

Ralph S. Maugham Elementary School

Handbook

Jennifer Ferrara
Principal



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Introduction:

The purpose of this handbook is to orient parents to our school policies, facilities, procedures, and programs. At Maugham, we are part of a very special community made up of teachers, staff, administrators, parents, and of course, children. The H.S.A. is the parent-school link, and parents have many opportunities to become involved in school life-by becoming active in ongoing school activities, supporting public service projects, funding programs, and demonstrating continued appreciation to the school and staff. We hope as many parents as possible will take an active part in the efforts of the H.S. A.

Maugham School Community Philosophy:

1. **We strive to provide a nurturing environment in which all children can flourish and grow, enhancing their self-worth.**
 - ❖ We care about and accept responsibility for all of our children within our Maugham School family;
 - ❖ We strive to meet the individual needs of all of our children;
 - ❖ We believe in our ability to create programs and secure the resources to meet our needs;
 - ❖ We believe in our ability to solve problems;
 - ❖ We respect one another and believe in setting and modeling appropriate behavioral standards for students.

2. **We strive for academic quality in a stimulating school environment.**
 - ❖ we try to instill in all children a love for learning;
 - ❖ we value problem-solving skills and critical thinking skills;
 - ❖ we value creative expression in all the arts;
 - ❖ we value experiential learning;
 - ❖ we believe instruction should be meaningful to children's everyday lives;
 - ❖ we value bright, attractive, stimulating classrooms;
 - ❖ we continually examine our curriculum and instructional practices to ensure education growth.

3. **We value close ties among children, staff, parents, and the community.**
 - ❖ We value frequent contact between parents and staff to ensure a sense of connection with all aspects of school life;

- ❖ We value the mutual sense of appreciation within the Maugham School community;
- ❖ We value collaboration, sharing and supporting one another, professionally and personally;
- ❖ We work together and plan whole school experiences, as well as activities across grade levels;
- ❖ We strive for mutual understanding and respect between the school and community.

A Letter from the Principal:

Dear Maugham Parents,

Welcome to the Ralph S. Maugham School, where the entire educational community takes pride in addressing the diversified needs of elementary school students. Maugham enjoys a reputation of a superb balance between a tradition of excellence and innovation of approach.

The Ralph S. Maugham School is a vibrant and rich learning community with a commitment to offer meaningful and challenging educational experiences for each and every student within a stimulating, safe and nurturing environment. The school enjoys a reputation of a superb balance between a tradition of excellence and innovation of approach. It is a school where educators take pride in addressing the diversified needs of elementary school students through differentiated and data-based instruction that is designed to accommodate a variety of learning abilities and styles. Maugham students, who represent diverse cultural, religious and linguistic backgrounds, perform well on traditional and standardized tests as well as on alternative forms of assessment. They also enjoy numerous opportunities to enrich their scholastic activities through various trips, projects, and multi-cultural programs. The social/emotional development of every child is extremely important at Maugham and the strong, on-going partnership between home and school has always been one of Maugham school's ingredients of success.

The centerpiece of the Tenafly elementary school program is our language arts program, incorporating best practice as based on current literacy research. We use multiple resources such as Mondo and School Wide Reading to implement our

Reader's Workshop format of instruction. Our primary grades provide a strong foundational understanding of phonics through our Phonics First program which provides a multi-sensory approach to learning phonics. Using School Wide Writing to implement the Writers' Workshop approach allows students to write on a daily basis, and engage in both narrative and expository writing. Participation in listening and speaking activities ensures student growth in communication skills and independent thinking. Mathematics utilizes a spiral program of instruction that focuses on problem-solving skills through the application of estimation strategies, games, mental computation, and a metacognitive approach to problem solving. The program emphasizes relevance and utilizes a variety of manipulatives. Hands-on investigation and discovery are the bedrock of our science instruction. Students explore a variety of materials, form their own questions and seek answers by implementing the Scientific Method. Students apply their research by forming connections with the world around them and by looking for relevance. The subject of Social Studies is often taught through projects and simulations. It begins with the family, school and local community as well as the study of Native Americans, the State of New Jersey, and American History through the Civil War, Citizenship, the U.S. government, and world cultures.

Art, vocal and instrumental music, and physical education, are important aspects of an education at the Maugham school. Creative, literary enrichment is provided through the Maugham School's state of the art library/media center. Cutting edge technology, using classroom-based computers, high speed Internet access, laptops, videoconferencing, and Smart Boards is utilized regularly to enrich and support learning. Numerous field trips complement the curriculum and take learning into the real world and outside of the traditional classroom walls. Students in grades two through five also benefit from Spanish instruction twice each week.

The academic program is richly supplemented through the Maugham Home School Association. We enjoy a long tradition of working closely with a very active, energetic, and motivated parent body. The Home School Association raises money through a well-run, nutritious lunch program and uses its funds to offer a rich, diverse, and multi-faceted cultural arts assembly repertoire which beautifully complements the curriculum. The Association also organizes and administers after-school clubs, subsidizes special grants and program enhancements for teachers, and contributes to technological functions at the school.

Maugham is a safe and caring school where we focus not only on the academic well-being of students, but on the social and emotional well-being as well. Each of our classrooms, K-5, use the *Responsive Classroom* as an overall classroom philosophy. This approach is a widely used, research based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction.

I look forward to another great year in which we can continue to build upon the successes that the school community has experienced thus far. We are in this wonderful journey together and we look forward to spending 6 years with your children.

Sincerely,

Jennifer Ferrara

Maugham School Student Expectations:

1. Be responsible.
 - ❖ Arrive on time
 - ❖ Support other student's learning
 - ❖ Complete homework projects carefully and thoughtfully
 - ❖ Complete assignments on time

2. Use appropriate language.
 - ❖ Speak respectfully to adults in charge
 - ❖ No cursing
 - ❖ Never boo or whistle in the auditorium

3. Settle your differences in a peaceful manner.
 - ❖ No bullying
 - ❖ No physical fighting
 - ❖ Use mediation when necessary

4. Move safely and quietly in the school.
 - ❖ No pushing
 - ❖ No running
 - ❖ Use quiet voices

5. Follow directions of the adults in charge.
 - ❖ Ask questions if unclear
 - ❖ Listen quietly when directions are given

6. Respect other people's property.
 - ❖ Do not take or damage anything that belongs to someone else

7. Be sensitive to the needs and feeling of others.
 - ❖ Do not tease or use put-downs
 - ❖ Support each other's feelings
 - ❖ Try to include everyone

The School Day:

7:30 - 8:30 SACC Available for students that are signed up.

8:30 - School Begins

8:40 - Late Bell

11:30-12:15 - 1st Lunch/Recess

12:20-1:05 - 2nd Lunch/Recess

3:10 - Dismissal

3:10-6:00 SACC Available for students that are signed up.

Students may enter the school at 8:30. During inclement weather, children will be permitted indoors at 8:20 am to line up in front of their classrooms. There is no school arrival supervision before 8:20 a.m. Students who arrive after 8:40 are considered tardy and should proceed to the nurse for a late pass to class. Please call 201-816-7708, Mrs. Martin (nurse), if your child is absent.

On early dismissal days, students will be released from school at 12:45 pm. The SACC program will be available at that time. School-Age Child Care (SACC) is available on a tuition basis if your schedule requires it. SACC can be reached at 201-816-4526.

Snow days will be announced on radio stations WCBS 880 and WINS 1010 or you can find information on the district web-site www.tenafly.k12.nj.us. It is best for you to sign up for the HONEYWELL INSTANT ALERT system which you can find on the district website. This system will automatically notify you of any important school information.

Health and Well-Being:

The School Nurse:

Nursing services are provided at Maugham School every day. The nurse weights and measures each student annually, does hearing and vision screening, and keeps a complete copy of student health records. Each spring the nurse screens fifth graders for scoliosis.

Daily Attendance:

Regular attendance helps promote school progress. When a child must be absent, it is important that a parent call the school to inform the teacher and the nurse. This is done in the interest of your child's safety. If a parent has not called and the child is absent, every effort will be made to call home. If a child is to be picked up during the course of the day, he or she must be met at the school office. In cases where an absence is anticipated, please give the school advance notice.

Medications:

New Jersey Law requires that the school nurse dispense all medication. School staff cannot give medications. Please bring any medicine, with a prescription from your doctor, to the school nurse in the original prescription-labeled container. Written parental permission must accompany all medications.

Physical Education:

A student can only be excused from Physical Education with a written note from a parent or guardian. Absence for more than a week requires a note from a physician. Keep in mind that students are outdoors during recess and physical education, weather permitting. Please dress your child appropriately for seasonal changes so that he/she is comfortable when participating in school activities.

Clothing:

Students with health conditions such as incontinence or recurring bloody noses will sometimes require a change of clothing. Please consider this for your child if he/she is subject to these needs.

YOU SHOULD KEEP YOUR CHILD HOME IF HE/SHE HAS:

- ❖ A fever or is contagious. When the child is free from fever for 24 hours without fever-reducing medication (i.e.: Tylenol) he/she may return to school. Please do not give your child fever-reducing products before school in an attempt to get through the day.
- ❖ Lice- Your child will be sent home if he/she is diagnosed with head lice, for you to treat with special shampoo to kill the lice and nits.
- ❖ Chickenpox- Return after lesions become dry.
- ❖ Strep- Return after 24 hours on medication.
- ❖ Vomiting - If your child is sent home from school due to vomiting or demonstrates this behavior during the night, he/she should not be in school the following day. Children should be symptom free for a full 24 hours before returning to school.
- ❖ Conjunctivitis (Pink-eye)- Students may return after 24 hours on doctor prescribed eye medication.

Safety:



Safety Considerations

- ❖ Utilize the pick-up/drop-off zone on Magnolia Avenue. Please note that this is the only authorized pick-up/drop-off zone for Maugham School.
- ❖ Do not double park when waiting for your children to leave the school building. Children crossing between cars are too short to be seen, which makes for an extremely dangerous situation
- ❖ Encourage your child to walk with friends.
- ❖ Establish a specific place to meet your child after school.

Bicycle Riding

- ❖ Beginning in the third grade, during safe weather conditions, children may ride bicycles to school. There is a bike rack on the side of the school for students to lock up his/her bikes.

Bicycle helmets are required by law in New Jersey. They must be worn by children under the age of 14.

Safety Patrol

- ❖ The Safety Patrol Advisor selects fourth and fifth graders to act as Safety Patrol monitors. These students help other children observe safety regulations and monitor certain entrances during entry and dismissal times. These students have the authority to enforce safety rules for Maugham students and can report problems to the teacher/safety coordinator. These students will guide children to their classrooms upon the morning bell at 8:30 am. Parents are to offer them support and cooperation.

Crossing Guard

- ❖ Crossing guards are on duty at multiple intersections surrounding Maugham School. They are available for crossing from 7:45 to 9:00 am and from 2:45 to 3:45 pm. Students should cross the street at these locations.

Winter Clothing

- ❖ Children play outside during the winter months and will need appropriate clothing. If they are not dressed appropriately for the cold weather, they may be asked to remain inside for recess that day.



Following your Child's Progress:

Report cards and parent-teacher conferences

- ❖ Report cards are given to students three times a year: December, March and June. Your child's primary teacher will schedule a conference to discuss the fall and spring reports.

Unscheduled Conferences

- ❖ If you have any questions you are encouraged to make an appointment with the teacher or the principal at any time during the school year. It is best to catch any problems early.

Homework

- ❖ Homework will be regularly through-out the school year. The frequency and duration will depend on the grade level.

Suggested daily time allocations by grade level are: Kindergarten 15 minutes, First & Second 15- 30 minutes, Third 30- 45 minutes, Fourth 45-60 minutes Fifth 60 minutes

Planners

- ❖ Students in grades 3-5 receive planners to help organize homework assignments and serve as a vehicle of communication between parents and teachers.

Special Programs and Subjects:

Art

The art program provides students many opportunities for expression and discovery using a wide variety of materials. Art appreciation is also incorporated into the program to familiarize students with famous artists and aspects of their work that represent concepts taught. Children attend art class once or twice per week depending on grade level.

Library/Media Center

Students' appreciation for reading and literature is nurtured through their active participation in the library program. It is in the library where they learn relevant library skills for leisure and academic needs. The infusion of computer technology into the library has broadened the scope of the students' experiences. The children now have the opportunity to interact with state-of-the-art hardware and software to supplement and enhance their skills across the curriculum. The children attend library classes once a week.

Physical Education/Health, and Family Life

All students participate in physical education classes twice a week. Sneakers and casual clothing should be worn on those days. Parents must send a note if a child is to be excused.

Spanish

Students begin learning Spanish in second grade. Our Spanish teachers introduce students to new vocabulary, grammar, and cultures through a variety of activities. Grades 2, 3, 4 and 5 have two 30-minute classes per week.

Basic Skills Program/Reading Recovery

The school has support services personnel on staff that provide academic assistance in reading, writing and mathematics to children who need supplementary instruction. Referral is made by the classroom teacher and parental permission must be given for the child to participate.

ELL (English Language Learning)

ELL classes are available to those children whose primary language is not English. The purpose is to help them acquire the English language successfully. Formal testing is performed by the ELL teachers to determine eligibility.

Discovery Program

The Tenafly Discovery Program recognizes, nurtures, and develops the gifts and talents of all students. Through curriculum differentiation and various enrichment opportunities, it promotes a commitment for excellence, a pride in accomplishment, and a sense of individual and social responsibility.

Instrumental Music

The instrumental music program begins at the second grade level. All second graders learn to play the violin (so do their parents!). This program is similar to the Suzuki Violin approach. The string family is introduced in the third grade. The children may play one of those instruments or choose to wait until January to begin a woodwind, brass or percussion instrument. They have a half-hour lesson once a week. Those children who obtain a level of outstanding achievement with their instrument will be invited to join the 4th and 5th grade orchestra, known as the Maugham School Orchestra. Maugham School is also very proud of the elementary school symphony known as the "Super Orchestra". Students from the four elementary schools are chosen on the basis of ability. The Super Orchestra meets on Monday mornings at 7:30 a.m. at rotating elementary schools.

Vocal Music

The vocal music program is designed to celebrate the joy of music. Children sing, move to music, play rhythm instruments, and develop an appreciation for great works of music. As the children progress through the elementary grades, they are exposed to musical form and structure, music history, note reading, singing harmony and more sophisticated rhythms. Children attend 45-minute vocal music classes once or twice a week.

SPECIAL SERVICES:

Special programs are available which are designed to meet student needs. Included are those described below. A child study team consists of specialists whose primary function is to diagnose and prescribe remediation for situations that interfere with a student's intellectual, social, emotional or academic growth. Members of the team include a school psychologist, a social worker, a learning disabilities specialist and a speech therapist. Acting on referral made by teacher, principal, and parents, the team approaches each problem individually. Conferences with teachers and parents, special education instruction, counseling with the students, and referral to outside practitioners are some of the approaches used.

The Director of Special Services supervises the special education program, oversees the bedside instruction program and works with school administrators in the development of the curriculum. Tenafly is a member of Region V, a group of eight school districts that cooperate in providing educational programs and services to special education students.

Resource Center

This special education program provides direct instruction to not more than six children at the same time, in basic subject areas, e.g. language arts, math and study skills. This program replaces the regular classroom instruction in those areas identified by the Child Study Team.

Speech Therapy

Children who have speech difficulties which may interfere with their academic, social and/or emotional performance are eligible for this service. The teacher or parent may initiate a referral to the speech therapist. Half-hour sessions are scheduled during normal classroom time. Close cooperation and participation is encouraged between the speech/language specialist, teacher and parent.

Bedside Instruction

Certified teachers provide instruction to children who are confined at home for an extended period of time because of an illness or injury. Parents of such children should contact the school for complete information.

SCHOOL COMMUNICATION:

Emergency Closing/Delayed Opening

Honeywell Alert/Notification System

- For school closings or delayed openings, parents **MUST** check their status in the **Honeywell Alert/Notification System**.

- Alert emails and phone calls will be sent to addresses and numbers on file. It is the parents' responsibility to update these numbers and to inform the school of any changes in phone numbers or email addresses.

- All Honeywell directions can be found under the parent tab on the main page.

www.tenafly.k12.us

The **Honeywell System** has two components: Alert and Notification. Parents **MUST** register for both pieces since the notifications will be sent more regularly with nonemergency school information. Please ask for help if you are not receiving messages from the principal. Parents have options when setting up their accounts. They can choose phone, email, or both.

Genesis

- Parents must become familiar with the Genesis Student Management System. All grades, schedules, and class placements are communicated through Genesis.

- Parents **MUST** register for the Parent Portal by accessing the Genesis system through

the main website: www.tenafly.k12.us

Interpreters

Maugham School is fortunate to have a diversity of cultures. We are always in need of parents who are willing to translate for new incoming families and assist them where needed. Those interested are asked to give their names and phone numbers to the principal.

School Notices/information

Children will bring home notices or flyers in their backpacks, but primary communication is handled through the H.S.A. email list. Parents should join the H.S.A. and register for the email.

We are trying to use as little paper as possible. The school website also has all forms and flyers.

Lunch Program and After School Clubs:

Our HSA provides lunch options for students each day. You will have an opportunity to purchase lunches 3 times a year. Check the HSA website in late August/early September to register your child for our Lunch Program, our Ice Cream program and/or the After School Clubs Program, all of which will have deadlines during the first two weeks of September. There are 3 sessions per year.

1) Click on the “Flyers” tab for the Lunch Program Form and Ice Cream Order Form

2) Click on the “After School Clubs” tab for the After School Club brochure and online registration form

1) Lunch Program Form

Our school was built without a full-service cafeteria so you have two options: send your own or sign up for our Lunch Program. Menus and order forms will be available on the HSA website in late August/early September. There are three sessions, with students registering at the beginning of each session. If you can, consider becoming a Lunch Volunteer. You may sign-up for lunch shifts **at school** during Back to School Night, Parent-Teacher Conferences and outside the main office. **Note:** The Lunch Program registration is an online form—**ONLY** submit a hard-copy version **IF YOU DO NOT HAVE INTERNET ACCESS.**

2) Ice Cream Order Form

The 5th Grade Graduation Committee sponsors an ice cream fundraiser to parallel the 3 lunch program sessions. For only \$1 per week, your child can enjoy a reduced fat, peanut-free frozen treat once a week after lunch.

3) After School Clubs

Our After School Clubs program provides a unique opportunity for students to learn a new skill, discover an enjoyable hobby, get some exercise and make new friends without leaving the building! We have clubs to meet every interest from yoga to chess to cooking to science and much, much more. Clubs run Tuesday through Friday, from after school to 4:15 PM. Each club meets one day a week, for 8-9 meetings per session. There are three sessions during the year, with students registering for new clubs at every session. **Note:** this is an online form—**ONLY** submit a hard-copy version **IF YOU DO NOT HAVE INTERNET ACCESS.**

4) Milk Money

In addition to the HSA lunch program (which offers milk for purchase as part of a meal), there is a state-sponsored milk program. Parents may sign up on a semi-annual basis. There will be a sign-up form sent home on the first day of school.

Code of Student Conduct :

The Tenafly Public Schools values a community of students who work together to create a productive learning environment in which all students feel safe, secure and comfortable. To this end students are expected to act responsibly in demonstrating mutual respect, trust, and compassion. The faculty and staff work together to create a nurturing environment as they strive to meet our children's needs, instill in our children a love for learning, and develop in them an understanding of others. Students have a right to a good education, to receive respect, to be treated with kindness, and to be trusted. In turn, children are expected to study and participate actively in their learning, work cooperatively and to follow directions, to seek help in solving problems, to settle differences in an appropriate manner, to accept responsibility for their actions, to report instances of violations of which they are aware with the expectation of no retaliation for such reporting, to respect others' person and property, to use appropriate language, to dress appropriately, to be sensitive to others' feelings, and to help others.

In accordance with New Jersey Administrative Codes, 6A: 16-5.1 and 18A: 25-2, the district has developed guidelines for a code of student conduct. These guidelines address any violations of the code and specific areas of misconduct. These include fighting, physical contact (both that considered a danger and that not considered a danger), non-sexual harassment and bullying (both verbal and written—including notes and hit lists), internet in-school violation (inappropriate use), internet out-of-school violation (in appropriate use, e.g., slander or threats), sexual harassment and bullying (verbal—both mild and severe—physical—exposing oneself or sexual assault including exposing another), vandalism (both minor and major). Disciplinary sanctions include a number of responses to such disruptive behaviors ranging from a student and/or parent conferences to detention or suspension. The degree of sanction is contingent upon grade level (i.e., primary, intermediate, middle or high school) and whether or not the misconduct is a first or second offense. Violations regarding weapons or substance abuse, bullying or harassment are addressed in Board Policies. Students are accorded due process. The first step in this process is a conference with the principal who will designate the appropriate consequence with reference to the guidelines for district code of conduct. Dissatisfaction with the consequence can be appealed to the superintendent or his/her designee. Appeals to the Board can be made only in accordance with New Jersey code and statute. Students are responsible for being familiar with these policies.

Harassment, Intimidation and Bullying

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING ON SCHOOL PROPERTY, AT SCHOOL SPONSORED FUNCTIONS AND ON SCHOOL BUSES

If a student or adult makes you feel uncomfortable in school see your counselor or the principal.

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers are expected to model appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

In compliance with state law, the Tenafly Board of Education prohibits acts of harassment, intimidation or bullying on school property, at school-sponsored functions and on school buses. When students are found to be violating the policy, engaging in reprisal or retaliation against someone who reports a violation of the policy, or falsely reporting allegations of harassment, intimidation or bullying as a means of retaliation or as a means of harassment, intimidation or bullying, the school district will take appropriate actions. Appropriate actions will range from meeting with parents, counseling, detention, suspension, expulsion, and in cases where legally required, reports to the police or other action deemed appropriate under the circumstances.

When determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, staff responsible for making such decisions will consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, the nature of the behaviors, past instances or continuing patterns of behavior, the relationships between the parties involved, the context in which the alleged incidents occurred, relevant law (statutes and judicial decisions) and district policies and procedures. After a reasonable consideration of these factors, an appropriate consequence will be determined.

The Memorandum of Agreement Between Education and Law Enforcement Officials defines the conditions by which school officials are required to report suspected hate crimes or bias-related acts to law enforcement authorities. Harassment, intimidation or bullying means A) any gesture or written, verbal or physical act that is motivated by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or, by any other distinguishing characteristic and B) Any conduct that a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage

to his property; C) has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged or apparent violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy. While submission of a written report is not required, the reporting party is encouraged to submit complaints in writing. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. Reports of violations of this policy will be investigated promptly. The district will make resources (e.g., counseling) available to individual victims of harassment, intimidation and bullying and respond in a manner that does not stigmatize victim(s).

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 administrator 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.

This policy will be disseminated annually to all school staff, students and parents, along with the rules of the district governing student conduct. Provisions shall be made for informing parents/guardians whose primary language is other than English.

- Pursuant to N.J.S.A.: 37-17(5)(c), information regarding the district's policy against harassment, intimidation and bullying shall be incorporated into each school employee's training program.
- Pursuant to N.J.S.A.: 37-17(5)(a), the district and its schools will establish bullying prevention programs, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members.
- Staff members will be trained in skills and strategies for developing student self-discipline and to apply best practices for positive behavioral interventions. N.J.S.A. 18A:37-15

Adopted August 4, 2003

For More Information

Please contact the school's Anti-Bullying Specialist Mrs. Maria Casteline at 201-816-7217 or at mcasteline@tenafly.k12.nj.us