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**FOREST STREET COMMUNITY
SCHOOL
STUDENT HANDBOOK
2021-2022**

**DR. YANCISCA LOFTEN-COOKE, PRINCIPAL
MRS. NYREE DELGADO, ASSISTANT PRINCIPAL**

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Orange Township Public Schools

Forest Street Community School
Dr. Yancisca Loften-Cooke,
Principal



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools

Mrs. Nyree Delgado, Assistant Principal

Dear Parents/Guardians,

Prior to the beginning of a new school year, parents often ask for advice in helping their children get off to a good start in school. Virtual and in-person learning has become our “new normal” and we must make every effort to make this process seamless so our students receive the same level of instruction and rigor inside or outside of the classroom. You are a critical component in supporting your child during this process. We must work together as a team ensuring that our students fully engaging in the distance learning process.

The following ideas come from several articles that I believe provides some useful suggestions:

- Help your child use a planning calendar and notebook to keep track of weekly, monthly or larger projects. This will be helpful during the virtual and in-person learning process and assist with organization. Our guidance department and teachers have “at home” schedules that can help if virtual learning is required.
- Encourage your child to break down large, complex tasks into manageable pieces.
- Encourage your child to complete homework tasks in some order of priority (sometimes it is best to do the least favorite thing first).
- Don't be too concerned if your child's notes look sloppy or a bit disorganized. Active minds organize things in ways that work best for them. We have learned this from research dealing with learning styles.
- You must encourage your reader to use all the clues available to them while reading, such as headlines, pictures, captions, charts, tables, and graphs.
- A discussion with your child after reading a book or an article helps with comprehension. Ask your children to tell you what the story was about, why it interested them or why not and perhaps how it might relate to their own lives.

- Encourage your child to speak to their teachers, especially when information is unclear.
- Check the school website and teacher websites often to stay abreast of assignments and important information.
- Sign up for all teacher/parent communication tools (i.e., **Class Dojo, Remind, Seesaw, Genesis Portal**)

These are just a few recommendations and I will be sharing more throughout the year. Please take time to read this student handbook with your child. HAVE A GREAT YEAR!!!

With best regards,
Dr. Yancisca Loften-Cooke, Principal

DISTRICT VISION

“The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community.”

MISSION

- The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students.
- With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential.
- The district serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles.
- The district recognizes that curiosity, discipline, integrity, responsibility and respect are necessary for success.
- The Orange Public School District cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

**ORANGE BOARD OF EDUCATION
2021-22 DISTRICT GOALS**

Goal #1: 21st Century Integration

The Orange Public Schools will continue to invest in its teachers. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points. The emphasis has been on best practices in teaching and learning. As a result of the pandemic, a continued understanding of providing targeted and intentional delivery of instruction is paramount district-wide.

1) Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 60% from SY 20-21

- Administrative Meetings will continue to be instructionally-focused learning sessions for principals and district administrators. Ultimately, all training sessions will be germane to data points resulting from walk-through trend analyses.

- Administrative meetings will continue to have instructionally focused agendas with accompanying sign in sheets. Zoom/Google Meet as well as in person meetings will take place for horizontal and vertical articulation supports to build content knowledge and pedagogy if applicable.

2) By May 2022, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in mathematics.

- The assessments that will be used to measure progress towards the assigned growth targets include the iReady Diagnostic, NWEA MAP,

District Benchmark Assessments, and select Performance Tasks in the area of Mathematics.

- The district will continue to report out all data in the area of mathematics.

3) By May 2022, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in ELA.

- The assessments that will be used to measure progress towards the assigned growth targets include the FRA, SRI, Insight, District Benchmarks, and Performance Tasks in the area of English Language Arts.
- The district will continue to report out all data in the area of English Language Arts.

4) Provide Learning Loss Support through disaggregation of data and pre-assessments across content areas.

- Institute intervention supports at the elementary level through the master schedule to remediate areas of academic concern.
- Provide High School Students with SAT and NJSLA Prep courses in the master schedule.
- Partner with Bank Street College to provide Early Childhood Supports for the district's youngest learners.

Goal #2: Community Engagement

The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

1) Increase the timeliness, access, and effectiveness of all communication with all stakeholders via multiple measures by 50% from the previous school year (the previous year was at a 35% increase.)

- Social Media Platforms & Website (Instagram, Facebook, and Twitter)-Utilize the platforms for immediate news-worthy information as well as the district website via the latest news and announcements section.
- RoboCalls via School Wires at the district and school levels; we are incorporating more text to speech and emails for SY 21-22 at 35%.
- Superintendent's Report (online access to staff and community stakeholders) the day immediately following the board meeting by noon.
- Routine face-to-face opportunities to engage with community and

stakeholders via PTO, Back to School Nights, Report Card Conference Nights, Community Events within Orange Township as well as partnership meetings based on those established and forthcoming within the school district. We will continue the parent and student councils at the Superintendent's Level.

- Provide Bilingual Supports for all families to ensure their engagement within the school district.

2) Increase the use of emerging and available communications outlets to transmit information by 30%

- Partner with universities (local and throughout the state) in order to get information to prospective candidates for job fairs and other industry level announcements. We will conduct virtual and in-person job fairs as well to widen the search for potential candidates outside of the University realm.
- Continue to utilize the Orange Public School App for more timeless information.
- Continue to utilize the Emergency Pop Up on the website for transmitting important, time sensitive information weekly.
- Provide Translations on all documents that are disseminated from schools and district offices.

3) Continue Parent and Student Councils at the Superintendent's Level

- Have monthly meetings with parents and students about academics as well as self-care supports; student council meetings will take place separately from the parent council.
- Continue the Bilingual Parent Advisory and ensure that the meetings are quarterly.
- Continue the Special Education Advisory Council Meetings and ensure that the meetings take place quarterly.
- Continue the Early Childhood Advisory Council Meetings and ensure that the meetings take place quarterly.

Goal #3: Facilities and Finance

The Orange Public Schools will continue to redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services.

1) Create a district budget under constraints that accommodates and supports the needs of central office departments, all schools and students

while sustaining systems that have yielded results through a strategic assessment of data

- Analyze and clarify how all budgeted funds are allocated and expended at the department and school levels
- Examine and evaluate contracted services provided to the district and continuously improve effectiveness
- Identify and execute capital projects (short term/long term, prioritized, and categorized on the basis of need)

2) Implement innovations that empower teaching and learning as well as efficiently allocate funding within their locations

- Redesign district- and school-level organization charts that provide departments and schools with a blueprint of essential instructional and non-instructional positions
- Provide a new vehicle to budget more efficiently and effectively at the district and school levels
- Create a staff retention program via the Kathy Kram Model for novice educators district wide.
- Create a long-term and short-term facilities development plan to outfit buildings district wide in the effort of expanding programming throughout the school district.

Goal #4: Social and Emotional Supports

The Orange Public Schools will continue to ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

1) Provide research-based curriculum to strengthen students' social/emotional relationships

- Continue to utilize Restorative Practices as a means of providing effective supports to students in the effort of problem solving.
- Utilization of the ESSER II funding in mental health to provide students another avenue to combat social-emotional concerns and thus remediate areas of deficiency related to mental health.

2) Enhance community-based partnerships in order to assist students and families

- Utilize the District's community engagement officer to assist school-based staff with establishing partnerships to support families and students and thus have a vehicle to support families Pre-K through Twelve.
- Provide self-care supports for students and families based on surveys (conducted twice per year) as well as discussion with support staff members.

FOREST STREET COMMUNITY SCHOOL

School Vision

To ensure that Forest Street Community School produces lifelong learners and leaders, we must educate the mind, motivate the body, and cultivate the spirit, as we teach with the heart.

Mission

Through the full collaboration of personnel, parents, and the community, Forest Street Community School is committed to nurturing a generation of formidable global competitors and leaders. We will inspire our students to achieve their fullest potential, and hold themselves accountable for operating with integrity, confidence and compassion. Through exposure and life experiences, we will motivate each student to exceed their own expectations, as every child is an achiever.

Shared Beliefs

- All children can and will learn through collaboration, enthusiasm, and motivation
- Learning never ends
- Teachers must be creative, flexible, motivated and capable to meet all students' levels of learning abilities
- Each child has special abilities. As educators it is our responsibility to ascertain and intensify each student's talents.



III. Forest Street Community School Creed

I am **Proud** of myself!
I am **Proud** of my school!
I am **special**!
I am **somebody**!
I am **Respectful, Responsible** and **Empowered** to
Succeed!

You ask, “WHO AM I”?

**I am a Proud Student of
FOREST STREET COMMUNITY SCHOOL!**



IV. School Overview

The City of Orange Township is a highly urbanized, densely populated municipality located in Essex County. The city has a population of approximately 32,868 residents in a 2.2 square mile area. Approximately eighty-seven percent (87%) of the city’s residents are of minority descent.

Forest Street Community School is located in the South ward of Orange, New Jersey and is one of the smallest elementary schools in the town. There are 37 certified teachers and 21 homerooms. Ninety percent (90%) of the students are African American; ten percent (10%) are Hispanic.

Social and Emotional Learning

What is SEL?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Developing these core life abilities through social and emotional learning (SEL) is critical to a child's development, as it directly correlates to success and happiness as an adult. For many children, school is the only place where any deficiencies in these abilities can be addressed before they become active members of society.

Developing these core life abilities through social and emotional learning (SEL) is critical to a child's development, as it directly correlates to success and happiness as an adult. Combining these skills with academic development creates high-quality learning experiences and environments that empower students to be effective contributors in their classrooms today and in their workplaces and communities tomorrow.

During in-person and virtual instruction, our guidance department will have weekly monitoring of students social and emotional health. The school counselor will hold check-in sessions virtually with students and families throughout this time. We will also provide updated resources and materials that may assist students and their families with additional support services.

Additional Supports due to the Pandemic

The spread of COVID-19 has caused many disruptions to the lives of families. We must remain extremely conscious of what is occurring because although we have seen some positive change, the risks are still very much present. It is important to continue to educate yourself and stay up to date on COVID-19 to avoid putting yourself and others around you at risk. COVID-19 has also created fear, depression, anxiety and worry for many. To help work through these emotions, understanding and practicing self-care will ensure that we all maintain positive mental health during this time. Exercise daily and eat well, engage in activities

that bring you joy, talk about your feelings to someone you trust and reach out to family and friends for support. Please continue to do your part such as wearing masks, social distancing and washing our hands as the safety of yourself and others are priority.

At Home Virtual/Remote Learning Plan

The Reopening Guidelines provide information about instructional procedures and detailed information as it pertains to virtual/remote learning. These guidelines are in the addendum of this Student Handbook. The virtual learning plan still utilizes the current curriculum in a synchronous format.

In the event that a virtual learning format is required, students will utilize the synchronous learning format to receive instruction. All students should use the district issued tablets, Acers, and Chromebook to participate in synchronous instruction and complete all assigned lessons. All log in information for instructional programs and parent communication will be provided prior to the implementation of virtual learning.

Language Arts

The Orange Board of Education has developed a Language Arts Curriculum guide for Pre K-12th grade students.

Language Arts continues to be our area of focus as we devote 120 minutes in grades 1-4 and 82 minutes in grades 5-7. We believe if our students develop successfully in the area of reading, writing and comprehension they will be successful in all disciplines.

This year we will be utilizing Message Time Plus and Houghton Mifflin for grades K-7. In addition to the programs utilized, all students will consistently read novels in the classroom and at home. All grade levels are required to maintain daily Reading Logs. Reading Plus is mandatory and monitored weekly for grades 3-7 and iRead for grades K-2.

Math

The Orange Board of Education has developed a curriculum guide for teachers of grades kindergarten through seven. The guide provides a wide range of problem solving activities and assessment tools for measuring objectives at six-week benchmarks. Math periods are 90 minutes for grades 1-4 and 82 minutes for grades 5-7. Concepts are delivered in three stages: first through concrete hands-on activities with the use of manipulatives; second, moving onto the iconic stage using drawings, pictures, etc.; and finally, to the symbolic stage. Eureka Math is the program utilized for kindergarten through fifth grade and Illustrative Math for grades 6 and 7. Math instruction will be supplemented with i-Ready for grades K-7, which also provide home accessibility. There is ongoing professional development for the district core programs. Our math coach will continue working closely with to provide embedded professional development for all instructional staff.

All curriculums are accessible on the Orange Public Schools District website.

Character Building Education

Project Wisdom Program is a part of our morning exercise. This consists of a powerful parable read over the intercom each morning by the building principal or selected individuals. Additionally, our students are recognized in our “Caught in the Act” assemblies for their random acts of kindness. This year we will introduce the Birthday Club where students will celebrate and be acknowledged for their birthday as a means to boost students morale and support our attendance initiative. All students are expected to exhibit respect for themselves, all adults and their peers at all times.

Breakfast After the Bell Program

The Orange School district participates in the Breakfast After the Bell Program. This begins at 8:15 a.m. each morning for grades K-7 in the classrooms. Research continues to show that students perform better when they have had a well-balanced breakfast. Parents are encouraged to ensure their children are in school no later than 8:00 a.m. to participate. Breakfast will not be served after 8:30 a.m. If your child does not wish to participate in the breakfast program, please ensure they have a well-balanced breakfast at home. **No outside breakfast foods are permitted in the school building and all social distancing procedures will take place during the After the Bell Program.**

V. Registration

Please see district website for in-person or virtual registration process. The following link will provide you with the district virtual registration procedures.

Registration will take place at the Board of Education registration department located in the board building.

Parents of newly enrolled students must provide: three (3) proofs of a residency a lease or mortgage papers in your name, and two (2) current utility bills in your name.

Complete immunizations and health records; transfer card (grades 1-7); and child's social security card (if they have one). For kindergarten, a child must be 5 years old by October 1, of the current school year and you must provide a birth certificate (original), and current physical examination (within 6 months).

VI. Attendance

Attendance is taken and recorded in Genesis daily. Students are expected to report to school each day that school is in session. Illnesses with a doctor's note, lack of proper immunizations, religious holiday, disciplinary action or death in the family are considered excused absences.

Chronic Absenteeism

A written note must follow all absences from the student's parents/guardian.

After 3 unexcused absences a phone call and/or an attendance referral will be completed.

A student who has accumulated more than 18 absences in a single school year may be retained in the same grade for another year due to absences.

A. Doctors' Appointments

Medical and dental appointments should be scheduled when school is not in session. If an appointment must be kept during school hours, the student must bring a doctor's note on the doctor's stationary or from the parents stating the time and date services were given to the student. **Students will be responsible for all missed assignments.**

B. Procedures for early dismissals

If it is essential that your child be dismissed from the school early, please send a written request to the classroom teacher. The child will be dismissed to the office and must be signed out by an adult noted on the Emergency form. **NO CHILD WILL BE ALLOWED TO GO HOME EARLY WITH-OUT BEING ACCOMPANIED BY AN ADULT (18 or older). Please limit early dismissals as they are a disruption to instruction. Our school day ends at 4:20 p.m. for our K-7th grade classes.**

Under no circumstances are children allowed to leave school to go to the store and return to the building. Once students are dismissed they are not permitted to re-enter the building. **(Students will not be permitted to leave for an early dismissal between the hours of 3:30-4:00).**

C. Tardiness

To avoid being late, students are advised to arrive at school by 8:15 a.m. and report to their designated area (the playground, or multipurpose room). Due to no available supervision, students are not allowed to enter the building before 7:30 a.m. Students who enter the classroom after 8:30 a.m. are considered late and will be marked accordingly in Genesis which will reflect on their report cards. All tardies should be followed by a written excuse. **Students late to school three (3) or more times a month will be issued a detention.**

D. Time and bell schedule/line up procedures

Both the health and safety of your children are affected by the time that they arrive at school. **Parents can be a great help to us by not sending your**

child to school before 7:30 a.m. because there is no adult supervision available.

Try to plan it so they will arrive 5-10 minutes before the bell rings (8:15 a.m.). This will ensure that they will not be outside for too long, and that there will be supervision for them.

E. School Closings:

If schools are to be closed due to hazardous weather conditions, a district phone blast will be made through the Superintendent's office; announcements will also be made over the following radio stations:

WOR (710) AM
WNJR (1430) AM
WINS (1010) AM
WADO (Spanish) (1280) AM
WJDH (1530) AM
98.7 Kiss FM

VII. Health Related Services

Medical Emergencies

- In the event of a medical emergency requiring your immediate presence, the school must have a telephone number and address where you can be reached. If there is not a working emergency contact number on file, parents will be asked to accompany students to school to provide updated information.
- Parents are asked to complete emergency contact information forms twice a year. (First and Third Marking period.)
- The telephone numbers of a relative and/or neighbor who will know where you can be contacted is also required.
- **Please Note; no treatment, except first aid, can be given at any hospital without parental consent.**
- A wait of three to four hours to make contact with you may prove hazardous to your children's health and welfare.

Changes Due to COVID-19

When students are in the building, several precautionary measures are in place to ensure the health and safety of all students and staff. All students will have their temperatures check upon entry into the building. Mask must be worn throughout the school day. Additionally, the Daily Covid-19 survey must be completed before students are admitted into the building. For all additional Covid-19 precautions, please refer to addendum at the end of this document.

Communicable Diseases

COVID-19

The most important impact we can have on our students and staff during the pandemic is on their health, safety, and well-being. Protocols and guidelines must be put in to place to ensure that the district, school, staff, and students are doing everything in their power to protect themselves and each other from the effects of the Coronavirus.

The Coronavirus can be spread by many methods. The most viable method is through airborne particles. These particles can be shared by speaking, singing, coughing, sneezing, etc. Masks and social distancing are the first defenses against the spread of airborne particles. The Coronavirus is mostly spread by respiratory droplets released when people talk, cough, or sneeze. Exposure to the virus, or that someone who is providing airborne particles in an enclosed space, i.e., classroom, over a long period of time, i.e. class, choir practice, ceremony, etc., increases the danger of infection. The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of Coronavirus spread. Emerging studies also show the likely spread of the Coronavirus by people who are either asymptomatic or pre-symptomatic; attributing the spread in 15 – 40% of cases. Schools have an obligation to provide employees a safe and healthy work site in accordance with state and federal laws, safety, and health rules, including addressing hazards associated with the Coronavirus.

It is the responsibility of school authorities to protect the school population from the spread of communicable disease while at the same time making every reasonable effort to minimize the loss of school time for students. Safeguarding the health of the school population is the joint responsibility of the home and school.

When communicable diseases occur, the school must be notified immediately so that notices can be sent home. Check your child (ren) daily for symptoms until contagion is over,

The children must have a “written” note from their physician to be readmitted to school if they have had any of the following medical problems:

Hepatitis

Mononucleosis

Plantar's Warts
Scarlet Fever
Venereal Disease
Chicken Pox
Temperature over 101.5
Diarrhea
Head Lice
COVID-19

Rash of unknown origin
Ringworm of skin or scalp
Strep Throat
Mumps
Discharge for eye/nose
Continuous cold/cough
Hand and mouth disease

PLEASE NOTE:

Parents are encouraged to keep their children home if any of the following symptoms are evident:

- A) An unexplained rash on child's face, or body. You must consult a physician for diagnosis and provide evidence of an office visit in the form of a doctor's note.
- B) Child complains of headache, fever, and upset stomach or doesn't generally appear in good health.
- C) Child is sneezing, coughing and/or has a runny nose.

VIII. Lunch Program

The lunch program is open to all students and utilizes a rotating lunch menu. Students may bring their lunch from home to be eaten at school. If you choose to have your child bring lunch from home please be mindful that staff cannot warm up student lunches in the microwave and no peanut products are permitted.

Fast food restaurant items, soda or candy are not permitted as our district has adopted the Federal Government Wellness Policy.

All Parents must complete an application. Approved application for the lunch program automatically qualifies a student for the breakfast program.

Lunch applications can be accessed and completed online via the school website due social distancing mandates. Please see the district website for further guidance.

*****EACH AND EVERY CHILD MUST HAVE A LUNCH APPLICATION ON FILE WITH THE SCHOOL, REGARDLESS OF HOUSEHOLD INCOME. *****

Forest Street Community School Lunch Periods		
1 st Lunch	11:00-11:45	Kindergarten, First & Second Grades

2 nd Lunch	11:45-12:30	Third and Fourth Grades
3 rd Lunch	12:55-1:35	Fifth, Sixth & Seventh Grades

Cafeteria

The following rules are expected to be observed in the cafeteria:

- 1) Students are expected to walk in the cafeteria, be seated at their assigned class table until they are called for the lunch line.
- 2) Conversational tones are expected
- 3) The tables and floors are to be kept clean. All garbage must be placed in the garbage cans.
- 4) Students are to only sit in their designated areas of the lunchroom.
- 5) Food and utensils are to remain in the cafeteria.
- 6) Students are expected to be courteous to lunch aides, cafeteria workers, administrators, school personnel and students.
- 7) Students should only have mask off to eat in the cafeteria. They should remain on during all other times.

*****Any infractions of the rules listed above will be considered a serious offense and result in a detention and or loss of privileges. All students must adhere to the mandatory Covid-19 precautionary measure during their specified lunch period.**

IX. Instructional Program Description

A. Homework Policy

Our homework policy begins the first week of school for all children at Forest Street Community School and is as follows:

Classroom teachers will give homework appropriate for age and ability level of the students in their classes every weekday, vacations and weekends. The students will have some type of homework to do every evening in addition to their nightly reading.

Parents must make sure all homework is completed and returned. Parents and children will be responsible for all books (text, workbooks, library, etc.) brought home. Student planners and communication logs will be provided to all students in grades K-7 and must be checked and signed daily by students, parents and teachers. Subject matter and quantity of homework will be consistent with Board of Education policy and procedures.

If your child does not have homework nightly, please contact your child's teacher immediately.

B. Books

Books are provided by the Board of Education and issued to students at no cost. Students will be assigned a book number and are responsible for all books assigned to them. If books are lost or damaged beyond general use, a fine will be issued and must be paid before final report cards are issued.

All textbooks are to be covered and cared for properly and student's name should appear inside the front cover.

C. Suggestions for Parents

Six ways in which parents can assist their child in improving their education:

1. Provide a quiet place to study.
2. Check and sign homework every night.
3. Make sure children get a full night's sleep.
4. Be certain your child comes to school every day and arrives on time.
5. Talk to your child about home and school events.
6. Spend time reading with your child daily.

D. Report Cards

Report Cards will be distributed four times each year. Regular school attendance in addition to passing grades (73% or above), are essential for promotion. District Parent/Teacher conferences are mandatory; however, are not the only available times to meet with instructional staff. A teacher or parent may request a conference at any time; **a conference slip must be presented to Security on the day of the conference.**

E. Mandatory Interventions

- **After School Support-** students in grades K-7 will participate in an intensive program that will focus on ELA and mathematics. Student participation is based upon pre-assessment scores and teacher recommendations.
- **Saturday Math and/or ELA Bootcamp-** as per Interim reports (Marking Periods 1,2 and 3) if student has an average of 65% or below they will be required to attend a 4 week Math and/or ELA Intensive Bootcamp from 9am-12pm

F. Action Plans

Progress Reports are also distributed 4 times each year, typically during the 5th week of the marking cycle. If your child has a grade of 72% or below in

any area an action plan must be created to ensure the students success. Parents will be required to meet with the teacher(s) and together develop an action plan.

G. Promotion Policy

Each student academic achievement shall provide the basis for a student's promotion or retention. The student's progress towards meeting certain objectives will be observed during the school year, and promotion will be based on the students' ability to master the New Jersey State Learning Standards and the Orange Township promotion and retention policy for their grade level. The grading promotion policy retention policy can be found the district website.

Parents will receive interim reports and notices if the student is in danger of failing. Parent/teacher conferences will be held at the conclusion of the 2nd Marking Cycle. At that time, the teacher will inform parents of the student's progress and offer suggestions. Physical, emotional and social maturity will be considered. The Child Study Team will be consulted about possible retention recommendations.

H. District Grading Policy

Students' grades are calculated based on 5 areas.

Tests 25%

Authentic Assessments 25%

Quizzes 20%

Class work 20%

Homework 10 %

I. Testing

NJSLA Test

All students in grades 3-7 in the state of New Jersey are assessed utilizing the NJSLA Assessment. These assessments measure the students' skill level mastery on each grade level. Assessment dates and parent workshops dates will be forthcoming.

Benchmark Assessments

Every five –six weeks students will participate in a benchmark assessment. The purpose of these assessments are to immediately identify any academic challenges and provide additional supports in those specific area(s) of need and will count towards student's grades.

In order to obtain the best results from students, parents should ensure that during the designated testing periods their child (ren) are well rested and have a good breakfast each day.

J. Student Recognition

Students are recognized during each marking cycle for academic excellence. Students will also be recognized for random acts of kindness, and for practicing Forest's Core Ethical Values; trustworthiness, respect, responsibility, fairness, caring, citizenship, Students will also be recognized for homework compliance and attendance.

X. School Safety and Bus Drills

School drills

Fire drills, lock down drills, bus drills and emergency evacuation drills are serious and necessary exercises. State law requires that we conduct drills each month. These safety procedures have been put in place to ensure your child's safety in the event of an emergency.

Students must follow the posted procedures for exiting the building in each classroom. All students will be reprimanded should they exhibit disruptive/inappropriate behavior during school drills.

All school drills will follow the social distancing safety procedures that are outlined in The Orange Public Schools Reopening Guidelines for the 2021-2022 school year.

XI. School Field Trips

A standard walking trip permission request will be sent home for parents to sign and return to the student's teacher; giving the child permission to accompany his/her class in walking/district trips. All other trip permission slips will go home a minimum of one week prior to the scheduled trip. **NOTE: Students must have a written permission slip, signed by the parent, for each trip requiring transportation. Verbal permission is not acceptable. Parents will be asked to chaperone trips when needed.**

XII. Behavior Management

Forest Street Community School faculty will utilize assertive discipline strategies to manage behavior: as no student will be allowed to negatively impact the educational process and/or environment for themselves or their peers. Realizing that clear, fair and understood expectations reduce problems, every student will receive a written code of conduct from their homeroom teacher. A copy of this form must be signed by the student's parent and returned to the school. The District Code of Conduct can also be found on the district webpage.

Inappropriate behaviors will be managed during the virtual learning when applicable. Discipline strategies will be enforced during this time to manage behaviors and promote a positive learning environment.

BELOW ARE BEHAVIORS WE EXPECT FOREST STREET STUDENTS TO EXHIBIT:

CODE OF CONDUCT

1. Students will respect all School personnel and each other.
2. Students will resolve conflicts with peers in a non-physical manner.
3. Students will only secure items on their desk or book bags that belong to them.
4. Students will utilize non-offensive language with everyone.
5. Students will always conduct themselves in an orderly manner.
6. Students are to follow all health and safety procedures that have been outlined in The Orange Reopening Guideline for the 2021-2022 school year.

DISCIPLINE POLICY

1. Classroom detention (Minor Offense)
2. Ninth Period After school detention for 1 hour (Minor Offense)
3. In-school suspension (Major or Minor Offense)
4. Out of school suspension (Major Offense)

Behaviors That Warrant an Out of School Suspension:

1. Fighting or participating in; encouraging or instigating fighting at school.
2. Disrespect or defiance of school personnel.
3. Blatant disruptive/aggressive behavior.
4. Bullying other students. (physically or verbally)
5. Vandalism of school property or stealing.
6. Extorting money from students.
7. Carrying a weapon.
8. Sexual harassment.
9. Throwing of food.
10. Blatant display of profanity.

Law Enforcement Unit

Forest Street Community School has a law Enforcement Unit which indicates that there are surveillance cameras throughout the school. Surveillance tapes may be utilized as evidence for incidences that may occur which may cause disruption or disorder to the school. The unit will be responsible for the storage of the tapes and ensuring confidentiality.

D. Locker Policy

Students in grades 5-7 will only be allowed to go to lockers prior to homeroom, before lunch and after Micro-society. No student will be

permitted to go to their locker during any other time. All students are assigned an individual locker and at no time will be permitted to share lockers with another student. Lockers are the property of the Orange Board of Education. Inspections or searches may be carried out by School Administration or select district personnel at any time.

E. Money & Valuables

Students do not need large sums of money. They should never leave anything of value in their desks or outdoor clothing. Parents must understand that we do not carry insurance for theft or loss of articles. The parent must carry insurance.

F. Toys

Toys and games are not permitted in school. If taken from the child it will be sent to the principal's office. A parent conference will be required if any child brings a toy gun or any other toy of violent nature into Forest Street Community School.

G. District Cell phone policy

In accordance to Board policy cell phones are not allowed in school.

We understand the importance of our students carrying cellphones; therefore a policy has been put in place. If your child brings a phone to school they will be required to sign them in and out with security or designated personnel. All phones will be locked in a secure place and returned at the end of the school day. In the case of an emergency all students are allowed to use the school phone with adult supervision. If a child does not submit a phone as per parent directive or self-choice Forest Street Community School will not be responsible if cell phone is lost stolen, or damaged.

H. Non-Motorized Vehicles

Students are permitted to ride non-motorized skateboards, scooters, roller skates, bikes or any other non-motorized as a mode of transportation to travel to and from school.

However, the staff of Forest Street Community School is not responsible for any damage and/or loss of these items.

I. Birthday Parties

Birthday parties will not be permitted as we MUST maintain a safe school environment for all.

XIII. Transfers

Parents of children who are moving from the Forest Street Community School zone must notify the district registration office of the date the move

is in effect, the new address, and the school which the child (ren) will be attending to receive a transfer card in a timely fashion. Transfers can only be requested by a parent or guardian. Once a transfer is issued, your child is no longer enrolled and cannot attend school. All transfers will be issued directly to the transferring school.

All items must be returned that were borrowed from the school: textbooks, equipment, etc.

A Central district registration site will handle all registrations and transfers

XIV. Uniform Dress Code:

Believing that school dress code can significantly influence student behavior and enable the school caregivers to quickly identify students: Forest Street Community School will expect all students to comply with the district dress code.

During virtual learning, when applicable, students are expected to wear appropriate attire at all times when participating in the virtual learning for all classes.

DISTRICT UNIFORM DRESS CODE.

PreK-4

- **Boys-**White polo oxford short, navy blue pants, navy blue sweater/vest
- **Girls-** White polo oxford shirt, navy blue skirt, shorts, skorts, dress jumper, or pants. White or blue tights or socks, navy blue sweater.

Middle school students (Grades5-7) will wear Blue or white oxford shirts, khaki pants, skirts, jumpers, skorts and shorts.

*****Students will not be permitted to wear Hoodies during the school day*****

All students are required to wear a facemask while on school premises unless otherwise noted in The Orange School District Reopening of Schools Guidelines for the 2021-2022school year.

Physical Education:

Boys/ Girls- White polo shirts with navy shorts

Ash gray or navy blue sweat suits

*****Sneakers are to be worn only on gym days*****

School Spirit Days

Students may wear any “*Forest Street Community School*” tee-shirt.

Parental Involvement:

We strongly encourage parental involvement as statistics have shown that it directly impacts academic achievement. Please make a commitment to your child's success by being involved in his/her education.

***We are in need of two class parents per classroom. If you are interested in holding this position please notify your child's teacher immediately.

Thank you for your continued support and we look forward to a productive school year.

**Forest Street Community School maintains
A ZERO TOLERANCE policy for
Any type of teasing, intimidation
Or harassment**

FOREST STREET COMMUNITY
SCHOOL

Student Handbook

Your attendance on **Monday, September 13, 2021** at the Back to School Session will be confirmation of the receipt of this document, if you are unable to attend please fill out the form and have your child(ren) return it to school.

Student's Name: _____

Student's Signature: _____

Parent's Name: _____

Parent's Signature: _____

Date: _____

Homeroom Teacher's Name: _____

Student's Homeroom Number: _____

Addendum

Below you will find information detailing Safety Precautions, Hybrid and Remote Instructional Planning, and Social Distancing Requirements.

Standards for Health and Safety

- Masks are required wherever social distancing cannot be accomplished.
- Access to PPE (Personal Protective Equipment), hand sanitizer, partitions (if applicable) etc., is available to staff and students.
- Daily Cleaning/sanitizing

Masks

The following principles apply to the use of masks in schools:

Masks and/or barriers do not preclude an individual from being identified as a close contact to a COVID-19 case.

The most effective fabrics for cloth masks are tightly woven such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with exhalation valves or vents, those that use loosely woven fabrics, and ones that do not fit properly are not recommended.

Masks should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet. Disposable face masks should be changed daily or when visibly soiled, damp or damaged.

Students, teachers, and staff should have access to additional disposable or cloth masks in case a back-up mask is needed (e.g. mask is soiled or lost during the day).

Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances including for the teaching of students with disabilities, young students learning to read, or English language learners.

Hand Hygiene and Respiratory Etiquette

We will continue to teach and reinforce hand washing with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

We will remind students and staff to cover coughs and sneezes

Used tissues should be thrown in the trash and hand hygiene as outlined above should be performed immediately.

We will maintain adequate supplies including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no touch trash cans.

Hand hygiene should take place: Upon arrival at school. Before and after meals and snacks. After going to the bathroom. Before leaving for the day. After blowing nose, sneezing, or coughing into tissue. When hands are visibly soiled. Assist/observe young children to ensure proper hand washing

Illness While on the School Site

Children and staff with COVID-19 symptoms should be separated away from others until they can be sent home. All schools have been outfitted with an isolation room. Students who are sick and not already wearing a mask should be provided one to wear unless the student has a contraindication to doing so. If a mask is not tolerated by the ill student or staff member, other staff should be masked and follow maximum physical distancing guidelines (at least 6 feet away).

Ask ill student (or parent/guardian) and staff whether they have had potential exposure to COVID-19 in the past 14 days meeting the definition of a close contact. Individuals should be sent home and referred to a healthcare provider. Persons with COVID-19-compatible symptoms should undergo COVID-19 testing.

Schools with testing capacity should test ill students and staff, consistent with any federal and state requirements, including requirements regarding parental consent. Ill individuals who test positive should be reported to the Local Health Department (LHD) and contact tracing should begin. The district will handle all contact tracing as outlined in the Reopening of Schools Plan posted on the district website on June 15, 2021. Ill individuals that test negative should be referred to a healthcare provider, who may consider additional COVID-19 testing.

Hybrid or Remote Option

If the district must institute a hybrid or remote option (per the Governor's orders ONLY), synchronous; live instruction will be at the apex of the model. Additionally, we will continue to utilize Zoom and/or Meet to promote real time instruction for students across the school district. Students will be engaged in the core subjects as well as elective classes accordingly in the synchronous fashion. Office hours will be utilized to promote sound individualized approaches to teaching and learning. Schedules will be made available accordingly should an emergency closure have to take place.