

Grove Street Elementary School



2025-2026 Student/Parent Handbook Dr. Denlese Cooper, Principal

TEAM GROVE: HOME OF THE CHAMPIONS FOR CHILDREN
(Teaching/working as if our own children attend this school)

“Changing the Narrative. Creating Self- Directed Learners”

Mission Statement: Irvington Public Schools inspires and instructs all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.

WE ARE POISED TO WIN!

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GROVE STREET SCHOOL VISION AND MISSION STATEMENT 2025-2026

The vision and mission statement of Grove Street School was created by the School Leadership Committee (SLC) which was implemented to assist with the governing of the school. The SLC is represented by members of the Grove Street School Staff in conjunction with parents, students, and members of the community.

Grove Street School's vision and mission statement mirrors that of the entire district as they both emphasize the importance of systemically aligning all actions to ensure the improvement of student academic achievement.

Our vision and mission statement are as follows:

We, the staff at Grove Street School will continue to develop an environment and curriculum which fosters the growth of our students in becoming creative thinkers, innovative learners, and productive members of society. We consider our students to be gifted individuals and it is the commitment of all constituencies, including that of our faculty, administration, support staff, and community members to instill a strong sense of worth in our students.

Grove Street School is committed to inspiring all students to achieve excellence, physical and emotional growth, and social etiquette. We will continue to pursue the principle of providing all students to achieve the highest levels of academic excellence and social emotional development. We will continue to pursue the principle of providing our students with educational opportunities that constitute as their foundation for future endeavors. We celebrate the uniqueness of each child and, through staff dedication, parental support, and community involvement we will continue to work cohesively to provide each student with effective and meaningful learning experiences.

Grove Street School Staff

2025-2026

Name	Position	Grade	Room
Dr. Deniese Cooper	Principal		Main Office
Treasure Utuk	School Counselor		111
Chitalu Chipepo	Classroom Teacher	Pre- K	113
Earlene Stevens	Classroom Teacher	Pre- K	114
Tarrah Thompson	Classroom Teacher	Pre-K	110
Rosaline Cadeau	Classroom Teacher	Pre-K	108
Janet Auget	Classroom Teacher	Pre-K	105
Caroline Campione	Classroom Teacher	K	203
Danielle Bartlett	Classroom Teacher	K	207
Michelle Harvey Chambers	Classroom Teacher	K	208
Barbara Parry	Classroom Teacher	1	211
Helen Podberezniak	Classroom Teacher	1	209
TBD	Classroom Teacher	1	212
Niaomi Ulysse	Classroom Teacher	2	204
Dominick Lubin	Classroom Teacher	2	210
MaryBeth Westergaard	Classroom Teacher	2	205
TBD	Classroom Teacher	3	308
TBD	Classroom Teacher	3	306
Sheila Teal-Johnson	Special Education Teacher	3	309
TBD	Special Education Teacher	4/5	214
Dr. Sheila Moses	Special Education Teacher	4/5	310
Rakia Simpkins Holmes	Special Education Teacher	5	312
Shonda Moore	Classroom Teacher	4	301
KeriLynn Lowenstein	Classroom Teacher	4	302
Marlene Seraphin	Inclusion Teacher (Math)	K-5	305
Kimberly Nunez	Inclusion Teacher (ELA)	K-5	305
Richard Douglas	Classroom Teacher	5	314
Tameshone Williams	Classroom Teacher	5	313
Sophia Smellie	Classroom Teacher	5	311
Marc Gaston	Art	K-5	014
TBD	Physical Education	3-5	024
TBD	Vocal/Instrumental Music	K-5	201
Jeffrey Klien	Instrumental Music	3-5	302
Alicia Markle	Media Specialist	K-5	100/101A
Diamela Curiel	World Language	4-5	213
Anna Groginsky	ESL	K-5	304

Name	Position	Grade	Room
Romona Brownsey	Technology Coach	K-5	311A
Brenda Freeman	Building Substitute	K-5	305
Stephanie Stevens	Building Substitute	K-5	305
Amarilis Curet	Building Substitute	K-5	305
Diana Basile	Speech	K-5	302
Josbeth Jean	Health and Soc Services	K-5	102

TBD	Nurse	K-5	Med Office
Elizabeth Rollox	Parent Coordinator	K-5	012
Edward LaPierre	Instructional Coach		RM 206
TBD	Math Specialist		RM 206
Monique Kirkland	Secretary		Main Office
Safiyah Roberts	Secretary		111
LaMon Hazzard	Medical Clerk		Med Office
Jadeh Williams	Security		Front Desk
Dawnetta Simpson	Security		1 st Floor
Stephan Tillman	Security		2 nd Floor
Diane Bernard	Security		3 rd Floor
Quasim Moore	Head Custodian		109
Donald Dollar	Custodian		
Ruben Brewer	Custodian		
Gresner Ricelin	Custodian		
Renee Dickerson	Custodian		
Carolina Perez	Cafeteria Aide		
TBD	Cafeteria Aide		
Anitra Joseph	Cafeteria Aide		
Nana Sawadogo	Cafeteria Aide		
Khristina Lavalley	Cafeteria Aide		

PRINCIPAL'S GOALS

Establishing a Clear and Common Focus

The principal will promote the success of all students by collaborating with families and community members, and mobilizing community resources. Provide opportunities for teachers, students, and parents, to share and commit to clearly articulated and implicit goals based on the fundamental belief that all students can learn and improve their academic performance. **FAILURE IS NOT AN OPTION!** From the FIRST day of school, it is imperative that a mindset of high expectations is established and sustained throughout the school year.

Establishing Transparency

Recognize the importance of lucidity and clarity. Results of student performance on state and district assessments are posted and shared with all stakeholders. In addition to quarterly progress reports and report cards, dialogue with parents and guardians must be continuous so that there is no ambiguity regarding student performance, expectation, or schoolwide initiatives.

Continuous Professional Development

Ongoing professional development aligned with the school's common focus and high expectations to improve the academic achievement of all students is critical at GSS. Professional development offerings are informed and designed as a result of research-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development. At this school, all members of the staff receive opportunities to build capacity and improve their practice. We will continue to collaborate with consultants and utilize district resources so that staff may receive effective job embedded professional development. It is imperative that we view ourselves as reflective practitioners and perpetual learners in order to stay abreast of initiatives and best practices that may positively influence student academic achievement and increase staff productivity.

Focus on Data

Data paints an accurate picture of our organization. Data is also utilized to define areas of need as well as to celebrate small wins and accomplishment of goals.

Time and Schedule

The schedule accommodates the maximum use of time. Time is built in the schedule to conduct vertical and horizontal articulation meetings. Teacher planning meetings often extend beyond the school day. Students must report to school at 8:30 am and remain for the duration of the day.

GROVE STREET SCHOOL STUDENT CREED

WE HAVE THE POWER

We have the power to take ownership of our behavior by conducting ourselves as respectful, responsible, and proud school citizens.

We have the power to see ourselves as important and valuable members of our school community by being kind, helpful, and accepting of differences.

We have the power to take advantage of all educational opportunities by being ready to learn, being on time, and prepared for school each day.

We have the power to follow the rules of our school by making safe, healthy, and responsible choices.

We have the power to overcome all obstacles and surpass all expectations by being positive, focused, and determined.

We have the power to succeed and accomplish our goals and our dreams.

If our Grove Family believes, then we **WILL** achieve!

We Have The Power!

My name is _____ future_____.

Look at me!

See what I can be!

TIME SCHEDULES **Grades PreK-5**

Full Day Session

Teachers Sign In	8:25
Breakfast/Do Now/Read Aloud/Morning Routines	8:27-8:40
Period 1	8:41-9:26
Period 2	9:27-10:12
Period 3	10:13-10:58
Period 4	10:59-11:44 (Lunch)
Period 5	11:45-12:30 (Lunch)
Period 6	12:31-1:16 (Lunch)
Period 7	1:17-2:02
Period 8	2:03-2:47
Homework/Closure	2:43-2:48
Student Dismissal	2:50
Teacher Dismissal	3:05

Half Day Session (12:30 Dismissal)

Homeroom/Breakfast	8:27-8:38
PERIOD	TIME
1-----	8:39-9:07am
2-----	9:08-9:36am
3-----	9:37-10:05am
4-----	10:06-10:34am
5-----	10:35-11:03am
6-----	11:04-11:32am

7-----11:33-12:01pm

8-----12:02-12:30pm

Only Pre-K scholars receive lunch on half-day sessions.

DELAYED OPENING PROCEDURES

A delayed opening will be announced by the Superintendent through the School Messenger System. In addition, when possible, the delayed opening announcement will be posted on Channel 36 and the District's Website.

Elementary School – 8 period day

Elementary School – 8 period day

Period 1	10:00 a.m. - 10:40 a.m.
Period 2	10:40 a.m. - 11:15 a.m.
Period 3	11:15 a.m. - 11:50 a.m.
Period 4	11:50 a.m. - 12:25 p.m. (1st Lunch)
Period 5	12:25 p.m. – 1:00 p.m. (2nd Lunch)
Period 6	1:00 p.m. - 1:35 p.m. (3rd Lunch)
Period 7	1:35 p.m. - 2:10 p.m.
Period 8	2:10 p.m. - 2:45 p.m.
2:45 p.m. Afternoon Homeroom	
2:50 p.m. Dismissal	

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, 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 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; f) as set forth in a student’s individualized educational program, Section 504 Plan or individual health care plan, and g) Medical appointments. Any absence for reasons other than the above will be considered unexcused, unless otherwise approved by the Superintendent.

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. When a student is absent, the parent or guardian should call the school at (973) 399-2404 to notify us. If a student is absent for all or part of a day, the parents/guardians are required to write a note or to provide a doctor’s certificate. The note or doctor’s certificate must state the reason for absence. This note is required even if the parent/guardian has called the school to report the absence.

If a student will be absent for three or more days, the parent/guardian is urged to arrange to pick up schoolwork by calling the Main Office at (973) 399-2404 prior to 3:00 p.m. Please be advised that a 24 hour notice is needed for the Main Office to collect the homework assignments.

A student who has 10 or more cumulative absences will be considered truant, referred to a court program as required by NJ Administration Office of Courts and will be subject to proceedings under the compulsory attendance laws. 3 unexcused tardies are equivalent to 1 unexcused absence.

In Grades K-5, when a student exceeds the limit of the 20 absences permitted, the building principal has the authority to retain the student or to require completion of specified academic responsibilities before promotion is granted.

Student attendance is closely monitored by homeroom teachers, register clerks, 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.

School starts promptly at 8:30 AM and students are marked late from 8:35 AM.

School starts at 8:30 AM for preschool students. The Stepping Stones Wrap Around Program begins at 7:00 AM and ends at 5:45 PM. On half days there is no afternoon Wrap Around Program.

Breakfast is served in the classroom. It begins at 8:31 AM and ends promptly at 8:41 AM.

IRVINGTON PUBLIC SCHOOLS
DISTRICT REGISTRATION REQUIREMENTS AND FORMS

Residency Identification - Information Accepted (2 Forms Required):

1. PSE&G Bill
2. Homeowner's Tax Bill
3. Mortgage Statement
4. Current Signed Lease or Notarized Letter from a Family Member
5. Driver's License (can be used as second form of identification with number 5)

***Please note:** Residency checks will be initiated for any notarized letter from a family member. A family member who signs a notarized letter will be held liable for tuition if it is found that the child does not reside at the address listed on the notarized form.

Information Not Accepted

1. Cable Bill
2. Credit Cards Bills
3. Income Tax Statement
4. Pay Stubs
5. Home Phone, Cell Phone, etc. Bills

Student Records: *(You must have these items along with the residency information noted above)*

1. Original Birth Certificate or Passport
2. Immunization/Medical Records
3. Report Cards or Test Scores from previous school
4. Transfer from previous school
5. Proof of Guardianship (if applicable)
6. Proof of Legal Guardianship (if applicable)

District/School Forms:

(All forms must be completed before registration is accepted)

1. Registration Requirements and Forms Sheet
2. a-c District / School Registration Forms
3. a-d Emergency Medical Information
4. District / School Physician(s) Physical Examination Consent Form
5. Request for Student's Records from Previous School
6. a-b Home Language Survey

Special Services Department Forms

1. Authorization to Obtain Information
2. Authorization to Release Information
3. Special Class Pupil's Emergency Information
4. Transfer Permission Form
5. Medicaid Annual Notification Regarding Parental Consent
6. Special Education Medicaid Initiative (SEMI) Parent Consent Form

IRVINGTON PUBLIC SCHOOLS
DISTRICT / SCHOOL REGISTRATION FORM –PLEASE PRINT

OFFICE USE ONLY

COMMENTS

STATE ID # _____

REGISTRATION DATE /ENTRY DATE _____

GRADE-SECTION _____

HOMEROOM TEACHER _____

HOME SCHOOL _____

SECRETARY'S SIGNATURE _____

NURSE'S SIGNATURE _____

GUIDANCE COUNSELOR'S SIGNATURE _____

☐ Proof of Residency _____

☐ Birth Certificate/Passport _____

☐ Proof of Guardianship _____

☐ Transfer Card _____

☐ Report Card/Transcript _____

☐ Immunizations _____

☐ Test Scores _____

☐ IEP _____

I. STUDENT INFORMATION

LAST NAME: _____ FIRST NAME: _____ MI: _____

HOME ADDRESS: _____

Apt. _____

RENT: _____

OWN: _____

SHARE: _____

SHELTER: _____

PHONE#: _____ CELL#: _____ D.O.B: _____

BIRTHPLACE CITY: _____ AGE: _____ GENDER: _____

DATE OF ENTRY TO US (if applicable) _____

ETHNICITY: _____

HOME LANGUAGE

OTHER LANGUAGE(S) SPOKEN AT HOME: _____

(By any member of the family)

PREVIOUS SCHOOL ADDRESS: _____

PREVIOUS GRADE: _____ GRADE (S) RETAINED: _____

II. PARENT/GUARDIAN INFORMATION

Father _____	Address _____	Apt. _____
Home # _____	Cell # _____	Work # _____
Email _____	Resides with student _____	Yes / No _____
Mother _____	Address _____	Apt. _____
Home # _____	Cell # _____	Work # _____
Email _____	Resides with student _____	Yes / No _____
Guardian _____	Address _____	Apt. _____
Home # _____	Cell # _____	Work # _____
Email _____	Resides with student _____	Yes / No _____

PROOF OF GUARDIANSHIP: _____

____ DYFS PLACEMENT ____ FOSTER PLACEMENT ____ COURT PLACEMENT ____ GROUP HOME ____ OTHER

IF YOUR FAMILY IS LIVING IN ANY OF THE FOLLOWING SITUATIONS (CHECK ALL THAT APPLY):

Shelter ____ Transitional Housing ____ Awaiting foster Care Placement ____ Doubled-Up__ (ex. Living with friends/relatives)

Unsheltered__ (ex. Cars, Parks, Campgrounds Temporary Trailers, Abandoned Building) Hotel/Motel_____

III. EMERGENCY CONTACTS

Name _____	Relationship _____	Address _____
Home # _____	Cell # _____	Work # _____
Name _____	Relationship _____	Address _____
Home # _____	Cell # _____	Work # _____
Name _____	Relationship _____	Address _____
Home # _____	Cell # _____	Work # _____

IV. OTHER MEMBERS OF HOUSEHOLD (Siblings)

NAME SCHOOL/GRADE	DATE OF BIRTH	GENDER	
		<input type="checkbox"/> M <input type="checkbox"/> F	
		<input type="checkbox"/> M <input type="checkbox"/> F	
		<input type="checkbox"/> M <input type="checkbox"/> F	
		<input type="checkbox"/> M <input type="checkbox"/> F	

V. EDUCATIONAL HISTORY

GRADE	SCHOOL	DATE OF ATTENDANCE	ADDRESS	TELEPHONE
Elementary School Pre-K – 5				
Middle School 6 – 8				
High School 9 – 12				

Previous Retention: ☐ Yes ☐ No If yes, indicate grade/school. _____

Previous Services: ☐ IEP ☐ Speech ☐ Bilingual/ESL ☐ Intellectually Gifted ☐ Basic Skills

VI. MEDICAL INFORMATION

Indicate below: Physical handicaps, surgery, seizure, elevated lead level, food allergies, hearing/vision/speech problems		

Health Care Insurance Provider _____		
Family Physician _____	Address _____	Phone _____
School Nurse's Signature _____	Date _____	

Irvington Public Schools (IPS) may give my child's Medicaid number to IPS health care providers so that the providers can bill Medicaid for services they provide my child.

Medicaid No. _____

_____ I do not wish to share my child's Medicaid number with the school.

_____ Does not apply – my child is covered by other insurance.

_____ My child is currently not covered by insurance.

I hereby attest that all of the information on this registration form is correct, and I agree to pay all of the necessary reimbursements to the Board of Education for false documentation in any of the categories.

Father's Signature _____

Date _____

Mother's Signature _____

Date _____

Guardian's Signature _____

Date _____

IRVINGTON PUBLIC SCHOOLS – MEDICAL OFFICE
EMERGENCY MEDICAL INFORMATION

School _____ School Year _____
Last Name _____ First Name _____ HR _____ Grade _____

Address of Student _____ Tel. # _____

Mother's Name _____ Place of Business _____

Business Address _____ Business Tel. # _____

Address (if different from student) _____ Cell # _____

Father's Name _____ Place of Business _____

Business Address _____ Business Tel. # _____

Cell # _____

Address (if different from student) _____

Legal Guardian Name (if applicable) _____ Place of Business _____

Business Address _____ Business Tel. # _____

Cell # _____

Address (if different from student) _____

In my / or our absence, the following (relative, neighbor, or friend) is authorized to act for me / us on behalf of my / our child. Please be sure the following people have consented to act in your behalf.

1. Name _____ Phone # _____

Street _____ Town _____

Relationship _____

2. Name _____ Phone # _____

Street _____ Town _____

Relationship _____

3. Name _____ Phone # _____

Street _____ Town _____

Relationship _____

Signature of Parent/Guardian _____ Date _____

IRVINGTON PUBLIC SCHOOLS
1 UNIVERSITY PLACE
IRVINGTON, NEW JERSEY 07111

PARENT NOTIFICATION OF 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 students in grades K, 3, 6 and 9, students new to the district without a record of an examination, students in Special Education (every three years), and students who wish to participate in athletics on a school athletic squad. There is no charge for this examination. If parents 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 in lieu of the school physical examination. If a parent wishes to have his or her child examined privately at the parent's own expense, the school will make available the Board approved forms to be completed by the private examining physician. These forms are available in each school health office.

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 the end of September in that same year.

Tuberculosis Skin Testing – State law requires testing for tuberculosis infection. A Mantoux Intradermal Tuberculin test shall be given to all Kindergarten and 8th grade students, all transfer students in any grade from another state or country who do not have a valid record of a Mantoux Tuberculin Test within the past six months, and all new students from another New Jersey public school required to test eighth grade pupils who do not have a history of having received a Mantoux Tuberculin test since entering school.

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

Vision Screening – is conducted each year for all students in grades K – 8

Audiometric Screening – (for hearing) shall be conducted for pupils enrolled in pre-school programs, students in grade K – 4, 6, 8, and 10th, and students entering the district with no record of recent hearing screening. Students at risk for hearing impairments, students referred to the Child Study Team for evaluation, and special requests from a teacher, a parents or a pupil will also be receive audiometric screenings.

If a parent prefers to take his/her child to a private doctor/clinic, **at the parent's own expense**, a signed letter must be sent to the school nurse. If the school does not receive a report from a private doctor by September 30th, the student will be screened in school.

Child's Last Name
School

First Name

D.O.B.

()
Address (number, street, city, zip code)

Tel. phone #

Father's Name

Mother's Name

Guardian

Did your child ever attend an Irvington Public School? Yes _____ No

Last _____ school _____ l _____ attended:

When did your child last have a physical examination? Date

Name of Physician/Clinic _____ **Telephone**

Routine Check-Up Illness/Injury Specify reason _____

Is your child subject to (please circle yes or no)

Frequent Colds	Yes – No	Running Ears	Yes – No
Bronchitis	Yes – No	Chronic Cough	Yes – No
Frequent Sore Throats	Yes – No	Vision Loss	Yes – No
Speech Difficulties	Yes – No	Poor Posture	Yes – No
Earaches	Yes – No	Emotional Problems	Yes – No
Allergies	Yes – No	Weight Problems	Yes – No

Allergies:

Does your child have, or has he/she been treated for, any of the following health problems?

Anemia	Yes – No	Heart Condition	Yes – No
Asthma	Yes – No	Kidney Disease	Yes – No
Diabetes	Yes – No	Rheumatic Fever	Yes – No
Elevated Lead Level	Yes – No	Seizures	Yes – No
Food Allergies	Yes – No	Sickle Cell Anemia	Yes – No
Fracture	Yes – No	Vision Deficiencies	Yes – No
Head Injury	Yes – No		
Hearing	Yes – No		

Other

Does your child take medication? Name of medication(s) _____ Epipen Yes/No Inhaler Yes/No

Has your child had?

Poor eating habits	Yes – No	Difficulty Sleeping	Yes – No
Eye Disease	Yes – No	Eye Injury	Yes – No
Head Injury	Yes – No	Eye Glasses Prescribed	Yes – No
A Severe Fall	Yes – No	Hearing Loss	Yes – No

Development: Age began walking _____ Age began talking

Family History: (please circle)

Tuberculosis	Kidney Condition	Asthma
Diabetes	Heart Disease	Deafness
Cancer	Allergies	High Blood Pressure

Does your child have a history of: (please circle – give dates if possible)

Allergy	High Fever	Tuberculosis
Asthma	Mononucleosis	Operations:
Chickenpox	Pneumonia	Appendectomy _____
Diabetes	Rheumatic Fever	Hernia
_____	Scarlet Fever	Tonsils Removed _____
Enuresis (bed wetting)	Seizures	Ear Operation _____
Heart Disease	Tonsillitis	Other
Hepatitis		

Fractures		

Has your child been hospital for any reason since birth? Yes or No

Explain

Please list other childhood diseases, accidents, problems or medical tests

Are there any problems in the home which might affect your child's learning?

Explain

Is there anything more about your child's health that you believe is important for us to know?

Explain

Siblings' Name (s): _____ **Age:** _____ **School:**

=====

=====

=====

Parents/Legal Guardian's Signature

Date



IRVINGTON PUBLIC SCHOOLS

District / School Physician(s) Physical Examination Consent Form

To Parents/Guardians:

While your child attends the Irvington Public Schools, he/she will be examined at specified intervals by one of our school physicians, as well as such time when the building principal requests a physical examination because it is suspected that a physical defect may be interfering with your child's academic progress.

As it is your choice to be present at your child's district physical examination(s), we would like to know whether or not you wish to be present when the examinations are given. If you do not want to be present, the school physician will report results upon request or if a medical condition is identified. Please fill out the form below, and forward it to your child's school nurse within ten days of receipt. A permanent notation of your choice will be made on your child's medical record.

Be reminded that the notice below must be returned to your child's school nurse within ten days of receipt.

(Tear off – Complete and return within 10 days of receipt)

To the School Nurse:

_____ I do not wish to be present _____ I do wish to be present when my child,
_____ is examined by the school doctor. Any future change to this
decision will be submitted to the nurse's office in writing.

Signature of Parent/Guardian

Date

Child's name

Grade

Homeroom



IRVINGTON PUBLIC SCHOOLS
REQUEST FOR STUDENT RECORDS

School: _____

Principal: _____

Phone No.: _____ Fax No.: _____

Due to the registration of the following student, please forward his/her records as soon as possible:

Name: _____ Homeroom/Grade: _____ DOB: _____

✓ CUMULATIVE ACADEMIC AND BEHAVIOR RECORDS

✓ ATTENDANCE RECORDS

✓ STANDARDIZED TEST SCORES

✓ CHILD STUDY TEAM EVALUATIONS

✓ INDIVIDUALIZED EDUCATION PROGRAM

✓ MEDICAL RECORDS

✓ DISCIPLINE RECORDS

✓ OTHER _____

I give permission to release my child's records to _____.

Parent/Guardian's Signature _____ Date _____

NOTE: Federal Law 99.2: No parent signature is required for educational records sent to another educational agency.

First Request Date _____

Second Request Date _____

Third Request Date _____

Date Received _____

Please send requested information via: ☐ Fax (973) 399-2442 _____

☐ Mail _____

Irvington, New Jersey 07111

☐ Phone (973) 399-6800_x2404 _____

☐ E-mail: sroberts@ irvington.k12.nj.us



IRVINGTON PUBLIC SCHOOLS
HOME LANGUAGE SURVEY

Encuesta de los idiomas hablados en el hogar
Etude des langages pries a la maison

1. **Student**
Estudiante _____
Etudiant _____
First Name / Nombre / Prenom _____
Last Name(s) / Apellidos / Noms de Famille _____
2. **Date of registration** _____
Fecha de inscripcion month / mes / mois day / dia/jour year / alio / annee
Date d'enregistrement
3. **Language(s) spoken by the child**

Idioma(s) hablados por el nino
Langage(s) pries par L'Enfant
4. **Date of Birth** _____
Fecha de nacimiento month / mes / mois day / dia/jour year / alio / annee
Date de naissance
5. **City & Country of birth of the child** _____
Ciudad y Pais de nacimiento del nino
Ville & Pays natal de l'enfant
6. **Language spoken in the home by any member of the family**
Idiomas hablados en el hogar por cualquier miembro de la familia
Langages parks dans la maison par tout menbre de la famille
7. _____, **Irvington, NJ 07111**
Address of residence / Dirección de la residencia / Adresse de residence
8. _____
Names of parents/guardians / Nombres de los padres/encargados / Noms de parents/tuteurs
9. _____
Emergency Phone Number / Numero de telefono / Nombre de telephone

FOR OFFICE USE ONLY:

This information is completed by school staff only:

Student Identification Number: _____

District Attendance Zone: _____

Center/School: _____

Level/Grade (*circle one*): UN P3 P4 1 2 3 4 5 6 7 8 9 10 11 12

NOTES OF IMPORTANCE OR SPECIAL CIRCUMSTANCES:

In compliance with NJDOE a Home Language Survey must be on file for all students in district. If a second language is spoken at home the child must be tested for English Proficiency by a certified ESL Teacher using the appropriate district and state approved Diagnostic tests.

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 a medical doctor. 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:

- Students are not permitted to carry or take medication in 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 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 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 Medical Office.
- Under no circumstance should students come to school when they are ill. For attendance purposes, students who do not attend classes are considered absent.

Required Immunizations

All students must present records of complete immunization against flu, diphtheria, pertussis, tetanus, polio, measles, mumps, varicella, pneumococcal, hepatitis B, and rubella 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 immunization for medical reasons for all or a specific immunization, or for religious reasons.

Visitors Policy(Suspended as a result of Covid-19)

Parents and guardians are welcome to visit the school. They may conference 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. For the protection of students, all visitors are required to enter only through the front door. Further, we ask that all visitors sign in at the 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. **Refer to the school's web page for the 2025-2026 revised Visitors Policy.**

Transfers

Parents/Guardians of a student transferring out of the school should provide information regarding their new school in order that 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 or faxed to the new school once notification of enrollment is received. Students **must** return all books and school materials to teachers before the transfer card can be issued.

Updating Forms

Each September the students 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 students' records. The packet includes but is not limited to the following Information: Personal Information, Medical Update, Lunch Application, Emergency Information, Internet Usages Agreement, Textbook Responsibility Form and Voice/Image Release Forms.

Notification of Change

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

Illegal Residents

If you know of a suspected illegal resident attending Grove Street School or any district school, call 973-399-2404. All calls will be confidential.

Kindergarten Registration

During the month of May, the school hosts a Kindergarten Orientation Program whereby prospective students and their parents are invited to visit the school. Additionally, during the month of 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.

Early Dismissals

There will be no early dismissals issued for personal reasons. If an emergency arises in which a student must be taken out of a school, a parent or legal guardian must present himself/herself at the school and personally sign the student out. The name of the parent or designee must appear on the student's emergency form. Please be advised that the school has the right to request photo identification. (No telephone calls are accepted.)

In the case of a medical or dental excuse, an early dismissal may be granted, but a note from the physician/dentist, on his/her stationary, must be presented prior to granting the early dismissal.

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. You will also receive notification from the Superintendent via the School Messenger System.

Telephones

Messages for students may be taken by the office when there is an emergency or when it is essential for a student to receive information. Students will not be called to the phone. Since office telephones are constantly in use for school business, students may not use an office telephone to call home unless there is an emergency. Parents are encouraged to leave a message for the classroom teacher when they have questions or concerns. Teachers will return calls when they have planning time. Students are prohibited from using cellular phones in the school.

Safe Walking

It is of crucial importance that students arrive to school and return home safely. Parents are 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 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 STUDENT ACCEPT A RIDE WITH A STRANGER.**

Dismissal Guidelines

Students 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. Students who remain after school for detention or any activity must leave the building immediately after being dismissed. Students must obtain all needed articles from their classrooms before reporting to their activity or assigned detention. Students who are picked up by one of the child-care transportation services must remain in the lobby of the school.

Healthy Schools Program

The Healthy Schools Program recognizes schools that create healthier school environments which rigorously promote physical activity and healthy eating among students and staff. The Healthy Schools Framework of Criteria identifies specific best practices. The measures are based on the best available evidence of programs, policies, and practices that positively impact healthy eating and physical activity behaviors among students and staff. In our quest to preserve student wellness and healthy eating, as of September, 5th, 2012, students were no longer be allowed to bring soda, candy, cupcakes, and other unhealthy foods and snacks into the building. **The Wellness Committee will provide a list of healthy individually wrapped foods and snacks as well as acceptable alternatives which can be distributed during the celebration of birthdays. Students in Grades Pre-K-2nd grade can have Birthday Celebrations. Please request the permission of the principal prior to planning any celebrations in school. Only “School Safe” cakes can be served. They must be individually wrapped. No ice cream, pizza, or other food items are allowed as a result of food allergies that many of our students may have.**



IRVINGTON PUBLIC SCHOOLS
Grove Street Elementary School

Dr. Deniese Cooper, Principal

602 Grove Street
Irvington, NJ 07111
Phone (973) 399-2404
Fax (973) 399-2442

PUPIL SUPERVISION AFTER SCHOOL DISMISSAL

YES/NO I have received Policy 8601 regarding Pupil Supervision After School Dismissal.

YES/NO My child is allowed to walk home after school on her/his own or with a younger sibling or relative and no adult escort.

YES/NO My child participates in an off-site aftercare program and is to be picked up daily by the program's transportation service.

Name and number of Program: _____

Phone Number: _____

YES/NO My child participates in the onsite Creative Concept Wrap Around Program.

YES/NO I require that my child be picked up daily by me or one of the following authorized designees. *The designee must be 18 years or older.*

Parent/Guardian Name: _____

Phone Number: _____

Authorized Person #1: _____

Phone Number: _____

Authorized Person #2: _____

Phone Number: _____

Authorized Person #3: _____

Phone Number: _____

YES/NO *I understand that my child should be picked up at dismissal, no later than 2:50 pm. If I am late my child will be relocated to the Security Area in the front entrance of Grove Street School. The **Division of Child Protection and Permanency (DCP&P)**, or the Irvington Police Department (IPD) will be contacted in the case of excessive late pick ups.*

TEACHER _____ **CHILD'S NAME:** _____

PARENT SIGNATURE _____ **DATE** _____

POLICY

IRVINGTON BOARD OF EDUCATION

TEACHING STAFF MEMBERS

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Liability for Pupil Welfare

3280 LIABILITY FOR PUPIL WELFARE

Teaching staff members are responsible for supervision of pupils and must discharge that responsibility with the highest levels of care and prudent conduct. All teaching staff members of this district shall be governed by the following rules in order to protect the well-being of pupils and to avoid any assignment of liability to this Board of Education or to a staff member personally in the event a pupil is injured.

The Superintendent shall prepare such regulations as may be required to enforce the following rules:

1. Each teaching staff member must maintain a standard of care for supervision, control, and protection of pupils commensurate with the member's assigned duties and responsibilities;
2. A teaching staff member should not voluntarily assume responsibility for duties he/she cannot reasonably perform. Such assumed responsibilities carry the same potential for liability as do assigned responsibilities;
3. A teaching staff member must provide proper instruction in safety wherever course guides so provide;
4. A teaching staff member must report immediately to the Building Principal any accident or safety hazard the member detects;
5. A teaching staff member must not send pupils on personal errands;
6. A teaching staff member must never transport pupils in a personal vehicle without the approval of the Building Principal;
7. A teaching staff member must not require a pupil to perform tasks that may be detrimental to the health or well-being of the pupil or other pupils;
8. A teaching staff member will refrain from the use of personal furnishings and equipment in the classroom without the express permission of the Principal;
9. A teaching staff member must immediately report any instance of substance abuse, violence, vandalism, accidents, or suspected child abuse in accordance with Policy Nos. 8442, 8461, and 8462.

N.J.S.A. 9:6-8.8 et seq.

N.J.S.A. 18A:25-2

N.J.S.A. 59:1-1 et seq.

Adopted: 30 June 2010



POLICY

IRVINGTON BOARD OF EDUCATION

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Pupil Supervision After School Dismissal
M

8601 PUPIL SUPERVISION AFTER SCHOOL DISMISSAL

The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemary Clarke*.

The New Jersey Supreme Court, in *Jerkins*, indicated dangers exist for younger pupils at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board of Education adopts and requires the implementation of Policy 8601 for the supervision of younger pupils after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of pupils attending district-operated schools or programs in grades Pre-Kindergarten to eight who are not eligible for district-provided transportation after dismissal or are eligible and elect not to use district-provided transportation after dismissal.

Any parent(s) or legal guardian(s) of a pupil attending a district-operated school or program in grades Pre-Kindergarten to eight, where the pupil is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal may request the school or program not release the pupil to walk home after dismissal unless the pupil is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) designated escort(s) must be at least eighteen years old. The parent(s) or legal guardian(s) may designate up to three escorts. The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator.

The Form shall be made available in the Main office of the school building or the location of the program; upon request to the Principal, or designee, or the program administrator; on the school or school district website; and/or sent to parent(s) or legal guardian(s) in the beginning of the school year.

Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the Request Form.



POLICY

IRVINGTON BOARD OF EDUCATION

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Pupil Supervision After School Dismissal

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of pupils that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

The Principal or designee, or program administrator upon receiving the Request for Supervision at Dismissal from School Form, shall notify the appropriate school staff member(s) who has supervision of the pupil at dismissal time at the end of the school day of the parent's or legal guardian's request. ~~The supervising staff member that receives such notice shall retain supervision of the pupil when other pupils are dismissed from school at the end of the school day.~~

Each Principal or program administrator will develop and implement a written Pupil Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for pupils at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Pupil Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a Request Form.

In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the district's emergency call procedures.

The pupil(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the pupil and signs the pupil out of school.



POLICY

IRVINGTON BOARD OF EDUCATION

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Pupil Supervision After School Dismissal

In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by each Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within the time period designated by the Principal or program administrator, the pupil will be relocated to the Main Office in the school building and will remain in the Main Office supervised by the Main Office staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the pupil out of school or shall be relocated to the Wraparound after-school program where the pupil will be supervised by after-school program staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the pupil out of school.

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to pupils at the school's facilities after formal school dismissal.

This Policy shall be published in pupil/school handbooks. In addition, the school district shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the pupil/school handbook, which shall include this Policy and the school calendar. In addition, any changes to the school's calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

Adopted: 30 June 2010



Dismissal

Please note that it is the responsibility of the parent to arrange pickup of students no later than 2:50 PM. If you are unable to pick up your child by 2:50 PM, please notify the main office as soon as possible. All students who are not picked up by 2:50 PM will be escorted to the auditorium.

Dismissal Procedure

Main Exit (Grove St)	Exit1 (17 th Street)	Exit 2(17 th Street)	Exit 3(17 th &22 nd St)
Rm 105	Rm 207	Rm 209	Rm 313
Rm 201	Rm 208	Rm 211	Rm 314
Rm 202	Rm 303	Rm 212	Rm 308
Rm 203	Rm 310	Rm 304	Rm 311
Rm 204	Rm 301		Rm 306
Rm 210			
Exit 4(22 nd St)	Exit 9(22 nd Street)	Exit 8 (22 nd Street)	
Rm 214	Rm 205	Rm 309	
Rm 312	Rm 206	Rm 310	
	Rm 213		

Prekindergarten Program Dismissal Procedure – Wait in Classroom

- Pre-kindergarten students remain in their classrooms with their classroom teachers.

Student Drop Off

All students are encouraged to enter the school through the cafeteria entrance. Following breakfast, during inclement weather, they are escorted to the auditorium where they will remain to await the arrival of their teachers. Weather- permitting they are escorted to the playground to await their arrival. Parents who choose to drop their child/children off in the playground prior to 8:00 AM must remain with them since there is no supervision before 8:05 AM.

Bringing Items To School

The only time students 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 students will assume responsibility for any items brought to school.

Items that should not to be brought to school include electronic devices, games, radios, cameras, tape recorders, or other equipment, money for purposes other than school related activities, cameras, video recorders, and jewelry. Sports equipment should also be left at home. Such belongings can be lost or broken at school presenting a liability issue for the school. All confiscated items may only be retrieved by a parent. We would appreciate your assistance in

keeping toys and equipment at home. The school will not be held responsible for lost or stolen items; particularly cellular phones.

Lost and Found

Lost articles are kept for a reasonable length of time. The lost and found box is located in the cafeteria. 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., particularly 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 books issued to them. Students 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 student attending public school responsible for any damages to school property which the student 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.

Student Insurance

The Board of Education makes a student 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 students 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 student engaged in a program of interscholastic sports.

Field Trips

Each year students 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. Student dress and behavior on field trips are expected to be exemplary. Students, who will require taking medication during the field trip, must be escorted by a parent. Students whose behavior is disruptive may not be allowed to attend school trips to ensure the safety of the student and their peers. Students who fail to wear uniforms everyday throughout the school year will not be permitted to attend school trips.

Uniforms

Students are expected to wear their school uniforms everyday (yellow shirts, navy bottoms, ties and black shoes. Students who fail to wear their uniform everyday will be excluded from participating in assemblies, trips, and other school activities.

Students should wear their gym uniform to school on the days they have gym, as we do not have the facilities to allow students to change. The gym uniform for students consists of: sneakers (flat, rubber bottom), white socks, yellow or navy sweatshirt and navy sweatpants. A Grove Street School T-shirt may be substituted for the sweatshirt. The gym uniform is not mandatory therefore students may opt to wear their school uniform for gym. No jewelry should be worn during Physical Education class. Students may wear shoes and change into sneakers prior to entering the gymnasium. [School uniforms are worn EVERYDAY!](#)

Please be advised that the Grove Street School uniform (yellow shirt and navy bottom) may be purchased at Kids Place in Elizabeth and/or Newark. Phone (908)355-0600 or Kids Paradise which is located on Springfield Avenue in Irvington, New Jersey, (973) 374-4700. Other stores may carry school uniforms for your convenience.

Hats or head coverings are not to be worn in the building by boys or girls, unless it is for religious purposes.

CURRICULUM AND COURSE OFFERINGS

	<i>Grade</i>					
<i>Subject</i>	K	1	2	3	4	5
Language Development	X	X				
Mathematics Readiness	X	X				
Reading Readiness	X	X				
Social Development	X	X	X	X	X	X
Language Arts Literacy	X	X	X	X	X	X
Reading	X	X	X	X	X	X
Grammar	X	X	X	X	X	X
Spelling	X	X	X	X	X	X
Writing	X	X	X	X	X	X
Handwriting	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 Vocal	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	X
Health	X	X	X	X	X	X
Instrumental Music				X	X	X
World Language					X	X

SPECIAL PROGRAMS AND SERVICES

Guidance

The guidance counselor works with the students, teachers, and parents under the direction of the principal. The counselor also seeks the assistance of the Child Study Team and community resources when necessary. Rapport on a one-to-one and group basis is an important component of the counseling process to help students become good school citizens, make healthy and responsible choices, 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 students who may experience learning and/or social emotional issues and to provide supportive services.

Speech Therapy

Therapy in the area of speech and language is offered to students 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.

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 students, manages illness/injury occurring during school hours, confers with staff and parents, participates in the

child study process, counsels students 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 visit the school and have treatment rendered as necessary. In matters of urgency, the students 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 student emergency form with name, address, and telephone number of a relative or friend who will assume responsibility in the absence of the parent 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 students in grades K, 3, 6, and 9, students new to the school district without a record of an examination, students who were absent during the previous year's examination, students 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 student'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's medical director may accept the report of a private doctor instead of the school's physical examination process. 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 the school's health office and in the office of the Superintendent of Schools during the summer when elementary schools are closed. 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 students, all transfer students in any grade from another state or country who do not have a valid record of a Mantoux Tuberculin Test, and all students 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 students in Grades 5-12 and Special Education students 10-18 years of age will be conducted each year.

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

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

If you would prefer to take your child to your private doctor/ clinic, at your own expense, please send a 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.

Computer Education

Computer Education is provided to students in the two Technology Labs to infuse technology into all aspects of the curriculum and instruction in order to support the New Jersey Core Content Standards. Additionally, smartboards with Internet access are located in each classroom to enhance learning. The school is also home to over 450 chrome books to be used by students in pre-k to fifth grade. Each classroom is equipped with a smart board.

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.

ESL Programs

Many students 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 ESL Program was established to develop and expand the students' reading, writing, listening, and other academic skills concurrently as they learn English. The English as a Second Language Program is a transitional program. Participants receive daily instruction in Reading, Mathematics, and English as a Second Language.

Lunch Program

Grove Street School has a closed lunch program meaning that students are not allowed to leave the school premises. Lunch applications are sent home at the beginning of the year for parents to complete. All questions must be answered in order for the application to be processed. Parents will be notified if their child qualifies for free or reduced lunch. Students also have the option of bringing a lunch from home or purchasing the daily lunch at full price if they do not qualify for the program. **With the exception of the pre-K students, lunch is not served during four hour session days.**

Students are expected to be courteous and respectful as they use the dining facilities. They are taught and practice proper table etiquette each day.

Breakfast Program

A Breakfast Program is offered to all students. Students who are entitled to free or reduced lunch are also eligible for free or reduced breakfast. All students eat breakfast in the classroom. Breakfast begins at 8:27 a.m. **and ends promptly at 8:40 a.m.**

Student Progress Reports

Student progress reports are issued two (2) times a year for students in Pre-Kindergarten & 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 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

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.

The rating scale is as follows:

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

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.

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

Students in Grades 1 through 3 experience educational programs in mandated and supplementary subjects, including Health and Safety, Physical Education, Music and Computer. 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.

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

D.....Poor

B.....Good

F.....Failure

C.....Average

NA.....Not Applicable

Students in Grades 4 through 5 experience educational programs in mandated and supplemental subjects, including Penmanship, Health and Safety, Computer, New Jersey History (Gr. 4). 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.

Parent Conferences

In order that home and school may work more cohesively toward the academic progress and social emotional development of students, 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 the 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 student progress reports will be sent home. The interim student progress report indicates suggestions for improving work. Many times this report paints a clear picture of students' performance and may encourage them to work harder and be more motivated.

Student 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 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 students.

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 students’ 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 parents to take time to check the assignments, and provide assistance. In the event that the student is unable to complete the assigned homework, parents are encouraged to write a note to the teacher.

Make-Up Work

Pupils absent for any reason must make up assignments, projects, and tests within a reasonable length of time. It is suggested that students who have been absent from school for an extended period of 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

Students 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:

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 a battery of tests designed for each grade level. Students in Kindergarten and Grade 1 are evaluated with the administration of a Cycle Exam which was created by the Office of Curriculum and Instruction. Students in Grade 3-5 are evaluated with the NJSLA and fourth graders are evaluated annually with the administration of the NJSLA for Science. Parents who wish to discuss the test results should contact the school's guidance counselor.

The district has developed assessment instruments in all academic areas in order 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.

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 Grove Street School students:

- Visitors will only be admitted to the building through the Main entrance on Grove Street.
- Please do not escort your child to class. 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 student's safe arrival to class. Keep in mind that an escort to class is unnecessary when children arrive on time and await pick up by her/his teacher. Please remember that we depart from the assigned area later than 8:30 AM.
- 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 office for appointments with administration or teachers. Scheduled meetings 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.
- If you would like to give a student lunch or any other item, it must be left in the main office for retrieval.
- 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.
- Do not deliver or send students to school for arrival earlier than 7:30AM and pick up students at the end of the school day no later than 2:50 PM.
- All parent volunteers must wear a picture ID and provide the school with official background check information.
- Please escort your child across the street to avoid accidents. Do not allow them to run across the street. Encourage them to follow the directives of the crossing guards.
- Do not use the staff parking lot to drive through, turn around, drop off students, or park. It creates congestion and endangers all pedestrians.
- Do not double park. Not only is it illegal, it blocks the view of student pedestrians and may cause an accident when other cars attempt to drive around you.

Fire and Emergency Drill Guidelines

One Fire Drill and Emergency Drill are conducted once per month for our safety. A fire could spread rapidly through several parts of our building, threatening our lives. Proper conduct of drills is an important safety measure. Remember the primary rule for fire safety: Exit and enter the building in silence, so you are able to listen attentively for emergency directions.

Bus Evacuations

1. Events requiring school bus evacuations
 - Bus fire
 - Potential of fire
 - When bus breaks down in a dangerous location (i.e. railroad crossing)
 - Probability of flooding or rising water
2. Essentials of a successful evacuation
 - Familiarity with emergency doors, emergency exits and entrance door
 - Student must remain calm and attentive to the driver's directions
 - Proper bus evacuation procedures must be followed
3. Front Door Evacuation
 - Driver will direct students from the front seats of the bus
 - Students must move 100 feet away from the bus
4. Rear Door Evacuation
 - Driver will direct students from the rear seats of the bus
 - Student will use the sit and slide method
 - Students must move 100 feet away from the bus
5. Split Door Evacuation
 - Students will evacuate from both the front and rear doors. First half of the bus will exit from the front door and second half will exit from the rear door
 - Students must move 100 feet away from the bus

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 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 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	1	3

	(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
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 60-62 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-	In possession of any controlled substance, alcohol or intoxicant includes transfer of a	3	4

1011;NJAC:29-6.3(c) (2)	prescription drug or substance alleged to be a drug regardless of its actual content. (Mandated HSSC Intervention)	4	N/A
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)	3	4
Possession of Drug Paraphernalia:	In possession of pipes, rolling papers, needles or other paraphernalia.		

(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 mandatory 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 (3rd) 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 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 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	Possessing, using, or threatening to use a paintball gun on school property, school buses or	3	4

	other contracted transportation services. Paintball guns use compressed air to propel large diameter paint filled projectiles.		
Toy Guns and Imitation Firearms	Possessing, using, or threatening to use a toy gun or imitation gun on school property, school buses, or other contracted transportation services.	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.

Discipline: It can be positive

Discipline: Instruction or Punishment?

Discipline isn't easy. Many children often misbehave. The challenge for parents is to approach discipline as a learning experience, not simply a way to punish.

Most parents realize that discipline in their homes is the daily practice of predetermined rules.

These must be rules they have agreed on with their children. It is important that these rules encourage the development of responsible behavior in the family, the school, and the community. School staff members know that repeated physical punishment is ineffective in maintaining discipline. So are unjustified rewards. The solution is to think positively, acknowledge good behavior and take the time to redirect inappropriate behavior.

Are your children misbehaving?

- Create an atmosphere of trust which encourages speaking candidly with you and other responsible adults.

You can improve your children's behavior:

- Share the problems that cause your children distress.
- Encourage your children's respect for authority.
- Examine your own attitudes toward authority and discipline. Are they clear, firm, and consistent?
- Be firm but not dominating; children should be able to express their views.
- Watch for signs that your child is "turned off" to you, to school, to valuable friends.
- Help your child understand the need for personal precautions to avoid danger spots in school, with friends.
- Allow your children to experience the results of their actions...to take responsibility for what they say and do.
- If your child gets into trouble in school, get all the facts before reacting and get the teacher's point of view. Visit the school and talk to the teacher.

- Remember that children do not feel comfortable with more responsibility than they can handle and often wish their parents would take over. The responsibility of discipline starts with parents and school staff.
- The old “do it or else” just doesn’t work with today’s children.
- Create an atmosphere of mutual respect...a sense of give and take.
- Let your children learn the satisfaction that comes from their own sense of contribution and participation.
- Be involved, interested, and concerned.

-Reprinted from New Jersey Education Association Pamphlet

Please see Regulation 5600 Pupil Discipline for information about the Irvington School District's Code of Conduct.

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. Students are expected to attend classes and complete all assignments. High academic standards are expected to be met in every classroom. Students must understand that learning requires effort, hard work, dedication, enthusiasm, and sacrifice.

To maintain this kind of discipline, it is imperative that a meaningful partnership is formed between school and parents. By supporting and reinforcing discipline in the school, parents foster a climate in which teachers can spend their time engaged in the process of teaching and addressing the needs of struggling students rather than consuming valuable time with disruptive students and poor learning attitudes.

The following are suggestions for parents to help promote better discipline in the school:

- 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 issues. Keep teachers and administrators abreast of concerns, challenges, or difficulties that your child/children may experience.
- Work cooperatively with the school. ***We must be on the same page.*** If parents do not enforce and support rules consistently, then perhaps we may confuse our students with mixed messages.
- 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 and working tirelessly to encourage students to see the importance of obtaining a good education.

Harassment, Intimidation or Bullying, (HIB), Procedures 2025-2026

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

Harassment, intimidation or bullying” is defined as any gesture, written, verbal or physical act, or any electronic communication, any 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 students, and that: (a) reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student 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 student or group of students; or (c) creates a hostile educational environment at school for the student by interfering with a student’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. Treasure Utuk (973) 399-6800 ext 2409

Email School Counselor/Anti-Bullying Specialist –tutuk@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)*
- 7) Document all anonymous reports and investigate.
- 8) Submit all complaints against a staff member to the Principal and log into PowerSchool.
- 9) 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, students, 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 student 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 student 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 consequences 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 Student 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. Deniese Cooper, Principal (973) 399-2404.

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 student, spreading rumors, or shunning a student who has been ostracized by a group.

Any student or students 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

<u>Ms. T. Utuk</u>	<u>(973) 399-6800 ext 2409.</u>
Name	Phone number

The District Anti-Bullying Coordinator is Shelly Pettiford. Contact information for Ms. Pettiford is (973) 399-6800 Ext. 1823.

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

Grove Street Elementary School Bulldog Behavior Chart

	Classroom	Bathroom	Hallways	Cafeteria/Lunchtime	Recess	Arrival/ Dismissal
<u>S</u>mart Choices	<ul style="list-style-type: none"> Think before you act/ speak Be prepared (materials, homework, assignments) 	<ul style="list-style-type: none"> Think before you act/ speak Keep water in sink Limit trips to only when necessary Report vandalism or problems 	<ul style="list-style-type: none"> Think before you act/ speak Walk safely with face forward, hands at your sides and mouths closed 	<ul style="list-style-type: none"> Think before you act/ speak Stay in your seat or your place in line Eat only your own food Remember your lunch and money Limit trash can trips 	<ul style="list-style-type: none"> Think before you act/ speak Avoid rough/ dangerous play Walk quietly in line to and from the playground Get adult permission to leave area Take belongings w/ you 	<ul style="list-style-type: none"> Think before you act/ speak Walk safely with face forward, hands at your sides and mouths closed Take belongings w/ you
<u>O</u>wnership of Actions	<ul style="list-style-type: none"> Accept consequences calmly Follow dress code Maintain bully-free zone 	<ul style="list-style-type: none"> Accept consequences calmly Maintain bully-free zone Report any accidents 	<ul style="list-style-type: none"> Accept consequences calmly Maintain bully-free zone 	<ul style="list-style-type: none"> Accept consequences calmly Take only food you order Pick up food you drop Maintain bully-free zone 	<ul style="list-style-type: none"> Accept consequences calmly Maintain bully-free zone 	<ul style="list-style-type: none"> Accept consequences calmly Maintain bully-free zone

Achieve Personal Best	<ul style="list-style-type: none"> • Try your best on all assignments • Ask for clarification/ help if needed • Turn in all assignments on time • Use time wisely 	<ul style="list-style-type: none"> • Set a good example for others • Use good hygiene (wash & dry hands, etc) • Use facilities appropriately • Return promptly and quietly 	<ul style="list-style-type: none"> • Set a good example for others • Walk with face forward, hands at your sides and mouths closed • Go to and from assigned area promptly • Use a pass 	<ul style="list-style-type: none"> • Set a good example for others • Use good table manners • Use time wisely and finish on time 	<ul style="list-style-type: none"> • Set a good example for others • Make an effort to include others • Share equipment • Be a good sport 	<ul style="list-style-type: none"> • Set a good example for others • Be on time and ready to learn
Respect	<ul style="list-style-type: none"> • Use kind words and inside voices • Wait your turn to speak and talk one at a time • Keep classroom clean • Keep body and objects to self • Follow directions 	<ul style="list-style-type: none"> • Use kind words and inside voices • Keep bathroom clean • Keep body and objects to self • Follow directions 	<ul style="list-style-type: none"> • Use kind words and inside voices • Look (but don't touch) displays • Keep halls clean • Keep body and objects to self • Follow directions 	<ul style="list-style-type: none"> • Use kind words and inside voices • Keep body and objects to self • Keep table and floors clean • Follow directions 	<ul style="list-style-type: none"> • Use kind words • Use equipment correctly • Keep body and objects to self • Follow directions 	<ul style="list-style-type: none"> • Use kind words and inside voices • Keep body and objects to self • Use sidewalks and crosswalks and stay off private property • Follow directions

• ***Role of Students in School Success***

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.

• ***Role of Teachers in School Success***

- Inform parents in a timely manner of when assessments will be administered that will directly impact their child's final report card grade (end of selection tests, chapter tests, etc). This will give parents an opportunity to assist their child with studying. Effectively communicate this information using any of the following: a teacher created newsletter, the student planners, or by using the eBoard or email. Be sure to notify parents of any changes in the assessment schedule. When possible, provide a study guide that specifies what will be on the test.
- Communicate assessment results by informing parents that they are to sign and return the assessments to confirm that they have been received and reviewed.
- Communicate current learning goals to parents.
- Ensure that every child receives a progress report and report card as scheduled during each marking cycle and advise parents in writing, by phone or during a conference to share current performance.
- Celebrate students' success, encourage them when they meet challenges, and provide a nurturing environment.

Role of Parents 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. Be patient with them.
- Praise your children. Children learn better when they are supported and encouraged.
- Encourage them to seek additional help and tutoring from their teachers.
- 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 complete the 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 absent.
- 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 become aware of the routine, expect to see results.
- Stay 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 everyday. 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 each day. Ask questions about what they have 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.
- Stay abreast with what is going on in your children's lives. 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 provide them with opportunities to develop new friendships. Students participate in activities and clubs such as Chorus, Dance Club, Step Team, Cheerleading, Book Club, 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. You may also see a teacher or the building principal.

Questions

Comments

Input

Student's Name _____ Homeroom _____

Parent's/Guardian's Name _____ Date _____

Thank you for partnering with us as we strive to provide all students with effective and meaningful learning experiences.