

FOREWORD

This handbook has been designed to give parents/guardians a handy reference concerning our elementary schools. It outlines many of the basic policies and practices which are followed and suggests some ways in which parents can assist in our mutual responsibility to give children the best education possible.

Parents are welcome to confer with a teacher and can make appointments through the school office or by emailing the teacher directly.

The public schools have the best interest of all the children of Haddon Heights at heart, and we welcome the assistance of parents/guardians and any suggestions they can give us to further our common goals.

PREFACE

Our responsibility as a school system is to ensure that our students develop to the utmost their special talents and abilities, strive for high individual and group performance, develop the best in human relations, and learn self-imposed discipline and control. As facts and skills are learned, so must an appreciation be instilled which will help to prepare each individual to orient himself/herself mentally, emotionally, and socially to those with whom (s)he lives and associates -- and thus to fully contribute to and benefit from the store of knowledge, culture, and acquired skills.

The aims of the educational program in the Haddon Heights schools are based upon this philosophy and **our Mission Statement, which states:**

The Haddon Heights Public Schools, in partnership with our students, families, and communities, will provide diverse, challenging, and enriching learning experiences with the goal of developing excellent scholars, creative, successful individuals and ethical, responsible citizens who will meet or exceed the NJ Core Curriculum Content Standards at all grade levels.

THE SCHOOLS OF HADDON HEIGHTS

The Haddon Heights School System provides education, beginning with a Pre-school program and kindergarten through twelfth grade. Kindergarten through six grades are included in the elementary schools and grades seven through twelve are included in the Junior High and Senior High School. There are three elementary schools and one junior-senior high school.

Atlantic Avenue School is located on East Atlantic Avenue between Green Street and Kings Highway. Glenview Avenue School is located at Glenview Avenue and Sycamore Street. Seventh Avenue School is located at Seventh Avenue and High Street. The Junior - Senior High School is located at Second Avenue and Garden Street.

REPORTING TO PARENTS/GUARDIANS

Meaningful assessment and reporting of student progress is an essential component of the teaching/learning process. The home and school connection is, therefore, important in Haddon Heights. There are several procedures for reporting student progress to parents. They include:

Letters, emails, and phone calls - performed by the teacher at times deemed necessary to either inform parents of a student's progress or to offer suggestions for setting up other ways needed to support the student so (s)he can be successful. Letters and phone calls initiated by parents to inform, inquire, or comment about their child's achievement or behavior in the classroom are encouraged. To check on the progress of your child, please login to PowerSchool frequently throughout the school year. Communication is provided to parents in an effort to make the

student and his/her parents aware of the student's current level of performance. For those students in need of increasing their level of performance, specific ways to accomplish this will be suggested. Parents may be requested to meet with the teacher to discuss measures to be instituted both at home and in the classroom to promote student success. Keep in mind that setting up a face to face meeting or calling versus sending an email is always encouraged. It is sometimes difficult to read the tone of an email.

ABSENCE BECAUSE OF RELIGIOUS HOLIDAY

In cases of certain religious holidays, parents may feel it advisable to keep a child out of school for an entire day or session. If this is the case, a written excuse should be presented to the teacher and main office **before** the absence occurs. Such absences are not counted against the child's record and children are permitted to make up assignments missed by such occurrences. Any assignments missed will be given to the child upon returning to school and not in advance.

ACADEMIC CHALLENGE AND ENRICHMENT PROGRAM

The A.C.E. program is available to students in grades three, four, five, and six, who, by virtue of their abilities, are capable of exceptional performance. Specific criteria including teacher nomination, standardized test scores, report card grades, work habits, and the Slosson Intelligence Test will be used to determine entry into the program. Parental, peer or self-nomination will be considered based on the above criteria as well. The students will be attending A.C.E. classes during the school day with learning revolving around student talents and interests. Students in the program meet once a week.

Pupils in kindergarten through grade two who have been identified as exceptional will receive additional enrichment activities within the regular classroom setting through differentiated instruction.

ACCEPTABLE USE POLICY

Computers are another tool used to support learning and to heighten instruction. Computer networks allow staff/students to interact with computers within the school and with other computers around the world. With the popularity of the Internet, it is imperative that parents, staff, and students understand that an Acceptable Use Policy is necessary to ensure that our computers and the network be used in a responsible, ethical, and legal manner. Access is a privilege – not a right, and requires parental permission. Students are responsible for good behavior on school computer networks, just as they are in a classroom or a school hallway.

During class, a teacher will guide students toward appropriate materials. Outside of school, families bear the same responsibility for guidance as they might exercise with information sources such as television, telephones, movies, radio, and other potentially offensive media.

Board of Education policy outlines procedures on students' rights and responsibilities for use of the school computers, network, and software. These rules and provisions must be agreed to with student and parent signature. The form will be sent home in September for signatures and remain on file throughout a student's elementary school years.

ACCIDENT INSURANCE

Students are covered by school accident insurance only during physical education classes and extracurricular activities. At all other times the student will be covered by their personal insurance. The school insurance is excess coverage: i.e., it will pay those expenses not covered (including deductibles) by any other medical insurance you may have. Thus, you must submit all bills to your own insurance company first. The school policy will pick up the unpaid balances up to the limits of the policy.

ASSIGNMENT OF PUPILS TO SCHOOLS OR CLASSES

The Board of Education directs that the number of pupils assigned to anyone class be governed by considerations of instructional quality and economy of operation. A desired range for the minimum and maximum number of pupils that shall be assigned to regular classes shall be established by the Board based on recommendations from the Superintendent.

The Superintendent shall prepare guidelines for class size. Maximum limits shall take into account the subject matter, type of instruction, ability of pupils, availability of aides, and use of special facilities and equipment and may be waived to accommodate the demands of a temporary increase in enrollment.

Pupils shall normally be enrolled according to the designated boundary area in which they reside. However, anytime any students in grades 1st through 6th transfer into the district will be placed in a classroom with the school that has the lowest class size regardless of where they reside.

Further, if a student currently enrolled in an Elementary School moves to another section of the town they will remain in the school they were in prior to moving for their remaining time in Elementary School (through their 6th grade school year). The only exception to this policy is if the student has a sibling currently enrolled in a particular school. In that case the enrolling student will be permitted to attend the same school as the sibling.

If a family with more than one child moves into the district all the children will be placed into the same school. The decision as to what school the children will be placed into will be determined by administration based on which school has the lowest classroom sizes, regardless of where the children reside and regardless of what the current class sizes are at the school within the boundary area in which they reside. Final assignments may be based on any or all of the above factors or other criteria deemed important by the Superintendent.

Parental requests for transferring children in grades K-6 from one elementary building to another elementary building will not be approved.

B. Every effort will be made to have kindergarten class sizes that are equally balanced in each Elementary School. Kindergarten assignments will be made when kindergarten registration is completed.

In order to equally balance kindergarten classes, the criteria listed below will be followed:

1. Pupils with siblings currently enrolled in the school will have preference to attend the school with their sibling.
2. Every attempt will be made to place students in their home school. However, if kindergarten class sizes are not equally balanced administration will determine which Elementary School the pupils will attend, regardless of their registration date.
3. Final assignments may be based on any or all of the above factors or other criteria deemed important by the Superintendent.
4. Any kindergarten student that registers after May 1st will be placed in the school with the lowest class size even if they have siblings in the district at the Elementary School level.

ATTENDANCE

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent, guardian, or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of

Education requires students enrolled in the school district attend school regularly in accordance with the laws of the State.

In accordance with the provisions of N.J.A.C. 6A:16-7.6, a student's absence from school may be excused, unexcused that counts toward truancy, or unexcused that does not count toward truancy.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. A student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district's response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4 and Regulation 5200.

Unexcused absences that count towards truancy from school or from classes within the school day may subject a student to consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

When a pupil has reached that point, due to excessive absenteeism or lateness, requiring a warning (four unexcused absences that count towards truancy) the pupil must show improved attendance to avoid loss of credit. Once notified, the pupil will be warned on credit loss should his/her absences continue and exceed fifteen. During this probationary period, it will not be unusual for a doctor's note to be required for admittance after either a lateness or absence. Doctor's notes must be submitted within 60 days of lateness or absence to be excused.

Pupils shall be subjected to the school district response for unexcused absences that count towards truancy during the school year as outlined in N.J.A.C. 6A:16-7.8(a)4 and Regulation 5200. In addition, unexcused absences from school or from classes within the school day shall subject a pupil to the disciplinary rules of the Board, which may include the denial of a pupil's participation in co-curricular activities and/or athletic competition. Repeated truanancies that interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction may result in the suspension or expulsion of any pupil from the course of study during which absences have occurred or the suspension or expulsion in accordance with Policy Nos. 5610 and 5620.

When a High School pupil reaches fifteen unexcused absences that count towards truancy, he/she will automatically be placed on no-credit status, and a certified letter will be sent home. At this point, the parent(s) or legal guardian(s) will decide whether or not to appeal the no-credit status to the Principal.

Students are limited to a total of 33 absences in a school year with the exception of homebound instruction approved by district physician, hospitalization when supplemental educational services are provided, death of a family member supported by a written letter from a legal caregiver upon the student's return to school, and out of school suspension. Students with more than 33 total absences will be retained. In order to reinstate credit, students with more than 33 total absences may participate in an approved summer school course. The summer school course must be a class that the student has passed for their current school year.

Or if a parent(s) or legal guardian(s) of a pupil chooses not to appeal the no-credit status or the appeal is denied, both the parent(s) or legal guardian(s) and pupil will be referred to their municipal court and they may be deemed a disorderly person and the parent(s) or legal guardian(s) may be subject to a fine (NJSA 18:39-29).

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

UPON RETURN FROM AN ABSENCE FROM SCHOOL, A CHILD MUST PRESENT A BRIEF NOTE OF EXPLANATION SIGNED BY THE PARENT OR GUARDIAN TO THE MAIN OFFICE.

A CHILD WHO ARRIVES AFTER THE SCHEDULED BEGINNING TIME FOR THE MORNING OR AFTERNOON SESSIONS WILL BE COUNTED AS BEING LATE. IF LATE, A CHILD IS TO BE ESCORTED TO THE MAIN OFFICE BY AN ADULT AND SIGNED IN. AFTER FIVE LATENESSES, A LETTER WILL BE SENT HOME TO THE PARENTS/GUARDIANS AS A REMINDER. AFTER THE TENTH LATENESS A CONFERENCE WITH THE PRINCIPAL WILL BE REQUESTED. PLEASE NOTE THAT EVERY ACCUMULATED FIVE LATENESSES WILL RESULT IN ONE DAY ABSENCE STARTING WITH THE TENTH LATENESS TO SCHOOL.

Medical and dental appointments should be made outside of school hours **unless absolutely unavoidable**. Please choose doctors who value your child's education. **Parents are requested not to ask for early dismissal unless an emergency occurs.** However, should an emergency arise, a written request should be sent to the school to be approved by the principal. Pupils must be picked up by a parent, legal guardian, or another duly authorized person. **The school system stresses the use of the following procedure regarding your child when it becomes necessary to be absent from school:**

- 1. Parent/guardian/designee is expected to call the school and leave a message with the school nurse before 8:45 a.m. on the day the child is absent. An automated voicemail system allows you to call 24 hours a day. Should a phone call not be received by 8:45 on the day of the absence, the school nurse will call to verify the child's absence.**
- 2. Parent/guardian/designee is to call the office when their child goes home for lunch and will not be returning for the afternoon session.** Should a call not be received, the school will call the student's home. Lunch for grades 1 through 6 is from 12:00 p.m. until 12:50 p.m. **We ask for your cooperation for the welfare and safety of our children.**
- 3. A student must be in school for a total of four hours for a day to be counted as a full day. Anything less will be counted as a half day absence.**

AWARDS

Students will receive awards throughout the school year. All students receiving awards have met the criteria for that award which is set by the staff and principal. Not all students will receive an award during award presentations/assemblies. The school will do its best to correctly recognize students for their efforts towards each award given.

MATH SUPPORT AND LITERACY SUPPORT INSTRUCTION

Students in grades one through six inclusive may be eligible for supplemental support in reading, language and math. Pupils who score below the minimum standards on the established district norms may be considered eligible for support services. Classroom grades, work samples, DIBELS, the Developmental Reading Assessment or the Qualitative Reading Inventory, and teacher recommendations are reviewed to help determine students in need of additional support. Math and Literacy consultant services are available to the classroom teachers for students in kindergarten.

The purpose of Math Support and Literacy Support is to help students improve their basic skills in reading and math and to help students perform more successfully in the classroom. Math Support and Literacy Support teachers meet within the framework of the regular classroom for a thirty to forty-five minute period two or three times a week. When appropriate, a student may work outside the regular classroom with the Math and Literacy support teachers in an individual or small group setting.

BIRTHDAY CELEBRATIONS

We recognize the significance of each student's birthday. In order to promote a healthy diet and help keep our students with food allergies safe, we would like you to consider sending in birthday pencils, stickers, bookmarks or donate a book to the classroom library in honor of your child. If at all possible, please do not send in edible treats or baked goods for birthdays. All baked goods and other treats coming into the school building must have an advance notice and approved by the principal. If baked goods are brought in and had prior approval, they will be handed out either at lunch or the end of the school day. Birthday celebrations will not take place during school hours. Thank you for your cooperation.

BICYCLES

Children may ride their bicycles to school in the spring of the third grade. At this time they will have had sufficient instruction in bicycle safety. Pupils must pass a quiz on bicycle safety, must use a lock on their bikes, and must adhere to all bicycle safety rules. **All students must wear a helmet when riding their bicycles.**

SCHOOLMESSENGER

Our district will be using a phone notification system, SchoolMessenger, which can be used to inform families about school cancellations, delayed openings, early dismissals, and any important notices. In September, you will be asked to provide contact phone numbers (land and/or cell) that you would like us to use to notify you in the event of an emergency closing or important event that may be taking place. **Please notify the office if your number should change during the school year.**

CELL PHONES

As students enter the school grounds, cell phones are turned off and placed out of site. The classroom teacher may ask for students to use their personal cell phone during the school day for educational purposes only. Field trips are part of the school day and cell phones should not be visible or used during that time, unless the teacher gives permission for use of cell phones for educational purposes only. If a cell phone is seen during the school day without permission for educational use, it will be sent to the office until the end of the school day.

CHILD CUSTODY

To protect children and prevent them from being taken from school by anyone other than the authorized parent or guardian, **the school must have a copy of any custody papers issued by the court, or a copy of the custody agreement drawn by the attorneys for the parents of the child.** Without these legal documents, the school cannot refuse to let either parent take the child. If this is a matter that concerns you, please contact the school at once.

CHOIR

Choir is open to any student in grades four, five and six. The choir meets once a week for practice prior to the school day. Schedules of choir practices are listed on Mr. Whitescarver's eBoard. There is a district activity fee of

\$50.00 for the first child or \$75.00 for a family that applies to this program. Information about the activity fee and registration forms is located on the HHSD home page.

CHROMEBOOKS

Chromebook 1 to 1 Initiative:

The Haddon Heights School District is preparing students to meet the challenges of a dynamic global society in which they participate, contribute, and achieve their educational and personal goals. We wish to allow for flexibly advancing the learning of all students toward attainment of college and career-readiness standards. The Haddon Heights School District provides students and teachers with the technology tools and skills necessary for student-directed learning. The Haddon Heights Board of Education recognizes the use of technology in the educational process as an essential part of the learning experience. Through purposeful use of Internet-enabled technology at school and away from school, students, teachers, and staff are able to access current information, laws, news, and a variety of other valuable resources from sources around the world.

Every student in the district in grades K-12 will have access to Chromebooks throughout the school day. For specific policies and guidelines please refer to the following board approved Policies and Regulations:

Policy & Regulation 2361 Acceptable Use of Computer Networks

Policy 7523 School District Provided Technology Devices to Students

All students in kindergarten through sixth grade will be receiving a Chromebook. For students in K, 1st and 2nd grade, those Chromebooks will remain in the school. For students in 3rd grade, those Chromebooks will remain in the school until January and then they will be brought to and from school each day by the student. For students in grades 4th, 5th and 6th grade, those Chromebooks will be brought to and from school by the student for the entire school year. All Chromebooks will be collected during the month of June each school year and will be redistributed each September.

CLASSROOM SUPPLIES

Our teaching staff makes every effort to keep the list of school supplies to essential items that our students will need for daily instruction. We appreciate your assistance by purchasing these items. The supply list for each grade level is listed on each school's website and classroom teachers' eBoards.

CODE OF CONDUCT

The school should be a warm, friendly, and pleasant place where students and teachers accept mutual responsibility for the educational process. Courtesy and respect are necessary from all parties in order to establish a good climate for teaching and learning. Rules are necessary in order that everyone's rights be protected and students learn good habits of social behavior. Penalties for breaking the rules are a necessary learning experience when a child's attitude toward his/her teacher or classmate is disruptive, surly, or defiant. Teachers must use every effort to be patient and understanding with students who are immature and restless and must accord all students proper respect and dignity when addressing improper student behaviors. Students must recognize and accept their responsibility to be courteous, respectful, and responsive to teacher and administrative requests. Consequences for inappropriate behavior will vary with the nature and seriousness of the offense. The following guidelines have been established when it becomes necessary to take disciplinary action. The age span of a child from kindergarten to sixth grade requires that discipline be treated on a case by case basis within the general guidelines listed below.

1. When a student is reminded of his/her classroom behavior consistently, (s) he is sending a message for help. The teacher will discuss the situation with the student.
2. Should behavior not show improvement, a parent will be contacted for a conference and an administrator notified.

3. The principal may request a conference with parent and teacher for a unified course of action.
4. If inappropriate behavior continues, a referral may be made to the I & R S Committee.
5. Should the behavior still not show signs of improvement, the Child Study Team is notified for consultation to provide techniques to improve behavior. Parents are notified of the status of the situation.
6. On those occasions when immediate action must be taken due to the severity of the incident, e.g., fighting, obscene language, defiance of authority, possession of a weapon, truancy, etc., in/out school suspension may be imposed. The parent and the Superintendent of schools will be notified.
7. Before a student is readmitted to school after a suspension, a conference will be held with the parent, student, teacher, principal, and if required, a member of the Child Study Team, to establish a course of action to avoid a repeat of the incident resulting in suspension.

Chromebooks - Please keep in mind that the Chromebooks are property of the Haddon Heights School District. Any misuse of the Chromebooks, repeatedly forgetting to bring the Chromebook to school, changing of the settings, circumvent any security restrictions or security settings and loaning of this equipment to others will result in a warning for the first offense and disciplinary action for all other offenses. The student will be responsible for damages to the Chromebook and if lost or stolen.

Through the cooperation of the home and school, it is hoped that a positive change of behavior can be affected.

DEFINITION OF A WEAPON

Under no circumstances are students permitted to bring any form of weapon or anything that resembles a weapon onto school property. This includes, but is not limited to, any type of knife, penknife, gun or toys that resemble a weapon. In the event that a student brings a weapon to school, parents will be notified and the student will be suspended from school. Further disciplinary action and an appearance before the Board of Education may be required.

HARASSMENT, INTIMIDATION, AND BULLYING

This Policy 5512 and Regulation 5512 applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

See Board of Education approved Policy 5512 and Regulation 5512 on School and District Website. Please note, the policy and regulation were also distributed to students.

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“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either 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
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. Creates a hostile educational environment for the pupil by interfering with a pupil’s education or by severely or pervasively causing physical or emotional harm to the pupil.

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

Consequences and Appropriate Remedial Actions

The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils’ histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance; and
11. Relationship to pupils and the school district.

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures are designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to the following:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom (teacher) or administrative detention;
5. Referral to disciplinarian (administrator);

6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to *N.J.A.C. 6A:16-8*;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

Examples of Remedial Measures – Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to *N.J.A.C. 6A:16-8*;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and

26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

The district will also impose appropriate consequences and remedial actions to a person who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Haddon Heights Elementary Schools Consequences For Harassment, Intimidation and Bullying

Infraction	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Harassment, Intimidation, and Bullying (for full definition see #7 under discipline categories)	<ul style="list-style-type: none"> ● Consequences could include but are not limited to one or more of the following: admonishment, temporary removal from classroom, deprivation of privileges, teacher or administrative detention, internal or external suspension, Saturday detention, after school programs, change of schedule, ineligibility for extracurricular activities, and/or bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds ● Possible parent conference ● Possible police notification 	<ul style="list-style-type: none"> ● Consequences could include but are not limited to one or more of the following: admonishment, temporary removal from classroom, deprivation of privileges, teacher or administrative detention, internal or external suspension, Saturday detention, after school programs, change of schedule, ineligibility for extracurricular activities, and/or bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds ● Possible parent conference ● Possible police notification 	<ul style="list-style-type: none"> ● Consequences could include but are not limited to one or more of the following: admonishment, temporary removal from classroom, deprivation of privileges, teacher or administrative detention, internal or external suspension, Saturday detention, after school programs, change of schedule, ineligibility for extracurricular activities, and/or bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds ● Possible parent conference ● Possible police notification 	<ul style="list-style-type: none"> ● Mandatory BOE hearing ● Consequences could include but are not limited to one or more of the following: admonishment, temporary removal from classroom, deprivation of privileges, teacher or administrative detention, internal or external suspension, Saturday detention, after school programs, change of schedule, ineligibility for extracurricular activities, and/or bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds ● Possible parent conference

	<ul style="list-style-type: none"> • Possible charges filed with police • Possible Referral to superintendent for possible hearing with BOE for expulsion hearing • Up to 4 group counseling sessions (after school hours) 	<ul style="list-style-type: none"> • Possible charges filed with police • Possible Referral to superintendent for possible hearing with BOE for expulsion hearing • Up to 4 group counseling sessions (after school hours) 	<ul style="list-style-type: none"> • Possible charges filed with police • Possible Referral to superintendent for possible hearing with BOE for expulsion hearing • Up to 4 group counseling sessions (after school hours) 	<ul style="list-style-type: none"> • Possible police notification • Possible charges filed with police • Possible Referral to superintendent for possible hearing with BOE for expulsion hearing • Up to 4 group counseling sessions (after school hours)
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DATING VIOLENCE AT SCHOOL Policy 5519

The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil’s safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual, physical, or emotional will not be tolerated and will be dealt with in accordance with the school’s pupil code of conduct.

All school staff members (administrative staff, instructional staff, support staff, and volunteers) shall take all reasonable measures to prevent acts or incidents of dating violence at school involving a pupil. All acts or incidents of dating violence at school shall be reported to the Principal or designee in accordance with the provisions outlined in Regulation 5519. A verbal report shall be made to the Principal or designee as soon as possible, but no later than the end of the pupil’s school day when the staff member witnesses or learns of an act or incident of dating violence at school. A written report regarding the act or incident shall be submitted to the Principal or designee by the reporting staff member no later than one day after the act or incident occurred.

School staff members are required to report all acts or incidents of dating violence at school they witness or upon receiving reliable information concerning acts or incidents of dating violence at school. Acts or incidents may include, but are not limited to: those characterized by physical, emotional, verbal, or sexual abuse; digital or electronic acts or incidents of dating violence; and/or patterns of behavior which are threatening or controlling.

The Board of Education, upon the recommendation of the Superintendent of Schools, shall adopt the guidelines and procedures outlined in Regulation 5519 for responding to acts or incidents of dating violence at school. The protocols outlined in Regulation 5519 have been established for any school staff member who witnesses or learns of an act or incident of dating violence at school and for school administrators to work with the victim and the aggressor of an act or incident of dating violence.

Dating violence statements and investigations shall be kept in files separate from pupil academic and discipline records to prevent the inadvertent disclosure of confidential information. Every act or incident of dating violence at school that is reported shall be documented in an appropriate manner. This should include statements, planning actions, and disciplinary measures as well as counseling and other support resources that are offered and prescribed to the victim or aggressor.

School administrators shall implement discipline and remedial procedures to address acts or incidents of dating violence at school consistent with the school’s pupil code of conduct. The policies and procedures specific to acts or

incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

Consequences may include, but are not limited to: admonishment, temporary removal from the classroom, classroom or administrative detention, in-school suspension, out-of-school suspension, reports to law enforcement, and/or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/intervention may include, but is not limited to: parent conferences, pupil counseling (all pupils involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive pupil interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements. A pattern of behaviors may be an important sign a pupil is involved in an unhealthy or abusive dating relationship. The warning signs listed in Regulation 5519 shall educate the school community on the characteristics that a pupil in an unhealthy or abusive relationship may exhibit. Many of these warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.

The Board of Education shall make available to pupils and their families information on safe, appropriate school, family, peer, and community resources available to address dating violence.

The Board of Education shall incorporate age-appropriate dating violence education in grades seven through twelve through the health education curriculum in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships.

Upon written request to the school Principal, a parent/legal guardian of a pupil less than eighteen years of age shall be permitted, within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district. Notice of Policy and Regulation 5519 shall appear in all district publications that set forth the comprehensive rules, procedures, and standards of conduct for pupils within the district and in any handbook. N.J.S.A. 18A:35-4.23a.; 18A:37-33; 18A:37-34; 18A:37-35; 18A:37-37.

CONTESTS FOR STUDENTS

The Board of Education believes the primary educational aims of the schools and the needs and interests of their students must be the most important consideration at all times. It shall therefore be a general policy to deny promotional aid, school time or faculty assistance to pupil contests, involving essay writing, poster making, or other activities, sponsored by organizations outside the school.

Exceptions may be made, if in the judgment of the Superintendent, a particular contest involves experiences which are closely allied to and in support of the instructional work of the school, and which will clearly serve to advance the educational aims of the school.

The worthiness of the sponsoring agency's cause or the opportunity for individuals to win prizes, shall not in themselves constitute sufficient reason for exception to the general public. Contests or projects, in general, should not interfere with the operation of the regular course of study in classes or require a teacher to sacrifice much time from the regular planned program of studies.

CURRICULUM

A comprehensive curriculum consisting of Language Arts Literacy (LAL), Mathematics, Social Studies, Science and Spanish is provided at appropriate grade levels. Computer assisted instruction is incorporated in grades one through six. The three elementary schools utilize the same curriculum guides and basic textbooks. However, methods and procedures will vary to enable each teacher to capitalize on his/her strengths and needs of students. Teachers will have the opportunity to specifically describe their program and procedures at the elementary "Back to School Night" which is held in September.

DAILY SCHEDULE

In the interest of safety and order, it is important that children do not arrive at school too much in advance of the opening time in the morning. The interval between the time of arrival and opening time should not exceed ten minutes. Adherence to this regulation will ensure proper supervision of our children on the way to school and on school grounds.

Pupils are not to arrive at school before 8:30 a.m. for the morning session. Children in grades 1 - 6 who go home for lunch should not arrive before 12:45 p.m. During inclement or extreme weather, pupils will be permitted to enter the buildings at 8:30 a.m.

The School Day:

<u>A.M. Session</u>	<u>Kdgn.</u>	<u>Grs. 1 - 6</u>
Student arrival	8:30 a.m.	8:30 a.m.
Warning bell	8:40 a.m.	8:40 a.m.
School begins	8:45 a.m.	8:45 a.m.
Kindergarten dismissal	11:25 a.m.	

Lunch for Grades 1-6: 12:00 p.m.

P.M. Session

Warning bell		12:47 p.m.
Afternoon session begins		12:50 p.m.
Dismissal		3:00 p.m.

Pre-K Sessions:

Morning Session	8:40 a.m.	11:05 a.m.
Afternoon Session	12:35 p.m.	3:00 p.m.

Parents planning to pick up their child (ren) at dismissal are asked to please be prompt. Adult supervision is not provided after school.

Early dismissal days for the 2016-17 school year are as follows: September 7th and 8th, October 20th, 21st, 24th and 25th (Parent/Teacher Conference Days) November 23rd, December 23rd, February 17th, March 10th, May 5th, May 19th and June 15th, 16th and 19th. Dismissal time on these days for grades 1-6 is at 12:45 p.m. On early dismissal days, kindergarten dismisses at the regular time (11:25am) and Pre-K's arrival and dismissals are as follows: A.M. class meets from 8:40 to 10:10 and the P.M. class meets from 10:55 to 12:25.

In the event of a delayed opening due to inclement weather, Grades K-6 may begin to arrive at 9:35 for one hour delays and 10:35 for two hour delays. Kindergarten students will be dismissed at 12:15 on one hour delayed days and at 1:15 on two hour delayed days. On one and two hour delayed openings the Pre-K schedule is as follows: A.M. class meets from 10:40-12:10 and the P.M. class meets from 1:30-3:00.

Morning Care will not take place on days when the school is closed or there are delayed openings for inclement weather.

There will be NO Kindergarten aftercare for students on November 23, 2016, December 23, 2016 and June 16th will be the last day of aftercare for the kindergarten students.

DRESS AND GROOMING Policy 5511

Personal appearance directly affects pupils' pride in their school; therefore, dress should be comfortable and appropriate for the learning environment. It should not be revealing or distracting to others. One of the main objectives of this school system is to help its pupils prepare for the business and social world. It is believed that dressing appropriately is part of this education.

In accordance with the above philosophy, dress, which is acceptable for school, should be general sports, and dress clothes that are decent, clean, and properly worn. All shirts, sweaters, blouses, tops and dresses without sleeves must cover the shoulder with at least two inches of solid material. Garments should have sleeves. Clothing without sleeves must cover the underarm, undergarments, midriff, ribcage, or lower back or cleavage. Proper underclothing must be worn at all times. Skirts, shorts, and dresses must be at fingertip length when student's arms are relaxed and at their side. Pants and shorts must be worn at waistline above the hips. The "fringe" of cut-off shorts must be neatly trimmed and shorts should have no holes and be neat in appearance.

Pupils who come to school in violation of the Dress Code will either be asked to change into appropriate clothing and/or be subject to disciplinary action.

Appropriate shorts may be worn throughout the year.

In addition, administration may prohibit the presence of any apparel, jewelry, accessory, which, by virtue of its color, arrangement, trademark, or any other attribute denotes membership in a gang and that, if worn or displayed could be determined to threaten the health and safety of the school environment.

Clothing that does not coincide with the above philosophy would be:

1. Slippers.
2. Tank tops, sundresses, fishnet mesh, see-through tops or spaghetti straps.

Exceptions: When worn with a shirt, sweater or jacket, over or under in the case of fishnet or see-through tops.

3. Hats, overcoats, raincoats, winter jackets, gloves and do rags. Hats cannot be carried; they must be kept in the locker.

Exceptions: Denim jackets, warm-up jackets or hats light jackets or athletic jackets on the day of a game.

4. Spandex tights or shorts, boxer shorts, sleepwear, or clothing that can be construed as undergarments. Any body contouring garments or articles of clothing, such as spandex, tights, or yoga pants, unless worn under another layer of clothing. Pants and shorts must be worn on the waist.

Exceptions: Stretch pants must be covered by thigh-high top and must not give the appearance of tights or leotards. Flannel sleepwear pants only if they have pockets.

5. Clothing that portrays profanity, distasteful, obscene, offensive or sexually connotative words and/or graphics or alcoholic, illegal or suggestive messages as logos on shirts; also, no messages or artwork that is discriminating, fearful, or encourages violence.

6. No combs or rollers in hair, bandannas on head, or sunglasses worn in school, or straws or toothpicks in mouth.

Exception: Headbands, that is on supporting a pupil's hairstyle, and scarves that are covering the entire head. Garnet and Gold color bandannas are permitted to be worn as headbands

7. Any adornment such as chains or spikes is not permitted.

Administration will make final decision regarding appropriateness of any type of clothing.

The dress code will be reviewed every year by a committee consisting of members of the administration, pupils, and staff as to past problems and current trends.

Dress Code Violations

First Offense - 1 administrative warning

Change of clothes (ISS if not available)

Parent notification

Second Offense - 1 administrative detention

Change of clothes (ISS if not available)

Parent notification

Third Offense - 3 administrative detentions

Change of clothes (ISS if not available)

Parent notification

Fourth Offense - Internal suspension

Change of clothes (ISS if not available)

Parent conference

N.J.S.A. 18A:11-1; 18A:11-7; 18A:11-8; 18A:11-9

eBoards

Each teacher will maintain an updated classroom eBoard. Parents, guardians and students can access current homework assignments, view important dates, upcoming tests, and classroom events. We strongly encouraged parents and guardians to check their child's classroom eBoard on a daily basis.

The School eBoard will be updated weekly with reminders, student events and activities, PTG fundraisers, Room Mother fundraisers, lunch menus, etc. The parents and guardians will be informed weekly by email to check the school eBoard for the updates. It is the parents and guardians responsibility to check these eBoards weekly.

EMAIL

Throughout the school year and in the summer months, the Principal or other staff members will be sending emails with important information and/or reminders. Please make sure that the correct email address is supplied in September. If your email address has changed, please notify the school's main office and

classroom teacher immediately. Keep in mind that if a concern needs to be resolved, please set up a face to face meeting or call the teacher. Also, if you do not own a computer please contact the school's main office and classroom teacher.

EMERGENCY CLOSING OF SCHOOLS

Every effort is made to keep the schools open and not disrupt the calendar of instructional work. However, arrangements have been made with several radio and television stations for spot announcements in the event an emergency closing of schools should be necessary. **The number 563 stands for the Haddon Heights Public Schools.** We will also use our SchoolMessenger telephone system to contact families. Closing of schools is also posted on the main page of our district's website at: <http://www.hhsd.k12.nj.us>.

If the school closes early due to inclement weather or other emergency, you will be notified through our SchoolMessenger automated telephone system. In the event of a delayed opening due to inclement weather, kindergarten students will be dismissed at 12:15 on one hour delayed days and at 1:15 on two hour delayed days. On one and two hour delayed openings the Pre-K schedule is as follows: A.M. class meets from 10:40-12:10 and the P.M. class meets from 1:30-3:00. Morning Care will not take place on days when the school is closed or there are delayed openings for inclement weather.

If no one will be home during the day, please discuss with your child **where (s)he should go until you arrive home.** This information should also be placed on the emergency card. You will be asked to designate any adults who have permission to pick your child up at school on our dismissal form that is sent home in September.

ENTERING AND LEAVING THE BUILDING

Students should walk at all times when coming to and from school and in the hallways of our schools. This is for their protection and safety. Students should leave the building immediately when dismissed by their teachers. If students must wait for siblings or friends, they should arrange to meet them somewhere outside the building or by the office during inclement weather. Children may NOT wait in another classroom or in the hall for their friends.

At no time should a parent go directly to the child's classroom. A sign-in/sign-out book is located in/near each office. Students are to be signed in/out by the parent/guardian on all occasions when the child is leaving or entering at times other than regular school hours. Parents are reminded to stop in the office upon entering the building for a scheduled after school conference.

The delivery of books, supplies, food items, etc., must be taken to the office for delivery. **Parents MUST report to the office first to obtain permission to go to any classroom.** This rule is for the safety of our children.

FAMILY LIFE EDUCATION

The State Board of Education, in 6:29-7.1 of the Administrative Code, requires school districts to provide a program of Family Life instruction. The program is to include an understanding of interpersonal relationships and understanding of human development, sexuality, and reproduction at various stages of growth. Pupils are expected to acquire knowledge which will help them to understand and support a strong family life. The curriculum for each grade is available upon request.

Parents may have pupils excused from portions of the program which are in conflict with conscience or moral or religious beliefs by presenting a signed statement to the principal describing the portion which is in conflict.

FIELD TRIPS

The purpose of field trips is to promote support and enrich your child's instructional program. Children are taken on field trips only with the permission of the parents. **A permission slip for all field trips and activities will be sent home in September. This permission slip will cover the field trips and activities for the entire school year.** Field trips are part of the school day and cell phones should not be visible or used during that time, unless the teacher gives permission for use of cell phones for educational purposes only. When lunches or snacks are needed, the parent will supply the student with a bagged lunch or snack. The cost of admission and transportation will be the responsibility of the parents.

FOOD ALLERGIES

One of the main goals of the Haddon Heights School District is to keep all students and staff safe during the school day. It is important that the school Principal, Nurse, Administrative Assistant and Classroom teacher are aware of the allergies for each student within that school. It is the parent or guardian's obligation to inform the school of the student's allergies. **Those parents or guardians must meet with the School Nurse to discuss those allergies and specific procedures for their child that may be required. A parent or guardian may send a list of prior approved snacks to the Nurse and Classroom Teacher.**

Many of our classrooms have students who have severe, life-threatening, food allergies. These rooms have signs posted outside the room indicating the type of food allergy within that classroom.

For events during school hours, we would like to promote a healthy diet and help keep our students with food allergies safe. We would like you to consider sending in pencils, stickers, bookmarks, etc. When any food or baked good items are distributed during school hours, the coordinator of that event for the food or baked items being distributed during school hours will inform the parent(s) of the allergy students and gain prior approval by the principal. If the allergy students' parents do not want their child to eat or have those items, the allergy student's' parents must supply an alternate snack. Parents or Guardians of students with allergies can send alternate snacks to the Nurse for use when a parent or guardian forgets to supply an alternate snack for an event.

Please check the eBoard for the current lunch menu. If a parent or guardian allows a student with food allergies to purchase lunch or snack, we assume that the parent or guardian has checked and approved the lunch menu choices and has given their child permission to consume those items. Please note, arrangement for special lunches from Nutri-Serve will not be allowed. We recommend that students with food allergies are supplied a bagged lunch from home.

FOOD DISTRIBUTION

Distribution of food to students during school hours or school sponsored events must be pre-approved by the principal. This procedure is necessary to protect children with life-threatening food allergies.

HEALTH SERVICES

Vision screening: Kindergarten, 2nd, 4th and 6th Grade.

Color Vision: 1st Grade

Hearing: Kindergarten and 3rd grade

Height and Weight: All Grades

Blood Pressure: All Grades

Scoliosis: 5th Grade

Screenings will also be completed for I&RS, 504 and CST referrals.

Testing for tuberculosis: P.P.D. (Purified Protein Derivative) - Mantoux test - only students transferring from out of state or another country without P.P.D. given within the last six months.

Communicable or nuisance disease: Any child or person suspected to be ill with a communicable disease shall be excluded until a statement is presented that such child or person is not likely to transmit infection. Other communicable conditions, so-called "nuisance" diseases, also require exclusion. They include head lice and/or nits, ringworm, scabies, impetigo, pinworm, conjunctivitis (pink eye), and open skin lesions.

It is recommended that a student be symptom free for 24 hours before returning to school if he/she is ill with a fever or vomiting.

ACCIDENT - FIRST AID

1. The school makes every attempt to provide an environment in which the child will be safe from accidents. If a serious accident or sudden illness occurs, First Aid will be administered, the child's parents will be notified. Depending on the nature of the accident or illness, the parents may be requested to come for the child. Transportation cannot be provided.

2. No care beyond First Aid, defined as the immediate and temporary care in case of accident or sudden illness will be given by the school physician or nurse. **All accidents must be reported to the school nurse.**

IMMUNIZATIONS

Diphtheria - A minimum of 4 doses of diphtheria and tetanus toxoid and pertussis vaccine (DPT) one dose of which is given on or after the 4th birthday.

Poliomyelitis - a completed series consisting of three (3) doses of live, trivalent, oral poliovirus vaccine (OPV), one dose of which is given on or after the 4th birthday.

Measles - 2 doses of a measles containing vaccine on or after the 1st birthday; vaccine doses to be separated by at least 1 month; any pupil vaccinated before the first birthday must be identified and re-vaccinated.

Mumps and Rubella – one dose on or after the 1st birthday.

Hepatitis B - 3 doses to enter kindergarten or 1st grade

Varicella – 1 dose to enter kindergarten or 1st grade

Students under the age of five need an annual dose of influenza vaccine between September 1 and December 31st and must receive the pneumococcal conjugate vaccine series.

Students born after January 1, 1996 and enrolled in Grade 6 or transferring into a New Jersey school from another state or country must receive one dose of the tetanus, diphtheria, acellular pertussis (Tdap) vaccine (also known as Adacel or Boostrix) and one dose of meningococcal vaccine (Menactra).

Provisional Admission: If a student does not meet the above requirements, a physician's statement must be presented that the immunizations will be given in a reasonable length of time consistent with the State of New Jersey Chapter 14 Guidelines. **If immunizations are not up to date within 30 days of enrollment, the student will be excluded from school until proof of the required immunizations is given to the school nurse.**

MEDICATION

If medication must be given during the school day, we will cooperate with parents as best we can. Only prescription medication brought in the pharmacy bottle for the particular child with a current date can be given by the school nurse. If she is not available to give the medication, the parent will have to make other arrangements. A note from the parent must accompany the prescription medication requesting that it be given.

Over the counter medications can only be given in school if they are accompanied by the physician's note and a note from the parent. Throat lozenges may be brought to school only if absolutely necessary. They must be accompanied by a note from the parent. The teacher will hold them and allow the child one mid-morning and one mid-afternoon.

*MEDICATION SCHEDULE - 11:30 a.m. until 1:00 p.m.*No medications are given on single session days.

HOME INSTRUCTION

The Board of Education has the responsibility of providing home instruction to students enrolled in the Haddon Heights Public Schools who are unable to attend school because of illness or physical or emotional disability. Instruction will be provided when the physician certifies that (s) he expects the pupil to be absent from school for at least five days and that such instruction will not endanger the health of the student. Instruction will not exceed ten (10) hours per week, not be less than five (5) hours per week with at least three (3) daily weekly visits unless special recommendations are made by the Child Study Team, school physician, and /or attending physician. Parents must complete a "Request for Home Instruction" form which is available from the Child Study Team office or any elementary school office. This must be signed by both parents and the physician and must state the diagnosis and estimate of the extent of tutoring necessary. The form must then be submitted to the school principal.

HOMEWORK

Homework is considered an important part of the course of study. The amount and nature of the assigned work will naturally vary with the age and ability of the pupil and the requirements of the subject. Homework is important because:

1. It provides an opportunity for the pupil to develop good work habits with self-discipline.
2. It provides the opportunity for practice and study that limited class time cannot afford.
3. It provides an opportunity for independent and creative work. It should be completed and returned at the designated time.

The following times are guidelines for grade levels K-6:

Kindergarten - 10 minutes	Grades 1 & 2 - 30 minutes
Grades 3 & 4 - 45 minutes	Grades 5 & 6 - 60 minutes

Research supports that students who read for enjoyment are more successful in school. It is the expectation of the school that students will take time to read independently each evening. Parents/Guardians may be asked to sign tests and homework. These grades give parents/guardians a good indication of their child's progress.

INCLUSIVE PRESCHOOL PROGRAM

In addition to kindergarten, the district offers an Inclusive Preschool Program for typically developing preschool age children, who will be 3 or 4 years old on or before October 1st. Due to limited availability, if you are interested in having your child attend or would like more information, please contact Ms. Driver, the Child Study Team Administrative Assistant, at 547-1322 ext. 3006. You may also visit the district website at hhsd.k12.nj.us and review our program on the Special Education, Inclusive Preschool Program web link.

INSTRUMENTAL MUSIC

During the school year, lessons are provided on a once a week basis. Students in grades 4-6 have the opportunity to participate in the elementary band which is comprised of pupils from all elementary schools. Band rehearsal takes place once a week prior to the beginning of the school day. A calendar of rehearsal dates is listed on the teacher's eBoard. There is a district activity fee of \$50.00 for the first child or \$75.00 for a family that applies to this program. Information about the activity fee and registration forms are located on the HHSD home page.

INTERVENTION & REFERRAL SERVICES (I&RS)

The **Elementary School Intervention & Referral Services (I&RS)** is an interdisciplinary committee of professional staff members created to provide teachers with strategies for helping "at risk" students. Areas of concern may include academics, behavioral, medical, or social issues. I&RS regularly monitors the progress of students and

recommends accommodations if necessary. **Any staff member may refer students to the I&RS team by using a referral form obtained in from the Guidance office.**

Parents/Guardians may request that their child be reviewed by the I&RS team. Parents/Guardians can initiate a referral by contacting the classroom teacher or by contacting, the elementary school Guidance Counselor.

Once a student is identified, the I&RS team will contact the parents/guardians. The team will review the referral, and strategies will be developed to help teachers assist this student. The I&RS team will review the student's progress regularly and modify strategies as necessary. If after several strategies have been in place and the student's academic performance and/or behavior has not improved, the I&RS team may refer the student to the Child Study Team.

KINDERGARTEN AFTERCARE PROGRAM

All of our elementary schools offer a kindergarten aftercare program. The program is offered to all registered kindergarten students from 11:25a.m. until 3:00p.m. Your child may attend from one to five days a week. The fee is \$2030.00 for the school year and will be prorated if your child attends less than five days a week. Registration is on a first come basis. The first day of the program will be September 12, 2016. This program is offered as a service to provide childcare for families in need. ***There is no aftercare for kindergarten on 11/23 and 12/23. 6/16 will be the last day for kindergarten aftercare.*** These dates are subject to change due to inclement weather. **If there is a change in the schedule, parents will be notified by email.** For further information or a registration paper, please contact your school's office.

LOST AND FOUND

All valuable articles found at school are taken to the principal. Other articles are placed in the "Lost and Found" box. It is expected that coats, hats, sweaters, and lunchboxes be marked with the child's name. Encourage children to seek lost articles in the "Lost and Found" box.

LUNCH PROGRAM – GRADES 1 – 6

1. The school provides the opportunity and facilities for students to eat lunch. Every effort is made to provide a clean and comfortable environment so children may have the best possible lunchroom atmosphere.
2. The elementary schools function under a “closed lunch” program. A closed lunch program permits children to stay or go home for lunch under the supervision of a parent or guardian. However, a child is not permitted in a public eating establishment unless supervised by an adult.
3. A parent’s note is required in order for children to go home for lunch. If your child goes home every day, send a note to include same, and then send a note only on the few occasions your child stays for lunch.

Lunch may be purchased individually or students may buy a lunch ticket good for ten lunches which need not be used consecutively. Money for lunches, especially for tickets, should be brought to school in an envelope, not carried loosely. A check may be used when purchasing a ticket only, not for individual lunches. Children may also bring lunch from home and may purchase milk. **The cost for an elementary lunch is \$2.50 per day.**

Due to the number of students staying for lunch, good order **MUST** be maintained.

The following guidelines are expected to be obeyed:

1. Good table manners are expected.
2. Students must demonstrate appropriate behavior. Being discourteous and disruptive to their peers, teachers, and lunchroom aides will not be tolerated.
3. Students must clean up the area where they have eaten.
4. Students are expected to follow all lunchroom rules and procedures.
4. On clear days, students who remain for lunch go outside to play. Respect and courtesy to adult supervision on the playground are required.
5. Students who go home for lunch are to pace themselves so that they arrive no earlier than ten minutes before the first bell (12:47PM)

MONITORING DEVICES ON SCHOOL VEHICLES Policy 8690**

The Board of Education recognizes that safe and secure conditions for all pupils transported in school owned or contracted school vehicles is paramount. Pupils transported in a school owned or contracted school vehicle must maintain proper discipline in the vehicle at all times.

To maintain the safe and secure conditions for all pupils transported on school owned or contracted school vehicles, the Board may use devices to monitor and/or observe student behavior, teacher and support staff behavior, school bus driver discipline procedures and/or school bus driver driving techniques. The device may be a sound video camera, a voice monitoring device or other appropriate devices. Each school vehicle will have a sign clearly posted in the school vehicle stating that:

“Video And/Or Audio Monitoring Devices Are Used On School Owned And Contracted Vehicles And This Vehicle May Be Monitored At Any Time.”

The recording may be used in pupil and staff discipline matters, driver evaluations or for driver discipline or training. Notice of this policy will be provided to parent(s) or legal guardian(s) and all transportation personnel each year in staff, pupil and/or parent handbooks.

N.J.S.A. 18A:11-1
20 USCA 1231g
30 CFR 300.571 Part 99, 300.572, 300.5773

Adopted: 9 December 2014

****At the present time, the Haddon Heights School District does NOT have video and/or audio monitoring devices on their district-owned buses.**

PARTIES

All arrangements for parties, picnics, and other social events must be approved by the principal. Elementary class parties are permitted only at the Principal's approval. **Parents/Guardians are asked to follow procedures for classrooms that have students with food allergies. Please see the FOOD ALLERGY section of this handbook for further information.**

PERSONAL PROPERTY IN SCHOOLS

1. No athletic equipment may be brought to school except when it has been specifically requested by a teacher.
2. Pupils are not permitted iPods, Nooks, Kindles, iPads, Tablets, or other electronic devices in school without permission from the classroom teacher. These electronics will not be permitted during lunch or recess time. The school is not responsible if lost, stolen or broken.
3. The school is not responsible for valuables brought to school.
4. Cell phones must be concealed while the child is on school property. The school assumes no responsibility for lost or stolen cell phones. **If a student has a cell phone out in public view on school grounds, the phone will be taken and sent to the principal's office.** The phone will be returned at the end of the day and the parent or guardian will be notified.

PROMOTION AND RETENTION

Promotion and retention are determined at the close of the school year by the teacher and principal in consultation with parents or guardians. This decision is based upon many factors including ability, effort, achievement, age, teacher and Child Study Team recommendations, but primarily what is best for the child.

Attendance at summer school or special tutoring will not be considerations in the decision to promote or retain. The school may recommend special work to benefit the pupil during the summer, but this will not be a factor for promotion.

PARENT TEACHER GROUP (PTG)

The Parent Teacher Group was created for the purpose of providing programs to enhance the education of the children at the three elementary schools in our district. The group works to foster communication between the parents, teachers and school administration so as to achieve a quality education for the elementary school students. PTG provides an avenue of input regarding various programs instituted by the School Board, Administration and our teachers. The PTG provides the children, teachers and administration with many services which enhance the Haddon Heights educational environment. For more information about this group, please visit their website at: www.hhptg.org

PUPIL SUPERVISION AFTER SCHOOL DISMISSAL Policy 8601

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 Rosemay 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-K to four 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-K to four, 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) 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 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.

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.

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.

Pupils shall be supervised by school staff after school dismissal to the location of the Board-approved after-school program. The staff member(s) of the after-school program will assume supervision of the pupil and will only release the pupil when the parent(s) or legal guardian(s) or designated escort arrives in the designated area in the after-school program and signs the pupil out of school.

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, and to avoid traffic and vehicular congestion 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 may be made by each Principal or program administrator after considering the unique circumstances of 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(s) or legal guardian(s) 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 remain under the supervision of the after-school program until the parent(s) or legal guardian(s) or designated escort arrives and signs the pupil out of school. In this circumstance, the parent(s) or legal guardian(s) may be subject to after-school program fees [Optional - if it is determined by the Principal or program administrator the frequency of emergencies causing the parent(s) or legal guardian(s) or designated escort to be delayed in picking-up the pupil is excessive.

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 made available to all parent(s) or legal guardian(s) at the start of each school year. 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 letter, 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).

REGISTRATION OF NEW PUPILS

The Board of Education will admit to this district children otherwise eligible by law or Board policy who have attained the age requirements set by law and this Board of Education. The Board requires documentary verification of the age and birthdate of any child for whom admission to this district is sought.

Kindergarten

A child is eligible for entrance into Kindergarten who will have attained the age of five years on or before October 1st of the year in which entrance is sought. The Board may admit to Kindergarten underage children who were properly enrolled in an approved public or private school Kindergarten before transferring to this district and need to undertake the Kindergarten program.

First Grade

A child is eligible for entrance into first grade who will have attained the age of six years on or before October 1 of the year in which entrance is sought or has completed the Kindergarten program of this district and has been recommended by the teacher for advancement to the first grade and/or has attended an equivalent program elsewhere and has an evaluation performed by the Haddon Heights School District administration. Board Policy 5112.

REPORT CARDS

Report cards are given at the end of each trimester period for the purpose of informing parents and students of classroom performance as well as to act as a motivator to encourage further effort. Our student evaluation report reflects our instructional program and assessment plan. We use multiple assessment measures, such as projects, oral and written presentations, group work, class participation, quizzes, unit tests, portfolios, self-assessments, homework, etc., to formulate a grade or evaluative comment. Individual skills may be evaluated within the context of a larger activity, e.g., spelling and writing mechanics may be evaluated as part of a piece of writing -- not as separate and discrete skills. These methods allow for evaluation of a student's mastery of the processes of learning as well as the content.

Parents and guardians will have access to PowerSchool in order to view your child's academic progress and attendance. Parents and guardians who have a child in grades K -2, will be able to access PowerSchool at mid-trimester and the time report cards are scheduled to be distributed. Parents and guardians who have children in grades 3- 6, will be able to access PowerSchool throughout the school year. Teachers in these grades will update the grades for assignments and assessments at a minimum of every seven days.

Progress reports will not be sent home. Parents and guardians may track children's progress throughout the school year using the PowerSchool program. **As in the past, report cards will be sent home.** If you do not have access to a computer and cannot access PowerSchool on your cell phone or other devices, please contact the school's main office. **If you have questions about the scores your child has received on an assessment or assignment, please contact the classroom teacher.**

Parent Conferences will be held on October 20th, 21st, 24th&25th. Afternoon conferences are scheduled for **October 21st and 24th and evening conferences will be available on October 20th and 25th.** Parents will be notified in early October to arrange a conference time with their child's teacher or you may sign up at our Back to School Night in September. Communication and home/school partnerships are key concepts in promoting educational excellence.

Mid-Marking Period

10/19

Trimester Closes

12/7

Report Card Dates

12/14

2/1
4/26

3/15
6/9

3/22
Last day of school

RESPONSE TO INTERVENTION (RTI)

Haddon Heights Elementary Schools use the RTI model to support K-4th graders who need extra help in Language Arts Literacy based upon scores we obtain from DIBELS testing and staff input. Students are supported at three different levels, all receiving instruction targeted to their specific needs, utilizing high-quality teaching coupled with research-based materials. Students' progress is monitored weekly so that as their needs change, support is adjusted accordingly. RTI is not a Child Study Team evaluation, but rather a proactive approach to help our students succeed academically. Should you have any specific questions regarding our RTI process, please feel free to contact your child's teacher or principal.

SAFETY BETWEEN HOME AND SCHOOL

A CHILD SHOULD...

1. Start to school early enough so that (s) he does not have to rush. Walk on the sidewalk. If there is no sidewalk, (s) he should walk on the left side of the road facing traffic.
2. Cross streets at intersections only and where crosswalks are painted, use them. Stop and look both ways before crossing.
3. Cross the street from the curb only when the police officer, crossing guard or safety patrol member gives permission.
4. Not get out of automobiles in the middle of the street. Encourage them to get out at a curb and cross the street only where the crossing guard or safety patrol members are watching.
5. Not touch or play with strange dogs, cats and other animals at any time. Dogs should be kept from following children to school. Animals are not permitted on school grounds.
6. Not throw rocks, sticks, snow or ice at others or automobiles.
7. Come home immediately after school is dismissed. Loitering children are likely to get into unsafe situations.

In September, all parents/guardians will be asked to inform the school if your child has permission to walk home on a daily basis or if they will be picked up at the end of the school day. At dismissal time, students who walk will be dismissed first and students being picked up by a designated individual will be dismissed directly following the walkers.

CONSTANTLY REMIND YOUR CHILD...

1. Never to accept rides or gifts from strangers.
2. Always to report to his/her teacher, police officer, bus driver or parents, any stranger seen loitering on foot or in a car near schools, playgrounds, or other places where children assemble.
3. Always try to secure the license number of the car, or write it with a pencil,

or scratch it with a stick in the road or on the sidewalk with a stone.

4. Always try to remember what the stranger looked like and how (s)he was dressed.
5. That the police officer is the child's friend and that (s)he should go to the police officer at any time (s)he is in trouble.
 - a. To help other children, especially smaller ones, to come to school and go home safely.

SCHOOL VISITATIONS

The school welcomes visits to the schools by parents/guardians and other interested persons when they fit into the classroom or school routine. Appointments should be scheduled in advance with the teacher and/or principal. **All visitors, including parents and guardians, must report to the principal's office** upon entering the building to sign in and receive a "pass." A visitor is anyone other than an enrolled student or a staff member employed in the particular school. Visitors may not consult with the teaching staff or students during class time without the permission of the principal.

SECTION 504 ACCOMMODATION

As stated in Board Policy 1510, no qualified handicapped or disabled person shall, on the basis of handicap or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program, activity or vocational opportunities sponsored by this Board. The Board shall comply with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. It shall also comply with the Individuals with Disabilities Education Act through the implementation of Policy No. 2460 and Regulations Nos. 2460 through 2460.14. If parents or staff members believe that a student may have an impairment and should be considered for a 504 eligibility and a possible accommodation plan, they should contact the Principal or Guidance Counselor to schedule a meeting to discuss evaluations, needs, and an accommodation plan. The elementary schools' Section 504 Coordinator is the elementary school guidance counselor.

SPECIAL EDUCATION

Students who have physical, cognitive, language, emotional, behavioral, or social disabilities which hinder their learning may be eligible for special education and/or related services.

The **Child Study Team** is responsible for identifying students with educational disabilities. The team is composed of a School Psychologist, Learning Specialist, Speech and Language Pathologist, and a School Social Worker. Additional professionals are available if deemed necessary. Through a referral and evaluation process, the Team recommends an educational program that meets the specific needs of a student.

The parent(s), teacher, and Child Study Team jointly agree to implement a particular program. In all instances, the goal of special education is to assist the child and provide the supports necessary so that the child can access instructional programs and curriculum. The type of program that an individual student may need is based upon his/her learning style, ability, achievement and specific educational disabilities. There are a variety of accommodations, services, and programs available should a student be identified as educationally disabled:

1. Related Services - Based upon individual needs, a student may be assisted in his/her learning through a related service such as Speech and Language Therapy, Occupational Therapy, Physical Therapy, Medical Assistance or Transportation to school.

2. Resource Services - A student who is able to perform adequately in the regular classroom but may need additional help may be supported through Resource Services for instruction in a specific subject area. The Resource Service may provide services either as supplemental instruction within the general classroom or as a replacement program with instruction occurring outside the classroom individually or in small groups.

3. Self-contained class – When the student’s educational needs exceed those that can be provided in a general education program, he/she can be provided instruction in a self-contained classroom. Students may be part of a regular classroom for social experiences, participation in Art, Music, Physical Education, and any academic area where he/she can be successful.

4. Out-of-District Placement - When an individual student’s needs cannot be met by the classes and/or services available within the district, then appropriate classes are sought in other public schools or approved private schools.

Child Find – Do you have a preschool age child, ages 3-5, experiencing difficulties with communication, academic, socialization or motor skill development? Your child may be eligible for free services through the school district. The district can evaluate your child beginning at 2 years 9 months old. The district provides special education services for preschoolers with disabilities, as well as other school age children ages 6-21, who are identified as eligible through an extensive evaluation process. If you suspect your child may be developing differently or is having problems learning contact Ms. Driver, Administrative Assistant of the Child Study Team, at 547-1322 ext. 3006 or visit the Special Education Project Child Find web link at hhsd.k12.nj.us.

SPECIAL EDUCATION PARENT ADVISORY GROUP (SEPAG)

Haddon Heights Public Schools are seeking parents or guardians of a student who receives services through our special education department to serve on the district’s Special Education Parent Advisory Group (SEPAG). The purpose of the SEPAG is to provide feedback and constructive input regarding improvements in special education programming and related services, provide suggestions and guidance on issues impacting the future of our special education students, and increase the involvement of families of students with special needs.

During the 2014-2015 school year, the parent groups from Lawnside and Haddon Heights will continue to combine efforts. Our goal is to continue to build upon our SEPAG by recruiting staff and parents committed to enhancing services for students with disabilities. This year, the group will also continue to increase acceptance and raise awareness.

If you are interested in serving on the district's parent advisory committee, please contact Ms. Driver, Child Study Team Administrative Assistant, at 547-1322 ext. 3006 or email [Jocqueline Renner at rennerj@hhsd.k12.nj.us](mailto:rennerj@hhsd.k12.nj.us)

SPECIAL SUBJECTS

Specialists provide instruction in the following areas:

ART, PHYSICAL EDUCATION, SPANISH, TECHNOLOGY & VOCAL MUSIC

Each class in grades one through six receives instruction in art, computers, physical education, and vocal music for thirty-five minutes on a rotating basis. During the winter months, overlapping part of the second and much of the third marking periods, a unit on health is taught in lieu of physical education. During this time, instruction in drug and alcohol education is utilized. Spanish instruction is offered to our students on a weekly basis. Kindergarten students will receive instruction from the specialists on an abbreviated schedule.

In art classes, activities are often done that may leave stains in clothing. It is advisable for all students to have a smock, heavy apron, or old shirt to wear in order to protect their clothing. Your child’s name should be on the smock.

If a child is not to participate in physical education for any reason, a note is to be sent to the school nurse and teacher excusing the student. Students participating in physical education should dress appropriately for the activity. Students must wear sneakers during physical education classes and “dress” clothes should not be worn. Thank you in advance for your cooperation.

SPEECH AND LANGUAGE PROGRAM

Speech-language services are available to eligible students to help reduce and/or eliminate speech-language-hearing disabilities. The program is directed at remediation for articulation, voice and fluency disorders, language development, and the refinement of auditory processing skills. To determine eligibility for speech-language services an evaluation must first be completed. A classroom teacher can refer a student by completing the Speech Referral Packet. Parents can request a speech evaluation by sending a written request to the Child Study Team Office. A meeting with a speech-language specialist will then be scheduled to discuss the referral concerns and to determine if a formal evaluation is warranted. The evaluation must consist of documentation of the educational impact of the speech problem. When a child is identified as eligible for speech/language services, an Individual Education Program (IEP) is prepared. The IEP outlines the frequency and goals of the speech-language program. If the speech-language specialist suspects language or other learning concerns, they are required to refer the child to the full Child Study Team for an evaluation. Questions related to the program should be directed to the Child Study Team Office at 547-1322.

STATE TESTING

Students in grades 3-6 take the PARCC which will be administered during the school year. Grade four will also take the NJASK Science Assessment. Parents/Guardians will be notified in advance of the testing dates. The information gathered from these assessments help the school staff assess our curriculum and gather information about individual pupil strengths and weaknesses.

TELEPHONE USE

Students will only be permitted to use the telephone on an **emergency basis**.

TRANSPORTING CHILDREN

Atlantic Avenue School: When transporting children to and from the Atlantic Avenue School, please let children off at the corner of East Atlantic Avenue and Green Street. Parents may walk their child to the school yard entrance. Parents should walk to the horseshoe to pick children up at dismissal time.

Glenview Avenue School: Parents who are transporting students are to drive legally on the right hand side, disembarking children curbside only on West High Street. **In order to keep all students safe, please do not park along the yellow line. Parents wish to stay until the bell rings, please park further up the street beyond the yellow line.**

Seventh Avenue School: Parents who are transporting children are to drive legally on the right hand side of Seventh Avenue heading toward High Street. Children are to disembark on the curb side only. **DO NOT** park in front of the building or crosswalk areas, this creates a safety hazard for children. Also, please do not drop off your student directly in front of the school. It creates an unsafe area and traffic backups. Please try to keep the flow of traffic going down 7th Avenue towards High Street. At dismissal, please park on High Street and have children walk to meet you there.

VACATIONS

If at all possible, vacations should not be scheduled while school is in session. Being in school on a consistent basis is important to a child's academic growth. Please notify the principal and teacher a week in advance if you plan on taking your child out of school for a vacation. Days missed will be unexcused absences. Students are responsible to complete any missed assignments. Assignments not completed may be counted as a failing grade.

Dear Parents/Guardians,

After you have had the opportunity to review this handbook, please print this page, sign it and return this page to your classroom teacher. Signing and returning this page suggests that you have read and seen this Haddon Heights Elementary Parental Handbook. Please return this to school no later than September 23, 2016. Thank you for your cooperation.

I/We have read the policies and procedures contained in this handbook and will review these with our child(ren).

Family Name

Parent/Guardian Signature

Date

Board of Education

- Ms. Rebecca Kitchmire, President
- Ms. Trish Shields, Vice President
- Mr. Rick Quinn
- Mr. Joseph Lucia
- Ms. Tina Gentile

Ms. Jamie Alexander
Ms. Jane Shissler
Ms. Kimberley Stuart
Ms. Holly McCauley - Barrington Representative
Ms. Donica Venable – Lawnside Representative

Board of Education Meetings

Seventh Avenue MultiPurpose Room - 7:30 P.M.

September 13, 2016
October 11, 2016
November 2, 2016 (Wed)
December 13, 2016
January 4, 2017 (Wed) - 7:00pm start
February 14, 2017
March 14, 2017
April 11, 2017
May 3, 2017 (Wed) - 7:00pm start
June 13, 2017

Administrative Staff

Mr. Michael W. Adams, Superintendent
Ms. Jocqueline Renner, Director of Special Education
Ms. Lisa M. Owen, Director of Curriculum and Instruction
Mr. Mark J. Stratton, Business Administrator/Board Secretary
316-A Seventh Avenue
Haddon Heights, NJ 08035
856-547-1412

Principals

Atlantic Avenue School – Mr. Christopher Ormsby
Glenview Avenue School - Mr. Samuel Sassano
Seventh Avenue School – Mr. Christopher Ormsby

Affirmative Action Officers

Ms. Lisa M. Owen, Jr./Sr. High School
Mr. Samuel Sassano, Elementary

Title IX Compliance Officer

Ms. Lisa M. Owen

Elementary Section 504 Coordinator

Mr. Matthew Baals

District Section 504 Officer

Ms. Jocqueline Renner

Please visit our District website at www.hhsd.k12.nj.us