September 2016

Dear Parents / Guardians / Families,

The Elementary School Handbook is prepared in order to assist families with information concerning school policies and school activities. Students in the 21st century must compete on a world stage as they analyze, synthesize, evaluate, and communicate information and ideas.

For the school district's educational vision to be implemented, family participation is critical. Your involvement greatly affects each child's academic development and sets the example.

The Garfield Board of Education has put forth an enormous effort in assuring curriculum and facilities are of the highest caliber. The curriculum continues to change and evolve, addressing the district requirements. The dedication of the administration, faculty and families working together will continue to create an educational environment to insure each child a variety of intellectual experiences.

We urge you to take an active role with Home and School Associations as well as other various established committees. Your valuable perspective will impact directly on the future courses and opportunities enabling each student to reach his/her fullest potential.

We look forward to the upcoming school year, and encourage you to keep abreast of the new trends in education. The Garfield School System will continue to cultivate an appreciation of cultural and aesthetic values so that each student can make choices indicative of a knowledgeable and contributing member of our democratic society.

Sincerely.
Nicholas L. Perrapato
Superintendent of School


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973-340-5000

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**TRUANCY OFFICERS**
Arlene Patire/Ronald Szymanski
973-340-5000 ext. 2315

## EDUCATIONAL PHILOSOPHY

The Garfield School District shall strive to offer the highest quality of education designed to provide a level of excellence that will enable all students to realize their intellectual and personal goals.

This process shall entail the search for truth and respect for scholarship and learning. The district shall offer an environment that values cultural diversity and respects individual difference with no tolerance for bigotry. The district is committed to the development of a partnership in education; integrating the interests of students, parents, staff and community leaders. This education process shall develop responsible young people who are capable of effective and meaningful career decisions.

## MISSION STATEMENT

The educational community of Garfield believes that the ultimate goal of each school is to provide intellectual experiences within the context of a multi-cultural setting. This environment will enable each student to achieve his/her maximum potential. Each school shall seek to assist every student in the development of social skills and moral attitudes needed to successfully meet the challenges of a complex, dynamic, and ever-changing world. Each student can make choices indicative of a knowledgeable and contributing member of a democratic society. To fulfill this role, the district is committed to creating individualities and potentialities of each student. The staff will endeavor to complete the development of a thinking, tolerant person, well prepared to meet the challenges of school and the life they choose to encounter.

## GOALS

To develop an environment which addresses each student's unique nature and learning ability.

To provide the most effective way of delivering quality education to enable each student to achieve their fullest potential.

To develop a learning environment which is accepting of and has an appreciation for the cultural diversity of students, staff, and community.

To encourage creative expression and the recognition of communicative, practical, and aesthetic arts.

To provide opportunities for the development of each student's character, sense of self-worth, respect for authority, and knowledge of their mental, physical, and emotional health.

To develop an opportunity for the application of ever-changing technology

To encourage staff members to utilize opportunities for keeping abreast of new trends in education.

## ADMISSION OF PUPILS

Children who start Kindergarten in the Garfield Public Schools must be (5) years of age on or before **OCTOBER 1st** of the current year. Children entering Grade 1 must be (6) years old by **OCTOBER 1st** of the current year.

**ELEMENTARY REGISTRATION DONE *ONLY* BY THE CENTRAL REGISTRAR**
KAREN BENANTI 973-340-5021

**PRE-K REGISTRATION DONE *ONLY* BY**
ELAINE WICH 973-253-6600 EXT. 6601

## STUDENT TRANSFERS

Parents must give the Central Registrar at least (3) day's notice in writing when a pupil is leaving the school. **A transfer record will then be prepared by the Registrar's Office.**

## ATTENDANCE

"Such regular attendance shall be during all the days and hours that the public schools are in session in the district, unless it is shown to the satisfaction of the board of education of the district that the mental condition of the child is such that he cannot benefit from instruction in the school or that that bodily condition of the child is such as to prevent his attendance at school, but nothing herein shall be construed as permitted the temporary or permanent exclusion from school by the board of education of any district of any child between the ages of five and 20, except as explicitly otherwise provided by law."

**18A:38-26. Days when attendance is required; exceptions**

Regular attendance is expected of all students in order to attain academic success at the grade level. Excessive unexcused absences can lead to retention. (ONLY RELIGIOUS HOLIDAYS ARE RECOGNIZED AS EXCUSED ABESENCES) Excessive tardiness may have a detrimental effect upon the academic performance and grade of your child. It is the duty of the school officials to be certain that a child's absence is justified and does not violate State Law.

Authorized reasons for absence include the following:

1. Religious holiday (parent's note)

If a student is absent from school, parents are requested to report the child's absence by calling the Office of the Principal. After every absence, including those for which excuses have been telephoned to the school, the student must bring in a written excuse to his/her teacher. This note should include the date absent, the reason for absence, and the signature of the child's parent/guardian.

*EXAMPLE*: Dear (teacher's name) Date:

Please excuse my child (child's name) for being absent from school on the following day (s). He/ she was not in school because (reason).

Sincerely,
(Signature of parent/guardian)

**NOTE: A letter from a physician may be required from students who are absent an excessive number of days.**

## STUDENT ARRIVAL AND DEPARTURE

**ARRIVAL:** Elementary students must not arrive at the school grounds before 8:25 AM. Students arriving earlier are prone to having accidents and other mishaps while unsupervised.

**DEPARTURE:** Students leave school grounds immediately after dismissal time unless being detained for tutoring, detention, or participation in extra-curricular activities.

**EXCUSED:** Students are not permitted to leave early except in an emergency. Parents or guardians must pick up the student in the Main Office and officially sign the student out.

**DISMISSAL:** With the approval of the Principal, any student in need of early dismissal must bring a note signed by the parent or guardian. The note must state adequate cause for the request. Parents or guardians must pick up the student in the Main Office.

**TARDINESS:** If a student enters the building after the second bell, he or she must report directly to the Main Office. A record of times tardy is kept for each child. Excessive tardiness is not conducive to sound educational policy.

## VISITOR'S RESPONSIBLITLIES

FOR THE SAFETY OF THE CHILREN, ***ALL VISITORS*** MUST REPORT TO THE MAIN OFFICE IMMEDIATELY UPON ENTERING THE SCHOOL BUILDING.

The visitor will then record his/her name on the sign-in sheet provided and state the nature of the visit and the person they wish to see. Visitors are NEVER permitted to go to any classroom to see a student or teacher without first obtaining permission from the Main Office.

## SCHOOL CLOSINGS

In the event that the Garfield Public Schools will be closed due to inclement weather or for any other emergency, the following measures will be provided to inform parents and students.

1. Community Notification System **(KEEP PHONE NUMBERS CURRENT)**
2. Garfield website: www.gboe.org
3. Channel 5 FOX NEWS / Channel 12 News

*Parents **SHOULD NOT CALL** the school, the **Board of Education**, or **Police Department** for information about school closings. These lines must remain open for emergency calls.

**NOTE:** Every child should be made aware as to where he or she should go in the event that parents are not home and school closes due to an emergency.

## DELAYED OPENING

As a result of severe inclement weather or other emergency, school opening will be delayed until 10:00 AM. Students report at 9:50 – 10:00 AM. **Lunch will be served**. Dismissal will be regular time, 2:45 PM.

## ONE SESSION DAY

Students report regular time. **Lunch will be served**. Dismissal is 12:55PM.

## EMERGENCY CARDS

Emergency cards are kept on all students. IT IS OF THE UTMOST IMPORTANCE THAT THEY ARE KEPT UP TO DATE so the school can contact parents or guardians in the event of an emergency that concerns your child.

Parents are requested to provide their home, cell, and business address and telephone number so that they can be reached anytime during the school day. The name, address and telephone number of another responsible adult (family or friend) is also requested in the event that the parent or guardian cannot be reached. A parent must sign ALL cards.

## MEDICATION

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescription medicine to a student during school hours will only be permitted when failure to take such a medicine would jeopardize the health of the student and he/she would not be able to attend school if the medication were not available during school hours. For the purpose of the policy "medication" shall include all medicines prescribed by a doctor.

It is of the utmost importance that parents alert the school concerning any medical problems that affect your child. Please inform the principal and school nurse if your child has any type of illness, allergy, or general health problems. This VITAL information will enable us to handle a medical emergency.

Any medication required by students must be left in the nurse's office and administered during the school day as per the following Board of Education policy:

In order to administer prescription drugs in the school, both of the following are necessary:

1. A note from the parent/guardian asking the medication be given to the child. A doctor's note stating the name of the medication, purpose, dosage and time it is to be given.
2. Medication must be brought to the nurse's office in the original, labeled container.

According to State Mandate, the certified school nurse or parent/guardian is the only person permitted to administer medication in the school. Therefore, if for any reason a school nurse is not available, it will be the responsibility of the parent/guardian to administer the medication. If there are any questions, please contact your school nurse.

## PARENT-TEACHER CONFERENCES

It is vital that teachers and parents communicate their concerns regarding student progress. To comply with this need, regular conferences are scheduled. There are also times that a teacher will ask a parent or guardian to come to the school to discuss an important matter that concerns their child. These conferences are generally held between 2:45-3:15 PM (Mon.-Thurs.). If a parent requests to confer with a teacher or the Principal, an appointment must always be arranged in advance.

*** IT IS CRUCIAL PARENTS/GUARDIAN ATTEND SCHEDULED CONFERENCES DURING 1ST TRIMESTER.**

## REPORT CARDS/GRADING

Report cards in grades Kindergarten through 5 will be issued on specific dates as indicated in Board of Education policy.

ACADEMIC PROGRESS is graded as follows:

| | | |
|---|---|---|
| A | 100-90 | Excellent |
| B | 89-80 | Good |
| C | 79-73 | Average |
| D | 72-65 | Below Average |
| F | 64-0 | Failure |

BENCHMARKS/PROGRESS INDICATORS (ESL)

4- Proficient
3- Developing
2- Beginning
1- Unsatisfactory

A student who is in the English as a Second Language Program (ESL) will receive a separate progress report in addition to the regular classroom report card.

* IT IS THE STUDENT'S RESPONSIBILITY TO RETURN SIGNED INTERIM REPORTS AND REPORT CARDS PROMPTLY AND IN GOOD CONDITION.

## HOMEWORK

A homework assignment should stimulate intellectual development of the student and create or broaden desirable interests and habits. It should be of nature to reinforce the student's mastery of skills being taught as well as to develop the pupil's store of useful knowledge.

Homework should also encourage the creative use of the student's abilities. In short, homework should be an outgrowth and extension of meaningful classroom materials and activities. It should also be of a nature that develops proper study habits.

Since homework is a vital part of the educational process, it will be incorporated with other standard measures of grading such as quizzes, examinations, and oral participation to become a portion of the final grade. The total amount of time students in the same grade will spend, on homework will vary due to individual differences.

**The following are the minimum homework time allocations**:

| | | | |
|---|---|---|---|
| Kindergarten: | 15 minutes daily | Grade 3: | 45 minutes daily |
| Grade 1: | 15 minutes daily | Grade 4: | 1 hour daily |
| Grade 2: | 20 minutes daily | Grade 5: | 1 hour daily |

Regarding the role of the parent in the student's homework, the parent should:

1. Provide a quiet, comfortable work area for the student.
2. Build a respect for education by taking a serious interest in the assigned homework.
3. Designate a regular, uninterrupted work period for the child.
4. Help the student to budget his/her time properly for immediate and long-range assignments.

Encourage the pupil to work independently, but be available to provide help and guidelines when necessary.

## PROMOTION AND RETENTION

The Board recognized that the personal, social, and physical educational growth of children varies.

It shall be the policy of the Board that each child be moved forward in a continuous pattern of achievement that is in harmony with his/her own development.

Such a pattern coincides with the system of grade levels established by this Board and the instructional objectives established for each. A student will be promoted to the succeeding grade level when he/she has:

1. Completed the course requirements at the presently assigned grade.
2. Demonstrated proficiency to move ahead to the educational program of the next grade.
3. Demonstrated the degree of social, emotional, and physical experience in the next grade.

## REASONS FOR RETENTION

**Grades 1, 2, and 3**: Consideration for retention will be made when the pupil has not achieved one or more of the following:

1. Has failed either reading, language, math, **or** physical education.
2. Has a functional reading level more than one grade below his/her required instructional level.
3. Has failed two of the remaining academic areas.
4. Has not demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade level.
5. Excessive absenteeism (20 or more days): It is assumed that this absenteeism has caused the student to miss a sufficient quantity of presented materials to preclude his/her success in the successive grade level.
6. Review and analysis of Norm-Referenced and State Mandated testing results shall be considered when the possibility of retention exists.

**Grades 4 and 5**: Consideration for retention will be made when the pupil has not achieved one or more of the following:

1. Has failed two or more academic areas (reading, math, science, social studies, and language) or has failed physical education.
2. Has not demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade level.
3. Excessive absenteeism (20 or more days): It is assumed that this absenteeism has caused the student to miss a sufficient quantity of presented materials to preclude his/her success in the successive grade level.
4. Review and analysis of the Norm-Referenced and State Mandated testing results shall be considered when the possibility of retention exists.

## PROCEDURE FOR POSSIBLE RETENTION

When retention is being considered, the teacher shall confer with the Principal and other staff members involved with the student. The parents or guardians shall be invited to a meeting with the teacher, Principal and other appropriate staff members at a parent-teacher conference for discussion of the matter. This discussion shall consist of an explanation to the parents/guardians of the student's proficiency level, the student's ability to achieve, and other factors influencing the decision. Goals will be set. Prior to April 1st, another meeting will be held to review the goals and the student's progress. The Principal shall make his/her recommendations to the Chief School Administrator as to whether the student will be retained in that grade. The decision shall be based on recommendations of the teaching staff, evaluation of student progress in remedial programs, and the judgment of the Principal. Final decisions regarding retention shall be made two weeks prior to the closing of school.

## TITLE I PROGRAM

The Garfield Board of Education recognizes that the discharge of its responsibility to provide a thorough and efficient system of education for each child in the district may require special help to some students beyond the regular classroom program. The Garfield Board of Education shall be responsible for such preventative and remedial programs, defined herein as Basic Skills Improvement Programs. The district shall comply with all state and federal requirements in developing, implementing, administering, and evaluating funded compensatory education programs. It supplements and does not supplant other funding sources.

Such Basic Skills Improvement services and activities shall be designed to improve the level of proficiency in Language Arts and mathematics skills of pupils whose academic, social, or environmental needs prevent them from succeeding in the regular schools' programs. Said remedial programs shall include:

* Assessment of pupil attainments as per Board policy
* Evaluation procedures that measure pupil achievements related to remedial educational program objectives and standards

Parents/guardians of public and private schools shall be kept informed of their children's progress and shall be invited to consult with staff on ways to give their child the maximum benefits of such programs.

The Garfield Board of Education has a policy to guarantee the consultation requirement. At least once annually, a public meeting shall be held for the express purpose of informing parents/guardians of the programs and activities provided with Title I funds.

1. Informing parents/guardians of their right to consult in the design and implementation of the Title I project within constraints of the law
2. Providing parents/guardians with information about the Title I laws
3. Soliciting parents/guardians input about Basic Skills Improvement programs and related activities
4. Providing parents/guardians an opportunity to establish mechanisms maintaining on-going communication among parents/guardians, and the Board of Education.

## BASIC SKILLS PROGRAM

All schools in our district, kindergarten through grade 12 have Title I Schoolwide Programs. In the elementary schools, grades K-5, the Basic Skills teachers go into each classroom in each school and teach collaboratively with the classroom teachers, thereby reducing the student to teacher ratio in half. Additionally, the Basic Skills teachers can spend up to two periods per day teaching the Wilson Reading System to students who have been identified by the Intervention and Referral Services teams in each elementary school. The Wilson Reading System is research based and focuses on phonics, reading fluency, and vocabulary development. Students exit from the Wilson Program when they are reading on grade level. MS and HS 9th graders receive 2 periods daily of EAL and math instruction. In grades 10-12 students who show need receive a 2nd period of ELA and math also. After school tutoring programs are held in the MS and HS annually. Parents are encouraged to attend the Basic Skills Parent Advisory Council meetings which are held several times throughout the school year. Parents will be notified of these meetings.

## ENGLISH AS A SECOND LANGUAGE AND BILINGUAL PROGRAMS

English As A Second Language, Port of Entry, High Intensity ESL, and Spanish or Polish Bilingual Programs are for students limited in English proficiency. Students who have a native language other than English listed on their registration for school form are selected to be assessed for the need of assistance in learning English. They are tested with a Teacher Oral Rating Scale and if the do not pass they are tested with the WIDA Screening assessment which is a statewide test. They are retested yearly to determine eligibility and progress. ESL students receive daily instruction to better understand, speak, read, and write English and to assist with the understanding of Content Area subjects as mandated by the State Department of Education. Port of Entry is provided to students who are beginning English learners. High Intensity is provided for students who qualify.

The Polish and Spanish classes are located in magnet schools for those students requiring it and with parent permission.. Students receive daily instruction in reading/language arts and mathematics using their native language and English. Report card grades in these subjects are given by the bilingual teacher.

All bilingual students also receive daily ESL instruction to strengthen their English proficiencies.

Students exit the ESL program(s) by multiple measure criteria. Once exited, these students are followed for two years to assure their English fluency. They may re-enter the ESL program if need is indicated.

Every effort is made to urge parents to participate in the ESL/Bilingual Advisory Council Meetings held during the year.

## DEPARTMENT OF SPECIAL SERVICES

The Child Study Team is comprised of psychologists, social workers, learning disability teacher consultants, and speech & language specialists certified in psychological, academic, language and articulation testing procedures and evaluations. testing procedures and evaluations.

Students having extreme academic, emotional, or social problems may be referred to the team for testing and evaluation. Results are then discussed at a committee conference made up of team members, principal, teacher(s), and parents.

Parents are strongly advised to cooperate with the recommendations of the committee in order to provide the child with

the opportunity to learn in an environment conducive to his/her needs.

## STUDENTS RIDING A SCHOOL BUS

Riding the school bus is a privilege accorded by the Garfield School District. This privilege can be denied by any student whenever it is determined that their activities present a safety hazard to other riders, or when the bus driver determines that his/her attention must be diverted from the safe operation of the bus to the control of the students. The Child Study Team Supervisor will determine final decision for bus privilege.

## FIELD TRIPS

Pupils are taken on field trips ONLY WITH WRITTEN PERMISSION OF A PARENT OR GUARDIAN. When a trip is planned, permission slips are sent home to inform the parent of the date of the trip in place. These slips must be returned to the school with the required signature. For the safety of all children involved, disruptive students will not be able to attend at the discretion of the principal.

## TEXTBOOKS/WORKBOOKS

All textbooks and workbooks are property of the Garfield Public Schools and are on loan to students for use during the school year. The students are responsible for keeping all books in good condition so that they are suitable for future use.

The following points are applicable to text/workbooks:

1. All books must be covered with heavy paper bags, plastic, or other durable material suitable for covering. NO SELF-ADHESIVE BOOK COVERS ARE PERMITTED.
2. The student's name and grade or homeroom number must be recorded on the book.
3. DAMAGES to text and workbooks due to student negligence will result in book fines on the evaluation of the teacher or principal.
4. The student must pay for all lost/damaged text or workbooks. This cost will be determined by the principal.

## LOST AND FOUND

Inquiries for lost items should be made in the Main Office. It is the responsibility of parents to stress the value of honesty to children in order to increase the chance of lost items being returned and to make certain that the children do not bring valuable jewelry and sums of money into the school. When possible, your child's belongings should be labeled

## FIRE DRILLS AND EMERGENCY EVACUATION DRILLS

Fire drills/Emergency drills are conducted regularly throughout the school year to insure the safety of the students and the school personnel. Classes leave the building at the sound of the alarm through exits designated by the Principal. Teachers are instructed to conduct a roll call after all students have exited from the

building. Any student not in class at the time of a drill for any reason will exit the building with the nearest class. That teacher will then notify the proper authority figure.

## ASBESTOS MANAGEMENT PLANS

Notice is hereby given that the asbestos management plans for the Garfield School District are available at your respective buildings or the Central office for your review as required by 40CFR 763.93 (g) (4). All asbestos has been removed in areas required by state and federal regulation. Asbestos that is encapsulated will be monitored periodically as required bye 40CFR 763.84 ( c ) and 763.93 (e) (10).

## Notice of Affirmative Action Policy

It is the policy of the Garfield School District not to discriminate on the basis of race, creed, religion, sex, ancestry, national origin, social or economic status or handicap in its educational programs or activities and employment policies as required by Title IX of the Education Amendments of 1972 and NJAC 6:41-1,1 et seq.

It is also the Policy of the Garfield Board of Education to maintain a working and education environment that is free from sexual harassment.
Inquiries regarding compliance may be directed to:

***Affirmative Action Officers***

Ms. Christine Kowtica
#5 School
205 Outwater La.
Garfield, NJ 07026
973-340-5035
***OR***
Mr. Nicholas Perrapato
Superintendent of Schools
34 Outwater Lane
Garfield, NJ 07026
973-340-5000

## STUDENT DRUG AND ALCOHOL POLICY

The Garfield Board of Education recognized its responsibility to provide a quality-learning environment where the health and welfare of staff and students are safeguarded. One condition, which jeopardizes such an environment, is the abuse of alcohol or other drugs. Seeking to fulfill its responsibility and comply with applicable New Jersey statutes and school law covering the various aspects of the problem, the Board of Education has adopted a chemical abuse policy.

An outline of the policy follows: (Entire policy available through the building principal upon request.)

I. Curriculum and Instruction

A. Drug and alcohol education mandated by the Dept. Of Education will be provided on the middle and high school level for a minimum of 10 hours.

B. Drug and alcohol education mandated by the Department of Education will be provided on the elementary level in accordance with each pupil's age, maturity, and grade level.

II. Students Under the Influence

A. Principal and school nurse will be notified.
B. In an emergency an ambulance will be called. The student is not to be left alone. Parents are notified. School physician, who will perform urine screening, and examine student(s).
C. Reports must be submitted to the building principal within 24 hours. Again, we must ask all parents and guardians to cooperate with these rules in order to insure the safety of the children.
D. When diagnosis is positive, pupil cannot return to school unless enrolled in a treatment program.
E. The district will make referrals to outside agencies. Treatment shall be at the expense of the pupil's parent or guardian.

The Student Assistance Program, through the student's Guidance Counselor, provides free, CONFIDENTIAL, professional assistance to the students and/or their families to help resolve these problems that affect their personal lives or school success.

The program provides the following:

1. Help those "in crisis" through supportive counseling and other intervention strategies.
2. Information, and/or appropriate referral to those who are concerned about their own, or about other's use of substances.
3. Support to those who choose not to use drugs and/or alcohol.
4. Education concerning various aspects of substance abuse, including decision-making communication and other effective interpersonal skills.

**Confidentiality regulations will be adhered to.**

## CODE OF CONDUCT

"The Board of Education expects pupils to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other pupils, for the educational purpose underlying all school activities, and for the care of school facilities and equipment."

The Garfield Board of Education and the Administration have specific expectations and standards for the students of the PRE-SCHOOL, ELEMENTARY SCHOOLS, MIDDLE SCHOOL, and HIGH SCHOOL. To promote a proper atmosphere for learning, students are expected to conduct themselves in a manner that will not interfere with the learning of others as well as themselves. All students have the right to attend school in a safe and healthy setting. To insure this we expect all students and their parents to be familiar with our rules and regulations, which are contained in the Parent & Student Handbook issued to each student in September.

All students are expected to be on time for school and prepared for their classes. The school has a zero tolerance policy for acts of violence, drugs, and harassment. Our dress code is specific and we expect cooperation from parents on this matter.

All electronic devices are forbidden in school such as, cell phones, radios, CD/cassette players, IPODS, MP3's, video games, etc.

All additional rules and regulations are contained in the aforementioned Parent & Student Handbook.

*** Please review on www.GBOE.org the *Garfield Elementary School Code of Conduct, Uniform Policy, Technology Policy* and *Bullying Policy*.**