

PARENT – STUDENT HANDBOOK



2013 – 2014



THE EAST ORANGE BOARD OF EDUCATION

**SCHEDULE OF MEETINGS
FOR THE 2013-2014 SCHOOL YEAR**

2013

August 13
September 10
October 8
November 12
December 10

2014

January 14 – Tyson Middle School, 35 Winans Street, EONJ
February 11 – Langston Hughes School, 160 Rhode Island Avenue, EONJ
March 11
March 28
(Public Hearing)
April 8 – Cochran Academy, 190 Midland Avenue, EONJ
May 13 – STEM Academy, 129 Renshaw Avenue, EONJ
May 16
(Annual Reorganization Meeting)
June 10 – Tyson Elementary School, 45 No. Arlington Avenue, EONJ
June 27

East Orange Board of Education Members

Mr. Arthur L. Wright, President
Mr. Bergson Leneus, Vice President
Ms. Valerie Best
Mr. Mustafa Brent
Ms. Hillary D. Curry
Mr. Everett J. Jennings, CCE
Mr. Cameron B. Jones, Sr.

All Meetings will be held at the
Central Office unless specified:
East Orange Board of Education
199 Fourth Avenue
Conference Room A
East Orange, New Jersey 07017
973-266-5761

MESSAGE FROM BOARD PRESIDENT



Mr. Arthur L. Wright
Board President

Dear Parents and Guardians:

On behalf of the Members of the East Orange Board of Education, I am pleased to welcome you to the East Orange School District as we begin the 2013-2014 school year. We are extremely proud of the successes over the previous years and look forward to the educational challenges of the 21st Century.

Never before in the history of this great nation have our educational systems faced so many diverse challenges. Our teachers, administrators and support personnel worked diligently every day to prepare our students for our country's present and future needs. It is possible for our children to find fulfillment in all that the educational process has to offer if we work together as a team. We ask for your involvement, interest, and help so that our schools can be the learning laboratories that have a positive impact upon our community.

While the District has always enjoyed support from community agencies, volunteer groups, parent and faith based organizations, each of us continue to have a role to play as we strive to provide resources that will help our young people reach high levels of performance. It is with that spirit that we invite you to come to our meetings and observe the Board in action, because it is only with your help that we can give to our children the educational opportunities they deserve.

I would like to extend to you my best wishes for a great year, on behalf of the Board, and look forward to seeing you in our schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Arthur L. Wright". The signature is stylized and cursive.

Mr. Arthur L. Wright
Board President

boe@eastorange.k12.nj.us

Message from the Superintendent of Schools



Superintendent of Schools

Dear Parents:

The Parent Handbook is designed to give parents an introduction to the East Orange School District. This handbook shares information regarding District policies, state laws and general information. It is important that you are knowledgeable of these rules and regulations.

We extend a warm welcome to you to be involved in the various activities at your child's school. Our entire staff—teachers, secretaries, custodians, and administrators—is here to serve and help make your child's school experience a success.

Please keep this handbook for future reference should you need additional information or have a question about District policy, rules or programs.

We are dedicated to providing our students with quality educational experiences. With your participation and support, we will continue to improve academic achievement.

Sincerely,

A handwritten signature in black ink that reads "Gloria Scott". The signature is written in a cursive, flowing style.

Dr. Gloria Calhoun-Scott
Superintendent of Schools
superintendent@eastorange.k12.nj.us

TABLE OF CONTENTS

East Orange Board of Education Schedule of Meetings	2
Message from the Board President	3
Message from the Superintendent of Schools	4
2013 – 2014 School Year Calendar	6
Emergency Telephone #/ Important Dates – Student Reports/Emergency School Closing	7
East Orange Central Office Directory	8
East Orange District Directory	9 – 10
Early Childhood Schools	11 – 12
Elementary Schools	13 – 24
Secondary Schools	25 – 33
Policies & Procedures	34 – 35
• Enrollment Procedures	
Admission Policy	35 – 38
Neighborhood School	38
Programs	39 - 41
• Early Childhood Program	
• Gifted & Talented Program	
• Elementary/Middle School Programs	
• Secondary Education Program	
• Special Education Program	
• Project Child Find	
Attendance Policy	42 – 44
Behavior, Student Dress Code & Personal Property	44 – 48
• Dress Codes for Elementary, Middle & High Schools	
• Student Code of Conduct	49 – 54
Rules & Regulations	54 – 68
• Suspension & Expulsion/Student Due Process	
• Harassment, Intimidation & Bullying Policy	
• Health, Personal Hygiene, Safe Clothing (Physical Education)	
• Identification, Property & School Safety	
• Nutrition Program	
• Substance Abuse, Lockers	
• Special Services, Student Records	
Academic Standard for Eligibility for Athletics & Co-Curricular Activities Policy	68
Homework/Textbooks	69
Home Instruction	70
Health & Welfare	70
Child Abuse/Neglect	71
Promotion/Retention/Graduation Eligibility Requirements	72 -73
Pupil Grievance	73 - 74
Educational Support Services & Parent Relations	75 – 76
• Guidance & Counseling	
• Community Outreach Coordinators	
• Safe & Drug-Free School Programs	
• Workplace Readiness	
Affirmative Action & Equal Opportunity	77
Forms Frequently Used by the District	78 – 82

2013 - 2014 School Year Calendar

September 2013

2	Labor Day	Schools/Offices Closed
3	All Staff Report	
5-6	Administrative Days	Schools Closed
9	1 st Day for Students	

October 2013

1-3	Fall H.S. Proficiency Assessment	
8-10	Fall H.S. Proficiency Assessment (HSPA Make-Up)	
16	Staff In-service	Schools Closed for Students Only

November 2013

7-8	NJEA Convention	Schools/Offices Closed
27	4-Hour Session	Early Dismissal for Students
28-29	Thanksgiving Day Holiday	Schools/Offices Closed

December 2013

11	Staff Inservice	Early Dismissal for Students
23-31	Winter Vacation	Schools/Offices Closed

January 2014

1	Winter Vacation	Schools/Offices Closed
2	Schools & Offices Re-open	
20	Martin Luther King, Jr.'s Birthday Observed	Schools/Offices Closed
29	Staff Inservice	Early Dismissal for Students

February 2014

14	Administrative Day	Schools Closed
17	President's Day	Schools/Offices Closed

March 2014

5	Crispus Attacks	Early Dismissal for Students
4-6	High School Proficiency Assessment (HSPA)	Grades 11 & 12
11-13	High School Proficiency Assessment (HSPA) Make-Up	Grades 11 & 12
19	Staff Inservice	Early Dismissal for Students

April 2014

18	Administrative Day	Schools/Offices Closed
21-25	Spring Break	Schools Closed
21-25	Central Offices Open	9 a.m. – 4 p.m.
28-30	NJ Assessment of Skills and Knowledge (NJASK 7-8)	Grades 7 and 8

May 2014

1	NJ Assessment of Skills and Knowledge (NJASK 7-8)	Grades 7 and 8
5-8	NJ Assessment of Skills and Knowledge (NJASK 5-6)	Grades 5 and 6
5-9	NJ Assessment of Skills and Knowledge Make-Up (NJASK 7-8)	Grades 7 and 8
12-15	NJ Assessment of Skills and Knowledge (NJASK 3)	Grade 3
12-16	NJ Assessment of Skills and Knowledge (NJASK 4)	Grade 4
12-16	NJ Assessment of Skills and Knowledge Make-Up (NJASK 5-6)	Grades 5 and 6
19-23	NJ Assessment of Skills and Knowledge Make-Up (NJASK 3-4)	Grades 3 and 4
21	Staff Inservice	Early Dismissal for Students
30	Memorial Day	Schools/Offices Closed

June 2014

20	Last Day for Students*	Early Dismissal for Students
23	Last Day for Teachers	Full Day

**Note: the last day for students will be determined by the number of emergency days used during the year.*

EMERGENCY TELEPHONE NUMBERS

East Orange School District	973-266-5700
East Orange Police Department	911
East Orange Fire Department	911
East Orange General Hospital	973-672-8400
Hospital Center at Orange	973-266-2121
Family Health Center	973-674-3500
Division of Youth & Family Services (DYFS)	973-414-4200

IMPORTANT DATES: STUDENT REPORTS

Progress Reports to Parents

First – November 22
Second – February 7
Third – April 17
Fourth – (PreK-8) – June 27

Mid-Quarter Notices to Parents

First – October 23
Second – January 6
Third – March 14
Fourth – May 30

Emergency School Closing

There are times when schools will be closed because of severe weather conditions and other emergencies. When this happens, information concerning our schools will be carried over the following radio/TV stations:

NEWS 12 NJ	WABC – TV7
WINS – 1010 AM	WOR – 710 AM
WNYW – FOX 5	WRNN – TV
WNBC –TV4	WCBS-TV2

Additionally, all parents will be contacted via School Messenger Communication Relay System. Please make sure we have an updated phone number on file for your child.

On Inservice days and other early dismissals (see calendar), Prekindergarten and Kindergarten will be held from scheduled start time until 12:45 p.m.

Delayed Opening – When a delayed opening is announced, i.e. snow conditions, schools will open at 10:00 a.m. and close at the regular scheduled hours. Prekindergarten and Kindergarten classes will be held from 10:00 a.m. to 3:00 p.m.

EAST ORANGE CENTRAL OFFICE DIRECTORY – 2013 - 2014

New Location: 199 Fourth Avenue, East Orange, New Jersey 07017

<u>ADMINISTRATIVE OFFICES</u>	<u>PHONE</u>	<u>FAX</u>	<u>PERSONNEL</u>
BOARD of EDUCATION	266-5761	266-5854	Office of Board of Education Members
OFFICE of the SUPERINTENDENT	266-5760	678-4865	Dr. Gloria C. Scott, Superintendent
DIVISION of BUSINESS SERVICES	266-5700	678-4987	Victor R. Demming, School Business Administrator
Maintenance Services 125 Glenwood Avenue	266-5770 414-4194	266-7085	Dr. Robert Morgan, Principal on Assignment
Security Services	266-5599	266-5599	Phillip Reed, Supervisor - Security Cliff Harris, Supervisor – Security
DIVISION of CURRICULUM SERVICES	414-8606	395-3888	Patricia Dembowski, Director of Elem. & Sec. Ed.
Early Childhood Education 125 Glenwood Avenue	266-5795	266-5805	Joseph DeFrancesco, Supervisor
DIVISION of HUMAN RESOURCES	266-5777	266-2392	Marissa McKenzie, Acting Manager
DIVISION of OPERATIONS, COMPLIANCE & EDUCATIONAL SUPPORT SERVICES	266-5776	266-2972	Dr. Deborah Harvest, Assistant Superintendent
Compliance & Testing Services	266-5781	266-2972	James Leutz, Supervisor
Special Education Services	266-5785	266-5788	Tonya H. Santos, Director Patrice Coleman, Assistant Director Yvonne Wilson-Jones, Nurse on Assignment
Educational Support Services & Parent Relations	266-5652	266-5958	Michele Murchison, Acting Director

EAST ORANGE SCHOOL DISTRICT DIRECTORY- 2013 - 2014

<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
GIBSON ACADEMY <i>Early Childhood Education</i> 490 William Street, 07017	Pre-K/K	266-7017	Office (Fax 395-5990) Crystal Davis, Principal
WAHLSTROM ACADEMY <i>Early Childhood Education</i> 340 Prospect Street, 07017	Pre-K/K	395-1210	Office (Fax 395-1215) Fidelia Sturdivant, Principal

EAST ORANGE SCHOOL DISTRICT DIRECTORY- 2013 - 2014

<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
<u>ELEMENTARY</u>			
<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
BENJAMIN BANNEKER ACADEMY 500 S. Clinton St., 07017	K-8	266-4320	Office (Fax 672-2891) Sharon Vincent, Principal Krysten Hayes, Assistant Principal
EDWARD T. BOWSER SCHOOL of EXCELLENCE 180 Lincoln Street, 07017	Pre-K-5	414-4170	Office (Fax 414-4182) Brian Heaphy, Principal Natashia Baxter, Assistant Principal Elizabeth Kelly, Assistant Principal
GEORGE WASHINGTON CARVER INSTITUTE 135 Glenwood Avenue, 07017	Pre-K-5	266-5860	Office (Fax 266-2495) Sharon Davis, Principal Hubert Chase, Assistant Principal
JOHNNIE COCHRAN ACADEMY 190 Midland Avenue, 07017	K-5	395-5975	Office (Fax 395-5980) Ralph Jacob, Jr., Principal
MILDRED BARRY GARVIN SCHOOL 1 Grove Place, 07017	Pre-K-5	673-5410	Office (Fax 266-5815) Dr. Howard Walker, Principal
WHITNEY HOUSTON ACADEMY 215 Dodd Street, 07017	Pre-K-8	266-5880	Office (Fax 673-1466) Henry Hamilton, Principal Heather Jones, Assistant Principal
LANGSTON HUGHES SCHOOL 160 Rhode Island Avenue, 07018	Pre-K-5	266-5870	Office (Fax 414-4196) Annie Jackson, Principal John Edwards, Assistant Principal Ella Tidwell, Assistant Principal
GARFIELD JACKSON ACADEMY 106 Prospect Street, 07017	K-5	266-5895	Office (Fax 266-5569) Yvy Joseph, Principal
ECOLE TOUSSAINT LOUVERTURE 330 Central Avenue, 07018	PreK-5	266-5940	Office (Fax 677-2470) David T. Johnson, Principal
GORDON PARKS ACADEMY 98 Greenwood Avenue, 07017	PreK-5	266-5950	Office (Fax 414-4197) Leslie Shults, Principal
CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL 45 North Arlington Street, 07017	PreK-5	414-9222	Office (Fax 395-3883) Passion Moss-Hasan, Principal Dr. Avi Slivko, Assistant Principal
DIONNE WARWICK INSTITUTE 120 Central Avenue, 07018	PreK-5	266-5930	Office (Fax 266-3459) Gloria Watson, Principal Flore Lovett, Assistant Principal

EAST ORANGE SCHOOL DISTRICT DIRECTORY- 2013/2014

SECONDARY

<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
JOHN L. COSTLEY MIDDLE SCHOOL 116 Hamilton Street, 07017	7	266-5660	Office (Fax 266-2956) Amalia Trono, Principal Koree Toles, Assistant Principal
PATRICK F. HEALY MIDDLE SCHOOL 116 Hamilton Street, 07017	6	266-5670	Office (Fax 266-5693) Dr. Monica D. Burton, Principal Renee Richardson, Assistant Principal
SOJOURNER TRUTH MIDDLE SCHOOL 116 Hamilton Street, 07017	8	266-5665	Office (Fax 395-3586) Vincent Stallings, Principal Paul Santoro, Assistant Principal
CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL 35 Winans Street, 07017	6-12	414-8600	Office (Fax 395-3888) Ms. Anita Champagne, Principal Melissa Espana-Rodriques, Asst. Principal Elvin Williamson, Assistant Principal
EAST ORANGE STEM ACADEMY <i>(Formerly East Orange Campus 9)</i> 129 Renshaw Avenue, 07017	6, 9-12	266-5900	Office (Fax 266-3473) Dr. Nicholas DelTufo, Principal Debra Boone, Assistant Principal Katerina Richardson, Assistant Principal
EAST ORANGE CAMPUS HIGH SCHOOL 344 Prospect Street, 07017	9-12	266-7300	Office (Fax 266-7368) Mr. Victoir Cahoon, Principal Dr. Jennifer Chatmon, Assistant Principal Thelma Ramsey, Assistant Principal Dr. Nigel Sangster, Assistant Principal

OTHER LOCATIONS

<u>SCHOOL/ADDRESS</u>	<u>GRADE</u>	<u>PHONE</u>	<u>PERSONNEL</u>
FRESH START ACADEMY MIDDLE SCHOOL 135 Glenwood Avenue, 07017	6-8	642-4200	Office (Fax 673-1374) Mr. Stephen Webb, Supervisor
FRESH START ACADEMY HIGH SCHOOL 74 Halsted Street, 07017	9-11	266-5640	Office (Fax 673-1374) Dr. Neville Matadin, Supervisor
ENROLLMENT CENTER 74 Halsted Street, 07018		678-1873	Main (Fax 395-2777) Sharon Mincy, Specialist

ALTHEA GIBSON SCHOOL

Grades Pre-K and Kindergarten

490 William Street, East Orange, NJ 07017

Telephone (973) 266-7017

Ms. Crystal Davis, Principal

crystal.davis@eastorange.k12.nj.us

The mission of Althea Gibson Early Childhood Academy is to recognize the potential of every student and to nurture this potential so they can achieve academic and personal growth. Through developmentally appropriate practices, our students will learn to believe in themselves, recognize their own successes, set goals and strive to fulfill them. By empowering students, faculty, parents and the community to strive for excellence, we will create a positive learning environment for our students.

Althea Gibson Early Childhood Academy houses full day kindergarten and pre-kindergarten classes. All pre-kindergarten and kindergarten classrooms are inclusion classes, serving the needs of all students. We have two play areas which are set-up for early childhood education. This facility is structured to create a learning environment in which each child's intellectual, emotional, physical and social growth is carefully cultivated and guided. Its design provides a developmentally appropriate experience for all students. The goal of our program is to enable children to take charge of their learning as they participate in experience within a curriculum that provides for the growth and development of the whole child.

Our state of the art technology has enhanced instruction and student understanding. Technology is infused into the curriculum daily through the use of classroom computers, iPad's, Smart Table, Smart board, and Promethean board.

Students learn from their parents and teachers the importance of contributing to the community as citizens. These endeavors include: Thanksgiving Food Drive, Bully Free Pledge, Clothing and Toy Drives, Veterans Day activity, and Flag Day Celebration.

Althea Gibson Early Childhood Academy is proud member of the United States Tennis Association. The U.S.T.A provides tennis clinics for students which teach mechanics and vocabulary of the game of tennis.

Althea Gibson's Parent Teacher Organization serves as a viable and valuable asset of the school community. Parent volunteers raise funds to support services to enrich the learning environment. Every member of the child's family becomes part of the program and is offered assistance in all social areas.

The administration, faculty, support staff, and parents of Althea Gibson Early Childhood Academy are dedicated to fostering students who demonstrate high achievement, enjoy learning new concepts, and skills in all areas, contribute to their community in a variety of ways, and acquire skills for success. As a result, Gibson students are afforded an excellent program that inspires lifetime learners and conscientious citizens.

WAHLSTROM ACADEMY

Grades Pre-K and Kindergarten

340 Prospect Street, East Orange, NJ 07017

Telephone: (973) 395-1210

Ms. Fidelia Sturdivant, Principal

f.sturdivant@eastorange.k12.nj.us

Wahlstrom Early Childhood has a Success Formula: Supportive Parents + Highly Qualified Teachers + Research Based Instructional Program +Nurturing Environment = Academic Success.

For almost a decade, our Kindergarten students have consistently scored above the 94th National Percentile in Reading, Language Arts and Mathematics on the Terra Nova Standardized Tests. Wahlstrom kindergarten students continuously placed 1st. and 2nd in the East Orange City Earth Day Poster Contest. Our students received three trophies in the District Science Fair in Science, Mathematics and Technology. The students also donated \$1,500.00 to Sickle Cell Research and \$500.00 towards childhood cancer research (Alex's Lemonade Stand).

Wahlstrom Academy's Black History program was chosen as the National Winner of the 29th Annual Telly Awards selected from 14,000 entries!

Wahlstrom Early Childhood Academy is more than a school; it is an opportunity to experience the "joy of learning." Wahlstrom Academy provides a learning environment for pre-kindergarten and kindergarten students in which each child's intellectual, emotional and social growth is carefully cultivated and guided. The teachers at Wahlstrom Academy are trained as specialists in the area of Early Childhood Education. Wahlstrom's grade level configuration consists of six (6) Tools of the Mind classrooms for pre-kindergarten and five (5) kindergarten classrooms using the Houghton Mifflin Harcourt Journeys curriculum.

Tools of the Mind is an early childhood curriculum designed to foster children's self-regulation, working memory, and cognitive flexibility. Current research shows that self-regulation (both cognitive and social-emotional) has a stronger association with school readiness than IQ or entry-level reading or math skills. Good self-regulation includes the ability to stay on task, ignore distractions and hold two strategies in mind at the same time, as well as the development of self-discipline and the motivation to succeed.

Houghton Mifflin Journeys supports the Common Core Standards by emphasizing systematic instruction in the areas of reading, fluency, writing, speaking and listening and language. The program provides ample practice and application of these skills, using a variety of meaningful resources and activities suited to different types of learners to reinforce instructional and learning. The Common Core State Standards are a set of internationally benchmarked standards that will provide students throughout the country with the rigorous learning experience they need to be successful in school and beyond. Learning opportunities are also provided to our students through the use of technology instruction. Our children utilize iPads, laptops, desk-top computers and on-line software to learn the rudiments of technology. Their writing skills are developed through participation in national internet projects such as "Let's Say Thanks" (a project to write letters to our troops), and our kindergarten teachers utilize "SmartBoard" technology as another tool to present math and language instruction to our students. Literacy enhancement activities are also a focal point at Wahlstrom, including the Pizza Hut Book-It Program, Poetry Circle Club, and our in school "Terrific Thirty Book Club". Wahlstrom provides enrichment instruction to our advanced students in our Gifted and Talented program (our GT children were the 1st. Junior Environment Ambassadors for the City of East Orange). We are also extremely pleased that one of our Kindergarten students won an award in the Essex County Pride in Education essay contest.

The overall goal of Wahlstrom is to ensure that every child enters first grade with the language skills, early literacy, number concepts, social skills, self-help skills, computer technology skills and self-confidence necessary for success in the elementary grades.

BENJAMIN BANNEKER ACADEMY

Grade PreK-8

500 S. Clinton Street, East Orange, NJ 07017

Telephone: (973) 266-4320

Ms. Sharon Vincent, Principal

s.vincent@eastorange.k12.nj.us

Benjamin Banneker Academy, recognized as a Reward School in 2012, is committed to building a community of life-long learners. Our mission is to establish and maintain high standards for all students by providing them with an academically enriched, stimulating and challenging learning environment.

In 2011, Benjamin Banneker Academy met the standards for Median Student Growth Percentiles (SGP) based on the results from the New Jersey Assessment of Skills and Knowledge (NJASK). The data continues to show steady progress in our students' academic performance. Our fourth and sixth graders were proficient, showing Typical Growth in both Language Arts and Math, and our fifth graders were proficient showing High Growth in both content areas.

Our students, staff and parents are to be commended for working together to promote, encourage and support all of our academic initiatives such as our Achieve 3000 and Study Island Technology Initiatives, Standardized Test Prep Workshops, and our Saturday and Summer Safety Net programs that provide opportunities for additional instructional time, and focus on key instructional skills and test taking strategies.

During the 2012-2013 school year, we will fully implement our middle school component with the introduction of two eighth grade classes, along with additional advance courses for our middle school students including: Algebra I and Science Honors. As we continue to provide effective instruction to students, the focus remains on results, using assessments, curriculum and an effective instructional program that encompasses planning management and organization systems all aligned with state and national performance standards. A Bilingual/ESL program is offered for Creole-speaking students at the elementary level. Foreign-born students who are not fluent in English are also provided with ESL instruction.

Benjamin Banneker Academy is committed to utilizing technology to prepare our students to be competitive in today's ever-changing global market, and to take learning to new levels of success. With state-of-the-art equipment, such as Smart Boards and computers in every classroom, we have been able to expand the level of interactivity in the learning environment to new and exciting levels. Technology is infused into the daily instructional practice of all classes. There are technology centers designed to support all content area instruction. In addition, we will be expanding our technology program during the 2012-2013 school year to include an iPad Lab for our middle school students. This will provide them with the opportunity to explore digital textbooks, virtual Science labs and other applications that continue to revolutionize learning in the classroom.

Benjamin Banneker Academy students continue to strive for personal excellence in all areas. Our students continue to raise the bar and advance to new levels of success as they compete in our annual School-wide Oratorical Contest as well as the District's Oratorical Contest. In 2012, our students also placed in fourteen different categories at the district's Science, Math and Technology Fair.

To ensure success for all students, we support the need to strengthen the linkage between community, school and home. We will continue to encourage parent involvement and participation throughout the school year with more parent workshops focused on how to help students meet the Common Core State Standards and achieve academic improvements and success throughout all content areas.

EDWARD T. BOWSER, SR., SCHOOL OF EXCELLENCE

Grades PreK- 5

180 Lincoln Street, East Orange, NJ 07017

Telephone: (973) 414-4170

Mr. Brian Heaphy, Principal

b.heaphy@eastorange.k12.nj.us

In the 21st Century, diversity and health care concerns are major challenges facing our community. At the Edward T Bowser, Sr. School, Medical/Allied Health Studies and dual Language Programs are part of our school's theme.

The Medical/Allied Health Studies Program is an educational initiative that provides highly participatory, activity-based learning adventures. The Medical/Allied Health Studies curriculum incorporates the Core Curriculum Content Standards with a study of health care professions and human anatomy. Clinical and research experiences familiarize students with the many aspects of health-related careers.

The Medical/Allied Health Studies theme seeks to motivate students to take an active role in maintaining and improving their health, while introducing them to the field of medicine. This program assists young people in developing concepts and skills that foster a deeper understanding of health care professions, and the need to establish a positive, healthy lifestyle. It also focuses on the medical needs of the community.

Our Dual Language Program allows students to cross language cultural boundaries in unique and special ways. Students are exposed to the curriculum through their native language as well as through a second language. Research studies indicate the highest achievers are bilingual students in dual language programs with half the curriculum taught in English and half in a foreign language. The goals of our program are to create an authentic unity that reflects an understanding of all students' experiences and to provide students with the opportunity to develop and learn through their native language as well as through English language.

Technology plays an integral role in all of our classrooms, at all levels and all subjects. Students and staff interact with Promethean Boards, iTouches, iPads, iBooks, and other hardware to access programs/web-based applications to enrich and extend content area instruction. Students are taught real skills for the 21st Century.

Students at Bowser School have been recognized for award winning projects at the annual district Math/Science/Technology Fair and the Invention Convention. We have an active and challenging Quest Program for our Gifted and Talented students. Our Habitat Helpers Club continues to maintain our rooftop "Garden of Hope". The garden is a wildlife habitat certified by the National Wildlife Federation. It serves as an environmental classroom. Bowser School is the recipient of a Bristol-Meyers Squibb Grant in cooperation with the Montclair PRISM Program for the 2011-2012 school year to enrich science instruction. We received a one thousand dollar grant from the Society for American Baseball Research for our ongoing Negro League Baseball Projects. Annually, approximately ten classes publish books; our students have been selected and honored for four consecutive years for the high quality of their writing and illustrations.

Parent involvement is encouraged and welcomed at Bowser School. Parents take an active role in their children's' education. We offer many parent workshops on a variety of topics that include: literacy, mathematics, technology, health, and HIB prevention.

GEORGE WASHINGTON CARVER INSTITUTE

Grades PreK-5

135 Glenwood Avenue, East Orange, NJ 07017

Telephone: (973) 266-5860

Ms. Sharon Alsbrook-Davis, Principal

sharon.davis@eastorange.k12.nj.us

Characterized by the spirit of an experienced, energetic, enthusiastic staff, a network of devoted PTA volunteers/supportive parents, and an excited, eager to learn student body, the George Washington Carver Institute of Science and Technology community strives to foster an exemplary elementary school. Carver's Pre-K – Grade 5 educational program is designed to master the New Jersey Core Curriculum Content Standards. Our administrators and staff engage in continuous professional development in order that we are equipped to effectively lead, teach, uphold and enhance the rigorous curriculum.

At Carver, Science and Technology are integrated throughout the curriculum. Cross-curricula instructional strategies are utilized in a student centered, problem solving, and project-driven instructional approach. There is an emphasis upon the assessment of and teaching to the learning styles of each and every child. An analysis of the 2010-2011 school-wide Learning Styles Inventory has revealed that approximately 80% of our students are visual learners. In response to this analysis, our teachers' lesson plans and classroom instruction reflect more use of artifacts, pictures and video clips. Increased use of overhead projectors and Smart Boards in math and literacy instruction, and more visualizing/verbalizing techniques further individualizes instruction.

Literacy is the major event of the day. We strive to foster a balanced literacy program which focuses on Guided Reading and Writing throughout the curriculum. An analysis of student assessment data highlights students' strengths and/or areas needing improvement. Students are held accountable for high standards of performance and achievement.

We are happy to report that the Quest (Gifted and Talented) Program at Carver has expanded since last year. The number of high achievers has nearly doubled from last year. New to our curricula this year is a Robotics Program for Fifth Graders only.

There is a commitment at Carver to use assessment data to develop and implement lesson plans. Each teacher in the building has designed at least one Smart Goal for his/her classroom as a result of "drilling down into data" about the class. We at Carver are proud to report that our school had the second highest number of elementary students throughout the District who achieved "Advanced Proficiency" on the NJASK last spring.

Carver boasts that "Parents are always welcomed." Parents are invited to and are present in impressive numbers at all student achievement assemblies. Grade level theme assemblies, Science and Math Fairs, and parent workshops are also well attended. We have evidenced a rise in parent participation and support of annual events. Attendance at the School Leadership Council and the No Child Left Behind Committee meetings has also increased. We are grateful for our parents' participation which has contributed positively to the overall school climate.

JOHNNIE L. COCHRAN JR. ACADEMY

Grades K-5

190 Midland Avenue, East Orange, NJ 07017

Phone (973) 395-5975

Mr. Ralph Jacob, Jr., Principal

ralph.jacob@eastorange.k12.nj.us

The vision of Johnnie L. Cochran, Jr. Academy is to strive to nurture and inspire all learners to reach their individual potential by holding high expectations, respect for academic excellence and mutual caring and teamwork, which prepares all students to realize their unique role in a global society.

A school's culture plays a significant role in student achievement. Our culture is inclusive and learner centered, with all members of the community (students, parents, teachers, staff and community) working collaboratively to ensure that our vision is realized. Excellence is the hallmark of all endeavors at Cochran Academy.

Our school has achieved through engaging in the following:

- ❖ Setting high expectations and standards
- ❖ Demanding content and instruction that ensures student achievement
- ❖ Creating a culture of adult learning
- ❖ Using multiple sources of data as diagnostic tools
- ❖ Actively engaging the community

The above listed characteristics greatly contribute to the success of Cochran Academy. We are proud to say that for the past eight years, our school has made "AYP" (Adequate Yearly Progress). We have met all of the mandates listed in the federal requirement of No Child Left Behind. During the 2011-2012, our students had the highest lexile gain for Achieve 3000 in the district. For the second year, Cochran Academy placed first in the East Orange Education Foundation's Intergenerational City-wide Spelling bee, along with the several of our students winning at the district's Science, Math, and Technology Fair. Cochran Academy also received the Asthma Friendly School Award.

Our unique school theme of "Legal Studies and Community Service" continues to flourish. The curriculum provides instruction through a broad range of subjects that help to develop critical thinking and problem-solving abilities while emphasizing the importance of making meaningful contributions to one's community. Law is introduced to students in an age appropriate environment. They study forensics, educational law and criminal law. In addition, students participate in mock trials, debates and learn how to resolve conflicts peacefully. Cochran Academy students are also involved in a service project that they helped to select as a part of their contribution to the community.

Our school theme is:

Your Commitment Leads to our Success

MILDRED BARRY GARVIN SCHOOL

Grades Pre-K - 5

1 Grove Place, East Orange

East Orange, NJ 07017

Telephone: (973) 673-5410

Dr. Howard Walker, Principal

h.walker@eastorange.k12.nj.us

This is Garvin's fifth year using the Four Tier Model of Instruction for Literacy for students in grades 1-5. Every student's progress is assessed at regular intervals and instructional decisions are made based on data generated in those assessments.

We are proud to announce that students at Garvin School met federal Adequate Yearly Progress (AYP) Standards for the past five of the past consecutive years. Our present focus is on continuing this trend and improving student achievement in Language Arts.

Last year, a modified writing plan was created which incorporates, "Being A Writer." This was created for grades 3-5 and focuses on the genres used on the NJASK. The coaches were taught to properly score the Benchmark results similar to the way in which the New Jersey Department of Education scores the NJASK. These students have Guided Reading every day. Teacher reinforces the weekly strategy focus as well as the comprehension skill. They keep folders, TANS, and require each student to respond independently in Reading Response Journals. We also have two teachers who offer Winsor instruction for the extremely needy students in grades K-3.

In Mathematics, test results drive skills specific tutoring, with students grouped according to needed skills. Mathematics computation exercises occur on a regular basis to strengthen basic facts. Teachers utilize the Smart Board as an instructional tool to enhance student learning. Consistent practice and drill equals success.

Classroom teachers provide a written report on academic and behavioral progress of every student to parents on the last school day of every week. This initiative solicits parental support for all instructional and behavioral modification efforts. An extensive, multi-page school newsletter is published and distributed to all students, parents and staff members on the last school day of the month. Instruction is self-contained at grades PK-2 and 5.

Garvin parents are active members of our PTO. Parent activities include monthly meetings, workshops and Parent Day. Parents are encouraged to visit often.

WHITNEY E. HOUSTON ACADEMY

Grades K - 8

215 Dodd Street, East Orange, NJ 07017

Telephone: (973) 266-5880

Mr. Henry Hamilton, Principal

h.hamilton@eastorange.k12.nj.us

The Whitney E. Houston Academy of Creative and Performing Arts promoted the motto “Planning for Success Equals Success” and provided the following features which equated to our effectiveness: (1) clear educational vision, (2) common core standards within a rigorous curriculum, (3) high expectations, (4) commitment to educate all levels of learners, (5) safe and orderly environment, (6) strong partnerships with the community and parents, and (7) a decisive problem solving approach in leadership. Yes, students at Houston Academy flourished!

The school’s program focuses on the Common Core State Standards (CCSS) in language arts literacy, math, science, technology and social studies across the curriculum, which involves a heavily integration of performing arts. The performing arts program will be upgraded with contributions donated as a result of the passing of the school’s namesake, vocal performing artist icon, Whitney E. Houston. Our afterschool and summer school academic enrichment program identifies students requiring intensive instructional support. Houston Academy students continue to excel in these smaller class settings with a skill-focused and data driven purpose.

Science and social studies skills are sharpened in classes taught by teachers with special expertise in these areas. Technology is infused extensively in every subject area. Challenging opportunities are provided for students who are enrolled in the Gifted and Talented program. Students in grades Pre-K-3 participate in vocal music, technology, media/library, art, physical education and Spanish courses. Aesthetic classes in grades 4- 8 consist of dance, vocal music, instrumental music, technology, theatre arts, visual arts and Spanish. Students from across the district audition for entry into the Houston Academy grades 6-8 middle school programs. Students that are accepted major in art, technology, dance, drama, vocal music or instrumental music.

In addition, we sponsor a National Junior Honor Society and Student Council, which provide training in leadership and community activism. Supplementary state-funded, foundation- funded, and grant-funded programs are open to students across the district. The upcoming school year will have a funded afterschool program that will be open to children at Houston Academy in grades kindergarten to grade 8.

Our Parent-Teacher Organization effectively plans extension activities, which result in substantial benefits to our children and community. The PTO sponsors many of school/ class activities that showcase our students’ achievements and strengthens our familial-school connection. The Whitney E. Houston Academy of Creative and Performing Arts has an open door visitation policy and is proud of its “community connections.” This includes the showcasing of student theatrical productions, art exhibits, science/math/engineering/ technology (STEM) fairs, citywide environmental clean-up projects, and most importantly student, parent and faculty volunteerism for charitable organization.

We receive accolades from parents and community representatives in response to these outstanding programs. We are proud of our accomplishments and plan to reach greater heights during the 2013-2014 school year as we continue in our pursuit to develop students that will be nationally and globally competitive.

LANGSTON HUGHES SCHOOL

Grades Pre K – 5

160 Rhode Island Avenue, East Orange, NJ 07018

Telephone: (973) 266-5870

Ms. Annie Jackson, Principal

a.jackson@eastorange.k12.nj.us

Proficiency in the area of communication is the most common element for success in school and in future occupations. The Langston Hughes School of Publishing and Fine Arts focuses on instruction in communication and the use of technology to teach students to read, write, listen, speak, and do research. Students are given the opportunity to practice these skills in a positive, nurturing, and supportive environment through involvement and “hands-on” experience. Students work together to read, write, and critique each other’s work. Content area skills and information are integrated with communication skills with the expectation that students will be better prepared for the workplace of the 21st Century.

Career opportunities for students with skills in the area of communication, fine arts and technology include, but are not limited to architect, designer, lithographer, publicist, novelist, cartoonist, publisher, sculptor, painter, essayist, editor, writer, poet, calligrapher, illustrator, programmer, software designer and/or manufacturer.

The Schools of Choice curriculum of Writing, Fine arts, and Technology is part of every student’s daily schedule. During these Specialist periods, students receive instruction in the writing process, art and computer skills. This knowledge is then integrated with all the curriculum areas to create and publish books, articles for school publications, charts and graphs, greeting cards, calendars, posters, bulletins, yearbooks, research reports, anthologies and other publications.

In order for children to become articulate and proficient readers and writers, they must have the opportunity to practice these skills every day. Parents of Langston Hughes students play an important role in the achievement of these goals for their children. All Langston Hughes students are expected to read every night for at least one half hour and to keep a journal which they write each day. Parents recognize the importance of these activities and encourage their children to read and write every day.

Entrepreneurship is taught in our School Book Store and at the School Book Fair. Students learn about some aspects of running a small business, which include ordering, displaying, pricing, selling, marketing, record keeping, and budgeting. Publications which are produced by the students may be sold at the bookstore. Entrepreneurship is an expanding part of our unique school curriculum.

The vision at Langston Hughes School of Publishing and Fine Arts is to create a Safe, Healthy School Environment and Provide Educational Programs that Promote the Success of Every Student.

J. GARFIELD JACKSON SR. ACADEMY

Grade K – 5

106 Prospect Street, East Orange, NJ 07017

Telephone: (973) 266-5895

Ms. Yvy Joseph, Principal

y.joseph@eastorange.k12.nj.us

J. Garfield Jackson Academy school theme is "Humanities through Technology/Global Awareness." Our school motto is Parents + Teachers + Students + Principal + Community = Jackson Academy. Our parents, teachers, students, principal, and community are members of a team working together to prepare our students for new and powerful learning journeys that will prepare them for this technological era.

Technology at Jackson Academy is an integral part of our curriculum. Formal technology classes, wireless computer centers in each classroom, and availability of Smart boards for instruction are all tools we utilize to increase student achievement across disciplines. The program provides kindergarten through fifth grade students' opportunities to develop technology literacy skills, as well as create technology projects that are content rich. Our program is committed to encouraging staff, students, and parents to embrace technology because we believe that technology lights the path to the future.

Jackson Academy continues to meet Adequately Yearly Progress (AYP) in Language Arts and Mathematics as determined by the New Jersey Assessment of Skills and Knowledge (NJASK). The Language Arts program at Jackson is designed to meet the individual needs of each student. Effective and consistent individualized and small group instruction meets the varied learning styles of each student. Our math program is equally as rich. Notably, our fourth grade students performed exceptionally well: 100% earned Proficient and Advanced Proficient on the 2011 NJASK. We attribute our steady increase in student achievement in Language Arts, Mathematic, and Science to the success of our programs, the tenacity of our teachers, and our partnerships with our parents and community.

Jackson Academy has had the distinction of receiving many rewards and acknowledgements over the years. Jackson was selected as a "Benchmark School for 2006" by the Business Coalition. We were also nominated to the National Center for Urban School Transformation (NCUST) for the "Excellence in Urban Education Award" in 2007. In 2008 Jackson Academy was recognized as a 2008 "Honor Roll" recipient.

J. Garfield Jackson Academy continues to strive to meet the needs of our students in collaboration with parents and the community at large. It is our sincere belief that it is only through positive relationships among all stakeholders that we can and will continue to meet success.

"Together We Can Make A Difference"

ECOLE TOUSSAINT LOUVERTURE

Grades PreK-5

330 Central Avenue, East Orange, NJ 07018

Telephone: (973) 266-5940

Mr. David T. Johnson, Principal

david.johnson@eastorange.k12.nj.us

Ecolé Toussaint Louverture, named after the Great Liberator of Haiti, is a pre-K through fifth grade school. Louverture offers students a special opportunity to prepare for the future through an emphasis on college and career readiness along with competency in the French language providing students with the necessary language skills to function effectively in the global economy.

Our research-based reading program is taught each day during an uninterrupted block of time. Students are placed in reading groups according to their reading ability as opposed to their grade level; however, students have an opportunity to change groups depending on test performance. Students meet with their teacher in guided reading groups to discuss literature focusing on skills needed to develop independence and a solid foundation in reading for the future.

Students who don't make progress in the reading program are provided with intervention by their teacher, or in some cases, by our specially trained staff of reading teacher/tutors. These teachers diagnose the problem and meet with pupils on a daily basis providing a multi-sensory approach to remediation.

Louverture employs the Writer's Workshop model in a 60-minute writing period, occurring after reading. Using this model, students analyze good writing techniques fine-tuning their craft by conferencing with teachers one-on-one. Our program incorporates the traits of fine writing based on best practices and the most up-to-date research.

At Louverture, both math and science are taught using a hands-on approach to learning. In math, students use manipulatives to develop skills in computation and problem solving. In science, students conduct experiments to explore scientific principles and to learn about the scientific inquiry method.

Technology is incorporated into all aspects of our curriculum from reading and writing to math, science, and social studies. All classrooms are equipped with a smart board for teaching and students have access to laptop computers to conduct research, write reports and improve readiness skills.

Parent involvement is crucial to the success of our program at Louverture School. Parents generously volunteer their time to read to students and make presentations on Career Day. Throughout the year we conference with parents, send home Bi-Weekly Progress Reports and sponsor a series of workshops to educate parents about our program, objectives and expectations. In addition, our PTA sponsors exciting events bringing parents, teachers and students together to provide opportunities to strengthen the home-school bonds of our Louverture community.

Louverture, has partnered with a number of community organizations and businesses to benefit our students and families. One Warm Coat, Weichert Realty, the Food Bank, Forman Mills, along with local churches and businesses donate uniforms, clothing, toys, food and school supplies throughout the year. These outreach efforts help to further Louverture's goal of empowering and educating students for the demands of the 21st century.

GORDON PARKS ACADEMY

Grades Pre-K – 5

98 Greenwood Avenue, East Orange, NJ 07017

Telephone: (973) 266-5950

Ms. Leslie Shults, Principal

l.shults@eastorange.k12.nj.us

All students in grades Pre-k to five are engaged in a comprehensive reading program. Beginning in grade one, students are taught utilizing a 3 Tier model: Tier 1 Whole Groups, Tier 2 Guided Reading, and Tier 3 Skill Focused Instruction. Students in Pre-K classes are taught using the Curiosity Corner while Kindergarten uses KinderCorner. All grades incorporate cooperative learning and intervention.

Gordon Parks Academy students follow the district's mathematics curriculum and receive additional instruction focusing on skill development for meeting the State's NJASK and the N.J. State Standards through a double block (80 minutes) period of instruction.

Students in grades 4 and 5 are immersed in our school theme of Radio, Animation and Television studies. These classes inspire and provide students with the necessary skills to be successful in the 21st century. Students develop academic skills through their involvement in thematic units directed towards television production, animation, art and the integration of technology. Communication is further enhanced through the internet. Students then use all their learned skills to create and produce television productions throughout the school year.

Our monthly Gordon Parks Academy news brief show, Kidwitness News Team, is totally written, edited and produced by students. This program airs on the local access channel to all East Orange residents.

Additionally, students are recognized for their high academic achievement, technological and artistic skills, and positive behavior.

We also have a Parent Teacher Organization and a Community Outreach Coordinator who provides communication between home and school and school and home.

All the above efforts work to create a successful environment.

CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL

Grades Pre-K – 5

45 North Arlington St., East Orange, NJ 07017

Telephone: (973) 414-9222

Ms. Passion Moss-Hasan, Principal

passion.moss-hasan@eastorange.k12.nj.us

Cicely L. Tyson Elementary School is the School of Choice centered on the study of performing arts and academics for students in pre-kindergarten through grade five. Students are immersed in core-content area classes, technology infusion, as well as varied grade-level approaches to art forms on a daily basis. Students in prek-3rd grade have the opportunity to receive exposure to a variation of art forms, which include dance, vocal, instrumental music, and theater. Students in grades four and five specialize in a particular performing arts area. Many educators consistently advocate the use of the arts as part of the basic curriculum. Teaching and working with the arts involves a certain type of participation from students (“whole brain learning”), which leads to higher achievement in all subject areas.

The students’ academic and musical day is designed around semi-departmentalization; the importance of depth is stressed in our semi-departmentalized setting. Semi-departmentalization lends itself to an extremely vigorous curriculum. Additionally, it affords staff who service students in grades 4-5 the opportunity to hone in on specified content skills in preparation for State mandated assessments.

During the 1999-2000 school year, the school management team and staff selected the America’s Choice Whole School Reform Model as a unified approach to the enhancement of student achievement in grades 1-8. This model sets high expectations for all students through explicit performance standards that are aligned to assessments. Based on this model, each student was expected to meet a high standard which includes reading fluently by the end of 3rd grade, and learning the key math skills and concepts needed to solve and justify mathematical problems. Although the America’s Choice model is no longer implemented in the East Orange School District, the East Orange Instructional Model encompasses a literacy and mathematics program that is rigorous, highly-engaging, yet student friendly. The said model emphasizes the usages of “best practices” through content areas. Next school year two new instructional models will be incorporated in to our early childhood department: “Tools of the Mind,” for our students in pre-kindergarten, and “Journeys,” for students in kindergarten. In order to make certain that kindergarten students are better prepared for the rigor associated with the first grade mathematics curriculum, our School Leadership Team has also created supplementary lessons which will be infused into the daily routine.

Three years ago Washington Academy experienced a conversion that required that we become the new Cicely L. Tyson Community Elementary School, which services students in grades pre-kindergarten through fifth. We have also experienced changes in our leadership team, which has revitalized the achievement spirit within this institution; thereby ensuring our objective of producing higher levels of achieving on the New Jersey Ask assessment, NJ PASS and in overall student performance.

The Cicely L. Tyson Community Elementary School serves to enrich and enlighten our students in all academic and musical programs of study. We believe that the artist in America must receive a unique education that strives to develop students academically, musically, socially, and economically.

DIONNE WARWICK INSTITUTE

Grades PreK – 5

120 Central Avenue, East Orange, NJ 07018

Telephone: (973) 266-5930

Ms. Gloria Watson, Principal

g.watson@eastorange.k12.nj.us

Dionne Warwick Institute continuously strives for academic success. This is the premise that embodies the 2010-2011 school-wide theme, ***Hats Off to Success!*** Our annual theme serves as a motivational tool in our sustained growth in student achievement.

In 2008, Dionne Warwick Institute was named a New Jersey National Title I Distinguished School for exceptional student performance for two or more consecutive years. In 2003, our effective implementation of the model earned the school national recognition as an America's Choice Demonstration School. In September of 2000, Dionne Warwick Institute became an America's Choice School, a school with a solid curriculum that goes beyond the fundamentals of reading, writing, mathematics and science. In May 1998, Dionne Warwick Institute of Economics and Entrepreneurship was one of ten schools in the State of New Jersey recognized as a "Star School" by the Department of Education.

As a standards-based school, instruction is designed to enable students to use the basics as a springboard to make leaps, great and small, to master the most important concepts in each content area. In addition to an academic curriculum that helps all students reach high academic standards, Dionne Warwick Institute offers a thematic curriculum of Economics and Entrepreneurship that provides tools, which enable students to conquer life's obstacles and become active and self-sufficient in our market economy. The school's curriculum is designed to empower students with the knowledge and skills to be: informed citizens; productive responsible professionals with a strong work ethic; knowledgeable consumers; financially astute as savers and investors; innovative problem solvers; and entrepreneurs with the desire to be business titans in the global economy.

The thematic curriculum is infused into all areas of core curriculum. From pre-kindergarten through fifth grade, students are exposed to comprehensive economics and entrepreneurship concepts on a graduating scale of complexity. Students move through the business planning process as a team in the same way corporate executives function in the "real" world of business. Students in grade four establish and run a business through a partnership. Two students share the task of deciding on a business venture, its name, pricing of the product and the development of their entrepreneurial enterprise. Grade five students establish and run their own business. They either market new ideas and services or improve upon existing services in the market place.

Elements of technology education are infused throughout the content areas, as well as, being used to generate advertisements, keep inventory records, calculate profit and loss statements, compose business plans, and generate multimedia presentations. Students learn word processing skills, use spreadsheets, incorporate graphics, and create iMovies. On September 21, 2010, the legendary Ms. Dionne Warwick and her business partner, Mr. Dave Wooley, donated a state-of-the-art Hewlett-Packard computer lab and a class set of Netbooks to facilitate our endeavors to ensure that our students are technologically adept.

At Warwick Institute, parents and staff are committed to preparing our students to be responsible, resourceful, independent thinkers who are able to compete on a global scale. ***Hats Off to Success***, we believe it therefore, we can achieve it!

SECONDARY SCHOOLS

JOHN L. COSTLEY MIDDLE SCHOOL

Grade 7

116 Hamilton Street, East Orange, NJ 07017

Telephone: (973) 266-5660

Ms. Amalia Trono, Principal

a.trono@eastorange.k12.nj.us

John L. Costley Middle School is the Multicultural Center for Community Involvement and Civic Responsibility. This theme enables our students to recognize that all individuals and all cultures have inherent worth. Students begin with an in-depth study of self and family to anchor their personal security as they begin to explore their school community. This exploration expands to include the local community and then to a more global community. Students recognize that people and cultures of the world depend upon one another. No matter the background, it is their civic duty to contribute to society in order to improve it. This awareness increases their chances of success and prosperity, enabling them to compete in our global society.

Our vision is to inspire in students a love of learning, a developed social conscience, and sense of responsibility for their local and global communities.

Our mission for Costley School is to provide our students with the **academic, emotional, and social skills** to become life-long learners and productive citizens of our society. We are committed to **high expectations** and a **safe and orderly** learning environment. We will provide **safety nets** when needed and we will **work collaboratively** to ensure all their needs are met.

We offer advanced level courses in both Mathematics and Language Arts. We use our school benchmark assessments to differentiate instruction. Our school Leadership Team analyzes student data consistently to ensure that the content training provided to staff addresses the improvement of student achievement.

We have student support programs that enhanced the social and emotional well-being of our students. Those programs include the peer mediation, newspaper club, drama club, student council, Junior Honor Society mentoring program, homeroom advisee program, and guidance department sponsored career and safety intervention programs.

We believe in strengthening the character of all our students by providing words of wisdom on a daily basis and a nurturing and safe environment for them.

Our goal is to ensure that all students have a sense of empowerment as they take an active role in their own learning with the support of both their parents and teachers. We want our students and their parents to feel proud of John L. Costley Middle School and work collaboratively with us to achieve our goal.

PATRICK F. HEALY MIDDLE SCHOOL

Grade 6

116 Hamilton Street, East Orange, NJ 07017

Telephone (973) 266-5670

Dr. Monica D. Burton, Principal

m.burton@eastorange.k12.nj.us

Located at 116 Hamilton Street in East Orange, Patrick F. Healy continues on its second year under restructuring as the seventh grade school at the Hart Complex. This unique arrangement allows us to effectively utilize resources and implement curriculum appropriately through looping. Next year Patrick F. Healy will be a grade 6 school. Students are provided with swimming lessons, technology, world language, art, and general music classes as well as a Port of Entry program for English Language Learners (ELL).

Our students participate in the national one million word reading program and participate in the 25 Book Campaign through teacher support, parent supervision and school assemblies. However, our honor students participate in the 30 Book Campaign and are also exposed to algebra. Research shows that participation in these programs improves student fluency, comprehension, vocabulary, critical thinking, logical reasoning and fosters lifelong learning. Additionally, through the Principal's Book of the Month, students participate in a read aloud and writing prompt that allows students to connect to the text, their life and the world around them. Clubs and activities such as National Junior Honor Society, student council, and male and female mentoring program enhance instruction. Our students are recognized for their accomplishments on a monthly basis as Star Students of the Month, for Honor Roll, good citizenship and perfect attendance. The PTO and School Improvement Team at Healy are an active part of the school community and are working together to enhance the leadership, academic achievement and environment for *all* of our students.

Patrick F. Healy aspires to be the model of excellence for middle schools in the State and we plan to achieve typical school growth (SGP). Our district supervisors, literacy and mathematics coaches and lead teachers regularly collaborate to support student progress and the development of teachers. It is our mission to provide a nurturing academically rich, structured, standards based, data driven environment that meets the need of all our students by providing all stakeholders an opportunity to contribute to the betterment of the school. Our Cougar values are safety, respect, responsibility, cooperation, honesty, courtesy and pride.

We aspire to achieve academic advancement by setting clear expectations and measurable goals, regularly collecting and analyzing performance data, integrating technology, and sharing best practices as productive teams. Developing and nurturing the needs of students, parents, and staff will enable us to be great today, but better tomorrow.

SOJOURNER TRUTH MIDDLE SCHOOL

Grade 8

116 Hamilton Street, East Orange, NJ 07017

Telephone: (973) 266-5665

Mr. Vincent L. Stallings, Principal

v.stallings@eastorange.k12.nj.us

Students who attend Sojourner Truth Middle School receive intensive instruction in all academic subjects, with special emphasis placed on African-centered studies and a strong foundation in technology and environmental studies.

Three fully equipped computer labs are available for students to utilize for study in all content areas. This includes the use of the internet to conduct research in a wide variety of content areas, and a web based program for math, literacy and science and social studies.

Truth students earned a number of first place honors at the district's Technology, Math and Science Fair. Our Social Studies curriculum is heavily infused with African-centered studies, which will help students know their history and understand the importance of the continent in the past and present world. Sojourner Truth received the New Jersey Amistad Commission's Exemplary Award 2006-2007 for incorporating African American History into the school's curriculum.

The Language Arts Department at Truth consists of certified English teachers who focus on developing students to become accomplished speakers and writers. The craft of writing is thoroughly covered and developed in all content levels.

In addition to the well-rounded education, Truth employs a full-time Social Worker and a full-time Crises Counselor to help meet the academic, emotional and social needs of every student. Our counselor recruits a number of students who participate in the New Jersey LEEP Law Program and the Financial Literacy Program. The counselors at Truth implement a Peer Mediation Program, which helps students to skillfully resolve conflicts amongst themselves.

Truth School houses a Community After-School Program, which is offered to all middle school students in the district on Tuesdays and Thursdays from 4:00p.m. - 7:30 p.m. This program provides indoor recreational and social activities to students as an alternative to more traditional after school activities.

At Sojourner Truth Middle School, students receive a well-rounded education, which is supplemented by a strong foundation for social development. We also introduced our students to a Robotics program, Fashion Club, Art Club and Newsletter Club. We have also developed a partnership with NJPAC where students are introduced to hip hop and African Dance.

Truth has also implemented a writer's and residency program, with a focus on journalism careers. Every month, guests from the field of communication are invited to speak to students about careers in journalism, broadcasting and writing.

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL OF PERFORMING ARTS

Grades 6 – 12

16 Winans Street, East Orange, NJ 07017

Telephone: (973) 414-8600

Ms. Anita Champagne, Principal

anita.champagne@eastorange.k12.nj.us

The Cicely L. Tyson Community School of Performing and Fine Arts is in its 18th year of operation under the unique theme inherent in the school's name above.

Ultimately this unique school is moving towards becoming a community center for performing and fine arts. Such is exhibited in the "Open House Series", a school and community collaborative which support performances on a designated Sunday each month from October to June. The two-fold purpose of this initiative is to provide students with a live performance observatory through which their own talents and creative abilities may be enhanced. Secondly, the series provides a vehicle through which the school and community can join together to fulfill a common purpose in the advancement of the cultural arts.

The School Leadership Council, the decision making body that charts the course and monitors the operations and activities aimed at completing short and long range objectives, is divided into thirteen (13) subcommittees that are responsible for developing and implementing strategies for the completion of educational improvement objectives, long range plans and new designs for the future. Along with staff and proportionate representation from the larger community, the Parent Teacher Organization (PTO) Executive Committee members are also represented on the School Leadership Council. This district support group is directly involved in the planning, decision making and the monitoring of every aspect of the school program – curricular, co-curricular, and extracurricular.

Congruent with the academic aspect of the school's purpose is the core program initiative for improving student academic achievement and student performance on standardized tests. The Core links are operative in grades 6 through 12. Five basic components drive the implementation of this concept: assessment; instruction; documentation; monitoring; and testing. The program provides for additional "time on task" and organized concentration in both concepts and skills in the areas of reading, writing, mathematics, science, social studies, World Language, and computer skills. Ninety minutes of instruction in reading/writing and mathematics accommodates this more intense study in the middle grades and in Advanced Placement courses in the high school. Finally, the ASHA process is being implemented for those students in grade 12 who have been unsuccessful in passing either or all of the three parts of the High School Proficiency Assessment.

The Cicely Tyson School completed its emergence into a 6-12 Specialty Academic Arts High School through the development of a curriculum that embraces academic preparation and artistic training. The focus of this initiative is for students who are serious about the arts and academic pursuits to have the opportunity to receive a qualitative course of study and training to fit them competitively at the post-secondary level as well as offer exposure to professional opportunities. The "Specialty" school adheres to all state mandates and district policies regarding course requirements, high school credits and graduation requirements, and advanced academic studies. It also serves as a fermenting ground for the creatively gifted student to express individual talent.

The Cicely L. Tyson Community School for Performing and Fine Arts continues to develop, encourage, and sharpen student leadership skills, scholastic abilities, and team directed behaviors through a strong and workable student council, class councils, a creative and encompassing program of extra-curricular activities and a distinguished honors program inclusive of Advanced Placement courses for recognition of outstanding academic achievement.

EAST ORANGE STEM ACADEMY

Grade 6, 9-12

129 Renshaw Avenue, East Orange, NJ 07017

Telephone: 973-266-5900

Dr. Nicholas DelTufo, Principal

n.deltufo@eastorange.k12.nj.us

September 2011, the East Orange Campus 9 was converted into a comprehensive high school for students interested in Science, Technology, Engineering, and Math. This new school is called the East Orange STEM Academy.

The school district feels it needs to be competitive in an ever changing global economy. The answer to that challenge is the creation of a comprehensive high school that focuses on education and careers in the areas of Science, Technology, Engineering, and Math.

East Orange STEM Academy opened its doors for students on Tuesday, September 6, 2011. The school opened with 9th and 10th graders, phasing in 11th grade in 2012-2013. Finally 12th graders will be phased in during 2013-2014 as the first graduating class. In the 2012-2013 school year, the District decided to begin phasing in middle school students to East Orange Stem Academy. Starting September 2013, the school will open the school to 6th graders and gradually phase in 7th & 8th graders.

STEM students are expected to be highly motivated; scoring proficient or higher on the NJASK, earning successful grades in math and science, and receiving a positive recommendation letter from their elementary or middle school math or science teacher.

The STEM Curriculum is highly rigorous and internationally competitive in the areas of Science and Math. All freshmen take Physics and Math commensurate with their experience. In addition, students take a World language, English, World History, Physical Education/Health and a course called Introduction to STEM. This course is designed as an exploratory experience for students to sample such topics as robotics, web design, media design, app development and programming in order to make an informed decision on specialties they may want to pursue later in high school and post-secondary education. Each subject is offered at an AP and Honors level. Furthermore, upperclassmen are encouraged to seek mentorships, internships, college coursework, online courses and summer programs.

The facility is equipped with high speed internet in every room as well as SMART Board technology. Physics and Math classes are taught using SMART Boards and responders, giving the teachers immediate feedback on student progress. In addition, every student has access to laptops along with other emerging technologies and software.

The STEM Academy has a full complement of clubs including the National Honor Society. Students are able to participate in 13 varsity sports through the unified district athletic program. The uniqueness of the STEM Academy not only lies in its emphasis on Science, Technology, Engineering and Math, but its overall philosophy of giving students avenues to excel in a nontraditional middle/high school.

EAST ORANGE CAMPUS HIGH SCHOOL

Grades 9 – 12

344 Prospect Street, East Orange, NJ 07017

Telephone: (973) 266-7300

Victoir Cahoon, Principal

victoir.cahoon@eastorange.k12.nj.us

East Orange Campus High School is an outgrowth of the merger of two (2) former high schools within the city. (East Orange High and Clifford J. Scott High School).

“The mission of East Orange Campus High School is to empower students to achieve at their fullest potential, as they develop to become competent and caring citizens, through relevant curricula. Students will use acquired skills to transfer knowledge to become successful participants in a global society.”

Campus High School provides a comprehensive college preparatory academic program through rich curricula, and offers a diverse range of classes, including a wide array of advanced placement courses. Advanced placement courses include United States History, United States Government, Calculus, Biology, Chemistry, Composition and Literature. Campus High provides opportunities for students to attain dual credits with institutions such as UMDNJ, Essex County College and Fairleigh Dickinson University.

The core features of our school include an interdisciplinary, team-teaching approach to instruction with an emphasis on personalizing the learning environment for students and families. Campus High School helps to address key challenges including increasing the academic and social achievement, providing services for regular and special education students and raising performance in state standardized exams.

Students in our academies are given the opportunity to develop an in-depth concentration or major in **Visual Arts:** Art/Animation, **Performing Arts:** Music/Audio/Film, **Printing & Publishing:** Printing/desktop Publishing, **Science & Engineering:** Allied Medical/Engineering, **Legal Studies, Culinary & Business Management and Liberal Arts:** Core courses and electives. Academy students acquire job readiness skills related to their future career choices and gain academic advantages for post-secondary studies.

Campus High School’s athletic and academic extra-curricular programs are designed to support the school mission. Students learn self-discipline, build self-esteem and develop skills to handle competitive situations. Our athletic accomplishments include Football State Championship, Boys and Girls Track Conference and County Championships, Boys Soccer SEC Conference Championship and Boys Baseball SEC Conference Championship. In 2010, both boys' and girls' basketball teams won the North Jersey, Section 1 State Championships.

The East Orange Campus High School community has adopted the motto “**Building Greatness One Day At A Time.**” This theme is supported by an ‘Effort Based Model for Student Assessment’ that emphasizes student assessment based on product and progress factors. We cultivate in our students a realization of the necessity for assuming their obligations to society, family and their fellow man.

FRESH START ACADEMY

Middle School

Grades 6-8

135 Glenwood Avenue

East Orange, New Jersey 07017

Telephone: 973-674-4200

Mr. Stephen Webb, Supervisor

s.webb@eastorange.k12.nj.us

Start Middle School is committed to serving the needs of students who have experienced academic and interpersonal difficulty in the school setting because of significant social, emotional and behavioral problems. Our school is designed to assist students in addressing and resolving problems that interfere with academic success while promoting inner-personal growth and self-awareness. We strive to maintain a safe and structured environment where students may learn more effective and productive techniques for resolving problems. We believe that all children *can* and will learn; and that quality education involves a dedicated partnership between the school, the home, and the community. We practice and promote collaboration and teamwork in identifying and addressing the needs of our students in order that they may reach their highest potential.

The goals and philosophies of Fresh Start Academy have been developed through careful consideration of each student's Individualized Program Plan (IPP), the School's Mission Statement and the District's Strategic Plan. The staff of Fresh Start Middle School believes that every child has the ability to learn. We have created a consistent, structured and safe environment conducive to learning where our students will improve their academic skills, modify their behavior, gain valuable interpersonal skills, and become capable of participating in mainstream education once again. We firmly believe that education must be a partnership between home, school, and the community. As such, we have established several outreach programs with community agencies to assist students and their families with medical, social and health-related concerns. We will continue to openly communicate and collaborate with all constituents in our efforts to meet the needs of our students.

In order to achieve academic success students are exposed to active and interactive teaching tools that encourage discovery, experimental learning, artistic expression and computer technology. A variety of services beyond classroom instruction are also provided. Counseling services offer individual and group sessions as per the student's Individualized Program Plan (IPP). Utilizing our Behavior Modification Program, our Support Team is designed to assist classroom teachers with behavior management strategies and crisis intervention services when needed. Integrated and entwined within every component, Character Education provides opportunities for building character and values clarification inclusive of problem solving and conflict-resolution skills. These services supplement the classroom curriculum with activities that are collaborative, interactive and technology based.

In summary, Fresh Start Academy is unique in many ways. We have built a strong academic and character building plan in order to provide students with a rigorous educational program that will better ensure their success. Our long-term goal is for students to take responsibility for and gain control of their behaviors in order that they may become lifelong learners and contributors to their community.

FRESH START ACADEMY

High School

Grades 9-11

74 Halsted Avenue

East Orange, New Jersey 07017

Telephone: 973-266-5640

Dr. Neville Matadin, Supervisor/Community Education

n.matadin@eastorange.k12.nj.us

Mission

The Fresh Start High Academy program is committed to the idea that all students can learn. It is intended to create and sustain a learning environment which is safe, least disruptive and culturally sensitive to our student population, and which will enable our students to modify their behavior patterns and improve academic achievement by getting good grades enabling them to return to the regular setting.

Vision

Fresh Start seeks to provide a nurturing and stimulating environment with programs designed to provide at-risk and/or disaffected students with the opportunity to meet their academic, vocational, social, and emotional needs. Students work towards passing their classes with the objective of being promoted across grade levels and eventually transitioning themselves to the regular setting and work towards obtaining the high school diploma; attain skills that will help them succeed in the world of work; and making successful career choices which will eventually afford them fulfilling lifestyles.

Program Description

Fresh Start will develop students into productive citizens in school and in the community. This program provides for students' particular needs, through individualized, whole class, and group instruction. Technology is incorporated across content areas. Discipline is enforced in a positive manner. Individual and group counseling, and other referral services are available. The program also develops and enhances students' knowledge of their values, interests, and aspirations by offering viable and suitable educational options.

Goals

- To provide students an academic setting with an educational program designed to meet their needs with the ultimate educational experience of completing their Individual Program Plans (IPPs).
- To provide instruction, advice and support services to assist in developing responsible patterns of behavior, including increased and sustained productivity and positive social interaction.
- To offer guidance with respect to educational plans, careers, and personal goals and concerns; and to develop students' skills in resolving conflicts
- To increase students' understanding of and adherence to fundamental codes of conduct and compliance with school disciplinary policies and procedures in order to achieve a school climate that is conducive to learning and which supports the safety and well-being of all students.
- To develop students' self-knowledge, self-empowerment, and self-determination

Admission Procedures

Students are referred to the Fresh Start Program by the East Orange School District Division of Operations, Compliance & Educational Support Services. These students are mainly from the middle schools, Stem Academy, East Orange Campus High, and some out of state students coming to reside in East Orange. These students generally have patterns of behavior such as chronic disruptive problems, truancy, excessive absenteeism, age appropriate students, academic failure, and are at risk of dropping

out. Despite intervention strategies these students did not show change in behavior modification or academic achievement in their previous school.

Purposes

To create and execute strategic purposeful plans within the Fresh Start that will enhance positive student behavior and academic achievement.

To establish a cohesive well run organization as a Professional Learning Community involving all stake-holders students, teachers, parents, community, and district and program administration.

The East Orange Board of Education Adult Basic Skills Part Time Evening Program

Student Population: Out of School – 16+ years of age

The East Orange Board of Education Adult Basic Skills is a part-time program which serves students 16 years and older. Classes are held from 4:00 p.m. to 7:30 p.m. Monday through Thursday, and include ESL (English as a Second Language); ABS (Adult Basic Skills) – Levels 1 and 2; and GED programs. Classes run for 10 months per year and include a two-week winter break and a two-week spring break. Enrollment is continuous and students on our waiting lists are first contacted before new students are recruited. These programs are geared to the needs of students who are educationally deprived. We challenged them to improve their proficiencies in reading, writing, speaking, listening, reasoning, problem solving, as well as obtaining the GED. During the months of August and September planning is done for the ensuing program year.

English as a Second Language (ESL) classes are for those students who are in need of learning English and who speak another language. There are six levels of instruction: Beginning Literacy, ESL; Low/High Beginning ESL; Low/High Intermediate ESL; and Advanced ESL. The range is from Beginning Literacy, which is for those students who are illiterate in English and perhaps in their own language to the higher intermediate and advanced levels.

Adult Basic Skills (ABS) classes are those students who are illiterate or below level in the reading levels of the English language. Instruction is offered for grade level 2 through 8. Students who score at levels lower than 2 are referred to Literacy Volunteers of America. Instruction is given in the areas of language arts (reading, writing and speaking), mathematics, life skills, work skills, and career planning. Students are tested on the Test of Adult Basic Education (TABE) to ascertain if movement to a higher level is to take place.

General Educational Development (GED) courses are for those who test at the 9th grade level and who are interested in receiving a high school diploma equivalency by taking the official GED test at a GED Testing Center. Instruction is given in the five test areas – Language Arts Reading, Writing, Mathematics, Social Studies and Science. Students are given the TABE at intake and then administered again at 50 and 100 hours of instruction. The GED Practice tests are administered after 50 hours of instruction to ascertain if their scores are improved and if they are ready to take the actual GED Test. Those students who qualify for taking the actual GED Tests are referred to GED testing sites.

“Learning is Lifelong”

POLICIES AND PROCEDURES

Enrollment of New Students to the District

Students new to the East Orange School District may enroll throughout the year upon establishing legal residence in the City of East Orange. At the time of registration, the required documents for enrollment must be presented and the student must be accompanied by a parent/guardian.

A central registration site has been established for students who are new to the district. The central Enrollment Center is located at:

The Enrollment Center
74 Halsted Street, East Orange, NJ 07018
Call for appointment: (973) 676-1869 or (973) 676-1873

Enrollment of Private/Parochial School Students

Students from private and parochial schools must comply with the enrollment process described in this directory. School assignment is made at the time of enrollment, **but parents/guardians are reminded that priority for placing students for the 2013-2014 school year is given to students who attended an East Orange Public School during the 2012-2013 school year.**

Registration for students new to the East Orange School District for the **2013-14** school year in grades 1 to 12 began on **Tuesday, June 5, 2012.**

Intra-district Residence Changes

If a student moves out of one attendance area to another, the student will continue to attend the school (s)he was currently attending, with the exception of kindergarten students.

Criteria for Placement

The following criteria are used by the Enrollment Center to assign students to schools:

1. Special needs of the student; i.e., special education, bilingual, etc.
2. Sibling preference;
3. Space availability.

Hardship Appeals

A parent/guardian whose child has not been assigned to his/her neighborhood school and who will suffer a hardship as a result of his/her assignment has the option to file a hardship appeal with the Division of Operations. The Hardship Committee addresses issues related to the following:

1. Medical and Safety concerns (student/guardian/caregiver)
2. Other emergencies
 - a. Fire (displaced or homeless)
 - b. Damage to home property (displaced or homeless)
 - c. Parental illness, death
 - d. Other

Notification of Placement

The Division of Operations sends letters of student placement during the month of August. If you do not receive notification by **August 31, 2013**, please contact the Division of Operations at (973) 266-5776 or email Dr. Deborah Harvest at d.harvest@eastorange.k12.nj.us.

Transportation Eligibility Criteria

A system of regular transportation for students attending the East Orange Schools has been placed into effect. Transportation will be provided to students who:

1. Are assigned to a school located in a school building other than their resident neighborhood school – Grades 4 to 8;
2. Reside in areas that are in excess of the limitations set by New Jersey Statute as delineated below.

New Jersey Statute

The State of New Jersey transportation guidelines will be adhered to with respect to cross-district busing. These guidelines include transportation to and from school for all students who live beyond the school they attend:

1. At grades 4 through 8, the student must reside more than two miles from the selected school in order to be eligible for transportation;
2. At grades 9 through 12, transportation will be provided for those students residing more than two and a half miles from their school.

Student Transportation

The East Orange School District's philosophy is that the travel time it takes a student to go to and from school is part and parcel of their total educational experience. Therefore, its goal is to provide the safest and most efficient system for all the youngsters it serves.

Pick-up and Drop-off Locations

Students eligible for transportation will be picked up and returned to their **resident neighborhood school**.

Additional Information

A parent or guardian of a student not otherwise eligible for transportation may apply for transportation due to special circumstances relating to health or safety. For additional information on travel eligibility, please call the office of your child's school.

ADMISSION POLICY

All boys and girls, ages **three (3) through eighteen (18) inclusive**, who are legal residents or are legally domiciled in the City of East Orange and such others who are required by State law, shall be eligible to attend the public schools free of charge. State law requires attendance from the ages of 6 to 16.

A. ENTRANCE AGE

1. **THREE (3) YEAR OLD & FOUR (4) YEAR OLD PRE-SCHOOL:** See Early Childhood Program Section.
2. **KINDERGARTEN:** For admission, a child must be five **(5) years of age by October 1st of the current year.** However, an underage child who has attended another approved kindergarten, either public or private, shall be admitted. No credit will be allowed for nursery school training.
3. **GRADE 1:** For admission, student must be six **(6) years of age by October 1st, 2013.** However, if an underage **first grade student with one full year of kindergarten plus some months in first grade transfers to East Orange in the middle of the year, he/she should be placed in Grade 1.**
4. **GRADES 2-12:** Admission shall involve a consideration of the prior grade level of the student, his/her chronological age and the readiness of the student to do the work of the grade level to which he/she is being admitted.

B. DOCUMENTS NECESSARY

Upon initial enrollment in the District, each new student will present:

1. **BIRTH CERTIFICATE:** Students new to East Orange schools must present birth certificates or other legal proof of age such as a visa. Non-legal documents such as notarized statements, bible notations, baptismal certificates, driver's license, etc., are not acceptable. A student not presenting a birth certificate or other legal proof of age will be admitted into District schools for a period of two (2) weeks, pending receipt of proof.
2. **PROOF OF IMMUNIZATIONS:** Parents/guardians of entering students not presenting proof of immunization will be required to secure the needed immunization before the student is allowed to enroll. Regulation VI, "No child will be enrolled provisionally to a school without documentation of at least one (1) dose of Polio, Diphtheria, Tetanus, Pertussis, Measles, Mumps, Rubella, Hepatitis and Varicella vaccine which are age appropriate for the child. The child must also have an appointment for and be in the process of receiving the remaining antigens."

If immunization records from previous school are not obtained, **the student will be required to complete an entire series of immunizations. Mantoux (Tuberculin) Test - must have been administered within the previous six (6) months, with written results if students are born in a high TB incidence country entering a US school for the first time, and if students are transferring directly into a New Jersey school from a high TB incidence country.**

Disease	Immunization Requirements	Comments
DTaP/DTP	Age 1-6 years: 4 doses, with 1 dose given on or after the 4th birthday	Any child entering pre-kindergarten needs a min. of 4 doses. A booster dose is needed on or after the 4th birthday to be in compliance with Kindergarten attendance requirements.
Tdap	Grade 6: 1 Dose	For pupils entering Grade 6 on or after 9-1-08.
Polio	Age 1-6 years: 3 Doses, with 1 dose given on or after the 4th birthday. Age 7 or older: Any 3 doses	Any child entering pre-kindergarten needs a min. of 3 doses. A booster dose is need on or after the 4th birthday to be in compliance with kindergarten requirements.

Disease	Immunization Requirements	Comments
Measles	If born before 1-1-90, 1 dose of a live measles-containing vaccine on or after the 1st birthday; If born after 1-1-90, 2 doses of live measles-containing vaccine on or after the 1st birthday.	Any child entering pre-kindergarten needs a min. of 1 dose of measles vaccine. Any child entering kindergarten needs 2 doses.
Rubella & Mumps	1 dose of live mumps-containing vaccine and rubella-containing vaccine on or after the 1st birthday	Any child entering kindergarten needs 1 dose each.
Varicella	1 dose on or after the 1st birthday.	Any child entering kindergarten or 1st grade needs 1 dose.
Haemophilus Influenzae B (Hib)	Age 2 - 11 Months: 2 Doses; Age 12-59 Months: 1 Dose	Mandated only for pre-kindergarten: Minimum of 2 doses of Hib-containing vaccine.
Hepatitis B	K-Grade 12: 3 Doses or Age 11-15 years: 2 Doses	If a child is between 11-15 years of age and has not received 3 prior doses of Hepatitis B then the child is eligible to receive 2-dose Hepatitis B Adolescent formulation.
Pneumococcal	Age 2 - 11 months: 2 Doses; Age 12-59 months: 1 Dose	Mandated only for pre-kindergarten: Minimum of 1 dose of pneumococcal conjugate vaccine is needed.
Meningococcal	Entering Grade 6: 1 Dose	For pupils entering Grade 6 on or after 9-1-08.
Influenza	Ages 6-59 Months: 1 Dose Annually	For children enrolled in a pre-kindergarten on or after 9/1/08.

Please note the following:

The specific vaccines and the number of doses required are intended to establish the minimum vaccine requirements for preschool or school entry and attendance in New Jersey. These intervals are not based on the allotted time to receive vaccinations. The intervals indicate the vaccine doses need at earliest age at school entry.

Provisional Admission allows a child to enter/attend school after having received a minimum of one dose of each of the required vaccines. Pupils must be actively in the process of completing the series. Pupils less than 5 years of age, must receive the required vaccines within 17 months in accordance with the ACIP recommended minimum vaccination interval schedule. Pupils 5 years of age and older, must receive the required vaccination within 12 months in accordance with the ACIP recommended minimum vaccination interval schedule.

3. **PROOF OF LEGAL RESIDENCE AND LEGAL DOMICILE:** Students who are legal residents or who are legally domiciled in the City of East Orange must be accepted into district schools. Guidelines for determining legal residency and legal domicile are as follows:
 - A. One of the following documents with an East Orange address:
 - Homeowner – East Orange property tax bill, mortgage statement, or signed Contract of Purchase
 - Tenant – Lease; if residing as a tenant without a lease, a signed, notarized Sworn Statement of Tenancy (Affidavit) completed by the landlord
 - Child is Domiciled with an East Orange Resident Other than Parent – Affidavit Packet executed by East Orange resident and by parent or guardian that is picked up from Enrollment Center
 - Child and Parent Living with an East Orange Resident – Signed, notarized Emergency Residence Check completed by the East Orange resident and parent or guardian.
 - Child Placed in East Orange by Court – Court order placing child in home of East Orange resident.

- Child Placed in East Orange by Child Welfare Agency – Document of child welfare agency ordering that child be placed in home of East Orange resident or Foster Parent Placement Letter

In addition, any two of the following documents containing an East Orange address:

- Driver’s License plus vehicle registration and auto insurance card
- Current utility bill, cable television bill, credit card bill
- Written statement from realtor stating parent/guardian has signed a contract to purchase or rent in East Orange
- Official mail (bank statement, government correspondence: IRS, Division of Taxation, Social Security Administration)
- Public assistance documents A.F.D.C. (Aid for Dependent Children) and WIC (Women, Infants and Children)
- Income Tax Return
- Voter Registration Card/Records
- Unemployment benefit verification
- Recent Paycheck/stub

NEIGHBORHOOD SCHOOL PROGRAM

In September 2011, the East Orange School District implemented a plan placing all students in grades PreK -2 in their neighborhood school. During the **2013 – 2014** school year we will add grade **4**. The change in student placement ensures that all students have continuity of instruction, rituals, and procedures, which will enable all schools to implement strategies to improve student performance.

All in-district Pre-K students will be placed in their neighborhood school or designated Early Childhood Center (Gibson, Wahlstrom)

All Kindergarten students will be placed in their neighborhood school or designated Early Childhood Center (Gibson, Wahlstrom)

All students (current and new) in grades 1-4 will be assigned to their neighborhood school. If the neighborhood school is filled to capacity, students may be assigned to the partner school as designated below:

Banneker	↔	Hughes		Garvin	↔	Parks
Bowser	↔	Jackson		Louverture	↔	Warwick
Cochran	↔	Houston				

Hardships may be entertained for grades 4 and 5 for the neighborhood school only. Sibling preference may be offered for neighborhood schools only.

Students will not be accepted in the following schools unless they have met all requirements of the auditioning process.

Grades 6 – 8	Houston Academy
Grades 6 – 12	Tyson Middle/High School
Grades 6, 9 – 12	East Orange STEM Academy

EDUCATIONAL PROGRAMS

EARLY CHILDHOOD PROGRAMS - Preschool Program (3 and 4 Year Olds)

The East Orange School District offers a full day/full year preschool program for all eligible three and four year old students. Students must reside in East Orange and must be 3 for the 3-year old program or 4 for the 4-year old program by October 1, 2013.

The East Orange School District offers parents a choice of the following preschool programs:

- Six-hour Educational Day at a neighborhood school during the school year. The placement of your preschool child in a neighborhood school is based upon home address.
- Full day/full year program at a collaborating agency offers a six hour educational day and four hours of wrap-around service during the school year and a summer program during July and August. (See your collaborating Childcare Agency for further details)

The preschool curriculum is Tools of the Mind. The Tools of the Mind's curriculum is the vehicle that drives the New Jersey Department of Education's Preschool Teaching and Learning Standards.

The preschool Tools of the Mind's daily activities include: Free Choice, Open Group, Make-believe Play Block, Large Group Literacy, Outside Play, Small Group Literacy, Math/Science, Free Choice, Closing Group.

The preschool Tools of the Minds daily activities include: Free Choice, Open Group, Make-believe Play Block, Large Group Literacy, Outside Play, Small Group Literacy, Math/Science, Free Choice, Closing Group.

TRANSPORTATION IS NOT PROVIDED FOR THE 3 AND 4 YEAR PRESCHOOL STUDENTS.

Kindergarten

Students must reside in East Orange and be five (5) years old by October 1, 2013.

Kindergarten students will be placed in their resident neighborhood school or one of the Early Childhood Centers (Althea Gibson Academy or Wahlstrom Academy). The East Orange School District offers a full day kindergarten program for all eligible five year old students.

The kindergarten curriculum is Houghton Mifflin Harcourt Programs: "Journeys" (Language Arts, Reading & Writing), "Science Fusion" (Science) "Social Studies" and Addison Wesley Scott Foreman Mathematics.

The Kindergarten Curricula is designed to help children achieve the rigorous content demanded by the newly adopted Common Core State Standards in English Language Arts and Mathematics.

Building on the foundations of the Pre-Kindergarten experiences, it seeks to lay an even stronger foundation for students to be successful in Elementary and Post Elementary Education.

HELP YOUR CHILD BUILD A STRONG FOUNDATION FOR SUCCESS!

GIFTED AND TALENTED PROGRAM

The East Orange School District recognizes that there are many students in grades K-12 who require differentiated learning experiences due to their outstanding abilities, performance or potential. These abilities may emerge in general, intellectual or creative thinking areas. The district has organized various programs (P.E.A.K. Quest, Talent Pool, P.A.C.E.) to accommodate students with these abilities. In addition, there are students who also may excel in specific content areas, particular facets of a content area, or in a specialty area. Specialty areas such as performance, leadership, or higher level thinking are the foci of our Schools.

ELEMENTARY/MIDDLE SCHOOL PROGRAMS

Each elementary school gifted and talented program has a teacher of the gifted/talented who is designated as the Quest teacher for that building. Students are identified by the district's identification process.

The Quest/P.A.C.E. teacher is responsible for teaching in a resource room setting. Responsibilities include the teaching of individual and small group investigations of real-life problems. The elementary Quest teachers and middle school P.A.C.E. teachers also coordinate competitions such as debates, speeches, Future Problem Solving, Scenario Writing, Community Problem Solving, Odyssey of the Mind and the Invention Convention. Coordination of school-wide enrichment activities is also the responsibility of each gifted and talented teacher. Students will compete in Essex County competitions which include activities such as forensics, debate, team chess, poetry alive and cognetics.

The middle school format for the Gifted and Talented consists of the following: First, the honors students in each subject are grouped according to the recommendations of staff and testing data in order to maximize the opportunity for excellence among academically able students within each content area.

Secondly, students who manifest exceptional creative thinking abilities attend a P.A.C.E. (Program for Autonomous Creative Experiences) for the purpose of applying their creativity within the curricula and within special program activities.

SECONDARY EDUCATION PROGRAM

Programs for capable students in grades 6-12 have many similarities in all secondary schools. Programs abound with elements such as ability grouping, the identification of creativity and other special talents and skills. The Autonomous Learner Model also organizes the activities of high school students into five areas. In these areas, students become more aware of their capabilities and interactions with other people. They are exposed to new ideas and information. They give seminars reflective of their growing knowledge base, and they learn how to carry out in depth studies. This model ensures that students become independent, responsible life-long learners.

The high school format encourages continuity and articulation from one level to the next. In the high schools, students of high ability in grades 9-12 classes are provided a variety of opportunities and activities to stay engaged and challenged in the classroom. The Gifted and Talented High School programs consist of Advanced Placement (AP) courses, city, regional, state and national competitions, dual enrollment at local colleges, honors classes for specific content areas such as Social Studies, English, Math and Science, enrichment and accelerated summer programs offered at various colleges and universities, as well as leadership activities that may include community service, debate, public speaking and peer meditation.

SPECIAL EDUCATION PROGRAM

All parents of students receiving special education services are placed by making an appointment with the Special Education Services Placement Committee through the Director of Special Education Services, Mrs. Tonya Santos. Please call (973-266-7001/5835) to establish an appointment.

PROJECT CHILD FIND

Project Child Find is a referral and awareness service of the New Jersey Department of Education to help to identify un-served children, birth to twenty-one years of age.

Infants and Toddlers (Birth to three)

If you are concerned that your infant or toddler is developing or learning differently, you can call an Early Intervention Service Coordinator. The Early Intervention Service Coordinator in Essex County can be reached at (973) 395-8836.

When you call, a Service Coordinator will listen to your concern and will describe services and other resources that may be available for you and your family. The Early Intervention Service Coordinator may arrange for your child to have a Developmental Evaluation at no cost to you. The evaluation will determine if your child is eligible for Early Intervention Services. Early Intervention Services can help to meet children's developmental needs.

Early Intervention Services are provided to children:

- Within the family's routine;
- Within their natural environment (home and community);
- In settings which children without disabilities participate;
- And with active participation of families.

Preschool Children and Students (Three through Twenty-One)

If you are concerned about your preschool child or student developing or learning differently, you can call your Public School or County Supervisor of Child Study Teams to find out the appropriate person in your District to contact.

County Supervisor of Child Study Teams – Essex County (973) 621-2750

The County Supervisor of Child Study Teams will refer you to your District's Department of Special Education Services. Someone there will assist you with any questions you may have.

If you would like an evaluation for Special Education and Related Services, a written request must be made to the Director of Special Education Services. Include your child's name, age, current school, and suspected or known disability. After receiving your written request, the Director of Special Education will send a letter to you stating it has been sent to the Child Study Team. The Child Study Team will have twenty days to have a meeting with you the parent(s). At that time you and the Team will determine what Evaluations should be conducted.

To the maximum extent appropriate preschoolers and students with disabilities receive their education with their non-disabled peers.

ATTENDANCE POLICY

The East Orange School District believes that systematic attendance in class, participation in class activities, and communication between pupils and teachers are vital and integral parts of the learning process. Constant absences of students from regular classroom learning experiences disrupt the continuity of the instructional and learning process. Poor attendance limits accomplishments and reinforces a habit, which will handicap the person in future, education or employment. **WARNING PROCEDURES:** Written warning notices are to be mailed to parents/guardians on the **4th, 9th and the 14th day of absence.** Violation and hearing notices are to be mailed on the **18th day of the absence.** After the 18th day of absence, parents may be charged as disorderly persons.

A. ATTENDANCE

1. Students are required to attend school every day school is opened during the school year, whether half or whole days unless the student is excused for:
 - a. Personal illness or injury
 - b. Death of a member of the immediate family or household
 - c. Absence due to court intervention
 - d. Religious holidays as prescribed by N.J.S.A.18A:36-16
 - e. Quarantine
 - f. College visitation
 - g. School - sponsored activities
 - h. Suspension
 - i. Unique special circumstances which may develop on a case-by-case basis.
2. Attendance is required 162 to 180 days.
3. Students are expected to report to classes punctually.
4. Students are responsible for completing all work assignments missed during their absences. It is up to the student to check with the teacher in this regard.
5. Parents/guardians are responsible for sending a note explaining the daily absence on the first day after the absence occurs. All absences will be coded (excused or unexcused) and recorded for each student.
6. **No student will be released from school on the basis of a telephone call only.** The parent/guardian must come to the school personally in such cases. In cases of extreme emergency, the pupil may be excused at the discretion of the principal.
 - a. A student must bring a note from his/her parent/guardian requesting early dismissal. **The principal or his/her designee must approve all early dismissals.**
 - b. Students of estranged parents/guardians may be released only upon the request of the parent/guardian whom the court holds directly responsible for the child and who is the parent/guardian registered on the school record. The schools shall not be a party to other arrangements with estranged parents/guardians.

B. TARDINESS, TRUANCY & UNEXCUSED ABSENCES

The orderly conduct of class activity is predicated upon the prompt and precise beginning of each class. Tardiness hinders the proper conduct of such activity, imposes a distraction, which leads to a loss in instructional time for students properly in attendance, and denotes school time loss by the tardy student. **Students in all grades will be required to present a written note from the parent/guardian explaining the tardiness, upon arrival at school.**

1. GRADES 1-6: **Three (3) unexcused tardies** will constitute **one (1) unexcused absence.**
2. GRADES 7-12: Tardy to class **after the first ten (10) minutes** of the instructional time and not in possession of an authorized excuse will be charged with **one (1) unexcused absence.** Students **less than ten (10) minutes late will be charged with one (1) tardy.**

Any tardiness, which is unauthorized by or unacceptable to the school administrator, will be considered unexcused.

TRUANCY/UNEXCUSED ABSENCES

This is any absences, or part, of all of one or more days from school during which the principal or teacher has not been notified of the legal cause of such absence.

1. Elementary students (Grades 1-5) who acquire **five (5) unexcused absences** in the course of a school year will be automatically considered for retention in that grade.
2. In grades 6 through 12, it will be a requirement of all courses that students shall attend a minimum of 90 percent of all classes each marking period, and a minimum of 90 percent of the total class periods of a semester and full year course. Secondary students who are denied credit due to attendance will be assigned an E* for the marking period. E* will apply only to the marking period in which the excessive absences occur. If absences are not addressed, student will be denied credit with no grade.

Students whose written excuses meet Board Policy guidelines shall be allowed to make up all assignments and tests. Such absences must be supported by written explanations from the parent/guardian and presented to the school at the time of the students return to school. Student absences verified by a note from a physician (on his/her stationery/prescription pad), will be charged as excused if it is presented upon the student's return to school. It will be the student/parent/guardian's responsibility to secure and present such notes. All absences must be coded (excused or unexcused) and recorded for each student.

All absences are considered unexcused until a note explaining the reason for absence is presented, reviewed and determined to be appropriate. Parents/guardians of students under age 16 shall be advised that they may be taken to court for excessive absences and parents/guardians of students 16 years of age and older shall be advised that repeat absence of their child can be cause for his/her expulsion from school.

3. **APPEALS:** A parent/guardian and student can request a hearing. The request must be in writing and submitted to the principal. Where a semester's course credit is in jeopardy, such request must be filed within **ten (10) school days** of receipt of notification. Where a year's course credit, promotion and/or graduation are in jeopardy, such request for a hearing must be made within

twenty (20) school days of receipt of notification. **Additional information on the rules and regulations regarding attendance is available, upon request, at the school.**

C. TRANSFERS

A student transferring to another school should notify the guidance office in the secondary schools and the principal in the elementary schools **one (1) week prior to the transfer by letter from the parent/guardian giving the new address.**

D. WITHDRAWALS

Withdrawing from school is an action, which is seldom advisable. In order to avoid wrong decisions, the Board recommends that a student notify the guidance department of his/her intentions **one (1) week prior to the withdrawal** so that a meeting of the student, his/her parent/guardian and a guidance counselor can be arranged.

Students who are sixteen (16) and wish to withdraw from school will be permitted to do so when the Department of Special Education and Special Services recommend action in their own interests, whether or not they have a job.

A student who is seventeen (17) and sincerely wishes to withdraw from school will be permitted to do so with parental permission.

BEHAVIOR, STUDENT DRESS CODE & PERSONAL PROPERTY

The purpose of these guidelines is to provide a healthy environment in the schools conducive to academic purposes; to help foster the goals and objectives of the educational system; to help implement a thorough and efficient system of public education; to assist in promoting self-discipline in the classroom; to maintain order; to help secure the safety of the pupils in the system, and to promote respect for authority and self.

A. General Rules

1. Personal grooming should be done at home or in the appropriate areas.
2. Pupils should maintain a clean and well-groomed appearance at all times in school and at school sponsored events.
3. Pupils are expected to avoid dress and grooming that is likely to create a material and substantial disruption to the school environment.
4. Dress or grooming that jeopardizes the health or safety of a pupil or of other pupils or is injurious to school property will not be tolerated.
5. Pupils who publicly represent the school, district, or any school related organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the school district or its representative. Pupils unwilling to comply with this requirement will disqualify themselves from participation.
6. Pupils will not be permitted to attend a school-related function, such as a field trip, after-school activity, etc., unless they are attired and groomed in accordance with the school district dress code and the reasonable expectation of the school district or its representative.

B. Prohibited Clothing and Articles

1. Attire must not be tight fitting, sheer, brief, low cut, or revealing, above or below the waist as to be embarrassing or indecent. Clothing must not be distracting or provocative (lack of undergarments, see through clothing, bare midriffs, clothing designed as undergarments, tank tops, halters, miniskirts, and sleeveless undershirts, etc.).
2. Clothing which is soiled, torn, defaced or ripped.
3. All dresses, shorts and skirts must be no shorter than two inches above the knee.
4. Facial jewelry or excessive piercing that may be dangerous to the pupil or cause disruption to the educational program is prohibited.
5. Graphics that are suggestively obscene or offensive on any garments or patches are prohibited (i.e., alcohol, drugs, obscenities or words with double meanings).
6. Attire must not be destructive to school property.
7. Pupil's dress must not present a threat, implied or expressed, to the safety or physical well-being of the pupil or others.
8. Pupil must wear safe and proper footwear on school property.
9. Outdoor jackets, coats, or hats are not to be worn in the school building except when entering or leaving the building. (With teacher/building administrator approval, jackets may be worn in the classroom; if the room is cold, etc.)
10. Sunglasses, glazed, or tinted glasses are not to be worn during school hours, unless a medical note indicating the need to wear such glasses indoors has been accepted by the school nurse or school physician.
11. Headwear or hair rollers must not be worn in the building (exceptions regarding the headwear prohibition may be made for religious or medical reasons by the building administrator). **Exceptions may be made by administration for religious or medical reasons only**
12. See-through blouses, halters, bare midriffs and sleeveless undershirts are not acceptable for wear as outer garments.
13. Tight and/or revealing clothing (Spandex, bike pants), are not acceptable.
14. Pupils shall not have in their possession in school articles which are distracting, inappropriate, indecent, unhealthy, or hazardous, i.e., personal pagers (beepers), portable audio or video devices or radios. (An exception may be made by the Principal or administrator of the school on an individual basis.)
15. Clothing, apparel, hairstyles, tattoos, and/or accessories which indicate affiliation with any gang associated with criminal activity are prohibited.
16. Clothing, tattoos, or accessories containing profanity, sexual references, or innuendoes, or expressing racial, religious, or ethnic bias are prohibited.
17. Sagging pants are prohibited in all grades.

IF IN DOUBT, DON'T WEAR IT TO SCHOOL

Enforcement

1. The building administrator may waive application of the dress code for special school activity days.
2. Pupils not conforming to the dress code shall be disciplined, by the Principal, in accordance with the Board policies.

EARLY CHILDHOOD/ELEMENTARY SCHOOLS DRESS CODE

Please check with your child's school. Uniforms are mandatory in all schools.

Gibson Academy

Navy Blue Pants/Skirt/Skirt

Light Blue Blouse or Shirt

Navy Blue – Bottom down Sweater/Vest

Wahlstrom

Navy Blue Pants/Jumper/Skirt

Light Blue Blouse or Shirt

Navy Blue Sweater/Navy Blue Tie

Mildred Barry Garvin Schools

Dark Blue Pants/Jumper/Skirt

White or Yellow Shirt or Blouse

Benjamin Banneker School

Burgundy/Gray Plaid Bottom

White Shirt/Blouse

Edward T. Bowser School of Excellence

Navy Pants/Jumper /Skirt/Tie

White Shirt/Blouse

George W. Carver Institute

Dark Blue Pants/Jumper or Skirt

Yellow/Gold Shirt or Blouse

Johnnie L. Cochran Academy

Gray Pants/Skirt

Burgundy Plaid Skorts/Skirt

White Shirt/Blouse

Burgundy or Gray Sweater

Whitney E. Houston Academy

Navy Blue Pants or Skirts

Yellow Shirt/Blouse

Langston Hughes School

Black Pants/Skirt/Jumper

White Shirt/Blouse or Polo Shirt

Red Sweater, Vest, Blazer

Garfield Jackson, Sr. Academy

Dark Blue Pants/Skirt/Jumper

White/Light Blue Shirt/Blouse

Ecolè Toussaint Louverture

Navy Blue Pants, Jumper or Skirt

Light Blue Shirt/Blouse

Gordon Parks Academy

Navy Blue Pants, Jumper, Skirt/Tie

Light Blue Blouse/Shirt

Cicely L. Tyson Community Elementary School of Performing Arts

Navy Blue Pants/Skirts

Navy Sweats (Gym Days)

White Shirt/Blouse

Dionne Warwick Institute

Green Pants/Green Plaid Skirt or Jumper

Green Tie

Yellow Shirt/Blouse

MIDDLE SCHOOL DRESS CODE

Costley Middle School – 7th Grade

Navy Shirt

Grey Pants and Skirts

Healy Middle School – 6th Grade

Hunter Green Shirt

Khaki Pants, Shorts, Skirts & Capris

Truth Middle School – 8th Grade

Maroon Shirt

Grey Pants, Shorts, Skirts & Capris

Cicely Tyson Middle/High Performing Arts School

Cicely Tyson School adopted the following dress code in the 2009:

Middle School

Bottom: Navy Blue Pants, Slacks, or Skirt

Gym: Blue Bottom, White Top

Top: White Collar Shirt/Blouse

Sneakers, Shoes or Boots

High School

Bottom: Khaki/Tan Pants, Slacks or Skirt

Gym: Red Bottom, White Top

Top: White Collar Shirt/Blouse

Sneakers, Shoes or Boots

Students Will Not Wear

- ❖ Jeans or sweat pants (jogging suits)
- ❖ Sweat jackets of any kind hooded or otherwise
- ❖ Metal Chains, Beads or Excessive Accessories

Shirts must be no longer than arm's length when arm is straight down the leg – If shirts are longer, they must be tucked in. Pants will be worn at the waist. During winter months any layering underneath the dress code must be a white turtle necks or long sleeve shirt.

Students will enter, remain in and exit from school wearing the approved dress code policy.

East Orange STEM Academy High School

East Orange STEM High School students are expected to dress in a manner consistent with the recognition that they have a responsibility to help foster a learning environment promoting health and safety, respect and pride, as well as a positive regard for discipline and authority.

Ladies & Gentlemen:

Collared Polo Shirts – White or Dark Blue

Polo shirts must be tucked into pants or skirt.

Tan Khaki Pants or Tan Khaki skirts.

No Jeans or Shorts!

- ❖ Skirts must be worn with a polo shirt and must extend no higher than 2" above the student's knees.
- ❖ Anyone in violation of this policy will be sent home and will not be allowed to return until a parent conference is held with an administrator.

East Orange Campus High School

Effective September 2012, Campus High School students will have the option of wearing the following clothing to school:

Ladies:

Collared **grey (only)** polo shirts and tan khaki pants or Tan Khaki skirts. Skirts must be worn with a polo shirt and must extend no higher than two inches above the students' knees. **NO JEANS or SHORTS!** Students may not wear long sleeve T-Shirts under or on top of their polo Shirt.

Gentlemen:

Collared **grey (only)** polo shirts and tan khaki pants. **NO JEANS or SHORTS!** Students may not wear long sleeve T-Shirts under their polo shirt. **NO Green or Gray Khaki pants permitted!!!**

During the seasonal months only, students may wear identifiable, solid, **black or grey** sweaters/cardigans/vest **ONLY** with a collared polo shirt underneath. **Tan, black or grey** blazers are optional.

Students Will Not Wear

- ❖ Halters, tank tops, tube tops, and/or athletic jerseys.
- ❖ Leggings or stretch pants are acceptable.
- ❖ Hooded garments of any kind.

The wearing of **pants below the waistline (SAGGING) is unacceptable and will-not be tolerated.** Pants should be size appropriate and worn at the waist. Coats, jackets, and all outerwear may not be worn in school.

Administration reserves the right, if necessary, to amend or supplement the dress code policy, to ensure a safe and secure learning environment at Campus High School.

Students are encouraged and expected to comply with the dress code policy. ***Failure to comply will result in disciplinary actions.***

EXPECTATIONS FOR PUPIL CONDUCT

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment.

The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior;
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

STUDENT CODES OF CONDUCT

(See Policy & Regulation 5600 for the full Policy)

A student code of conduct has been implemented to thoroughly define the expectations for student behavior. Adoption and implementation of **THE STUDENT CODES OF CONDUCT** are required under 4115 (b) Title IV. The East Orange School District and community expect all students to fulfill the behavioral expectations listed in the "**THE STUDENT CODES OF CONDUCT.**"

The Building Principal or designee shall have the authority to assign discipline to pupils. School authorities also have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Consequences and appropriate remedial action for a pupil who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying.

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's history of problem behaviors and performance, and shall be consistent with this Policy and the school district's pupil discipline/code of conduct pursuant to N.J.A.C. 6A:16-7.1.

Remedial measures for one or more acts of harassment, intimidation, or bullying shall be 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.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be 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 aggressor have been involved.

Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident.

Any pupil to be disciplined shall be provided the due process procedures for pupils and their families as set forth in N.J.A.C. 6A:16-7.2 through 7.6.

Disciplinary Measures

The following disciplinary measures may be applied as appropriate to the student's violation of school rules. Repeated chronic or cumulative offenses may require more aggressive interventions and consequences. **All disciplinary measures should involve parent conferences with written notification.**

1. Parent Notification or Conference with Written Notification
2. Admonishment – *Admonish pupil for unacceptable behavior or warn the pupil that additional conduct may warrant a more severe penalty*
3. Classroom Interventions
4. Temporary Removal from Classroom
5. Deprivation of Privileges – *Deprive of moving freely about the school; participate in a sport, social, co-curricular or graduation activity*
6. Classroom or Administrative Detention – *Report to school before or after school or on Saturdays for a period of supervised study*
7. Referral to Disciplinarian
8. Grading – *Pupil who cheats, plagiarized, or refused to submit assignments and tests may suffer a reduced grade*
9. In-school Suspension during the school week – *Removal of student from regular classes and report for supervised study*
10. Out of school Suspension (short term or long term)
11. Expulsion – *Removal of student from general education*
12. Reports to law enforcement or other legal action

Please Note: Suspended students must be provided with educational services within 5 days of removal for disciplinary reasons. Provision must be made for students to make up academic work missed during the time of suspension

Remedial Measures

The following remedial measures may be taken to aid in correcting student conduct. They may be used in conjunction with disciplinary measures and **should involve parent notification/conference.**

- a. Restitution/restoration – *Payment for loss in cost or labor*
- b. Corrective instruction or other relevant learning or community services
- c. Referral to I&RS committee
- d. Referral to school support services for evaluation, counseling, intervention, medical assessment, etc.
- e. Referral to community agencies
- f. Referral to law enforcement or other legal action
- g. Behavioral interventions or management plans
- h. Required participation in school district sponsored programs
- i. Referral to Alternative Educational settings

CODE OF CONDUCT OFFENSES

Chart of Discipline

Below is a listing of pupil behaviors that are subject to pupil discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2. The behaviors include, but are not limited to:

Social Offense

<i>Code</i>	<i>Offense</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
100	Violation of Dress Code	1 - Parent Notification 2 - Admonishment	1 - Parent Conference 2 - Admonishment 3 - Classroom Intervention	1 - Parent Conference 4 - Temp, Removal from Class 5 - Deprive of Privileges
105	Lying	2 - Admonishment	1 - Parent Conference 2 - Admonishment 3 - Classroom Intervention	1 - Parent Conference 5 - Deprive of Privileges

Misconduct

<i>Code</i>	<i>Offense</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
204	Misconduct	1 - Parent Notification 2 - Admonishment	1 - Parent Notification 5 -Deprivation of Privileges	1 - Parent Conference 9 - In-School Suspension
101	Littering	1 - Parent Notification 2 - Admonishment	1 - Parent Notification 5 -Deprivation of Privileges	1 - Parent Conference 6 -Detention

Electronic Device Violation

<i>Code</i>	<i>Offense</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
203	Electronic Device	1 - Parent Notification 2 - Admonishment	1 - Parent Notification 5 -Deprivation of Privileges	1 - Parent Conference 9 - In-School Suspension

Attendance Offenses

<i>Code</i>	<i>Offense</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
217	Detention Cut	1 -Parent Conference 6 - Detention	1 -Parent Conference 9 - In-School Suspension	1 -Parent Conference 9 - In-School Suspension 6 - Saturday Detention
102	Class Cut	1 -Parent Conference 6 - Detention	1 -Parent Conference 9 - In-School Suspension	1 -Parent Conference 9 - In-School Suspension 6 - Saturday Detention
217	SMD Cut	1 -Parent Conference 5 -Deprivation of Privileges 9 - In-School Suspension	1 -Parent Conference 5 -Deprivation of Privileges 9 - In-School Suspension	1 - Parent Conference 10 - Out of School Suspension

Vehicle Violations

<i>Code</i>	<i>Offense</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
109	Failure to Wear Seat Belt in School Bus	2 - Admonishment	1 -Parent Notification 5 -Deprivation of Privileges	1 - Parent Conference 5- Deprivation of Privileges 6 - Detention

Smoking

<i>Code</i>	<i>Offense</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
216	Possession, Use, or Sale of Tobacco	2 - Admonishment 6 - Detention	1 - Parent Conference 9 - In-School Suspension	1 - Parent Conference 10 - Out of School Suspension

Dishonesty

<i>Code</i>	<i>Offense</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
314	Theft	1 - Parent Conference 5 - Deprivation of Privileges A - Restitution	1 - Parent Conference 10 - Out of School Suspension A - Restitution	1 - Parent Conference 12 - Report to Law Enforcement A - Restitution C - IR&S Intervention
206	Cheating	2 - Admonishment 1 - Parent Conference	1 - Parent Conference 6 - Detention	1 - Parent Notification 10 - Out of School Suspension
315	Gambling	1 - Parent Notification 2 - Admonishment	1 - Parent Conference 9 - In-School Suspension	1 - Parent Conference 10 - Out of School Suspension

General Misbehavior

Code	Offense	1st Offense	2nd Offense	3rd Offense
210	Minor Altercation	1 - Parent Notification 5 - Deprivation of Privileges 4 - Temporary Removal from Classroom	1 - Parent Notification 5 - Deprivation of Privileges 9 - In-School Suspension	1 - Parent Conference 10 - Out of School Suspension
104	Insubordination	1 - Parent Notification 5 - Deprivation of Privileges	1 - Parent Conference 7 - Referral to Disciplinarian	1 - Parent Conference 9 - In-School Suspension
104	Abuse/Obscene Profanity	1 - Parent Notification 2 - Admonishment	1 - Parent Conference 6 - Detention	1 - Parent Conference 9 - In-School Suspension
209	Leave School Without Permission	1 - Parent Notification 2 - Admonishment 5 - Deprivation of Privileges	1 - Parent Notification 2 - Admonishment 5 - Deprivation of Privileges 9 - In School Suspension	1 - Parent Conference 10 - Out of School Suspension
105	Non-cooperation	2 - Admonishment	1 - Parent Notification 2 - Admonishment 3 - Deprivation of Privileges	1 - Parent Conference 6 - Detention

Acts Directed Against Persons or Property

Code	Offense	1st Offense	2nd Offense	3rd Offense
309	Sexual Harassment	1 - Parent Conference 7 - Referral to Disciplinarian	1 - Parent Conference 10 - Out of School Suspension	1 - Parent Notification 12 - Report to Law Enforcement
316	Stalking	1 - Parent Notification 5 - Deprivation of Privileges 7 - Refer to Disciplinarian	1 - Parent Conference 5 - Deprivation of Privileges 10 - Out of School Suspension	1 - Parent Conference 10 - Out of School Suspension
328	Bullying	1 - Parent Notification 5 - Deprivation of Privileges 7 - Refer to Disciplinarian	1 - Parent Conference 5 - Deprivation of Privileges 10 - Out of School Suspension	1 - Parent Conference 10 - Out of School Suspension
300	Substance Abuse	12 - Report to Law Enforcement D - Report to SAC	12 - Report to Law Enforcement I - Refer to Alternative School	12 - Report to Law Enforcement 11 - Expulsion Hearing
317	Reckless Endangering	1 - Parent Notification 2 - Admonishment 4 - Temporary Removal from Classroom 5 - Deprivation of Privileges	1 - Parent Notification 4 - Temporary Removal from Classroom 5 - Deprivation of Privileges 6 - Detention	1 - Parent Conference 7 - Refer to Disciplinarian
320	Vandalism	1 - Parent Notification 5 - Deprivation of Privileges A - Restitution	1 - Parent Conference 7 - Referral to Disciplinarian A - Restitution	12 - Report to Law Enforcement A - Restitution
307	Criminal Trespass	1 - Parent Conference 2 - Admonishment	1 - Parent Conference 9 - In-School Suspension	12 - Report to Law Enforcement
303	Fighting	1 - Parent Notification 6 - Detention	5 - Deprivation of Privileges 6 - Detention	1 - Parent Conference 10 - Out of School Suspension
306	Extortion	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing
321	Computer Misconduct	1 - Parent Notification 5 - Deprivation of Privileges	7 - Referral to Disciplinarian	9 - In-School Suspension

Acts Resulted in Violence that Poses a Direct Threat to Safety of Others in School

Code	Offense	1st Offense	2nd Offense	3rd Offense
302	Weapons Possession	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing
303	Assault on Student	1 - Parent Notification 6 - Detention	5 - Deprivation of Privileges 6 - Detention	1 - Parent Conference 10 - Out of School Suspension

313	Assault on Staff	1 – Parent Conference 10 – Out of School Suspension	1 – Parent Conference 10 – Out of School Suspension	1 – Parent Conference 11 – Expulsion Hearing
314	Robbery	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing
312	Arson	12 - Report to Law Enforcement 11 - Expulsion Hearing	12 - Report to Law Enforcement 11 - Expulsion	12 - Report to Law Enforcement 11 - Expulsion Hearing
308	Bomb Threat	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing
318	Terroristic Threats	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing	12 - Report to Law Enforcement 10 - Out of School Suspension 11 - Expulsion Hearing
314	Theft	5 - Deprivation of Privileges A - Restitution	10 - Out of School Suspension A - Restitution	12 - Report to Law Enforcement A - Restitution C - IR&S Intervention
207	False Alarm	1 - Parent Conference 12 - Report to Law Enforcement	9 - In-School Suspension 12 - Report to Law Enforcement	10 - Out of School Suspension 11 - Expulsion Hearing
319	Possession of Explosion Device	12 - Report to Law Enforcement 11 - Expulsion Hearing	12 - Report to Law Enforcement 11 - Expulsion Hearing	12 - Report to Law Enforcement 11 - Expulsion Hearing

Other Acts of Misconduct

<i>Code</i>	<i>Offense</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
323	Secret Membership	1 - Parent Conference 12 - Report to Law Enforcement	12 - Report to Law Enforcement I - Refer to Alternative School	12 - Report to Law Enforcement 11 - Expulsion Hearing

1. Three first offenses in any combination of categories in any one marking period will warrant the discipline of In-School Suspension.
2. Two second offenses in any combination of categories in any one marking period will warrant the discipline of IR&S intervention and Out of School Suspension.
3. Two third offenses in any combination of categories in any one marking period will warrant the discipline of evaluation for alternative placement.

Note 1: In selecting sanctions/consequences to use for unacceptable behaviors, it is not necessary to use each one or to use them in the order listed.

Note 2: Normally suspensions shall occur only after other corrective measures, such as parent contact, have been tried without success. The school shall provide the student's parent(s) with a written explanation of the reason for suspension.

Note 3: Suspensions and expulsions of IDEA - eligible disabled students shall follow the provision of their Individual Educational Plan (IEP) and applicable laws.

Note 4: Suspension and expulsion of students determined as disabled under Section 504 of The Rehabilitation Act of 1973 shall follow the Section 504 Accommodation Plan and applicable laws.

Note 5: Individual schools may have additional rules for student behavior as part of their School Discipline Plan.

Note 6: Students found to have committed the following offenses on school property, school sponsored activities, or school sponsored transportation shall receive the most severe consequences provided by school Board Policy

Note 7: Law enforcement officials must be notified in cases involving criminal acts or if required by state or federal law.

Note 8: All actions taken by the board and administration shall provide procedural due process for the student.

RULES AND REGULATIONS

A. AUTHORITY

1. School Personnel

Principal/Assistant Principal: The principal is the designated authority in the school. It is the principal's responsibility to enforce policies of the Board of Education and the State. Within the principal's authority, he/she has the right to question pupils, investigate allegations of incidents, and to discipline offenders.

Teacher: Each teacher is responsible for enforcing the rules of the school. The teacher may question pupils, investigate incidents, and give specific directions to any pupil regardless of whether or not they are pupils assigned to that teacher or to that teacher's classroom.

The teacher may use reasonable disciplinary action when a pupil refuses to obey. Where violations of classroom rules warrant more severe disciplinary action, pupils may be referred to the school principal for other action.

Other School Personnel: Other school personnel includes aides, school counselors, child study team (CST) members, custodial staff, secretarial staff, authorized business personnel, food services staff and adult volunteers and others providing services to the school.

STUDENTS WHO VIOLATE RULES MAY BE REFERRED TO TEACHERS OR PRINCIPALS FOR OTHER APPROPRIATE ACTION.

2. Board of Education

According to state statutes, the Board of Education is the ultimate authority, and all disciplinary actions rest with the Board of Education. Only matters, which have been referred by the Superintendent for expulsion, will be dealt with by the Board of Education.

B. CONDUCT/DISCIPLINE – HARASSMENT, INTIMIDATION OR BULLYING

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment.

“Harassment, intimidation, or bullying” means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function on or off a school bus and that substantially disrupts or interferes with the operation of school or the rights of other students.

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.
5. Causes physical and/or emotional harm, creation of hostile environment that infringes on the rights of other students by interfering with a student's education or by severely or pervasively causing physical or emotional harm.

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

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

This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

Expected Behavior

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with 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 consistent with the code of pupil conduct.

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 instances of violations of the code of pupil conduct 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 best practices designed to prevent pupil conduct problems and foster 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 a 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 developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, 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 the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

The district prohibits active or passive support for acts of 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 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 Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students and staff members who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. 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 students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved;
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 Consequences – Student Considerations

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 Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationship and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

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

Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
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 for a student who commit one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences

for a student who commits an act of harassment, intimidation, or bullying are those that are graded according to the severity of the offenses, consider the developmental age of the student offenders and the student's histories of inappropriate behaviors consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action;
9. Expulsion.

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences of harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feeling about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;

4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying;; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus Groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture changes;
7. School climate improvement;
8. Increase supervision in “hot spots” (e.g. locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school’s response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;

27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendation of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions - Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. 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.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victim's physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seat changes;
7. Schedule changes;
8. School transfers;
9. Before and after school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or

termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this Policy to the Principal or designee. Submission of an Incident Report Form to the Principal or designee is required, or the reporting party may use a district's web-based reporting system. Oral reports shall also 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.

- Incidents must be reported, verbally, on the day of the occurrence and in writing within two days of witnessing or reports of same
- Investigation must be completed in 10 days with accompanying resolution. Incomplete information in investigations may be amended
- School to notify parents of all students involved in an incident, including the parents of the bully and the bullied student, and shall offer counseling and intervention services
- Board members are added to list of those responsible for reporting incidents of HIB

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident, as set forth in N.J.S.A. 18A:37-16.c.

Investigation

The following investigation procedures shall be used for an allegation(s) of harassment, intimidation, or bullying behavior:

1. An investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident and shall be conducted by a school's Anti-Bullying Specialist, in coordination with the Principal.
 - a. The Principal may appoint additional personnel who are not school Anti-Bullying Specialist to assist in the investigation.
2. The investigation shall be completed as soon as possible, but not later than ten school days from the date of the written report of the incident of harassment, intimidation or bullying.
 - a. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the ten-day period, the school Anti-Bullying Specialist may amend the original report of the results of the investigation to reflect the information.
3. The results of the investigation shall be reported to the Superintendent of Schools within two school days of the completion of the investigation, and in accordance with regulations promulgated by the State Board of Education pursuant to the "Administrative Procedure Act," P.L. 1968, c.410 (C.52:14B-1 et seq).

4. The Superintendent of Schools may decide to provide intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
5. The results of each investigation shall be reported to the Board of Education no later than the date of the next Board of Education Meeting following the completion of the investigation, along with information on any services provided, training established, discipline imposed, or other action taken or recommended by the Superintendent.
6. Parents of individual student offenders and targets/victims shall be entitled to receive information about the investigation, in accordance with Federal and State law and regulation, including the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether discipline was imposed or services provided to address the incident of harassment, intimidation or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.
7. A parent may request a hearing before the Board of Education after receiving the information.
 - a. This hearing shall be held within ten school days of the request;
 - b. The Board shall meet in executive session for the hearing to protect the confidentiality of the students; and
 - c. At the hearing the Board may hear from the school Anti-Bullying Specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.
8. At the next regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of each investigation to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with the procedures set forth in law and regulation, no later than ninety days after the issuance of the Board's decision.
9. A parent, student or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L. 1945, c.169 (C.10.5-1 et seq.)

The District / School have identified the following personnel to contact for investigation:

- A District Bullying Coordinator – Ms. Michelle Murchison (973) 266-5751
- A School Anti-Bullying Specialist – Ask your principal for the school specialist
- A School Anti-Bullying Team consisting of the Principal, Specialist and others appointed by the Principal will foster and maintain a positive school climate.

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

Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any 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 parts 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 may range from positive behavioral interventions up to and including suspension or expulsion.

In considering whether a response beyond the individual level is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or 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 also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district's response to the actions, in the context of acceptable pupil and staff member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

Reprisal or Retaliation Prohibited

The Board 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 designee after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures. The consequences and appropriate remedial action for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences and appropriate remedial action for employees will range from an admonishment to termination of employment. The consequences for a volunteer will range from an admonishment to - dismissal from the volunteer position. The consequences for visitors will range from an admonishment to loss of visitation privileges.

Consequences for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation count entail discipline in accordance with district policies, procedures, and agreements which may include but not limited to, reprimand, suspension, increment withholding, 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.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of students services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Reports to Law Enforcement

Some acts of harassment, intimidation, and bullying may be bias-related acts and potential bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement between Education and Law Enforcement Officials.

Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

Policy Publication

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

C. HEALTH, PERSONAL HYGIENE, SAFE CLOTHING (PHYSICAL EDUCATION)

1. Parent/guardians will be responsible for maintaining proper health, personal hygiene and dress of their children. When the violations interfere with other children, parent/guardians will be responsible to take corrective actions.
2. Each parent/guardian and child has the right and responsibility to determine appropriate, decent, healthy, and safe clothing for their child. All children must wear safe and proper footwear on school property.
3. Parents/guardians will be responsible for acquiring proper student dress for physical education and swimming classes.

D. IDENTIFICATION

1. A student must identify himself/herself upon the request of school personnel.
2. All persons other than assigned pupils and staff entering a school building must first report to the school office for permission to remain in the building. Violators will be subject to legal action.

E. PROPERTY

1. Each student has the right to freedom from unauthorized search of his/her person, property, or locker, except in the following cases: (1) emergency, (2) prior notice, (3) situations where a staff member has reasonable cause to believe that the student might possess stolen objects or other objects in apparent violation of the rules.
2. Each student has the right to have possession free from theft and damage. No pupil shall steal, damage, or destroy another person's or school property. Damage to personal possessions or to school property shall be assessed to the parent/guardian and/or student, **either in money or in work**.

F. SCHOOL SAFETY

The general safety of all students entering a school building shall be provided at all times. All students shall be protected from bodily harm and property damage through the maintenance of a safe school facility. All students shall be provided this protection through the maintenance of good conditions of buildings and grounds, proper security precautions and a close cooperation between local police and school.

1. Each student has the right to experience regularly scheduled safety drills (i.e., fire drills, etc.) and the responsibility to practice proper behavior during such drills.
2. The student has the right to know of the responsibility to adhere to the school's playground rules or rules at the school-sponsored activities during scheduled recess times.
3. No student shall possess, store or transfer any kind of weapon or look-alike weapon or use any object in a dangerous manner on school property, at any school-sponsored functions or on school buses. (***Violation of this rule automatically will start the expulsion process.***)

G. NUTRITION PROGRAM

The student has the right to an orderly lunchroom period and the responsibility to adhere to the school's lunchroom rules. The East Orange School District takes part in the National School Lunch and Breakfast Program to assure that all children in the District receive proper nourishment.

The District serves breakfast free of charge to all students of the East Orange School District regardless of their household income eligibility status.

Lunch is provided daily and there are three categories for lunch payment: full price, reduced price and free lunch. All parents, whether or not they want their child to participate in the free or reduced priced lunch program, must submit a lunch application to the school. The application will be reviewed and eligibility will be determined under the regulations of the National School Lunch Program. For further information, call the School Business Administrator, 973-266-5700.

Each year a selected number of lunch applications are randomly selected for an income verification audit in accordance with the requirements established by the United States Department of Agriculture.

PRIVACY ACT STATEMENT:

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the social security number of the adult household member who signs the application. The social security number is not required when you apply on behalf of a foster child or you list a Food Stamp Program. Temporary Assistance for Needy Families (TANF) Program or other FDRIP identifier for your child or when you indicate the adult household member signing the application does not have a social security number. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

DURING THE CURRENT SCHOOL YEAR, FOODS WITH SUGAR ARE PROHIBITED FROM BEING SOLD OR GIVEN TO STUDENTS IN SCHOOL, ANY TIME BEFORE THE END OF THE LAST LUNCH PERIOD.

N.J.A.C. 2:36-1.10 Competitive Food Policy

The sale or free promotion of extra food items of minimal nutritional value on the school property at any time before the end of the last lunch period shall not include those items prohibited by regulations promulgated by the United States Department of Agriculture for the administration of child nutrition programs and as contained in the department's nutritional standards as referenced in N.J.A.C. 2:36.

All income derived from the sale of food and beverage items within a school during the hours when the school lunch and school breakfast programs are in operation must accrue to the accounts of said programs.

N.J.A.C. 2:36-1.7 Nutritional Standards

Nutritional standards established by the Department for lunches and breakfasts served under the National School Lunch Program and the School Breakfast Program or as mandated by N.J.S.A. 18A:33-4 shall be identical to those established in the United States Department of Agriculture regulations at 7 CFR §210.10 and Part 220 respectively. These federal regulations and all subsequent amendments are adopted herein by reference as published in the Department's Nutritional Standards for School Nutrition Programs available through the Bureau of Child Nutrition Programs, Department of Agriculture, P.O. Box 334, Trenton, New Jersey 08625-00334.

COMPETITIVE FOOD FACT SHEET

USDA defines competitive food as foods offered at school, other than meals served through USDA's school meal programs—school lunch, school breakfast, and after school snack.

NUTRITIONAL ASSISTANCE PROGRAM

The District provides humanitarian lunches to pre-k through 5th graders only from September 9th - 27, 2013. Effective September 28, 2013, the District will not provide nutritional assistance meals (humanitarian lunches) to our students if they are not eligible for free lunch. If you wish your child to have lunch, you MUST provide him/her with lunch or ensure that he/she has the appropriate cash to pay for their meal.

H. SUBSTANCE ABUSE

Any use, possession or sale of drugs/alcohol by or to a minor is a violation of state law.

1. Board of Education policy prohibits smoking in the school building, at school-sponsored activities, on school buses or on school property.
2. A student shall not possess, use, or be under the influence, or appear at a school or school-sponsored activity after having used illegal drugs, alcoholic beverages, anabolic steroids, other controlled substances or unauthorized prescription drugs or look-alike or synthetic substances. Dependent on the nature of the incident, violations of this policy may result in suspension, referral to law enforcement officials, required counseling/treatment, and referral for assessment at an outside facility at their own expense, removal from participation in school athletics or activities and/or expulsion from school.
3. A student shall not give, sell or transfer illegal drugs, alcoholic beverage, anabolic steroids, other controlled substances or unauthorized prescription drugs or look-alike synthetic substances in any school, on school buses or school-sponsored activity. Violators will be referred to law enforcement officials and are subject to expulsion from school.
4. Students referred for suspicion of or actual violation of #2 above shall be referred to the district's Safe and Drug-Free Schools program. They may be provided alternative educational services until such time as required documentation is submitted. Failure by parents to provide required assessment of student will result in possible referral to the Division of Youth and Family Services or Family Court or other law enforcement or judicial entities.

I. LOCKERS

In order to ensure students health, safety, and welfare, notice is hereby given in accordance with N.J.S.A. 18A: 36-19.2, that lockers or any other storage facilities provided for use by students are subject to unannounced locker inspection/search by school authorities.

1. Any closed containers kept in lockers may be opened and their contents examined.
2. Any firearms or other dangerous weapons, illicit drugs, or other forms of contraband discovered during the course of a locker inspection or search will be turned over to law enforcement authorities pursuant to state and federal laws and regulations for appropriate handling by prosecutors and police.

J. SPECIAL SERVICES

Each student has the right to special services when needed or requested by parents/guardians and supported by district regulations, such as health services, home bound instruction, special education, gifted/talented, and bilingual education programs, guidance or social work services, drug and alcohol prevention and intervention, and special classes for pregnant students.

K. STUDENT RECORDS

Each student enrolled in the East Orange School District shall have a Cumulative Record Folder (PCRF-Permanent Record Form) filed in the school of his/her attendance.

The following student records are mandated:

1. Personal data, which identifies each student, enrolled in the school district.
2. Record of daily attendance
3. Description of student's progress.
4. History of status of physical health
5. All records required to be kept by the State Board of Education, including those pursuant to N.J.A.C. 6:28-1 et. seq, regarding the education of handicapped students, and;
6. All other records required by the State Board of Education:
 - a. Availability: Student records shall be made available to the parent/guardian, adult student and certain other persons in accordance with the procedure of the district at a reasonable fee, not to exceed the actual cost to the Board of Education for producing such copies.
 - b. Confidentiality: All pupil records shall be maintained and secured in accordance with N.J.A.C. 6: 3-2, and with the established procedures which will ensure their educational relevancy, proper accessibility and confidentiality.

ACADEMIC STANDARDS FOR ELIGIBILITY FOR ATHLETICS AND CO-CURRICULAR ACTIVITIES POLICY

All students will be expected to have successfully completed academic courses amounting to the normal progression expected of students toward meeting Board academic requirements for graduation. In other words, a student entering his/her second semester as a freshman will be expected to have successfully completed one-eighth (12 1/2%) of the District requirement. Thereafter, as a student progresses through his/her secondary career, he/she will be expected to have completed satisfactorily one-eighth of the District requirement for each semester of attendance in a secondary school (e.g., twenty-five percent of the requirement entering his/her second year and seventy-five percent of the requirement upon entering his/her fourth year of secondary school).

It must be emphasized that these academic standards are minimal requirements.

1. According to regulations of the New Jersey State Board of Education, credits must be assigned equally to all secondary school courses. Thus, courses which at one time were considered "minor" e.g., physical education, art, music, industrial arts, etc., must be included in the determination of academic credits.
2. It is recognized that students may accelerate their academic programs during their first three years of secondary schooling. Consequently, such students may be eligible in the second semester of their senior year even when they carry less than 12½% of the state minimum during the first semester provided they are meeting their school district's graduation requirements and are passing all courses in which they are enrolled.
3. Schools will not be permitted to "average" academic achievement for students so as to allow them to be eligible even though they have not accumulated the requisite proportion of the state minimum according to their semester of attendance (e.g., a school may not allow a student who failed two (2) courses in his/her first semester because he/she received an "A" in the remaining courses, so as to constitute an average of "C" or above for all courses).
4. If a student is to be graduated in June, has left school, but has re-enrolled, he/she will be eligible thirty (30) calendar days from the date of re-enrollment. However, the student must meet requirement as delineated in the local attendance policy.

5. If a student has continued enrollment while absent from school, he/she will be eligible provided he/she is enrolled in and attends at least one course.
6. An athlete whose education is interrupted after his/her entrance into the 9th grade and who does not pass the required courses at the end of the semester, being readmitted at the beginning of the next semester, is ineligible for failure to meet the requirements of this section.
7. An athlete who is ineligible under Section 6 of this policy may become eligible for the remainder of the winter sports season on February 1 if he/she meets the requirements as described in the opening paragraph of this policy.
8. Any summer work for make-up purposes, completed and approved by the school before the sixth (6th) school day, in the semester starting in September, may be used for eligibility purposes.
9. Students who are suspended for suspected alcohol, tobacco and other drugs violations shall not participate in athletics and co-curricular activities until cleared for return.

HOMEWORK/TEXTBOOKS

Parents are encouraged to help their children with homework by establishing a homework time and monitoring the process daily. ***If there is no homework assigned, the designated homework time should be used for Independent Reading.***

A. HOMEWORK

PURPOSE OF HOMEWORK: Assignments are given to students by teachers to be completed outside of regular class time. Homework is given:

- ❖ to extend and explore concepts introduced during class time
- ❖ to review class work
- ❖ to stimulate new interests & critical thinking
- ❖ to develop initiative
- ❖ to increase independent thinking
- ❖ to develop good work and study habits

Each student should:

1. Carefully plan to provide sufficient time for the homework assignment to be completed without undue haste.
2. Willingly assume responsibility for completing all homework assignments.
3. Make certain that he/she understands the purpose and the requirements of the homework assignment.

Each parent should:

1. Making available proper conditions, time and facilities for effective home study.
2. Encouraging the student to complete assignments neatly, accurately, promptly and independently.
3. Indicating interest in the student's total school responsibility and the place of homework as part of his/her obligation.
4. Feeling free to confer frequently with the teachers so that the school and home can work cooperatively toward the highest achievement of which the child is capable.

B. TEXTBOOKS

Every student will be issued textbooks for those courses/programs required. Students are held responsible for covering and maintaining their textbooks. Computerized records will be kept of the number and condition of textbooks when issued, and the condition when returned. All books are to be returned at the end of the course or at the time of transfer from the course. Student(s) must pay for damages to books. If a student leaves school before the end of the year, he/she is to leave the books with the subject teacher in charge of each textbook. Textbooks are to be treated with the greatest of care, as they are public property.

An act that mars, defaces, or destroys personal or school property constitutes vandalism (**full restitution payment will be expected**).

C. HOME INSTRUCTION

1. When a pediatrician or other appropriate physician certifies that a student will be absent from school **no less than two (2) weeks**, a medical form will be mailed to that physician or given to the parent by the school nurse for completion and signature. The physician and/or parent should be instructed to return this form directly to the school nurse.
2. Students having chronic medical conditions are required to have a medical form filled out annually by the examining physician. Forms are to be forwarded to the Department of Special Education and a copy to the nurse in the student's home school.
3. Home instruction **WILL NOT COMMENCE UNTIL THESE PROCEDURES HAVE BEEN FOLLOWED.**
4. Home Study: Parents/Guardians who wish to instruct their children at home must have the proposed programs approved by the Board of Education.

HEALTH & WELFARE

A. MEDICINES

Since it is impossible for schools to know the medical history, possible allergic reactions, religious convictions, etc. of every student, school personnel may **not give or apply medicine to students**. An exception is made only in the case of external application of antiseptics to minor abrasions.

1. Dispensing of Medications by School Nurses
 - a. The Board of Education policy states that school nurses **may not** dispense internal medication to children unless a written doctor's prescription is provided by parent and countersigned by the school physician.
2. Self-administration of medication
 - a. A student may self-administer his/her medication for Asthma, insect sting or other potentially life threatening illnesses/condition as needed, when a request for self-administration of medication has been completed by the physician and parent, and submitted to the school nurse.

B. ACCIDENTS & FIRST AID

In case of injury or sudden illness of a student, the following procedures will be followed:

1. The school nurse or another trained person shall be responsible for administering first aid.
2. When an illness or an injury appears in any way serious, every effort shall be made to contact the parent or guardian immediately.
3. The school nurse/school physician or principal may make arrangements to transfer a student immediately to the nearest emergency medical facility or the facility designated by student's treating physician for life threatening emergencies.
4. No student who is ill or injured shall be sent home alone, nor shall any adult student, unless the illness/injury is minor. A student who is ill or injured shall not be taken home unless it is known that someone is there to receive him/her.
5. Emergency medical information is on file in the nurse's office.

If parents have religious objections against any phase of the Health/Welfare Programs, an affidavit to this effect must be signed and witnessed by the building principal. (The East Orange Board of Education will follow all rules and regulations pursuant to N.J.A.C. April 9, 1990).

C. CHILD ABUSE/NEGLECT

As required by state law, the school district will report all suspected cases of child abuse and neglect. The Superintendent has developed procedures for compliance with the statutory requirements. Such procedures shall:

1. Inform all staff members having contact with students of their responsibility to report all cases of abuse, abandonment, cruelty or neglect resulting in physical or emotional injury by other than accidental means through the proper procedures. This shall include the issuing of a copy of the relevant statutes.
2. Require all school personnel having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse to report the same promptly to the Division of Youth and Family Services (DYFS) by telephone or other immediate means.
3. Require prompt action to secure treatment of such injuries as a result from abuse, abandonment, cruelty or neglect so as to protect the child's health.
4. Require that a written report of each suspected case be reported to DYFS in accordance with the law.
5. Require that the Student Personnel Services staff follow the child's progress and maintain communication with DYFS on his/her behalf.
6. Require that an appropriate district official report each case to the County Superintendent.

7. Require the cooperation of all school personnel in the investigation by DYFS including submission of appropriate school records, interviews of the child or children and school personnel.

D. PROMOTION/RETENTION/GRADUATION ELIGIBILITY REQUIREMENTS

The East Orange Board of Education has adopted as a district goal the provision of an instructional program to secure maximum opportunities for students.

1. **Grades K-8:** East Orange students, K-8, must demonstrate specified levels of competency in areas of reading, writing and computational skills in order to progress from one grade to the other.
2. The Board believes that a student's promotion from one grade level to the next must depend both on the student's academic progress and his/her social, emotional and behavioral readiness to profit from instruction at the next grade level. Academic and personal progress shall be measured in terms of achievement of district goals and objectives.
3. Grades 9-12: Students must have acquired 120 credits before graduation can take place.
4. At grades 9-12, grade placement will be determined by the number of credits completed.*

Students must pass (meet or exceed state standards) on all parts of the HSPA (High School Proficiency Assessment).

Students in grades 11 & 12 are required to pass the High School Proficiency Assessment (HSPA) in reading, writing and mathematics. Remediation for mastery will be provided when students fail to meet the minimum levels.

<u>Placement in Grade</u>	<u>Minimum Credits Required</u>
10	25
11	51
12	86

Mandated Courses/Graduation Test Requirements
(Based on 9th Grade Entry Year)
New Jersey High School Graduation Requirements (N.J.A.C.6A: 8-5)
Number of Credits for State Endorsed Diploma

	2010-2011	2011-2012	2012-2013	2013-2014
Language Arts Literacy	20 credits aligned to grade nine through 12 standards			
Mathematics	15 Credits including Algebra I and Geometry or the Content Equivalent*		15 Credits including algebra I and geometry or the content equivalent* and a third year of math that builds on the concept and skills of algebra for college and 21st century careers.	
Science	15 credits including at least five credits in laboratory biology/life science or the content equivalent** and one additional laboratory/inquiry -based science course which shall include chemistry, environmental science, or physics		15 Credits including at least five credits in laboratory biology/life science or the content equivalent**; and additional laboratory /inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course	
Social Studies	15 Credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all courses offerings.			
Financial, Economic Business & Entrepreneurial Literacy	2.5 Credits			
Health, Safety & Physical Education	3 3/4 credits in health, safety, and physical education during the year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8			
Visual and Performing Arts	5 Credits			
World Languages	5 Credits or Student demonstration of Proficiency			
Technological Literacy	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum			
21st Century Life & Careers, or Career Technical Education	5 Credits			
Total Credits	120 Credits***			

PUPIL GRIEVANCE

(See Policy & Regulation 5710 for the full Policy)

Official avenues for the expression and correction of grievances are available in the East Orange School District. Each school shall establish procedures for the consideration of pupil problems and for processing pupil complaints and appeals. These procedures should be developed through the cooperative efforts of pupils, faculty, and administrators and shall be included in the Student/Parent Handbook. The Superintendent shall establish and maintain procedures for

appeals beyond the decision of the Principal. Procedures implementing this policy shall be made known to pupils, and staff, parent/guardian, and pupils who wish to use them will be assured of access to the appropriate personnel within a reasonable period of time.

The primary purpose of these procedures is to clarify channels of communication available to pupils when they have grievances about certain actions, policies or procedures of the school district, and to provide ways for pupils to present suggestions for the improvement of the system.

Discrimination complaints should proceed as follows:

1. Classroom teacher
2. Department Chair (if applicable)
3. Assistant Principal
4. Principal
5. District Affirmative Action Officer – Dr. Deborah Harvest
6. Superintendent of Schools – Dr. Gloria Scott
7. Board of Education
8. County Superintendent of Schools
9. State Commissioner of Education
10. State Board of Education

Grade Complaints

1. Classroom teacher
2. Guidance Counselor
3. Department Chairperson (if applicable)
4. Assistant Principal
5. Principal
6. Assistant Superintendent – Dr. Deborah Harvest
7. Superintendent of Schools – Dr. Gloria Scott
8. Board of Education
9. County Superintendent of Schools
10. State Commissioner of Education
11. State Board of Education

Discipline/Attendance Complaints should proceed as follows:

1. Assistant Principal
2. Principal
3. Assistant Superintendent – Dr. Deborah Harvest
4. Superintendent of Schools – Dr. Gloria Scott
5. Board of Education
6. County Superintendent of Schools
7. State Commissioner of Education
8. State Board of Education

A time interval shall be applied to each step in this grievance procedure. At the school, a time limit of ten school days will be applied to each step in the grievance procedure. At higher levels, appropriate time intervals shall be applied to each step in this grievance procedure.

EDUCATIONAL SUPPORT SERVICES & PARENT RELATIONS

A. Goals of the District's Parent Relations department are to:

1. Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
2. Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
3. Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
4. Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.
5. Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.
6. The Director of the Educational Support Services & Parent Relations serves as the Superintendent's Liaison to the Parent Advisory Council.
7. Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

B. Services provided as a part of the Educational Support Services & Parent Relations Department are:

1. Guidance & Counseling – WSR Social Workers

Guidance Counselors and Whole School Reform Social Workers are responsible for providing comprehensive guidance and counseling services for all schools in the district. Counselors/Social Workers are also prepared to conduct large group lessons in interpersonal skills development, conflict resolution, career orientation, achievement motivation and other affective support services. Services are available to support classroom management, scheduling, and testing to help students come to terms with the many career choices available to them. They also collaborate with community agencies.

All elementary schools have a full time Guidance Counselor and/or Social Worker. The elementary and middle schools counseling/social services provided are designed to impart assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and academic functioning of children. Our middle schools have both a Guidance Counselor and Social Worker.

At the high school level, Guidance Counselors focus on student academic progress, scheduling, and college/vocational awareness and application/entry process. Our middle and high school Social Workers provide a link between home, school, and community service to enable students and their families to overcome social and personal problems, which impede learning. Counselors also coordinate special projects existing in their respective school.

It is highly recommended that all parents ensure that they meet and establish a working relationship with their child's Guidance Counselor and/or School Social Worker during the first marking period of the school year.

2. Community Outreach Coordinators

All district schools have a Community Outreach Coordinator (COC's). The goal of the Community Outreach Coordinator is to foster a cooperative relationship between the school, parents and the

community. The Community Outreach Coordinator directs all parental and community support towards creating and maintaining a positive learning environment. The COC informs parents and community regarding what is going on in the school, provides learning opportunities for interested parties and encouraging everyone to be involved in the school. The COC's ensure that there is a communication network centered on the implementation of the schools Whole School Reform Model.

3. **The Safe and Drug-free Schools Program (SDFS)**

Location – Central Office – 199 Fourth Avenue, 3rd Level, E.O.N.J. Tel: (973) 266-5751 (8:30 a.m.-4:30 p.m.)

The program provides a comprehensive spectrum of programs and services that promote resiliency in students and foster safe, disciplined, and drug-free school climates that are conducive to student success. The SDFS program assists the district, individual schools, and community partners to plan, develop, and implement programs and strategies that are directed toward:

- ❖ Preventing the illegal use, possession, and distribution of tobacco, alcohol, and illegal drugs by students
- ❖ Preventing violence in and around schools, promoting and school safety
- ❖ Responding to the needs of students affected by substance abuse or violence
- ❖ Promoting the involvement of parents and the community in prevention efforts
- ❖ Multi-system emergency response/crisis management plans that address needs utilizing prevention, intervention, and post-vent ion strategies within a holistic community context
- ❖ Promoting positive student social and emotional development

The program also provides information and referral, case management, community advocacy and outreach, consultation to parents, staff, and students, workshops, professional development for staff, coordinates wellness/ prevention programs, activities, and assemblies for students, provides short-term counseling for students by SDFS certified staff, and a lending library of books, tapes, and other materials for use by students, staff, and parents.

4. **Workplace Readiness**

District resource for to ensure cumulative progress of the cross-content workplace readiness standards are incorporated in all core content areas with a special emphasis on:

- ❖ Career Planning and workplace readiness skills
- ❖ Use of technology, information and other tools
- ❖ Use of critical thinking, decision-making and problem-solving skills
- ❖ Instilling self-management skills
- ❖ Application of safety principals
- ❖ Working Papers

Students can receive working papers at age 16. Students should contact their school-based Community Outreach Coordinator to secure their working papers. Students must have proof of employment prior to being issued their Working Papers.

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

January 2014

To Parents, Students, Employees and East Orange Community:

For your information, the East Orange School District assures its compliance with the following affirmative action regulations:

1. Title 18A, New Jersey Statutes, prohibits discrimination against students and other persons because of sex, race, color, creed, religion, ancestry, national origin, social or economic status or sexual orientation.
2. Title IX of the Federal Education Amendments of 1972 prohibits sex discrimination in any educational program or activity receiving federal financial assistance. This law requires all local school districts to designate someone to coordinate its requirements. It also requires all local school districts to develop and publish a grievance procedure for use by students and employees who have complaints alleging sex discrimination.
3. Title VI of the New Jersey Administrative Code contains the regulations of the State Board of Education and complements the requirements of the Federal Law. Title VI requires local school districts to ensure that all students regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status are provided equal access to educational programs and services by district boards of education.
4. 504 Code - Rehabilitation Act of 1973. Americans with Disabilities Act

(Affirmative Action) Equity Officer

Dr. Deborah Harvest
Assistant Superintendent
Division of Operations, Compliance &
Educational Support Services
199 Fourth Avenue
4th Floor
East Orange, New Jersey 07017
(973) 266-5776

504 Compliance Officer

Ms. Tonya Santos
Director
Department of Special Education
199 Fourth Avenue
1st Floor
East Orange, New Jersey 07017
(973) 266-5785

**East Orange School District
Parent/Student Acknowledgement Code of Student Conduct**

**PLEASE SIGN THIS FORM AND SEND IT BACK TO SCHOOL
YOUR SIGNATURE MEANS THAT YOU HAVE RECEIVED THIS DOCUMENT AND
KNOW WHAT THE RULES ARE.**

Student Name (Please Print)	Grade	School
-----------------------------	-------	--------

Students, parents, administrators, and staff all have important roles to play in our schools. With so many people working together, problems may occur from time to time. Rules have been made to address these problems. Like laws, rules apply to everyone, and they work only when everyone knows what they are.

The East Orange Student and Parent Handbook list the rules for students in the East Orange School District. The rules apply to all activities and for any vehicles authorized for the transportation of students. Please obtain a copy of this handbook from your school administrator. Enclosed with this document is a summary of acceptable and unacceptable behavior for East Orange students.

Since parents can be held responsible for the actions of their children, it is important that they are aware of the rules and consequences if the rules are broken.

Parents need to be involved in the education of their children and have the responsibility to provide the school with current emergency contact person and/or telephone numbers. They also have the responsibility to notify the school of anything (such as medical information), which may affect their child's ability to learn, to attend regularly, or to take part in school activities. Parent(s) should take special notice of the Attendance and Tardy sections of the handbook as well as the Suspension and Expulsions provisions, which are in accordance with School Board Policy.

Federal and state laws require local school districts to notify parents, through the Student Conduct Code, that any student who is determined to have brought a firearm (as defined in Federal law 18 U.S.C s921) to any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred for criminal prosecution.

The school system must have proof that every student and every parent or guardian has had a chance either to read the Code of Conduct or hear it read aloud. Signed forms must be part of every student's record. Your signature means that you have received this document and know the rules. (It does not mean that you agree or disagree with them.)

Parent/Guardian Signature	Date
---------------------------	------

Student Signature	Date
-------------------	------



EAST ORANGE SCHOOL DISTRICT GUIDELINES FOR ACCEPTABLE INTERNET USE

Dear Parent(s) and/or Guardian:

Your son/daughter will have the opportunity to use the East Orange Public Schools' computer network, which includes access to the internet. The Internet is a world-wide telecommunications network with almost limitless instructional resources available for teacher use. East Orange Public Schools has implemented a state-of-the-art content filtering system to ensure that students access information consistent with the goals of our instructional program. The filtering system is never intentionally disabled and its effective in blocking access to inappropriate content such as pornography, violence, and terrorist sites. The student is responsible for appropriate behavior while using the computer network. Teacher monitors student activities while online for appropriateness.

The following activities described below are deemed unacceptable.

- Disclosing your own or another student's personally identifiable information is unacceptable.
- Using any network account for non-school related activity is unacceptable.
- Unauthorized copying of licensed software is unacceptable and illegal.
- Plagiarizing online content is unacceptable.
- Downloading or copying files without permission is unacceptable.
- Reading, sending, or forwarding personal e-mail messages, chat messages, or instant messages are unacceptable.
- Removing or damaging computer components is unacceptable.
- Seeking to override or bypass computer or network security provisions is unacceptable.

East orange Public Schools is committed to providing safe and quality instructional opportunities for all students. The use of the Internet is quickly becoming an essential component of the overall instructional program. Please, take a few moments to discuss with your child the importance of using this resource responsibly.

I have read and understand the East Orange Public School's Guidelines for Acceptable Internet Use.

Parent/Guardian Signature

Date

Student Signature

Date

**EAST ORANGE SCHOOL DISTRICT
199 FOURTH AVENUE
EAST ORANGE, NEW JERSEY 07017**

**AUTHORIZATION FOR PICK UP FORM
2013 - 2014 SCHOOL YEAR**

The Authorization for Pick up Form must be completed if someone other than the parent and or guardian will be sent to the school to pick up your child(ren) in the event of an emergency, illness, early dismissal from school, etc. Students **will not** be released to any individual **who is not** listed on the form.

You must complete new forms if an of the information changes. *This is the responsibility of the parent(s) or legal guardian(s).

*Changes cannot be made randomly on a day-to-day basis. If there are a particular set of circumstances that occur or an unforeseen emergency happens, necessitating an immediate change, the parent(s) and legal guardian(s) **must call** the school and speak to the Head or Assistant Secretary to provide information or send a signed written note.

(PLEASE PRINT)

NAME OF STUDENT	STUDENT ID #	HOMEROOM TEACHER

Name of Authorized Person(s)	Phone #	Relationship to Student

STUDENTS WILL NOT BE RELEASED TO ANYONE WHO IS NOT LISTED ON THIS FORM!!

PLEASE CHECK OFF MODE OF TRANSPORTATION THAT YOUR CHILD(REN) USES DAILY:

SCHOOL BUS WALK PUBLIC TRANSPORTATION

CAR TAXICAB PICK UP

LEGAL PARENT/GUARDIAN'S NAME: (Please Print) _____

Parent/Guardian (SIGNATURE) _____

DATE OF ORIGINAL FORM SENT HOME: _____ **DATE RETURNED TO SCHOOL:** _____

DATE FORM REVISED AND/OR UPDATED: _____

TEACHER'S INITIALS: _____

**EAST ORANGE SCHOOL DISTRICT
199 FOURTH AVENUE
EAST ORANGE, NEW JERSEY 07017**

EMERGENCY FORM

2013 - 2014 SCHOOL YEAR

***NOTE TO PARENTS:** This form is mandatory and must be on file for every student. We must have working contact numbers in the event of an emergency. This is a legal requirement! You must update the form immediately when any information changes.

Student Name: _____ **Student ID#:** _____ **DOB:** _____

Homeroom Teacher's Name: _____ **Grade Level:** _____ **Homeroom #:** _____

LEGAL Parent(s), Guardian(s) Name(s): _____

(1) _____ **(Relationship)**

(2) _____ **(Relationship)**

Address (1) _____

Address (2) _____

Home Phone: _____

Work Number: _____

Work Number: _____

Cell #: _____

Cell #: _____

Other: _____

Other: _____

Custodial Parent(s) Guardian(s) place of employment information

Name of Employer: (1) _____ Mother Father Other

(2) _____ Mother Father Other

Work # (1): _____

Work # (2): _____

Give two (2) Emergency Contacts: **WE MUST HAVE THIS INFORMATION ON FILE!!!!

Please list the names of individuals you are designating as the emergency contacts for your child(ren) and the relationship (i.e. grandmother, grandfather, aunt, uncle, cousin, family friend, etc.)

Name/Relationship: _____

Telephone #: _____

To Student: _____

Name/Relationship: _____

Telephone #: _____

To Student: _____

Doctor's Name: _____

Telephone #: _____

Any medical or emergency information the school should know about (i.e. allergies, medical restrictions, etc.)

*** Special instructions:** _____ **Medical Alerts:** _____

Parent/Guardian Signature: _____ **Date:** _____

1st Submission: _____ **2nd Revision/Update** _____ **3rd Revision Update** _____

EAST ORANGE BOARD OF EDUCATION

Mr. Arthur L. Wright, President
Mr. Bergson Leneus, Vice President
Ms. Valerie Best
Mr. Mustafa A. Brent
Ms. Hillary D. Curry
Mr. Everett J. Jennings, CCE
Mr. Cameron B. Jones, Sr.



EAST ORANGE SCHOOL DISTRICT ADMINISTRATORS

Dr. Gloria Scott, Superintendent
Dr. Deborah Harvest, Assistant Superintendent
Mr. Victor Demming, School Business Administrator