (outline of the professional actions and attitudes of all staff members)

We are a neighborhood school with a diverse, multicultural population with a warm sense of community.

- We are expected to show respect, be responsible, maintain a positive attitude, be empathetic, be compassionate, be motivated, be persistent, be trustworthy, and display integrity.
- We have pride in ourselves, our colleagues, our staff, our scholars, and our families.
- We are loving, caring professionals who are committed to helping our scholars reach their full potential.
- We work together as a team in and outside the classroom to help scholars learn and be successful.
- We advocate on behalf of each scholar in our care to ensure their needs are met academically, physically, artistically, socially, and emotionally.
- We are responsive to the families we serve and work to assist each scholar through the support of the family.
- We continually strive to improve our performance through training, education, and commitment to our profession.
- We want to inspire EVERY scholar to become life-time learners and productive individuals in society.

Florence Avenue School Directory

Main Office (973) 399-6862

Azzilee Beasley (973) 399-6800 ext. 1907
Secretary

Germaine Babbs (973) 399-6800 ext. 1903
Secretary

April Dockery (973) 399-6800 ext. 1904
Register Secretary

Johanna Cedillo (973) 399-6800 ext. 1906
Guidance Counselor

Joy Igwe (973) 399-6800 ext. 1930
Health & Social Services Coordinator

Vera Hou-Raun (973) 399-6800 ext. 1905
Nurse

Darlene Reeves..... (973) 399-6800 ext. 1924
Parent Coordinator

REOPENING PLAN PHASES
(Subject to change)

The District Reopening plan shall consist of four phases:

- Phase 1: Full-time Remote (Online) Learning from September 9 - October 2, 2020. Teachers providing instruction remotely from home and students receiving instruction at home. Essential employees will report to their respective locations

- Phase 2: Remote Synchronous Learning from October 5 -November 25, 2020. Teachers return and teach remotely from their classroom four days a week (Monday, Tuesday, Thursday, and Friday). Students remain at home receiving instruction remotely. Wednesday is fully remote learning; however, the District can utilize the day for professional development on as needed basis

- Phase 3: Targeted Instruction (Soft Launch) from November 30 – December 23, 2020. English Language Learners (ELLs), Students categorized as Self-contained classification according to their Individualized Education Plans (IEPs), and Tiered 3 students as identified by the District’s facilitated assessment report physically to receive in-person instruction four days a week. Wednesday will remain the day to deep clean the buildings, while teachers and students conduct learning remotely from home. The District can utilize Wednesday for professional development on as needed basis

- Phase 4: Traditional learning (Brick and Mortar schools) from January 4 – June 25, 2021. In-person instruction for every student. Students attend schools daily and receive face-to-face instruction from their teachers. Full entry for all students and staff, Monday through Friday.

Time Schedules Grades K-5

Remote Schedule

Student Instructional Schedule is from Homeroom through Period 6

Teacher “Sign-In”	8:25 a.m.
Students “Log In” to Google Classroom for Homeroom/Attendance	8:30-8:40 a.m.
Period 1	8:45-9:25 a.m.
Period 2	9:30-10:10 a.m.
Period 3	10:15-10:55 a.m.
Period 4	11:00-11:40 a.m.
Period 5	11:45-12:25 p.m.
Period 6	12:30-1:10 p.m.
Period 7 Teacher Office Hours	1:15-2:00 p.m.
Period 8 Teacher Prep	2:05-2:45 p.m.
Online Prep	2:50-3:05 p.m.

Remote Learning Expectations

Student expectations: excellent attendance, logging on to Google classroom and Google meet on time for each class, proper classroom behavior, paying attention and participating, completing assignments on time, completing iReady Reading and Math assignments, practicing good hygiene, washing your hands frequently, and wearing your mask, and being responsible for your education.

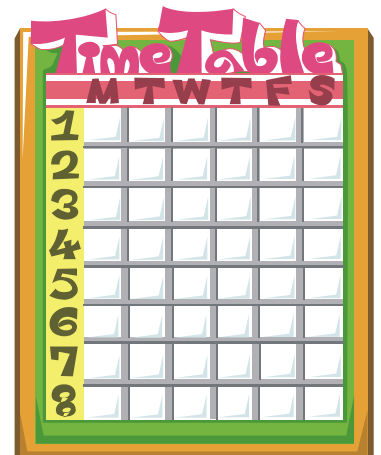
Parent/Guardian expectations: familiarizing and becoming proficient in Google classroom and Google meet (resources are located on the district website under the department of Media & Technology), support your child/guardian to attend live and recorded sessions at to complete assignments, reinforce proper classroom behavior, make sure they are dressed in uniform, have eaten breakfast, had a good night sleep and reinforce good hygiene practice.

Full Day Session (Not at this time)

Teacher Sign-In	8:25 a.m.
Entry to Class/Homeroom	8:30-8:40 a.m.
Period 1	8:41-9:26 a.m.
Period 2	9:27-10:12 a.m.
Period 3	10:13-10:58 a.m.
Period 4	10:59-11:44 a.m.
Period 5	11:45-12:30 p.m.
Period 6	12:31-1:16 p.m.
Period 7	1:17-2:02 p.m.
Period 8	2:03-2:48 p.m.
Homeroom Dismissal	2:48-2:50 p.m.
Teacher Dismissal	3:05 p.m.

Half Day Session (Not at this time)

Student Pickup:	8:25 a.m.
Period 1:	8:26-8:56 a.m.
Period 2:	8:57-9:27 a.m.
Period 3:	9:28-9:58 a.m.
Period 4:	9:59-10:29 a.m.
Period 5:	10:30-11:00 a.m.
Period 6:	11:01-11:31 a.m.
Period 7:	11:32-12:02 p.m.
Period 8:	12:03-12:30 p.m.



Student 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, states 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 student’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.

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.

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

Visitor’s Policy

Parents and guardians are welcome to visit the school at any time. They may visit with teachers at pre-arranged times. Additionally, they meet administrators by appointment, or if the administrator is available at the time of their visit.

For the protection of our students, 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.

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



Dress Code

REMOTE LEARNING Dress code: Please be in school uniform every school day and especially during LIVE instruction. When we return to school you will also be expected to wear a mask.

Please be advised that the Florence Avenue School dress code is our official green (bottoms) and yellow (tops), or khaki (bottoms) and white (tops) school uniform. Students 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 student 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.

Sandals, platforms 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.

Emergency School Closing Information

Notice of school closing due to inclement weather of other reasons in announced on the following radio stations between 7:00 a.m. and 8:00 a.m.:

- WNBC TV – Channel 4
- FOX 5 WNYW – Channel 5
- WABC TV – Channel 7
- NEWS 12NJ – Channel 62 (Comcast Only)
- Local Access – Channel 34 & 36



Parents are requested not to call radio station, police headquarters, or schools. The Irvington Fire Department will sound an alarm at 6:30 a.m. and again at 7:00 a.m. This notifies the township that the district is closed for the day. Again, please do not call the Police or Fire Department.

In addition, Irvington Board of Education has an automated school messenger system that will inform parents/guardians about school closings and events. **These messages go to the main telephone number provided to us by parents or guardians. Please inform us **immediately**, if you change your main telephone number.**

Medication Policy

Administration of medication is not the responsibility of the school. All requests for the administration of 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 clearly stated on the container.

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

- Students are not permitted to carry or take medication to school. This also includes over-the-counter medicines such as aspirin, cough drops, etc.
- If a student has to take medication during school hours, it will be necessary to provide
 1. The medication labeled by the pharmacy for 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 student 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 student can be excused from school for reasons of illness unless he/she is seen in the Health Office.
- Under no circumstances should students come to school when they are ill. For attendance purposes, students who do not attend classes are considered absent. The Health Office cannot provide proper treatment or care for students who come to school ill.

Required Immunization

All students must present records of complete immunization against diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, hepatitis series, mantoux, varicella or proof of having chicken pox for enrollment in the Irvington Public Schools. The only exceptions are students who present a certificate signed by a physician stating that the student should not receive the immunizations for all or a specific immunization, or for religious reason. It would be helpful if a copy of the child's most recent physical could be provided to the school nurse. Be sure to mention any special concerns such as food allergies, asthma, diabetes, allergic reactions to insect bites, etc.

Updating Sheets

In September the students are sent home with a packet to fill out, but this year we will need you to update your information by contacting the main office and/or sending us electronically supporting documentation. It is necessary to do so as soon as possible so the school can update their records. The packet usually includes the following information: Personal Information, Emails, Medical Update, Field Trip Permission Slips, Emergency Information, Internet Usages Agreement, Voice/Image Release Form, and Medical Examination by Physician.

Discipline Policy

REMOTE LEARNING

Every student is expected to behave properly during LIVE instruction. You are expected to Log into Google classroom every day for attendance and for instruction, pay attention and sit properly. Please complete all assignments and participate in all activities. **Do not** turn on your microphone unless instructed by the teacher. **Do not** talk in the chat box unless instructed by the teacher. **Do not** eat or drink during instruction. *If you do not meet remote learning expectations, you may be suspended from the Google classroom and required to complete assignments independently.*

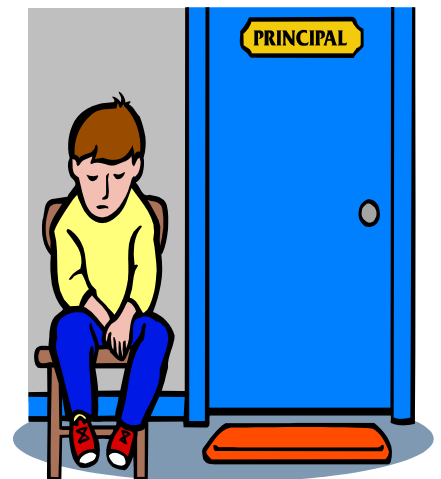
The Board of Education believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of the pupils.

The Board believes that the best discipline is self-imposed and that the pupils should learn to assume responsibility for their own behavior and the consequences of their action.

It is important that each teacher regularly reviews with all students the classroom and school rules and regulations as well as the consequences of continued improper behavior (HFP, suspension).

As a rule, teachers should handle minor disciplinary problems on their own. Every effort should be made by the teacher to notify the parent when behaviors are disrupting classroom activities. Only with close home communication can we maintain a school climate conducive to learning. It is very important that the teacher clearly establishes herself/himself as the source of authority on the classroom and does not continually rely on the administration to resolve minor conflicts.

When severe disciplinary matters are referred to the Administration, teachers are expected to complete the school's disciplinary referral form, which should clearly describe the problem as well as outline what action had been taken by the teacher prior to the referral.



HARASSMENT, INTIMIDATION, BULLYING AND HAZING POLICY

The Irvington Board of Education believes that harassing, intimidating, bullying, and hazing activities of any type, including harassment by electronic communication is inconsistent with the educational process and the Board prohibits all such harassing, intimidating, bullying and/or hazing at any time on school premises, at any school-sponsored function, or on any school bus. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, bullying, or hazing similar to other disruptive or violent behaviors is conduct that disrupts both a student's ability to learn and school's ability to educate its students in a safe environment.

Definition:

- A. Harassment, intimidation, or bullying” means any gesture or written, verbal or physical act, or electronic communication that takes place on school property, at any school sponsored function or on a school bus that:
 - 1. is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender identity and expression, or a mental, physical or sensory disability; or
 - 2. is prompted by any other distinguishing characteristics; and
 - 3. a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to his person or damage to his property; or has the effect of insulting or demeaning any student any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.
- B. “Harassment, intimidation or bullying” also means repeated unprovoked aggressive behaviors of physical or psychological nature, carried out against an individual or group of individuals that result in harm or injury to the recipient and have the effect of creating a hostile environment.
- C. “Electronic communication” means a communication that is transmitted by means of an electronic device, including but not limited to a telephone, cellular phone, computer or pager, that takes place on school property, at any school-sponsored event or on a school bus.
- D. “Hazing” means the performance of any act or the coercion of another to perform any act of initiation into any class, team, or organization that causes or creates a substantial risk of inflicting mental or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

HARASSMENT, INTIMIDATION, BULLYING AND HAZING POLICY (continued)

Procedures:

1. All staff members, pupils and school volunteers shall be alert to possible behavior, circumstances, or events that might include harassment, intimidation, bullying and hazing. A person who detects harassment, planned harassment, intimidation, planned intimidation, bullying, planned bullying, hazing shall report all such incidents to the building principal.
2. The building principal shall report to the Affirmative Action Officer and the Superintendent any incident reported from a staff member, pupil, parent, legal guardian or any other source. The building principal will also report information received from anonymous sources; however, any formal disciplinary action will not be taken solely on the basis on any anonymous report.
3. There will be no reprisals or retaliation against any person(s) making such report of harassment, intimidation, bullying and/or hazing behavior. Any allegation of reprisals or retaliation shall be reported directly to the Superintendent or his/her designee, who will investigate such allegations and take appropriate action if the allegation are confirmed and or if the person is found to have falsely accused another as a means of retaliation or as a means of harassment, intimidation, bullying, and/or hazing.
4. A school employee who promptly reports an incident of harassment, intimidation, bullying and/or hazing to the building principal, in accordance with N.J.S.A. 18A:37.1 et seq., is immune from a course of action for damages arising from any failure to remedy the reported incident.
5. The Affirmative Action Officer will immediately investigate any report of actual or planned harassment, intimidation, bullying, and/or hazing. An administrator, at the discretion of the Affirmative Action Officer, may assist the Affirmative Action Officer in the investigation.
6. If the investigation determines that harassment, intimidation, bullying and/or hazing behavior was planned or present, the administration will take reasonable, age appropriate and effective, corrective action to end the behavior. Such action may include, but is limited to: counseling, warning, and/or disciplinary action. The administration may need to provide support services to the pupil(s) that was harassed, intimidated, bullied and/or hazed. Services may include, but are not limited to: counseling, retaking a course, tutoring and or/providing other services to the pupil(s) to remedy the past harassing, intimidating, bullying and/or hazing behavior.
7. The Affirmative Action Officer shall take all necessary steps to publicize the policy, shall initiate a periodic review of the policy, and shall ensure that it will be incorporated in the student/parent handbook.

The Parents' Role: Supporting School Discipline

REMOTE LEARNING

Every student is expected to behave properly during LIVE instruction. You are expected to Log into Google classroom every day for attendance and for instruction, pay attention and sit properly. Please complete all assignments and participate in all activities. **Do not** turn on your microphone unless instructed by the teacher. **Do not** talk in the chat box unless instructed by the teacher. **Do not** eat or drink during instruction. *If you do not meet remote learning expectations, you may be suspended from the Google classroom and required to complete assignments independently.*

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. Students are expected to attend classes and complete assignments. High academic standards are expected to be met. Learning entails efforts, 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 situation in which teachers can spend their time engaged in the process of teaching rather than consuming valuable time dealing with disruptive students 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 efforts 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 with your child.
- 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 with in the home

School Rules Contract

School-wide rules

We wear our masks, keep 6-feet apart, wash our hands for 20 seconds, and sneeze/cough into our elbow or tissue.

We do not hurt ourselves nor others.

We do not hurt our property, others' property, or the school's property.

We come to school with our supplies, prepared to work and to learn.

Hallway Rules

Students wear their masks and keep 6-feet apart.

Students walk single file with hands at their sides and are silent.

Students wait or walk on the right side of the hallway.

Students keep their body parts to themselves.

Students must have a hall pass when in the hallway without a teacher or other staff member.

Students must follow directions of a teacher or staff member.

Restroom Rules

Students **wear their mask**, flush the toilet after every use and **wash hands for 20 seconds**.

Students put paper in the appropriate place, the toilet or the trash can.

Students use an inside voice.

Students keep their body parts to themselves.

Students tell the teacher if the restroom needs cleaning or repair.

After School Rules

Students who participate in an after-school program are to wait in the designated area for their advisor.

Note: Except with written permission from the teacher, children do not bring toys, PSP, DS, etc. All money brought to school must be for school business only and given to the teacher in a sealed envelope at the beginning of the day. The school cannot be held responsible for lost or stolen money or items if they are not given to the teacher at the start of the school day.

Special Note: The following will be caused for an automatic suspension on the first offense:

- **Use of profanity to a teacher or staff member**
- **Fighting**
- **Possession of weapons**
- **Theft**

This plan is to be signed by the parent, teacher and the student. The signed tear-of slip is maintained by each teacher in a file in the classroom.

Parent's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

Lunchroom Contract



Dear Students,

To receive lunchroom privileges, please read the lunchroom contract with your parent and sign below.

Rules:

1. I will **wear my mask.**
2. will follow directions the first time.
3. I will keep hands, feet, body parts, and objects to myself.
4. I will use an indoor voice that will not tease, put-down, harass, use foul language, or bully anyone.
5. I will only leave the lunchroom when given proper permission and **sit facing forward in my designated spot.**

Enforcement:

1. Verbal warning.
2. Phone call home to parent/guardian.
3. Severe misbehaviors (fighting, throwing food, overt defiance) will result in suspension of Home for Parent.

Student's Name: _____

Grade: _____

Teacher's Name: _____

Class/Section: _____

Student's Signature: _____

Parent's Signature: _____

Date: _____

Homework

REMOTE LEARNING

Students expected to complete and submit all their assignments through Google classroom.

The purpose of homework is to help students become self-directing independent learners. It is assigned to extend and reinforce the learning experience of the school. It provides students 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. Simulate worthwhile use of leisure time
7. Acquaint parents/guardians with the work pupils do in school

The amount of homework is based on student’s needs and takes into account other activities, which make a legitimate claim on the student’s time. The homework process recognizes the role of the parent to help the student 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, class work, and tests within a reasonable length of time. It is suggested that students who have been absent from school for an extended time should be permitted the same length of time to take 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 p.m. or be brought home by a brother, sister, or “study buddy” attending our school, if requested.



CONDUCT VIOLATIONS & CONSEQUENCES 2020-2021

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	Failing to attend teacher detention, arriving more than ten (10) minutes after the scheduled start time, or leaving teacher	1	2

Detention	detention without permission.		
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 60-62 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	Possessing an item that can potentially place them or others	1	3

Objects / Materials	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)		
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 60-62 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
Tuancy	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,	3	4
	reproducing unauthorized information (fraud),	3	4
	viewing or obtaining pornography or sexually explicit materials,	3	4
	introducing computer viruses,	3	4
	threatening /menacing,	1	4
	sending or receiving hate materials,	1	4
	committing a bias offense,	1	4
	harassing, 'sexting' (sending sexually explicit messages/photos electronically).	2	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 60-62 for definition of levels. * Intervention Plan- A student must attend mandatory counseling. Failure to attend mandatory counseling will result in a 2-day suspension. The student will be given another opportunity to attend mandatory counseling. Failure to attend mandatory counseling will result in a 30-day home instruction assignment and the student must attend counseling. Failure to attend mandatory counseling will result in expulsion proceedings.

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	2	4

	or supervised activity, including the use of internet websites and electronic devices.		
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 60-62 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-eighths (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</p>	3	4

	<p>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>		
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 60-62 for definition of levels.



Student Progress Reports

Student progress reports are issued two (2) times a year in Kindergarten and four (4) times a year for students 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 the Irvington Board of Education policy, "In all elementary the 1st report card 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

Students 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.

- O – Is Doing Outstanding Work
- S – Is Developing Satisfactorily for His/Her Age
- T – Needs More Time to Develop

Students 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)

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

Grade 1

O – Outstanding
S – Satisfactory
N – Needs Improvement
U – Unsatisfactory
NA – Not Applicable

Grades 2 and 3

A – Excellent
B – Good
C – Average
D – Poor
F – Failure
NA – Not Applicable

Students 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

Students are evaluated on their Personal and Social Development using the scale:

O – Outstanding
S – Satisfactory
N – Needs Improvement
U – Unsatisfactory

Student Progress Reports (continued)

Intermediate Grades (4-5)

Students 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:

A – Excellent
B – Good
C – Average

D – Poor
F – Failure
NA – Not Applicable

Students 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 on their Personal and Social Development using the scale:

P – Participate
E – Excused
NA – Not Applicable

Students 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 for home and school to effectively for the education and training of the students, one parent conference is 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 time.

Mid-Cycle Progress Report

Midway through each marking period, interim student progress reports will be sent home. The interim student progress report indicates suggestions for improving work. Many times this report encourages student 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.

Promotion Policy

Promotion or retention will be based primarily on successful mastery of identified sequential skills in reading and mathematics. Students must master 60 percent of the reading objectives and 60 percent of the mathematics objectives at their grade level. Students who are dominant in a language other than English are to be promoted or retained based on mathematics and reading skills mastered in the native language and English as a Second Language respectively. A student who has accumulated eighteen absences in a single year is subject to retention.

Honor Roll Criteria

Students in Grades 2 through 5 may achieve Super 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 student 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 students are given the battery designed for each grade level. Students in Grades 2 are evaluated with NJPASS. Students in Grades 3, 4 and 5 are evaluated annually with the administration of the NJASK 3, NJASK 4 and NJASK 5. K-5 students are given benchmarks each cycle to assess growth. Parents who wish to discuss the test results should contact the school Guidance Counselor.

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

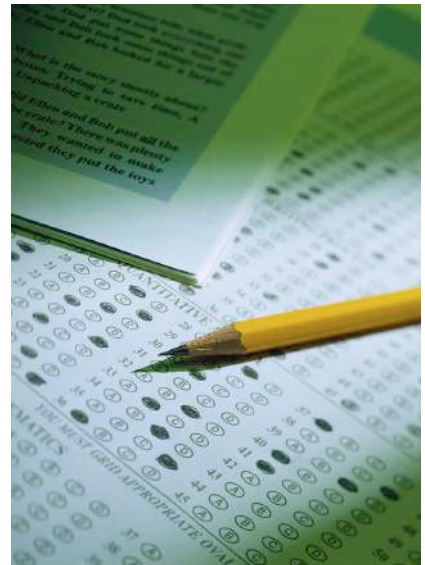
IT'S TEST TIME....

What can parents do to help?

- Ask questions about what your child learned in school today such as:
- Did you learn some new vocabulary or WOW words?
- What did you write about today?
- Did you understand what your teacher talked about in math today? Explain it to me.
- Let your child know you think testing is important
- Encourage your child to do his/her best send them to school with a good attitude every day.
- Read with your child. Ask them questions and have them prove it to you by looking back at the story.

The week of testing:

- Ensure that your child gets a good night's sleep
- Have necessary items prepared for school before going to bed (uniform, shoes, book, bags, etc.)
- Wake up a little earlier than usual
- Provide a nutritious breakfast
- Get children to school time
- Encourage a positive attitude
- Encourage your child to be ready to try his/her best



Field Trips (suspended for now)

To expedite the smooth planning for field trips, it is necessary that every student desiring attendance on an approved school trip secure a parental consent form (permission slip) from the teacher/sponsor in charge. The teacher/sponsor of the field trip will be in charge of distributing, collecting, and accounting for all permission slips prior to the trip. Without a permission slip on record, a student may not participate in the event. Also, students deemed a behavioral concern, must be accompanied on trips, to ensure safety for all participants.



It is the responsibility of the student to make up any test, class work, or homework as a result of an approved field trip.

The importance of proper conduct while waiting for boarding, riding or disembarking from the bus cannot be overemphasized. Any behavior that distracts the bus driver instantly endangers all. In the interest of safety, all students should understand and parents are urged to impress upon their children the necessity for strict compliance with the following rules:

- Students are to remain well out of the roadway while waiting for the bus.
- Getting on and off the bus should be done in an orderly manner.
- Students are to remain seated while the bus is in motion
- No part of the body should ever be extended outside the bus.
- Aisles should be kept clear at all times.
- Conversations should take place in normal tone of voice.
- Nothing should be thrown either in or from the bus.
- Smoking on the school bus is strictly forbidden.
- Crowning, pushing, shoving, etc. are not only unnecessary-but dangerous as well.
- Attitudes of helpfulness and cooperation will do much to insure safe transportation.

Bringing Things to School

At no time should students bring toys, games, electronic devices, etc. to school.

Items specifically not to be brought to school include electronic games, radios, cameras, tape recorders or other equipment. 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. If and when students are in possession of a cellphone, they should only be brought out at the end of the school day (outside) and should remain off during the school day.

Lost and Found

Lost articles are kept for a reasonable length of time. A student 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 students.

Lost Textbooks

It is the policy of the Irvington Board of Education that students are responsible for all textbooks and other non-consumable materials. Those returned 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/guardian of a student attending public school responsible for any damages to school property which the student intentionally causes. Under this law, the parent/guardian is responsible for paying damages even if the parent/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.

TRAFFIC POLICY FOR PARENTS/GUARDIANS

Warning/Notice from the Irvington Police Department



There will be no vehicle stopping or standing in front of school properties during drop off or pick up of students. A summons will be issued to all drivers who refuse to cooperate.



Florence Avenue School Mantra:

This week is going to be a good week.

I am going to school, so I can learn and go to college.

This week, I will be educated by my teachers, empowered by my teachers with the tools to be successful within my community and throughout the country.

I apply myself daily and ask questions when I do not understand.

When I am confronted with a problem or conflict, I think before I react.
I ignore all negative influences throughout the school day.

I am extremely proud to be the next generation of leaders I accept responsibility and love the challenge.

