

School Handbook

Communication between school and home is one of the most vital ingredients for a successful school experience for your child. This handbook is designed to provide a means of communication pertaining to school operation during the current school year. All of the staff at Livingston Avenue School and the PTA organization are dedicated to the concept of home-school cooperation and communication. It is hoped that this Handbook will provide answers to the questions often asked by parents of students attending Livingston School.



Caring, Community, and Commitment

***Cranford Public School
Livingston Avenue School
75 Livingston Avenue
Cranford, NJ 07016***

September 2011

Dear Students, Parents, and Guardians,

As we welcome you back to yet another school year, let us once again reinforce the importance of caring, community, and commitment to our children. For any school/home partnership to be meaningful, it must reflect an ethic of care for our children and our community coupled with a sense of commitment to educational excellence and equity for all. This Livingston Avenue School Student/Parent Handbook is a reflection of those ideals.

This Handbook will provide you with factual information and answers to the most commonly asked questions, as well as with the school's Mission Statement and our Pupil Code of Conduct. You will find it to be useful throughout the school year. For updated information, please visit our website at www.cranfordschools.org/las. Should a question or concern arise that is not addressed in our Handbook, please feel free to call me at (908) 709-6248 at any time.

We are looking forward to a rewarding and productive school year!

*Respectfully,
Dineen Seeley
Principal*

Please hold on to your Parent/Student Handbooks

In an effort to "Go Green!" flyers and announcements will once again be sent via e-mail from the school and PTA. Please ensure that we have your updated contact information. Only students who are new to Livingston Avenue School will receive paper copies of the handbook at the start of their first year at LAS. Updated versions of the handbook are available on our school website at www.cranfordschools.org/las

Caring, Community, and Commitment

Livingston Avenue School

Mission Statement

The mission of Livingston Avenue School is to provide a learning environment which encourages all students to reach their maximum potential while promoting mutual respect and cooperation, fostering a love for learning and developing responsible citizens.

We believe that the school's mission can best be accomplished when teachers, parents, students, and the community form a partnership and work cooperatively toward these common goals.

LIVINGSTON AVENUE SCHOOL STAFF

Principal

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General Music/Vocal/Instrumental Band

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Instrumental/Strings

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Physical Education

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Basic Skills

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G/T Program

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Student Assistance Counselor

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Instructional Aide

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Lunchroom Aides

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Custodians

Kevin Ingraham, Head Custodian – ingraham@cranfordschools.org
Matthew Rozman - rozmanm@cranfordschools.org

SCHOOL INFORMATION & HOURS

Important Telephone Numbers

Cranford Public Schools - 908-709-9100

Livingston Avenue School

Main Office: 908-709-6248

Secretary: 908-709-6250

Nurse: 908-709-8030

Absence/Fax Line: 908-709-6748

School is in session as follows:

Morning Session

Grades 3 to 5 8:40 – 11:45 AM
Students enter building at 8:30 AM

In the interest of safety, parents are urged to have their children arrive at school no more than **5 minutes** before the students are admitted into the building at 8:30 AM.

Afternoon Session

Grades 3 to 5 12:45 - 2:50 PM

Instruction ends and students begin to get ready for dismissal at 2:50 PM

Delayed Opening

Students enter the building at 9:50 AM
Instructional time for Grades 3 to 5 is 9:55 to 2:50 PM

Single Session

Students enter the building at 8:15 AM
Instructional time for Grades 3 to 5 is 8:25 to 12:25 PM

The school crossing guard is on duty:

7:45 A.M. to 8:45 AM 2:30 P.M. to 4:00 PM

ATTENDANCE

Regular attendance is an important part of a good education. This includes not only being present each day, but being on time. State law identifies the following reasons for children to be legally absent:

- Illness
- Illness in family
- Death in family
- Religious Holidays

It will be the responsibility of parents to determine whether the health condition of their children or weather conditions are such as to justify keeping them home.

If your child is going to be absent, **please call the school answering machine at 709-6748 prior to 9:30 AM or 1:15 PM (for afternoon absence) indicating the reason for the absence.** In addition, when your child returns to school, he/she should bring a note to the teacher indicating the same information. This is for our records.

Children arriving after 8:40 AM are tardy and must report to the office before reporting to class.

Requests for early dismissal from school, either during the morning or afternoon sessions, are honored in cases when an emergency makes them unavoidable. Such requests can be made in writing or verbally and should include the reason for the early dismissal. Whenever such requests are granted, the child will be dismissed from the office only when called for by the parent/guardian. **A parent/guardian must meet and sign out the student in the office.**

CRISIS PLAN

The Cranford School District has developed a **CRISIS RESPONSE PLAN** that is designed to minimize danger to anyone occupying a school should an emergency occur. Our main objective is to attend to the health and welfare of your children in the event of a crisis.

In most emergencies, your children will remain and be cared for at the school they attend. In the rare event of an emergency that prohibits re-entry to a school building (such as a broken gas or water main, a fire, or a toxic spill), elementary students will be transported via school transportation/or walk to the nearest and most appropriate school building. High School students will be dismissed to return home for the day.

We ask that you follow this procedure if you hear of any school emergency:

- Keep your phone line open and check email. A Honeywell Instant Alert will be sent.
- **TURN ON YOUR RADIO OR TELEVISION.** We will keep the media informed of any emergency
- **PLEASE DO NOT TELEPHONE THE SCHOOL.** We have limited phone lines. These **MUST** be used to respond to an emergency
- **PLEASE DO NOT COME TO THE SCHOOL UNLESS YOU ARE REQUESTED TO PICK UP YOUR CHILD.** Any emergency involving your child's school may mean emergency vehicles and workers must be able to get to the building. If the emergency necessitates relocation of staff and students, you will be informed via the media and Honeywell Instant Alert.
- **AS SOON AS POSSIBLE, EMERGENCY INFORMATION WILL BE POSTED ON OUR WEBSITE – (www.cranfordschools.org)** and the

Honeywell Instant Alert System will make telephone and email communications.

- **ACCESS TV35 FOR INFORMATION ON SCHOOL CLOSING/DELAYED OPENINGS.**

DISMISSAL TIME

We have a five-hour instructional day. We need every minute of that time if we are to achieve our goals in helping your child reach his/her full potential and learn all that they need to know at each grade level. As a result, teachers are encouraged to continue instruction until **2:50 PM** on a daily basis. Dismissal procedures begin at **2:50 PM**. Some students are very efficient in gathering their belongings and exiting the school by 2:55 PM. We encourage all children to leave no later than 3:00 PM unless arrangements have been made for students to stay later.

EMERGENCY CLOSING OF SCHOOLS

If weather or other emergency conditions make it necessary to close school during the school day, every attempt will be made to contact parents and guardians via the Honeywell Instant Alert System. Although a closing time will be specified, ***no child*** will be released unless a responsible adult party comes for the child. In any emergency closing, the safety of our children is paramount. Regardless of the projected closing time, the school will not close until all of our students are safely accounted for. Any parent who wishes to have their child walk home following an emergency closing **MUST indicate that information on the emergency forms or** contact the school office and provide explicit instructions.

EMERGENCY SHEETS

Every parent/guardian ***must*** complete online 1 student emergency form before the end of the first week of school by visiting www.cranfordschools.org/public. All the information should be complete, accurate and current. It is most important that correct telephone numbers of persons to be contacted in case of emergency are noted on the emergency form. ***Please update the emergency sheet whenever addresses, telephone numbers, etc. are changed during the school year.***

HEALTH

The School Nurse is on call each day even if she is not in the building. Should your child become ill or have an accident, we will call you or someone on your emergency form immediately. ***It is important that this form be filled in***

completely and returned the first week after school has begun in September.
Any changes should be reported immediately.

Should your child have allergies or other health conditions that may affect his/her learning, the school nurse should be informed.

Administering Medication in School

Diagnosis or treatment beyond first aid procedures is not usually the responsibility of the school. The administration of medication to pupils shall be done only in exceptional circumstances, where the child's health may be jeopardized without it, and the following rules are to be observed:

- A written statement is required from the parents giving the school permission to give medication prescribed by the family physician.
- Students requiring medication at school must have a written order from the family physician which identifies type, dosage, time of administration, the purpose of the medication and side effects. This includes over-the-counter medications of any kind.
- The medication should be in the original container identified by the pharmacy.
- Medication must be hand delivered to a school authority by an adult. If medication is to be returned, it must be picked up by an adult.
- The school nurse or the parent/guardian is authorized to administer medicine in school when the above procedures have been followed.
- Documentation is required to be maintained by the school nurse.

During your child's elementary years, he/she will be given the following examinations: vision, hearing, and physical. You will be informed if any problems are detected. Please see Board of Education Policy #5141.21 for additional information

Scoliosis Screening

Definition:

Scoliosis is a condition of the spine in which the spine may curve to the left or right.

State law requires public schools to conduct a scoliosis screening program. The program begins with students age 10. Students are exempt at the written request of the parent/guardian.

Purpose:

1. To recognize scoliosis in its early stage.
2. Early detection is important as to provide treatment while the spine is still growing.

Health Habits

Good health habits are necessary for the wholesome, normal growth of children. To help children acquire these habits, both home and school need to work cooperatively. It is therefore suggested that children be encouraged to:

- Eat well-balanced meals.
- Use lavatory facilities regularly, independently and in a sanitary manner.
- Establish and keep a regular bedtime hour.
- Have tissues in school each day.
- Cover nose and mouth with tissues when sneezing or coughing.
- Wash hands thoroughly with soap and water after play, before and after eating, and after using lavatory facilities.
- Bathe regularly and completely with soap and water.
- Brush teeth morning, noon, and night, after eating meals, and after eating sweets.
- Use an individual wash cloth, towel, and toothbrush.
- Have fingernails trim and clean.
- Play out of doors every day, weather permitting.

Pediculosis

Pediculosis has been identified in each of our schools at one time or another over the years. Infestation can happen to anyone of any age; however, school age children create the kind of contact that spreads head lice.

Cranford Public Schools Guidelines for School Health Services lists pediculosis as a communicable condition requiring exclusion of identified students.

SCHOOL CLOSING

On mornings when you have a question about schools opening, please tune in to radio station **WOR** AM (710 on your dial), or **WABC** AM (770 on your dial) or New Jersey 101.5 FM as early at 6:30 AM, television Channel 35, or the internet at www.cranfordschools.org.

The district utilizes the Honeywell Instant Alert System. Parents must register to be contacted at www.instantalert@honeywell.com .

If weather conditions become severe before/during a school day, parents can: (1) bring their child to school later, (2) keep their child home in the morning or after lunch, (3) or pick their child up early from school.

LIVINGSTON AVENUE SCHOOL A-Z

ASSEMBLY PROGRAMS

Assembly programs are held throughout the school year. The School Board and PTA sponsors several paid programs each year. The band and chorus also perform in several concerts. Parents/guardians and extended family members are always welcome.

BEFORE/AFTER CARE PROGRAMS

Before and after care programs are offered in Cranford through the Prime Time Program. Prime Time operates the following services:

Early Bird - 7:00 - 8:30 AM at Livingston Avenue School

*PrimeTime (Grades 1 - 6) 2:50 - 6:00/6:30 PM at the First Presbyterian Church
(Transportation Provided)*

Parents/guardians wishing information about registering for any of these programs should contact PrimeTime at 276-3088.

There are also several other providers that provide busing to and from their facilities.

BICYCLES

Students in grades 4 and 5 are permitted to ride bicycles to school provided the bicycles are licensed and locked properly. Periodic inspections of the bicycle areas are made by the Cranford Police Department and school

administration for security and licenses. Students are responsible for their individual bicycles. They are not to ride bicycles in the parking lot or on any walkway on school property. Bicycles must be walked to the bicycle rack from the street.

CODE OF CONDUCT FOR STUDENTS

Good conduct consists of the observation of a few necessary rules and of treating others as you would have them treat you. Our school rules are necessary to enable large numbers of people to live and work together harmoniously. Students are expected to be courteous to their fellow students and staff members. Cooperation is the most important ingredient in having classes and school run smoothly.

Rules pertaining to good conduct include:

- Being courteous at all times.
- Being considerate of others.
- Being prepared for classes regularly.
- Being on time to school and class.
- Being careful and responsible and keeping school grounds clean.
- Being orderly when waiting to come into school and when walking in the hallway.

Pupils who do not follow the rules will face appropriate consequences such as:

1. Detention (staying at school)

- Failure to complete classwork/homework.
- Infraction of a school rule.

Students must report for the detention promptly. Failure to report for detention will result in notification to the principal.

2. In or out of school suspension (not being allowed to come to school for a limited period of time).

- Creating a safety and/or hazardous condition.
- Use of foul or abusive language.
- Defiance of authority.

- Inflicting physical harm on another person.
- Deliberate destruction of school or other property.

CURRICULUM

The curriculum in the school has been approved by the Board of Education and is used in all the elementary schools in Cranford. Major emphasis is placed on reading, language arts, and mathematics, with science and social studies rounding out our comprehensive curricula. Each classroom teacher has many supplementary materials at his/her disposal. In addition, special subject teachers in the areas of art, music, physical education, and world language work with all the children. A Basic Skills Teacher provides extra help for those children who may have the need in reading, writing, and math.

Textbooks approved by the Board of Education are provided for all children. In order to maintain these books, it is necessary to have the students cover them.

Children should always be prepared with appropriate materials for work each day.

Often children are given home assignments to review and/or reinforce what has been taught in the classroom. Long term projects are given in the upper grades. Parents should keep a constant check as to what is being done. Encourage your child to bring home his/her books so that you can see what he/she is doing. Our schools provides an assignment pad and use is encouraged.

Children in all grades are given standardized tests. The results of these tests are mailed home and may also be reviewed by calling the school office. Students in grades 3, 4 and 5 are given the NJ ASK Test (New Jersey Assessment of Skills and Knowledge).

EXTRA-CURRICULAR PROGRAMS

Clubs are offered from October-May. A Club/Activity brochure is sent home during the third week of September. Children in grades four and five may participate in band and chorus. Instrumental lessons are given for most instruments for children in grades four and five. String lessons are also available starting in grade three.

EXTRA HELP FOR SCHOOLWORK

The classroom teachers provide individual help for students who need special attention because of absence or academic difficulty. The classroom teacher will make arrangements with the parents to give assistance after school between 3:00-3:30 PM.

HOME INSTRUCTION

Home instruction is provided for students who will be absent from school due to illness or injury for a continuous period (10 day minimum) of time. In these instances, a doctor's certificate is needed to authorize the home instruction. In the certificate or statement, the doctor should indicate the length of time the student may potentially be absent from school, the cause of the absence and any limiting factors that may be present relative to home instruction.

All requests for home instruction shall be referred to the school nurse. The nurse will explain the procedures to the parent, obtain the doctor's statement and communicate this information to the building principal. The building principal will then process the request and be responsible for the implementation of home instruction for the student.

INSURANCE

The Cranford Board of Education, in cooperation with an insurance company, makes school accident insurance available for all students. Information about insurance is sent home in September.

LIBRARY

Classes are scheduled bi-weekly for library lessons. Often individual students and/or small groups of students are sent to the library for specific purposes.

Although the librarian is not here full time, we try to keep the library open part-time with the help of volunteer services by our parents. **If you are interested in helping out once a week in the morning and/or afternoon, please email Mrs. Seeley or call the office.** The librarian would be more than willing to train the volunteers. The library contains many magazines, reference materials, books for enjoyment, videos, etc.

LOST AND FOUND

Lost and found articles are kept in the **Library**. Valuable items are kept in the office. **It is advisable that clothing be labeled with the child's name.** **This is also true for lunch boxes, thermos bottles, back packs, and books.**

NATIONAL SCHOOL LUNCH PROGRAM

The National School Lunch Program is offered to all elementary children. Boys and girls who eat lunch in school may purchase a school lunch (hot or cold) which

includes a choice of milk, or bring a bag lunch. Menus are distributed monthly to all children. Tickets are sold every Wednesday in packs of 5. The tickets may be used at any time during the school year 2011-2012.

Any child may stay for lunch. It is expected that children who stay for lunch will behave appropriately. Otherwise the child will not be allowed to remain. The lunchroom aides take the children outside weather permitting. Stress to your child that he/she is to wear appropriate clothing.

Children who will be going home for lunch must have a note from their parent/guardian.

The school is always in need of lunch aides/substitutes. If you are interested, please complete an online application and notify the district's central office at 908-709-6215.

MILK & SNACK PROGRAM

Milk and snack are available to all students during the mid-morning. Notices concerning the cost and schedule for collecting milk money are sent home periodically. 2% milk will not be offered this year.

CAFETERIA STANDARDS AND GUIDELINES

Listed below are the "Cafeteria Standards and Guidelines" which are in effect during the lunch hour at Livingston Avenue School. These guidelines were developed by the lunchroom supervisor and lunchroom aides to assure a comfortable and orderly atmosphere during the lunch period. These guidelines will be reviewed with the students and you are asked to also review them with your children so everyone is aware of the guidelines and standards which are operational for the children staying for lunch.

If you have any questions pertaining to the list below, please feel free to call the principal.

1. All pupils will wait in an orderly manner in the serving and dismissal lines.
2. Lunch tickets should be ready and available.
3. Be courteous and considerate of others.
4. Lunchroom aides are to be treated with dignity and respect by all students.
5. The cafeteria supervisor, aides and principal have a shared

responsibility for maintaining discipline in the cafeteria.
Necessary corrective action may be taken by any or all of the above.

6. Children who work with teachers at lunchtime need a note from the teacher giving permission to do so.
7. The following behaviors are not acceptable and may result in suspension
from the lunchroom for a minimum of two (2) weeks:
 - a. Verbal abuse and vulgar gestures.
 - b. Willful disobedience and disrespect.
 - c. Fighting or rough play (pushing, shoving, kicking, hitting or tripping).

If possible, your child is encouraged to bring a game from home to be used during the lunch hour. When the weather does not allow us to take the children outdoors, it helps if they are able to engage in enjoyable activities.

INTERVENTION & REFERRAL SERVICES TEAM/CHILD STUDY TEAM
The Cranford Public Schools offer a full range of services to meet the individual needs of students:

Student Assistance Counselor

A Student Assistance Counselor provides aid to teachers, parents, and students as needed by providing information on appropriate resources within and outside the district and acts as a liaison between school, community agencies, parents, and children as the situation demands. Areas addressed might include, but are not limited to, school entry or separation issues, peer or school adjustment, grief, and loss.

ACHIEVE! (Basic Skills Improvement Program)

Children who demonstrate a need for additional help in reading, writing, or math may be referred to the Achieve! Program. Referral may be based on recommendation by the classroom teacher in grades 3 – 5, academic performance, and the standardized tests scores of the students. Programming is developed with parental consent. A plan is developed and reviewed with parents before its implementation. Students meet with the Achieve! teacher in small groups for reading and/or math instruction and parents receive regular updates on student progress.

English as a Second Language

An English as a Second Language (ESL) Program is provided for those students whose first language was not English and need additional help in developing their language skills. The ESL teacher meets with the student, individually or in small groups on a daily basis.

I & RS Committee

In July 1994, the State Board of Education adopted rules to provide district boards of education with standards for the delivery of intervention and referral services for pupils in the general education program (N.J.A.C. 6:26, Intervention and Referral Services for General Education Pupils). These rules replaced the preceding regulations that required the establishment of Intervention & Referral Services Teams (I & RS) in all public school buildings. Under this regulation, the Cranford Public Schools have established and implemented procedures for the delivery of intervention and referral services for pupils who are experiencing difficulties in their classes and have not been determined to be in need of special education programs and services.

To this end, the Cranford Public Schools have established the I & RS (Intervention and Referral Services). The I & RS Team is required to provide the following building based functions in support of intervention and referral services for general education pupils:

- 1. Identify pupils in need and plan and provide for appropriate intervention and/or referral services to school and community resources based on desired outcomes.*
- 2. Identify roles and responsibilities of the building staff who participate in planning and providing intervention and referral services.*
- 3. Provide support, guidance and professional development to school staff who identify and refer pupils who participate in planning and providing intervention and referral services.*
- 4. Actively involve parents or guardians in the development and implementation of intervention and referral plans.*
- 5. Coordinate access to and delivery of school services for identified pupils.*
- 6. Coordinate the services of community-based social and health provider agencies.*
- 7. Review and assess the effectiveness of the services provided in*

achieving the outcomes identified in the intervention and referral plan.

The Cranford Public Schools I & RS Team is comprised of the Principal or a designee, and teachers, and may also include any or all of the following members: school nurse, child study team members, student assistance counselors, speech/language specialists, parents and others as determined to be necessary by the Committee. The Cranford Public Schools personnel participate as is necessary to the particular need identified or the assistance requested.

In addition, programs of intervention and referral services may not be used to delay obvious and appropriate referrals to special education (N.J.A.C. 6:26 3.1). However, intervention and assistance plans may be developed to help students within the regular education program who are experiencing problems in learning, behavior, or health that are not related to the educational process.

If a referral is required to be made to the child study team, the Cranford Public Schools follows the prescribed procedures as described in N.J.A.C. 6A:14, subchapter 3, the procedural safeguards described in N.J.A.C. 6A:14, subchapter 2, and the official policies of the Cranford Public Schools adopted by the Board of Education. Further information may be obtained by contacting the school principal, the child study team, or the Director of Special Services at 908-709-6219.

Child Study Teams

The child study team will review all referrals from I & RS, parents, and school personnel to determine the need for an evaluation. Parental consent will need to be established for an evaluation to take place, as well as prior to an individual education plan being implemented. Parents, under both state and federal law, have certain rights regarding notification, evaluation, participation, consent, and other areas when a child is being considered for, or receiving special education services. If you are interested in reviewing a detailed description of these rights, please contact the building principal or Child Study Team and request the "Parental Rights in Special Education" booklet and addendum. After an evaluation, parents will be invited to a meeting to have the evaluation explained. If the child is determined eligible for special education services, the Individualized Education Plan (IEP) will be developed. A member of the Child Study Team is designated to be the

child's case manager, available to the parents, student, and teachers to monitor and assist in the implementation of the child's program.

Special Education and Related Services

The Cranford Public Schools offer the full continuum of placements to meet the needs of students with disabilities, ages three through twenty-one, for special education and related services. Educational program options in district may include placement in the following:

- 1. A regular class with in-class support, supplementary aides and services, and appropriate curricular and instructional modifications or related services, as required in each student's IEP*
- 2. A resource program for in-class replacement instruction, as required in each student's IEP*
- 3. A resource program for support instruction for a subject or subjects out of the regular class, as required in each student's IEP*
- 4. A resource program for replacement subject instruction out of the regular class, as required in each student's IEP*
- 5. A special class program in the district, such as an LLD (Language/Learning Disabled), ED (Emotionally Disabled), PSD (Preschool Disabled), or MD (Multiple Disabilities) class. Students who attend this special class program may also participate in mainstream classes, as prescribed in their individual IEPs.*

504 Plans

Also, under federal law, there exist reasonable accommodations for students with disabilities under Section 504 of the Rehabilitation Act of 1973. Each school has a 504 Review Committee which can review any material provided by parents or school staff related to any physical and/or mental disabilities that substantially limits a child's learning. An evaluation is conducted (if a Child Study Team evaluation is unnecessary) and information is gathered from a number of sources, including parents, teachers, and physicians. If determined eligible, a 504 Accommodation Plan is designed, with parents, to provide services, accommodations, or programming to address the child's needs. A child does not need to be classified under Special Education to be eligible for Section 504.

PATHWAYS TO EXCELLENCE

Addressing the Needs of the Gifted and Talented

This program is aimed at nurturing and developing the gifts and talents of all

students, as well as, enhancing the district's efforts to address the learning needs of exceptionally able students. The Pathways Program will offer a continuum of services to students in grades K – 8. Current planning focuses on two major components of the program: Personalized Enrichment and the Pathways to Excellence Plus (P2E Plus) Program.

PHYSICAL EDUCATION/JEWELRY SAFETY

Policy No. 5142.4

As a safety precaution, students will not be allowed to participate in our physical education program and/or extra curricula sports program while wearing jewelry. *Jewelry shall include, but not be limited to: watches, earrings, nose rings, jewelry studs, bracelets, necklaces, pins, any type of facial piercing or other visible body piercing.* This will reduce the risk of students from being severely injured by falling or making contact with another student.

The Superintendent or designee may, upon request, approve a temporary exception to this policy for unique and/or rare circumstances. Any requests for exceptions must be made in writing by the parent to the building principal prior to consideration by the Superintendent or designee.

It is the Boards desire to provide a safe environment for our students who participate in our physical education and/or extra curricula program. References available.

PHYSICAL EDUCATION EXCUSE PROCEDURE

K - 8

1. Physical Education excuses can be given for two days to a week with a parent's note, at the School Nurse's discretion.
2. A doctor's note must be obtained if it exceeds the specified time.
3. Students under a doctor's care for a medical/orthopedic reason cannot return to Physical Education class without a doctor's note.
4. A Physical Education excuse must be renewed each school year.
5. Any questions on the above will be referred to the Principal.
6. A note is needed from the doctor and signed by the parent if a student is required to use **crutches** or a **wheelchair** in school.
7. Students who do not participate in P.E. classes may not engage in physical

activities during recess or any other time on school property.

PTA

The Livingston Avenue School PTA is an active and interested group of parents and staff who work together to provide much for the children and school. In addition to purchasing equipment for the school and subsidizing special field trips, the PTA provides assistance to the school whenever it is called upon.

All are encouraged to join and participate.

The Officers for 2011-2012 are:

Presidents
Susan Fichiera

1st Co-Vice Presidents
Jen Hunt & Vicky Spurr

2nd Vice President
Joanne Kalnins

3rd Vice President
Dineen Seeley, Principal

Treasurer
Susan Clark

Recording Secretary
Karen Hoffman

Corresponding Secretary
Tracy Aszklar

SAFETY EDUCATION

The safety of children at home, in school and on the way to and from school is of concern to both parents and teachers. We should anticipate the hazards our children are likely to meet and work together to build good safety habits.

The following safety rules are introduced in the kindergarten and are stressed throughout the elementary school grades:

- Stay on the sidewalk when walking.

- Walk against the traffic when there is no sidewalk.
- Cross only at street corners - look both ways before crossing.
- Know what traffic signals mean and obey them.
- Obey the policemen and special school crossing guards.
- Do not talk to strangers.
- Do not accept rides from strangers.
- Do not accept gifts from strangers.
- Use the safest route to and from school.
- Handle tools and materials with care and in a safe manner.
- Avoid pushing and tripping other children.
- Walk (do not run) in the halls.

Special programs are held during the school year in cooperation with the Fire and Police Departments stressing safety. These include assemblies, films, bicycle programs and the D.A.R.E. (drug, alcohol and violence) awareness program.

STUDENT DROP-OFF/PICK-UP

If you are dropping off or picking up your child, please **DO NOT** double park. Tell your child, in advance, where you will pick him/her up. Please stress safety - **DO NOT** let your child run across the street.

Faculty Parking Lot

You are requested to avoid using the parking lot for pickup up or dropping off your child.

**Parent traffic in the parking lot could produce a potentially dangerous situation.*

*For the safety of all concerned, please do not use the faculty parking lot.**

STUDENT PROGRESS

Report cards are distributed to students quarterly. In between marking periods teachers send home progress reports.

Conferences may be held at any mutually convenient time between teacher and parent. There will be one specific day set aside each year for teacher conferences

of which you will be notified in writing. These conferences may be initiated by either party. If you wish a conference with your child's teacher, communicate directly with the teacher. When you come in, please stop in the office to sign-in before going to the classroom.

MID PERIOD PROGRESS REPORTS

October 7, 2011

December 16, 2011

March 2, 2012

May 11, 2012

REPORT CARD DISTRIBUTION

First Marking Period – November 18, 2011

Second Marking Period – February 3, 2012

Third Marking Period – April 5, 2012

Fourth Marking Period – June 20, 2012

GRADING SYSTEM

A = 90 - 100	Excellent
B = 80 - 89	Good
C = 70 - 79	Satisfactory
D = 60 - 69	Meets Minimal Standards
F = 0 - 59	Unsatisfactory

TELEPHONE

Children may **NOT** use the school telephone except for an emergency. A pay phone is located in the hall across from the auditorium. Please be sure your child always has 50 cents to make a local telephone call.

VACATION REQUESTS

If you are planning a trip and your child will be missing school as a result of a trip, we will allow your child an equal number of days to make up the work which was

missed. The classroom teacher will specify to your child the work that needs to be completed. **We will not send work with your child to be completed while you are on the trip.** However, if you want to encourage your child to read before bedtime or make some notes about the interesting places you visit, etc., this is always appropriate.

VISITATION

Parents/guardians are welcome to visit the school at any time to observe classroom procedures. In order to avoid unanticipated interruptions of the instructional program, **please make arrangements prior to the visitation with the principal either by written note or by telephone.**

Visitors are required to report to the school office prior to proceeding to any classroom either before, during, or after school hours for any reason.

Please see Board of Education Policy #1250 for additional information.

POLICIES

AFFIRMATIVE ACTION

Statement of Non-Discrimination

The Cranford School District complies with Title VI of the Civil Rights Act of 1964 (Title IV”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (The “ADA”), and the Age Discrimination Act of 1975 (The “Age Discrimination Act”), and their respective implementing regulations which prohibit discrimination on the bases of race, color or national origin, sex, disability and age, respectively. The District provides equal access and opportunity in employment and enrollment in all its programs and activities, regardless of race, color, national origin, sex, disability or age.

Questions or complaints of discrimination should be directed to:

Dr. James McLaughlin, Assistant Superintendent
Americans with Disabilities (ADA) Officer: 908-709-6218

Mr. Robert Carfagno, Board Secretary/Business Manager
Public Agency Compliance Officer
Right to Know Officer: 908-709-6210

Debra Loprete, Assistant Director of Special Services
504 Coordinator: 908-709-6219

Mr. Mario Cunha, School Plant Engineer/Project Manager

Safety Officer
AHERA Officer: 908-709-6982

Dr. Curt Fogas – Principal
Affirmative Action Officer: 908-709-6240

DISCIPLINE

The following is taken from **Bullying at School** by Dan Olweus, 1993, Blackwell Publishing:

Definition of bullying:

A student is being bullied or victimized when he or she is exposed, repeatedly and overtime, to negative actions on the part of one or more other students.

Clarification:

A negative action is when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Negative actions can be carried out verbally or by physical contact, such as by making faces or inappropriate gestures, intentionally excluding someone from a group, or refusing to comply with another person's wishes.

The term bullying should not be used when two students of approximately the same strength (physical or psychological) are fighting or quarreling. In order to use the term bullying, there should be an imbalance in power.

It is useful to distinguish between direct bullying – with relatively open attacks on a victim and indirect bullying in the form of social isolation and intentional exclusion from a group.

POLICY: HARASSMENT, INTIMIDATION, BULLYING AND HAZING **5201**

Acts of harassment, intimidation or bullying may also be a pupil exercising power and control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

Expected Behavior

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent (s) or legal guardian (s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply the best practices designed to prevent discipline problems and encourage pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Superintendent in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from broad community involvement with input from parent (s) or legal guardian (s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the age level of the pupils and the mission and physical facilities of the individual school (s) in the district. This policy requires all pupils in the district to adhere to these rules and guidelines and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules and guidelines.

The district prohibits active and passive support for harassment, intimidation or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or his/her designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each school Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship and academic success.

The Superintendent will provide annually to pupils and their parent (s) or legal guardian (s) the rules of the district regarding pupil conduct, pupil's due process and other rights. This policy will appear in all publications of the district's comprehensive rules, procedures and standards of conduct for school (s) within the district, including pupil handbooks. Provisions will be made for informing

parent (s) or legal guardian (s) whose primary language is other than English.

Consequences and Appropriate Remedial Actions

The following factors will be considered in determining the appropriate response to pupils who commit one or more acts of harassment, intimidation or bullying:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm;
3. The surrounding circumstances;
4. The nature of the behavior(s);
5. Past incidences or continuing patterns of behavior;
6. The relationships between the parties involved; and
7. The context in which the alleged incidents occurred.

Concluding whether a particular action or incident constitutes a violation of this Policy requires a determination based on all of the facts and surrounding circumstances.

An appropriate consequence will be determined after meaningful consideration of these factors. Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The appropriate consequence will be consistent with the case law, Federal and State statutes, and district/school policies and regulations.

Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or his/her designee. All school employees are required to report alleged violations of this Policy to the Principal or his/her designee. All other members of the school community, including pupils, parent (s) or legal guardian (s), volunteers and visitors are encouraged to report any act that may be a violation of this Policy. While submission of an Incident Report Form to the Principal or his/her designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Principal of each building or available at the school district office. Oral reports will also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of anonymous report.

Investigation

The Principal or his/her designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or his/her designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or his/her designee will maintain a record of each investigation regarding allegations of harassment, intimidation and bullying.

Response to Incident of Harassment, Intimidation or Bullying

Some acts of harassment, intimidation or bullying may be isolated incidents requiring the school respond appropriately to the individual (s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

In considering whether a response beyond the individual level is appropriate, the administrator will consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences, past or continuing patterns of behavior, and the context in which the alleged incident (s) occurred. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may include participation of parent (s) or legal guardian (s) and other community members and organizations, to small or large group presentations for fully addressing the actions and the school district's response to the actions in the context of acceptable student behavior or the consequences of such actions and involvement of law enforcement officers, including school resource officers.

Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial actions for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies and procedures.

Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the Principal or his/her designee, after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent (s) or legal guardian (s), along with a statement explaining the Policy applies to all acts of harassment, intimidation and bullying that occur on school property, at school-sponsored functions or on a school bus.

The Superintendent shall develop an annual process for the Principal (s) to discuss the school district's policy on harassment, intimidation and bullying with pupils.

Harassment, Intimidation and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.c., information regarding the district's Harassment, Intimidation and Bullying Policy shall be incorporated into a schools' employee training program.

Pursuant to N.J.S.A. 18A:37-17a., the district will establish bullying prevention programs, and other initiatives involving school staff, pupils, administrators, volunteers, parent (s) or legal guardian (s), law enforcement and community members in developing such programs and initiatives.

Pursuant to N.J.S.A. 18A:37-17.b., the district is encouraged to, and to the extent funds are appropriated for these purposes, provide training on the school district's harassment, intimidation and bullying policies to school employees and volunteers who have significant contact with pupils and develop a process for discussing the school district's harassment, intimidation and bullying policies with pupils.

Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.

The Superintendent will forward a copy of this Policy to the County Superintendent of Schools by September 1, 2003.

N.J.S.A. 18A:37-13 through 18A:37-19 – Adopted: August 25, 2003

MODEL NOTIFICATION OF RIGHTS UNDER FERPA

For Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

These rights are:

1) The right to inspect and review the student’s education records within 45 days of the day the school received a request for access.

Parents or eligible students should submit to the school principal or appropriate school official, a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the record may be inspected.

2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the school board; a person or company with whom the school has contracted as its agent consultant or therapist; or a parent or student serving on an official committee,

such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her responsibility.

Optional: Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Note: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA.. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

TECHNOLOGY and TELECOMMUNICATIONS

Telecommunications Acceptable Use Contract

The Cranford School District continually pursues the use of advanced technology and high-speed access to enrich and broaden learning opportunities for students and staff. With this learning tool, students and staff must understand and practice proper and ethical use. All staff will have the opportunity to attend workshops regarding procedures, ethics and security involving telecommunications. All students will be instructed on appropriate use of telecommunications before using the system.

Take **PRIDE** in Your Work

Prepare

- Focus and listen (HEAR Plan)

Retell the assignment

- Find the key words and concepts
- Number, list, or highlight to help you plan what to do
- What's the real question or purpose of the assignment?
- Do you fully understand what you need to do?

Identify a time plan

- What is a reasonable amount of time to complete the assignment?
- Set up a schedule/time plan.

Decide the order

- What's the most important part to start with?
- Get started following the plan.

Evaluate

- Check your work.
- Did you follow the directions correctly?
- Did you do your BEST work?
- Did you use your time wisely?

Ready to HEAR?

Hands quiet

- Students will have only necessary materials in their hands. Quiet hands are not fidgeting with materials.

Eye contact

- Eyes are on the speaker, whether a teacher, student, or guest speaker.

Attention

- Focusing on the topic. Attention includes a good listening readiness position. This means sitting up in your chair with feet on the floor, giving eye contact and having quiet hands.

Ready

- The warning word indicating that what follows is important. This is the time for questions from students. It is also the time that a teacher may ask a specific student to restate the directions.