

CHARLES H. BULLOCK SCHOOL
The Environmental Science Magnet

Family Handbook



55 Washington Street
Montclair, New Jersey 07042
Tel: 973-509-4255

<https://chb.montclair.k12.nj.us/>

Nami Kuwabara, Principal
Shivan Persad, Assistant Principal

Table of Contents

PRINCIPAL'S WELCOME	1
GENERAL INFORMATION	2
BULLOCK SCHOOL STAFF LIST 2023-24	3
BULLOCK SCHOOL DAY.....	5
ARRIVAL/DISMISSAL AT BULLOCK SCHOOL.....	6
SCHOOL CLOSINGS AND DELAYED OPENINGS	9
COMMUNICATION	10
VOLUNTEER OPPORTUNITIES AT BULLOCK SCHOOL.....	11
SOCIAL EMOTIONAL LEARNING.....	12
RESPONSIVE CLASSROOM	12
RESTORATIVE JUSTICE MONTCLAIR.....	13
THE BULLOCK SCHOOL COMMUNITY C.A.R.E.S.....	14
CRITICAL BELIEFS OF THE BULLOCK SCHOOL COMMUNITY	15
C.A.R.E.S.	16
APPROACH TO DISCIPLINE AT BULLOCK.....	18
C.A.R.E.S. REFLECTION SHEET	19
STUDENT DISCIPLINE REFERRAL FORM	20
ANTI-BULLYING BILL OF RIGHTS ACT (ABR).....	21
CURRICULUM.....	22
THE BULLOCK SCHOOL APPROACH TO CURRICULUM.....	22
SOCIAL JUSTICE EDUCATION & EQUITY CURRICULUM.....	23
READING AND WRITING AT BULLOCK SCHOOL.....	24
MATH AT BULLOCK	25
NCLB HIGHLY QUALIFIED TEACHER NOTICE.....	26
SUPPORT PROGRAMS AT BULLOCK SCHOOL.....	27
RESPONSE TO INTERVENTION (RTI)	27
CHILD STUDY TEAM	28
SPEECH AND LANGUAGE THERAPY.....	28
AUDITORY SUPPORT THERAPY	28
OCCUPATIONAL THERAPY AND PHYSICAL THERAPY	28
SCHOOL COUNSELOR.....	28
SCHOOL NURSE.....	28

SCHOOL LUNCH PROGRAM.....	29
GENERAL INFORMATION	29
DISTRICT FOOD GUIDELINES	30
USDA SMART SNACK STANDARDS.....	31
USDA SMART SNACK BEVERAGES.....	31
HEALTH GUIDELINES	32
IMMUNIZATION REQUIREMENTS	32
SICK DAY GUIDELINES	34
MISCELLANEOUS GUIDELINES	35
BIRTHDAY CELEBRATIONS.....	35
CELL PHONE POLICY.....	35
CUSTODY/COURT RELATED MATTERS.....	35
DRESS CODE	35
EMERGENCY CONTACT INFORMATION.....	35
LOST AND FOUND.....	36
PETS.....	36
PHOTO/WEB CONSENT FORM	36
RECESS	36
TEACHER REQUEST	36
TOYS AT SCHOOL.....	36
VISITORS TO BULLOCK.....	36
VOLUNTEERING IN THE CLASSROOM	37
CALENDARS	38
PTA CALENDAR OF EVENTS 2023 - 2024	38
DISTRICT CALENDAR 2023-2024	39
CHB SONG.....	41

PRINCIPAL'S WELCOME



Montclair Public Schools
The Charles H. Bullock School
55 WASHINGTON STREET ~ MONTCLAIR, NEW JERSEY 07042
<https://www.montclair.k12.nj.us/>

Nami Kuwabara
Principal

Dear Bullock Families:

I am delighted to welcome you to a new School Year at the Charles H. Bullock School. We are a vibrant, nurturing community of students, educators and families. Our mission is to inspire children to be lifelong learners by connecting teaching and learning meaningfully to the world around us. Bullock's child-centered learning environment seeks to foster values of personal, social and environmental responsibility.

As the Environmental Science Magnet, we feel it is our responsibility to care for our Earth in every way possible. Therefore, instead of printing the Family Handbook, we are making copies available online, in order to save the precious resource of trees. Please read and discuss the Family Handbook with your child. Afterward, please email Beth Albert, secretary, that you and your child "understand and will support the Bullock Community" (balbert@montclair.k12.nj.us).

A calendar for the school year is included in the Family Handbook. Updates to the calendar will be emailed to families on a monthly basis. Please note the following important, upcoming events:

Picture Day: October 17, 2023; Retake/Absentee Day: December 15, 2023

Back-to-School Night: September 27, 2023

Parent Teacher Conferences: Dec. 6 & 7, 2023; March 20 & 21, 2024

As always, please contact me with questions, concerns and ideas. I look forward to a successful year of learning for your children.

Warm regards,

A handwritten signature in blue ink that reads "Nami Kuwabara". The signature is fluid and cursive.

Nami Kuwabara
Principal

GENERAL INFORMATION



**Charles H. Bullock School
55 Washington Street
Montclair, New Jersey 07042
973-509-4255**

Principal: Ms. Nami Kuwabara
Assistant Principal: Mr. Shivan Persad

Magnet Theme: Environmental Science
School Hours: 8:50 a.m. to 3:05 p.m.
Delayed Opening: 10:50 a.m. to 3:05 p.m.
Early Dismissal: 8:50 a.m. to 1:40 p.m.

Main Office Phone: 973-509-4255 Ext. 2521, 5148, 6409
Main Office Fax: 973-509-4247
Ms. Christine Langton, Nurse 973-509-4255 Ext. 4249
Mrs. Lauren Gutierrez, 973-509-4255 Ext. 5756
School Counselor

CHB Website: <https://chb.montclair.k12.nj.us/>
CHB Twitter: @CHBullockSchool
CHB Instagram: @CHBullockSchool
CHB PTA Website: <https://montclairpta.org/>

BULLOCK SCHOOL STAFF LIST 2023-24

Principal: Nami Kuwabara
Assistant Principal: Shivan Persad
School Counselor: Lauren Gutierrez
Nurse: Christine Langton
Restorative Justice (TOSA): Ridwan Khan

Secretary: Beth Albert
Secretary: Tayelor T Barrett

Head Custodian: Robert Edwards
Custodian: Inez Bao
Custodian: Jameel Wright

TEACHER	CLASS	ROOM
Diana Laurie/Neopan Ramiro	K	124
Maribel Rosas	K	128
Janis Vascimini	K	130
Alex Araton	K-3	126
Kelly Buttimore	1	118
Briana Coleman	1	116
Kim Dillman	1	120
Samantha Wright	2	112
Katie Harms	2	108
Georgette Saoud	2	106
Jessica Dehn/Jill Franciose	3	210
Jennifer Luizza	3	206
Julia Gallo	3	204
Jessica Little	3	208
Misha Shoblock	3-5	214
Evelyn Colón	4 Math/Science	216
Jenna Jordan/Kieran Troisi	4 Math/Science	224
Liza Nin	4 ELA/Social Studies	222
Stephanie Harris	4 ELA/Social Studies	218
Maria Jackson	5 Math	226
Greg McGrath/Denea Kaup	5 ELA	230
Kay Whang	5 Science/Social Studies	228

TEACHER	CLASS	ROOM
Deborah Comeau	Art	202
Ryan Corbosiero	Physical Education	Gym
Louis De Bello	Technology	203
Michael Johnson	Physical Education	Gym
Miguel Figueroa	Spanish	110
Jennifer Woschinko	Environmental Science	205
Alan Posadas	Music	200
Susan Synnott	Curriculum Support: Literacy	104
Yvette Torres	Curriculum Support: Science/Math	204
Jackie Mason	Curriculum Support: Read 180	225
Elyse Hoffman	Resource Room	131
Lindsey Muldoon	Resource Room	233A
Judy Tirador	Resource Room	203
Ashley Zozzaro Tully	Resource Room	135
Ruby Campbell	Social Worker (P/T at Bullock)	212
Jessica Perez	Speech and Language	212
Janice Fowler	Speech (P/T at Bullock)	212
Amber Davis	Physical Therapist (P/T at Bullock)	135
Erica Heggins	Physical Therapist (P/T at Bullock)	135
Christa Rossi	Occupational Therapist (P/T at Bullock)	135
Sade Wiley	Psychologist	212
Alyssa Stephen	Behaviorist (P/T at Bullock)	212

PARAPROFESSIONALS: Full Time

Angie Aiello	Imani Allen	Makhi Booker	Solomon Bradley	Kevin Brandon
Tammy Carbone	Kathy Corbosiero	Mark Dillon	Arnold Djonda	Michelle Ferrer
Annie Holtz	Tyrone Hulin	Diane Jacobs	Amanda Johnson	Diana Lay
Geraldine Marcano	Sterling McAndrew	Moira McCollam	Dawn Miele	Sam Parker
Rhonda Rubins	Robyn Sinopoli	Ciara Stewart	Alyssa Velez	Amy Zlotkowski

PARAPROFESSIONALS: Part Time

Elaine Buttimore Michele Castelli

BULLOCK SCHOOL DAY



Bullock staff supervision begins at 8:40 when the school doors open, and school starts *PROMPTLY* at 8:50. Please make sure your children have arrived in time to begin the school day at 8:50, ready to learn.

School Hours

8:40 a.m. Doors open for students
8:50 a.m. School day begins with Morning Meeting in each classroom
3:05 p.m. Dismissal

- Please note, students have between 8:40 and 8:50 a.m. to put away their backpacks/belongings, get out their work and settle in for the day. Morning Meeting begins at 8:50 a.m. sharp. If your child is tardy, they are missing an important time dedicated to community building.

Early Dismissal

Early dismissal at Bullock is 1:40 p.m. Please make the necessary arrangements to pick your child up on time or meet them at the bus stop. The YMCA After-Care program is in operation on these days for enrolled families.

The Day's Schedule

Every school day begins with Morning Meeting in the classroom from 8:50 to 9:00 a.m. This is followed by eight, 40-minute periods, with lunch/recess for all students being 50 minutes. Students have at least one related arts class every day.

ARRIVAL/DISMISSAL AT BULLOCK SCHOOL

ARRIVAL: Doors Open for Students at 8:40 a.m.; School Starts at 8:50 a.m.

Bullock staff members monitor the front hall and hallways prior to the start of school to make sure all students reach their classrooms safely. *Bullock staff supervision begins at 8:40 a.m.; school starts promptly at 8:50 a.m.*

Buses

Buses transport children safely and conserve fuel. Please bus your child if eligible. Buses stop in front of the school past the main door; no cars are allowed in front of the school during school hours. Bus riders are greeted by Bullock staff members upon the arrival of the buses at the front of the school. Students are monitored, as they make their way into the building. A student may only ride on their designated bus. If a bus is significantly delayed in the morning or afternoon, the District's.

Carpool - Courtesy Drop-off Line

Please use the courtesy drop-off line, which begins at 8:40 a.m. Enter the driveway on Bloomfield Avenue next to the American Legion. Enter EASTBOUND ONLY. The driveway runs along the entire east side of the school. Bullock staff will open your car door and help your child exit the car safely. Children will be escorted to their appropriate locations. Please stay in your car and stay in line so the drop-off line moves smoothly. Exit LEFT ONLY on Washington Street; Hartley Street is one-way towards Bloomfield Avenue. Please keep kids safe: observe ALL traffic laws.

Walkers

Walkers should cross only at crosswalks. Crossing Guards are stationed at the Bloomfield Avenue and Grove-Elm intersection and Elm-Washington intersection. Cross at the raised crosswalk in front of Bullock's main entrance.

IMPORTANT: The parking lot is for **BULLOCK STAFF AND THE MONTCLAIR CHILD DEVELOPMENT CENTER STAFF ONLY**. Families and guests can't park in the parking lot, even "for a minute." **STUDENTS MAY NOT BE DROPPED OFF IN THE PARKING LOT - IT IS UNSAFE.** Parking is available for families and guests on Fulton Avenue, Elm Street, and Union Street, very close to the school. If you park on Fulton Avenue, **DON'T WALK THROUGH THE PARKING LOT; use the sidewalk and walk along the field and playground to reach Bullock's main entrance.**

Cyclists

Bike riders should use a Crossing Guard's assistance, just like the walkers. A bike rack is located east of the school's main entrance. Bikes should be locked, and helmets taken into the school.

Tardy

All students arriving at school after 8:50 a.m. must report to the main office and receive a late pass **BEFORE** going to their classroom.

Morning and Afternoon Care

The Montclair YMCA administers the morning and afternoon care programs that are based at Bullock School. To register, contact the Montclair Y at 25 Park Street, 973-744-3400. Parking is permitted after 3:30 p.m. To pick up your child from the afternoon program, enter the driveway on Bloomfield Avenue, next to the American Legion.

DISMISSAL: 3:05 p.m.

Except in an emergency, please do not pick your child up early; we learn all day long! However, if you must pick your child up early, please come to the office to sign out your child; they will be called to the office to meet you. **Students leaving for appointments are signed out in the office and signed in, also in the office. IMPORTANT: If your child has a change in their regular dismissal arrangements, please inform the classroom teacher ahead of time. You can have your child bring in a note or you can email the teacher. Also, you can call the secretaries in the Main Office by 2 p.m. with change information (973-509-4255, Ext. 12700 or 12701).**

Busers

Busers are supervised at all times. The bus riders assemble in the gym at dismissal time and are supervised there by staff. Students are called as each bus arrives, and staff members escort the students to their buses. Students not assigned to a particular bus aren't allowed to ride a bus for play dates, after-school activities, etc. Please know that the District of Transportation staff will call/text/email families, if there is a significant delay in a bus arrival. If a student isn't picked up at their bus stop, the student will be dropped off at the Main Office of either Nishuane School or Hillside School. A CHB secretary will contact the family with the location of their child. No child is allowed to walk home alone from a bus stop unless a letter with permission has been provided IN ADVANCE to transportation. Transportation's phone number: 973-509-4055 Ext. 50609 or 50610 - https://www.montclair.k12.nj.us/departments/business_office/transportation.

Walkers and Cyclists

Walkers/cyclists must have written permission to walk/cycle home without adult supervision. Walkers/cyclists are dismissed by their teachers. Walkers/cyclists must cross only at crosswalks.

Carpool Pick-up

Park safely and meet your child(ren) at the designated areas. Teachers dismiss carpool students only when they see a responsible caregiver. Classroom teachers dismiss the walkers at the following locations:

- Kindergarten: at the Gym door along closed driveway off of Elm St. next to the school garden
- First Grade: at the first side door
- Second Grade: middle cafeteria doors
- Third Grade: beginning cafeteria doors
- Fourth Grade: Elm Street of school
- Fifth Grade: front of school, between the bike rack and front door

REMEMBER: Please cross with your child at crosswalks; the 10 extra steps could prevent an accident! Also, walking through the parking lot with your child isn't allowed: it's unsafe.

Please be sure to pick up your child on time each day. Montclair Board of Education Policy 5142.1 states: Provision shall be made to take care of "officially escorted" student through the police and/or Child Protection and Permanency (CP&P) if the designated individual doesn't arrive at dismissal time

on a regular basis. Parents/guardians failing to arrive at school or to have an authorized person arrive at school in a timely manner to “officially escort” their child/children will be reported to the proper authorities and parents/guardians who fail to arrange prompt dismissal pick up on an ongoing basis may be required to meet with the principal to develop alternate arrangements for dismissal time. Further District or legal action may be taken if the alternate arrangements are unsuccessful. If an emergency arises which causes you to be late to pick up your child, then a dismissal supervisor will bring the student back into the school. Please be sure to call the school immediately to let us know what arrangements are being made to pick up your child.

SCHOOL CLOSINGS AND DELAYED OPENINGS

In the event of inclement weather, the Superintendent may elect to call for a two-hour delayed opening or close the schools for a full day. Please check the District website (<http://www.montclair.k12.nj.us/>) for notification of school closings and/or delayed openings. Information may be posted the night before or in the morning. Television and radio stations, the Montclair PTA website, the Montclair Township website, and other venues may also carry the information. In addition, families may call the District's main office at 973-509-4000. Also, a siren will sound at 6:30 a.m. and at 7:00 a.m. on snow days.

Delayed Openings

In the event of a delayed opening, schools will admit students two hours after the normal opening time. BULLOCK'S DELAYED OPENING START TIME IS 10:50 a.m. (DOORS OPEN FOR STUDENTS AT 10:40 a.m.).

Students should report to their regular bus stop two hours after the normal time; riders should be prepared for delays due to poor road conditions and increased traffic.

Once school is in session, students will complete the school day as usual. Lunch is served on delayed opening days.

On delayed opening days, dismissal buses will depart at the usual time, regardless of weather conditions; families may pick up their children if they choose, after first notifying the main office.

In the event of a delayed opening on a previously scheduled abbreviated day, dismissal time will be at the end of the regular school day.

Snow Days

If the Superintendent calls for a snow day on days when the weather looks relatively clear in the morning, it may be because the weather report indicates that conditions will worsen considerably throughout the day.

School bus traffic on days of heavy snow creates mobility problems for the township, making transportation difficult for everybody. Most important, heavy snowfall can create hazardous transport conditions for our children. Although snow days may cause inconvenience for working parents and guardians, the decision to close the schools is based on students' safety.

On a regular school day, students won't be dismissed early if weather conditions worsen as the day progresses. Staff members will remain on site at all schools until every child has departed on the bus or has been picked up by a parent, guardian or caregiver.

COMMUNICATION

The following resources allow for effective communication between Bullock administrators/staff and Bullock families.

- **Genesis-Parent Access** – Parent Access is a component of Genesis – the Montclair School District’s information system. It is a safe and secure way for families to view academic information about their children via the Internet. ALL parents/guardians must maintain up-to-date profile information, including working phone numbers, on their Genesis-Parent Access account. Please visit the Montclair School District’s Genesis-Parent Access web site.
- (<https://parent.montclair.k12.nj.us/genesis/sis/view?gohome=true>).
- **Principal’s Weekly Update** – Every Friday, Principal Kuwabara e-blasts a weekly update to Bullock parents/guardians. The update includes information on recent school events, a look at activities planned for the next week, as well as important Bullock news.
- **Teachers’ Updates** – Bullock classroom teachers communicate to their students’ families via email blasts. Information is shared about classroom activities, field trips, assemblies and more.
- **Bullock Buzz** - Monthly publication with updates on curriculum, Social Emotional Learning, etc.
- **Montclair School District Web Site** – This is the hub for all information regarding the Montclair Public Schools. Please explore this web site (<http://www.montclair.k12.nj.us/>).
- **Bullock Web Site** – The Bullock portal is located on the Montclair School District’s web site under the “Schools” tab. Class supply lists, recaps and photos of Bullock events and information on upcoming activities can be found on the Bullock Web Site. (<https://chb.montclair.k12.nj.us/>).
- **Bullock PTA Web Site** – The PTA web site provides information on PTA-sponsored events at the school, as well as volunteer opportunities. (<https://montclairpta.org/>).
- **Email “Blasts”** – In an effort to reduce paper consumption, we “e-blast” information as much as possible. Please check your email, including spam inbox, for Bullock news.
- **Back-to-School Night** – Mark your calendars; Bullock Back-to-School Night is Sept. 27 at 6-7 p.m. (K-2) and 7-8 p.m. (3-5 p.m.). Related arts teachers and support staff will be available 6:30-7:30 p.m.
- **Parent Teacher Conferences** – Please sign up for Parent Teacher Conferences at Back-to-School Night. There are both afternoon and evening conference times available. This academic year, Parent Teacher Conferences are on December 6 & 7, 2023 and on March 20 & 21, 2024.
- **Informal Teacher Conferences** – If you have a question or concern, please email or send a note to your child’s teacher to request a chat. The teacher will get back to you to arrange a convenient time to talk.
- **Meeting with Principal** – Parents/guardians always should speak to the classroom teacher first with a concern. However, if your concern requires speaking with Principal Kuwabara, please email or call the school office, and a meeting will be arranged.
- **Automated Attendance Messages** – You will receive an automated call from the District when your child is absent, unless you have left a message by 9 a.m. on the Bullock attendance line, in time for your child to be placed on the “do not call” list. The Bullock attendance phone number is 973-509-4255 ext. 1.
- **Dismissal Changes** – To change dismissal arrangements for your child, please send a note to your child’s teacher or call the Main Office by 2:00 p.m.
- **School Action Team for Partnerships** - Teachers, families, and community members working together to develop sustainable learning experiences at CHB. Meeting dates will be announced.

VOLUNTEER OPPORTUNITIES AT BULLOCK SCHOOL

Volunteering in the Classroom

We encourage families to take advantage of volunteer opportunities in their children's classrooms. Volunteer sign-up is arranged by the classroom teacher. Each year, prior to volunteering, every volunteer must read the Classroom Volunteer Orientation information and complete the "Statement of Assurance for Volunteers," available in the school office.



Volunteering through the CHB PTA

The PTA at Bullock facilitates a variety of programs that benefit our students, offering a wide range of volunteer opportunities. Please refer to the Calendar in this Family Handbook, which includes PTA-run activities. The first PTA Meeting of the school year, where you can learn more about volunteering, is on Tuesday, September 19, 2023, at 6:30 p.m. (virtual).

SOCIAL EMOTIONAL LEARNING

RESPONSIVE CLASSROOM

Creating Safe, Challenging, and Joyful Elementary Classrooms and Schools

The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers in 1981 and continually refined to meet schools' needs, the approach consists of practical strategies for helping children build academic and social/emotional competencies day in and day out. In urban, suburban, and rural settings nationwide, educators using these strategies report increased student engagement and academic progress, along with fewer discipline problems.

Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven guiding principles are:

- The social curriculum is as important as the academic curriculum.
- *How* children learn is as important as *what* they learn: process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as their individual competence: lasting change begins with the adult community.

Classroom Practices

At the heart of the *Responsive Classroom* approach are ten classroom principles:

- **Morning meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
- **Rule creation**—helping students create classroom rules that allow all class members to meet their learning goals.
- **Interactive modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique.
- **Positive teacher language**—using words and tone to promote children's active learning and self-discipline.
- **Logical consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.
- **Guided discovery**—introducing materials using a format that encourages creativity and responsibility.
- **Academic choice**—increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work.
- **Classroom organization**—setting up the physical room in ways that encourage independence, cooperation, and productivity.
- **Working with families**—hearing families' insights and helping them understand the school's teaching approaches.
- **Collaborative problem solving**—using conference, role playing, and other strategies to engage students in problem solving.

RESTORATIVE JUSTICE MONTCLAIR

VISION:

Restorative Justice Montclair (RJM) is guided by a philosophy that fosters social and emotional well-being, acceptance, empowerment and mutual respect for those who are impacted by and involved in conflict. RJM will build cultures and communities of response-ability, respect and reparation of relationships where harm has occurred.

MISSION:

Restorative Justice Montclair (RJM) is a collaboration of the Montclair Board of Education, the Montclair Education Association and our Montclair community. RJM seeks to cultivate an equitable environment where all individuals feel safe, included, heard and will benefit from shared learning experiences. RJM will provide integrated methods to address conflict through reflection, reconciliation and accountability where harm has occurred. Restorative Justice Montclair - Curriculum Guide – July 2018.

For further information, please click on the link below:

https://cdnsm5-ss19.sharpschool.com/UserFiles/Servers/Server_889476/File/District/Equity.%20Curriculum%20&%20Instruction/Restorative%20Justice/What%20Restorative%20Justice%20is%20Not%20Final.pdf

THE BULLOCK SCHOOL COMMUNITY C.A.R.E.S.

What is C.A.R.E.S.?

C.A.R.E.S. is an acronym representing the behavioral expectations for our school. It stands for:

C - COOPERATION	*Working together
A - ACHIEVEMENT	*Doing your best and never giving up
R - RESPONSIBILITY	*Doing your job
E - EMPATHY	*Caring about how someone else feels
S -SELF-CONTROL	*Being the boss of your words and actions

C.A.R.E.S. expectations are a small set of positively stated behaviors, often referred to as the school's "Code of Honor," to be endorsed and demonstrated by the entire school community. These are behaviors expected of all students and all adults (staff, administrators, parents, guardians and visitors) in all settings. Using a consistent set of principles on a school-wide level provides staff with common language when reminding, reinforcing and redirecting student behavior, and promotes a culture of consistency and fairness. This process can also facilitate behavior-specific communication and problem solving among all stakeholders, including staff, administrators, students and their families.

Why C.A.R.E.S.?

The main focus of C.A.R.E.S. is to provide a clear explanation of all expected behaviors at CHB. While many people may have assumptions of what these behaviors look like, we cannot assume that everyone's beliefs are similar. By implementing C.A.R.E.S., we are working to create and maintain a consistent environment in which all school community members have a clear understanding of their roles in the educational process.

In adopting C.A.R.E.S. school-wide, and encouraging all students to meet C.A.R.E.S. expectations, we hope to promote a positive atmosphere for teaching and learning that fosters cooperation, student achievement, mutual respect and empathy. We also hope that by actively teaching our students how to apply these C.A.R.E.S. principles across various environments, we provide them with the tools to manage their own behavior in order for them to grow into successful, responsible members of our CHB community and beyond.

How can families help?

Families can support C.A.R.E.S. by asking/reminding their child/children every day before leaving for school about the C.A.R.E.S. principles. Families can also ask their child/children after school to give an example of how they followed C.A.R.E.S. expectations that day. Together, we can work to show that CHB C.A.R.E.S.!

CRITICAL BELIEFS OF THE BULLOCK SCHOOL COMMUNITY

Our Critical Beliefs

As members of the Bullock School Community, we:

- Respect one another: we support each other's learning by being attentive, listening to one another and assisting others.
- Respect ourselves: demonstrate a willingness to work on areas where growth is needed, to strengthen our skills and improve understanding, and show an effort in completing our classwork and assignments.
- Respect effort: we understand that effort is a key ingredient in the formula for academic achievement. This means we don't give up!
- Respect our environment: we see ourselves as part of a broader world, both human-made and natural. We strive to make our world a better place through our actions.

Pathways That Honor Our Critical Beliefs

- Attend school daily and arrive on time.
- Follow C.A.R.E.S. principles.
- Respect rules set by the extended community: bus drivers, school-crossing guards, field trip tour guides, and so forth.
- Demonstrate a daily commitment to learning by completing all homework assignments and coming to school prepared.
- Show a willingness to problem solve and participate in decision-making opportunities
- Dress appropriately for school.
- Learn to disagree without being disagreeable. Refrain from physical or verbal fighting and violence.
- THINK before you speak:
 - T – is it True?
 - H – is it Helpful?
 - I – is it Inspiring?
 - N – is it Necessary?
 - K – is it Kind?



C.A.R.E.S.

C.A.R.E.S. IN THE LUNCHROOM

- Choose a seat in your assigned area/table. Wait to be called for hot lunch.
- Stand, walk and talk quietly in the hot lunch line.
- Talk quietly at the table; stay in your seat.
- Eat your food in the lunchroom only.
- Clean your environment: wipe tables, pick up items from the floor, recycle, throw away or take uneaten food home.
- Line up quickly and quietly when you are called.
- Let an adult know before going to the bathroom.

C.A.R.E.S. PRINCIPLES IN THE LUNCHROOM

C – Cooperation	Follow directions
A – Achievement	Clean up; line up quietly and wait
R – Responsibility	Use kind words and actions; use inside voices
E – Empathy	Include others: no one should sit alone
S – Self-control	Keep body/objects to self; walk, don't run; face forward

C.A.R.E.S. PRINCIPLES AT RECESS

Follow C.A.R.E.S. principles so everyone has a fun time and is safe!

C – Cooperation	Share and take turns; follow directions
A – Achievement	Be a good sport
R – Responsibility	Stay out of the raised beds; Put away all equipment when recess is finished
E – Empathy	Include others; check the Friendship Bench
S – Self-control	Keep your body to yourself; use kind words and actions

C.A.R.E.S. PRINCIPLES IN THE BATHROOM

C – Cooperation	Follow directions
A – Achievement	WALK to and from the bathroom
R – Responsibility	Keep the bathroom clean; Throw used paper towels in the trash
E – Empathy	Remember to flush the toilet; use kind words
S – Self-control	Keep your body to yourself; respect the privacy of others

C.A.R.E.S. PRINCIPLES IN THE CLASSROOM

C – Cooperation	Offer to help others; follow directions
A – Achievement	Try your best on assignments; keep the classroom clean
R – Responsibility	Use kind words and appropriate language; Use inside or quiet voices
E – Empathy	Try to understand others' opinions; Help others participate
S – Self-control	Keep body and objects to self; Sit four chair legs on the floor

C.A.R.E.S. PRINCIPLES IN THE HALLWAY

C – Cooperation	Follow directions; Travel in a straight line; stay together
A – Achievement	Go directly to where you are supposed to be
R – Responsibility	Voices off
E – Empathy	Walk on the right side of hallway or stairs
S – Self-control	Keep body and objects to self and off displays; <u>WALK</u> facing forward

APPROACH TO DISCIPLINE AT BULLOCK

We align our discipline with the Responsive Classroom philosophy, which emphasizes reshaping negative behaviors and working to build students' thinking and responses so they can handle adverse situations in increasingly positive ways. Children need opportunities to practice positive behaviors, which are provided during Morning Meetings, in class, at lunch and at recess. We discuss wide-ranging, critical issues, such as teasing, bullying, violence and vandalism, in child-appropriate terms, with an emphasis on prevention. We value families as partners in developing a strong, responsible code of conduct in our students. In accordance with state laws (NJSA 18A:11-1) and Montclair district policy 5131, students may be suspended for offenses at school or on school buses. Such actions are accompanied by appropriate, timely notice to families. Again, with the goal of reshaping a student's behavior, families often meet with the principal, the Student Assistance Counselor or other staff members to discuss corrective actions.

When conflicts occur:

- Any student who may have been injured, is seen by the school nurse. The nurse then notifies families of the result of her examination of the student.
- All students involved write, or draw and dictate, their version of the event using the C.A.R.E.S. Reflection Sheet (a copy is in this Handbook)
- Students discuss their actions individually with an appropriate staff member, using Restorative Justice guiding questions. We work with students to make positive choices – affirming those who did, guiding those who didn't.
- Logical consequences follow an incident, and corrective actions are taken. Among these is an apology of action. A student's family is notified, generally when a written Discipline is generated. Stages in consequences, depending on the infraction, are outlined on the next page.

As permitted under NJSA 18A:37-1, the severity of an incident dictates the type of consequence and may also require that the normal procedures outlined are by-passed.

C.A.R.E.S. REFLECTION SHEET

Name: _____ Grade: _____ Date: _____

Write down what happened with as many details as possible:

Which C.A.R.E.S principles were not honored? Circle all that apply.

Cooperation Achievement Responsibility Empathy Self-Control

What I will do differently next time to show C.A.R.E.S.:

Teacher/Staff/Administrator Comments:

Signature _____ Date: _____

Parent/Guardian Comments:

Signature _____ Date: _____

STUDENT DISCIPLINE REFERRAL FORM

BULLOCK SCHOOL STUDENT DISCIPLINE REFERRAL FORM (Teacher keep copy to file/send home to parent. Send original to Ms. Kuwabara)

Name: _____ Grade: _____ Date/Time of Incident: _____

Staff Making Referral: _____

REFERRING STAFF MEMBER MUST COMPLETE #1-6 PRIOR TO SUBMITTING TO ADMINISTRATION

Location of Incident: <input type="checkbox"/> homeroom <input type="checkbox"/> bathroom <input type="checkbox"/> classroom <input type="checkbox"/> cafeteria <input type="checkbox"/> bus <input type="checkbox"/> playground <input type="checkbox"/> courtyard <input type="checkbox"/> hallway <input type="checkbox"/> office <input type="checkbox"/> stairwell	2. Check the Level: <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 See list below.
3. Behavior can be classified as: <input type="checkbox"/> student-to-student OR <input type="checkbox"/> student-to-staff OR <input type="checkbox"/> other	
Check the behavior that best reflects the incident you are reporting: <input type="checkbox"/> Theft <input type="checkbox"/> Defiance <input type="checkbox"/> Threat <input type="checkbox"/> Inappropriate physical contact <input type="checkbox"/> Fighting <input type="checkbox"/> Teasing/Exclusion <input type="checkbox"/> Vandalism <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Harassment/Intimidation/Bullying (Stop and Refer to SAC/Dean/Principal)	
Describe the problem: <input type="checkbox"/> I witnessed <input type="checkbox"/> Student reported to me Who: _____	
Actions Taken by Teacher before referral: <input type="checkbox"/> Parent/guardian contacted <input type="checkbox"/> phone <input type="checkbox"/> e-mail <input type="checkbox"/> letter/note <input type="checkbox"/> Apology of action <input type="checkbox"/> Classroom logical consequence: _____ <input type="checkbox"/> Other: _____	

7. Administrative Action (TO BE COMPLETED BY ADMINISTRATOR) Communication w/family: <input type="checkbox"/> phone <input type="checkbox"/> letter/e-mail <input type="checkbox"/> conference Administrative Action: <input type="checkbox"/> Quiet Lunch <input type="checkbox"/> Follow-up w/teacher <input type="checkbox"/> Referral to counselor <input type="checkbox"/> Student reflection <input type="checkbox"/> Character Education lesson/project <input type="checkbox"/> Community Service <input type="checkbox"/> Work in alternate location	Level One: Infractions or an infrequent look <ul style="list-style-type: none"> • Conference with teacher/staff member • Teacher selected consequence • Teacher contacts parent/guardian via telephone • Record of contact submitted to administration and parent/guardian for signature <hr/> Level Two: Repeated infractions <ul style="list-style-type: none"> • In-school parent/guardian conference with teacher/staff member to develop a behavior plan • Possible referral to counselor/Dean/Principal • Teacher selected consequence <hr/> Level Three: Continuing infractions or serious infractions <ul style="list-style-type: none"> • Teacher/staff member refers incident to principal or dean • Parent/guardian contacted by principal or dean • Parent/guardian conference with principal or dean • Possible community service or character education project • Time out from classroom (working in alternate location) • Possible short-term suspension • Possible referral to counselor/Dean <hr/> Level Four: Infractions that are highly serious or cause incident danger to self or others <ul style="list-style-type: none"> • Immediate referral to principal or dean • Parent/guardian contact • Parent/guardian conference • Possible suspension • Possible referral to counselor/Dean 																																																						
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="text-align: left;">Behaviors</th> <th colspan="4">Actions</th> </tr> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Harassment, Intimidation, and Bullying</td> <td colspan="4">**See specific information re: bullying legislation</td> </tr> <tr> <td style="text-align: left;">Defiance/Disruption</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td style="text-align: left;">Fighting</td> <td></td> <td></td> <td>X</td> <td>X</td> </tr> <tr> <td style="text-align: left;">Inappropriate Physical Conduct</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td style="text-align: left;">Unsafe Behavior</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td style="text-align: left;">Teasing/Exclusion</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td style="text-align: left;">Theft</td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td style="text-align: left;">Threats</td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td style="text-align: left;">Vandalism</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Behaviors	Actions				Level 1	Level 2	Level 3	Level 4	Harassment, Intimidation, and Bullying	**See specific information re: bullying legislation				Defiance/Disruption	X	X	X	X	Fighting			X	X	Inappropriate Physical Conduct	X	X	X	X	Unsafe Behavior	X	X	X	X	Teasing/Exclusion	X	X	X	X	Theft		X	X	X	Threats		X	X	X	Vandalism	X	X	X	X	
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ANTI-BULLYING BILL OF RIGHTS ACT (ABR)

We often hear the misuse of language regarding **Code of Conduct Infractions** versus **Harassment, Intimidation and Bullying (HIB)** under the Anti-Bullying Bill of Rights Act (ABR). It is important to understand the type of behavior that is considered HIB under ABR.

All of the criteria in the definition below must be present for an act to be deemed HIB. **HIB means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents, that:**

- Is reasonably perceived as being 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 by any other distinguishing characteristic; **and**
- Takes place on school property, at any school-sponsored function, or off school grounds as provided for in *N.J.S.A. 18A: 37-15.3*; **and**
- Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; **and that,**
- A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her/their person or damage to his/her/their property; **or**
- Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

At Bullock School, we take every reported incident/concern very seriously, and we will always adhere to the due diligence needed to promote a happy, healthy and safe learning environment that protects each and every student. To recognize the importance of character education, we actively engage in social and emotional learning opportunities that promote positive citizenship throughout the school year.

School staff receives annual professional development and must follow the statutory procedures for all reported HIB incidents and protect students. A reporting procedure is in place to promptly investigate reports of violations and complaints related to HIB. The investigation is initiated by Principal Kuwabara or her designee within one day of the report of the incident and is conducted by Ms. Lennon, who serves as our Student Assistance Counselor and School Anti-Bullying Specialist (ABS). Please refer to the Montclair School District's website for more information:

<https://www.montclair.k12.nj.us/district/anti-bullying>.

CURRICULUM

THE BULLOCK SCHOOL APPROACH TO CURRICULUM

All Montclair Public Schools share a common curriculum, developed by the District from the New Jersey Student Learning Standards. What makes each elementary school unique is the way it delivers the curriculum to students. CHB was the first school in Montclair to pilot the Teachers College, Columbia University approach to reading and writing and profited from professional development from Columbia University.

CHB's curriculum helps students to recognize that knowledge is not an isolated incident; rather, it is built upon connected experiences within the classroom and the outside world. Our child-centered learning environment utilizes the Responsive Classroom approach to foster values of personal, social and environmental responsibility.

All students learn the core curriculum: reading, writing, word study (spelling, vocabulary, etc.), math, science and social studies – in regularly taught lessons organized into units of study. Students receive weekly lessons in art, library and research skills, music, technology and Spanish, as well as physical education two times a week. As part of our general music program, children are introduced to musical instruments, such as djembes (drums) and keyboards.

Our students are actively engaged in the education process as readers, writers, mathematicians, scientists, artists, historians and musicians. They develop a love of learning through projects and experiences that are relevant to their world. Problem solving skills and critical thinking are encouraged through an inquiry-based attitude to education. Teachers maintain high expectations for each child and establish high standards for student work through self-assessment and positive feedback.

As Montclair's **Environmental Science Magnet**, we know that children are intimately connected with the world that surrounds them. This begins with the family and extends to the community and beyond. Families are integral, valued members of our community, essential partners in the education of their children. We actively welcome, recruit and train family and community volunteers to enrich and supplement the students' experiences.

Our curriculum emphasizes participation in the community, an awareness of the well-being of others, cooperation, problem solving and respect for the environment. Community service orientation prepares students to be active, involved citizens of the world.

SOCIAL JUSTICE EDUCATION & EQUITY CURRICULUM

Our community is guided by Bree Picower’s “**Six Elements of Social Justice**,” which encompass the themes of identity, justice, and action.

Element One: Self Love & Knowledge

Element Two: Respect for Others

Element Three: Issues of Social Injustice

Element Four: Social Movements and Social Change

Element Five: Awareness Raising

Element Six: Social Action

To address equity for all learners, we use culturally responsive practices that seek to consider what the students see, hear, feel, and experience as individuals in their learning environment to affirm who they are and can become as a result of their presence in a classroom space. Students are also supported in learning how to recognize injustice in their community and take action.

Our teachers are provided with professional development that strengthens their capacity to transform classrooms into spaces that honor equity, culturally relevant teaching, and the decolonization of the curriculum. Within the curriculum, teachers foster relationships with students that recognize the “whole learner” and address their needs individually to meet all required standards.

Each trimester, a school-wide book study is launched, providing common talking points guided by read aloud planners that intentionally address elements of social justice. For example:

- Trimester #1: Identity: “Watercress” by Andrea Wang
- Trimester #2: Justice: “Fearless Heart” by Frank Murphy with Surya Bonaly
- Trimester #3: Action: “Making a Difference: An Inspirational Book About Kids Changing the World!” by Stacey C. Bauer

In addition, every classroom, from kindergarten through 5th grade, has a dedicated Social Justice Library, with developmentally appropriate texts, to support our work with identity, justice and action.

READING AND WRITING AT BULLOCK SCHOOL

We consider reading and writing to be the cornerstones of a thorough education. We emphasize the need to read and write every day for real purposes and for specific audiences. Teachers use the Reading and Writing Workshop method developed at Teachers College, Columbia University for literacy instruction, to complement the District's Center for Collaborative Classroom program. Students at all levels learn to read and write many genres, including realistic and imaginative fictions, poetry and non-fiction.

Students are assessed regularly to determine their needs in reading. They are given fiction and non-fiction materials appropriate for their instructional level with the goal of raising their fluency, strengthening their decoding skills and deepening their understanding. We use a wide range of reading materials.

We structure lessons to develop both the craft and conventions of writing. All students write for real purposes and develop a sense of audience from kindergarten onward. Craft lessons for younger students might include zooming in on a small moment that is central to a story, or sequential writing by explaining how to walk a dog. In the upper grades, students learn writing crafts such as telling the internal and external parts of a story or developing an essay using parallelism. Conventions of writing include structured spelling, capitalization, punctuation and paragraphing. Writing is assessed at least monthly using rubrics and graduated checklists of developmentally appropriate skills. Students' published writing is regularly shared with classmates, family members and others, through writing celebrations and displays of published works.

In both reading and writing, we want to see growth throughout the year. We are able to intervene quickly because teachers monitor student progress continually. All of this sounds complex, but we have learned how to instruct to benefit each child's growth. We are very excited by the progress our children are making.

MATH AT BULLOCK

Mathematics has its root in the Greek *mathematikos* meaning “eager to learn.” We at CHB impart this appreciation for mathematics as a means of learning about and describing our worlds. We strive to help every student develop a good working knowledge of math. We know that a strong math basis broadens students’ access to higher-level science courses, as well as advanced math in high school and beyond. Number fluency is as essential to success as reading and writing fluency.

CHB uses the GO MATH program provided by the District. It is aligned with the New Jersey Student Learning Standards. There is an in-depth emphasis on the base-ten number system (place value understanding) and developing number fluency with the ultimate goal of obtaining skills to compute mentally whenever possible. Our teachers realize the importance of mastering basic skills as a foundation for higher-level challenges. Students learn to interpret problems and apply their skills to find solutions. Of course, just as with reading, each child develops at his or her own pace.

Some of the features of our math program:

- Instruction is organized in units of study.
- The program emphasizes learning basic content
- Because everyone doesn’t learn in the same way, we teach multiple approaches to basic computation.
- At CHB, we believe that basic facts are the “sight words” of math learning. Students must have instant recall of the facts in order to think flexibly – which is essential for success in higher math and algebra. Families can support math learning by strengthening students’ “ownership” of basic facts.
- Math is assessed regularly.

NCLB HIGHLY QUALIFIED TEACHER NOTICE

Federal legislation under the No Child Left Behind Act (NCLB) requires parents/guardians to be notified that they may request information regarding the qualifications of their child's teacher and teacher assistant in schools receiving Title I funds. Our school receives these funds. The New Jersey Department of Education has stated that state certified teachers are fully qualified. Paraprofessionals assigned to assist in Title I academic programs must have at least 48 hours of postsecondary education or, for an applicant with a high school diploma, demonstrate necessary skills on a formal state or local academic assessment. These requirements do not apply to paraprofessionals who work in our building who were hired before January 1, 2002, and/or are used for translation, parent involvement, special education assistance or are serving in programs not paid for by Title I funds.

It also requires that each school year, school districts shall notify the parents of each student attending any school receiving Title I funds that parents may request, and the school district shall provide the parents on request, and in a timely manner, information regarding the professional qualifications of the student's teachers and teaching assistants according to the above guidelines.

If you should have questions regarding the certification of your child's teacher or qualification of an aide in a Title I position, please make your request, in writing, to the principal, and the information will be promptly forwarded to you.

SUPPORT PROGRAMS AT BULLOCK SCHOOL

We use a tiered approach to provide supports to all students, struggling or soaring. Families are actively encouraged to participate in the Intervention and Referral Services Committee, which makes academic programming decisions to benefit all students. Supports include differentiated instruction in all classrooms, teacher supports for learning reading, writing and math, accelerated learning in core subjects, and specialized learning approaches through our special education staff.

RESPONSE TO INTERVENTION (RTI)

Academic support is offered to students who are not on benchmark levels throughout the school year, in English Language Arts and Math. Teachers assist children regularly as part of their differentiated instruction. **Response to Intervention (RTI)** is a Four Tier approach to academic and behavioral intervention used to provide early, systematic and appropriately intensive assistance to children who are at risk for, or who are already underperforming, as compared to appropriate grade- or age-level standards.

- Tier I instruction is focused specifically within the core curriculum, with daily lessons and interventions targeting all students. Approximately 80% to 85% of the general student body should be able to meet grade level norms without additional assistance beyond Tier I. During the daily RTI period, Tier I students participate in flexible instruction, typically in the form of center-based learning. During this period, there are a variety of activities available for students, which are directly connected to our ELA, Math, Social Studies and Science curricula. All work is differentiated, based upon student needs and abilities. Typical center activities include pre-planned enrichment activities, extension projects, problem solving work, curriculum games, Individualized Daily Reading (IDR), etc.
- Tier II intervention occurs when a child does not respond to Tier I instruction that is delivered in the basic academic classroom. If that is the case, then the classroom teacher will provide additional targeted instruction throughout an intervention cycle. This Tier II instruction occurs in addition to regular instruction and takes place three to four times a week. Tier II instruction takes place during the daily RTI period and during ELA and Math.
- Tier III instruction, which is provided by a curriculum support teacher, is available to students who need even more targeted help in a particular intervention cycle and is in addition to regular classroom instruction.
- Tier IV intervention occurs when a child does not respond to Tier III supports. With the assistance of the Child Study Team, the student's teacher and curriculum support teacher, a recommendation will be made for specific additional services such as Special Education programs and instruction to match the student's needs.

CHILD STUDY TEAM

The Child Study Team determines pupil eligibility for Special Education and related services in accordance with federal and state requirements under the provisions of the Individuals with Disabilities Act and N.J.A.C.6A:14.

SPEECH AND LANGUAGE THERAPY

Jessica Perez is Bullock's speech and language pathologist. She provides services to students for articulation and language development. Sessions occur according to the student's needs.

AUDITORY SUPPORT THERAPY

A specialist provides support services to hearing-impaired students who are in regular classrooms. A therapist meets with identified children, according to the students' needs.

OCCUPATIONAL THERAPY AND PHYSICAL THERAPY

A certified occupational therapist and/or physical therapist works with identified students on fine motor development or other needs, as identified through evaluation.

SCHOOL COUNSELOR

Lauren Gutierrez is our School Counselor. She is available to provide assistance to students when they need emotional support. Students have a safe place in which to process feelings and talk. A student may see the counselor once about a particular incident or may meet over a longer period of time, depending on the child's needs. When long-term counseling becomes necessary, families are notified for their input and consent. The counselor's goal is to establish positive relationships with the students and their families, so that the students can be supported and have a successful school experience. Ms. Gutierrez also conducts lessons on social skills in the classrooms, as a proactive measure towards building a kind, safe and respectful school community. If you need assistance, counseling or have an issue you would like to discuss, please contact Ms. Gutierrez: 973-509-4255 Ext. 12207 or lgutierrez@montclair.k12.nj.us.

SCHOOL NURSE

Christine Langton is our School Nurse. Families will receive either a call from the nurse and/or a note to confirm a visit to the nurse's office. Families or an emergency contact are notified when a child becomes ill during the school day. Please refer to the District's Sick Day Guidelines in this Handbook. Families should inform Nurse Christine of any medical needs/concerns your child has. Christine's contact information: 973-509-4255 Ext. 12751 or clangton@montclair.k12.nj.us. Please note, according to district policy, the school nurse doesn't administer any herbal, homeopathic or dietary supplements. Additional helpful information may be found under the Health and Wellness Section on the District's web site.

SCHOOL LUNCH PROGRAM

GENERAL INFORMATION

Students may either bring a lunch from home or purchase a lunch at school. All students, kindergartners through fifth graders, eat lunch in the school cafeteria. Students may bring lunch money in on a daily basis, or families may deposit money into their child's account via the My School Bucks website. Please see the link below.

There is a "peanut/nut free" table in the cafeteria at every lunch block. Students who have an Individual Health Plan, developed with our nurse, Christine Langton, will be seated at the "peanut/nut free" table. Students are constantly reminded not to share food; please reinforce this at home.

The District participates in the National School Lunch Program, which is funded with Federal grant monies. We provide the five components of a complete lunch, as required by the United States Department of Agriculture (USDA). These components are meat/protein alternative, bread/grain, vegetable, fruit and milk. To obtain a full, reduced or free lunch at the listed price, the lunch must include at least three of the five components. One of the three components taken must be a half cup of fruit and/or vegetable to be considered a full lunch. If a complete lunch isn't purchased, each item is purchased separately or a la carte.

Please use the following links for more information:

Lunch Program: <https://www.montclair.k12.nj.us/cms/one.aspx?pageId=1098602>

Lunch Application: <https://www.nlappscloud.com/>

Lunch Menu: <https://montclair.fdmealplanner.com/>

Lunch Account: <https://www.myschoolbucks.com/ver2/getmain?requestAction=home>

DISTRICT FOOD GUIDELINES

- No food may be sold for fundraising **during school lunchtime**.
- Food sold for fundraising **during school hours (other than lunchtime)** must be tree nut free and peanut free with all ingredients clearly labeled and **must follow USDA Smart Snack Guidelines** (refer to page in this Handbook).
- Food sold for fundraising **before and after school hours** must be tree nut and peanut free with all ingredients clearly labeled. This includes PTA fundraisers.
- **No food is allowed for birthday parties** or other individual student celebrations or used as student rewards.
- Food may be used as instructional material in science labs, family and consumer science classes, and classes where course lesson plans contain a food-specific, educational component. All food used as instructional material must be tree nut and peanut free.
- Food served at any classroom or all-school festivity must be tree nut free and peanut free, with all ingredients clearly labeled. If any food doesn't have all ingredients clearly labeled, it cannot be served. These rules apply to evening and weekend functions. Parents/guardians must be given a five-day (5) notice of any event serving food.
- **All classrooms must be tree nut free and peanut free.** Other life-threatening food allergens will be restricted on a class-by-class basis as deemed necessary by the school nurse. Tree nuts and peanuts must be consumed only in the cafeteria during lunchtime. All K-5 schools will have a designated tree nut free and peanut free table in the cafeteria or outside picnic area. (Middle and High Schools will have a designated tree nut free and peanut free table in the cafeteria or outside picnic area, only upon parent request).
- Breakfast Program food may be consumed in the classroom by students within 10 minutes of arrival at school.
- Snacks in the classroom may be eaten only during snack time designated by the teacher or administrator. **All snacks must be tree nut and peanut free.**
- No food may be consumed on K-12 school buses with the exception of students with diabetes who require an emergency snack. They may consume a tree nut free and peanut free snack at a seat in the front of the bus. Busses for field trips and athletic events must be tree nut free and peanut free.
- All school trips must consider the needs of students with food allergens. For example, a class may not go apple picking if a student in the class is allergic to apples. It is the teacher's responsibility to ensure all students are accommodated.

USDA SMART SNACK STANDARDS

Grain products must contain 50 percent or more whole grains by weight (have a whole grain as the first ingredient); a non-grain product must have fruit, vegetable, dairy product or protein food list as the first ingredient.

The food must meet the following nutrient standards for calories, sodium, sugar and fats:

<u>Nutrient</u>	<u>Snack</u>
Calories	200 calories or less
Sodium	200 mg or less
Total Fat	35% of calories or less
Saturated Fat	Less than 10% of calories
Trans Fat	0 g
Sugar	35% by weight or less

USDA SMART SNACK BEVERAGES

<u>Beverage</u>	<u>Amount</u>
Water: Plain (with or without carbonation)	No Limit
Milk: Unflavored low-fat, unflavored/flavored fat-free; milk alternatives	Elementary School 8 fl. oz. Middle/High School 12 fl. oz.
Juice: 100% fruit or vegetable juice (with or without carbonation)	Elementary School 8 fl. oz. Middle/High School 12 fl. oz.

HEALTH GUIDELINES

IMMUNIZATION REQUIREMENTS

New Jersey Law (NJAC 8:57) requires that any student enrolled in school must be immunized against certain diseases. Therefore, your child may not be admitted to school unless the following immunization requirements are met.

Students will need the following vaccines:

- 5 doses of Dtap (the 5th dose is not necessary if the 4th dose was administered after the 4th birthday)
- 4 doses of Polio (the 4th dose is not necessary if the 3rd dose was administered after the 4th birthday)
- 3 doses of Hepatitis B
- 2 doses of MMR
- 1 dose of Varicella

Routine Screenings:

According to state law (N.J.S.A. 18A:40-4), the following health screenings are to be performed annually:

- Height/Weight and Blood Pressure: Kindergarten – 12th Grade
- Auditory Screening: 3rd Grade
- Vision Screening: 4th Grade
- Scoliosis: 5th Grade

Please note that screenings for Height, Weight, Hearing, Vision and Scoliosis will begin in October. If you don't receive a referral letter, your child has met the guidelines.

Keeping Germs Away

The most important thing you can do to keep from getting sick is to wash your hands. One of the most common and frequent ways to catch a cold is by rubbing your nose or eyes. To protect against infection, wash your hands frequently. Your hands pick up germs from other people as well as from contaminated surfaces. Washing your hands and keeping them clean will prevent you from infecting yourself with germs. For best results, use warm water and soap, and wash for several minutes.

Medical Absences

If your child or children are or will be absent, please call the main office and leave a message on the attendance hotline: 9073-509-4255 Ext. 1. Include the reason for the absence.

Returning to School after an Injury or Surgery

If your child has had surgery or any type of medical intervention or has been diagnosed with a medical condition that may preclude physical activity, we will require a note from the treating physician stating that your child is Medically Cleared. In addition, the doctor will need to outline any restrictions from full participation in school, if any exist.

Medication

To protect your child's safety, Nurse Christine should be notified when there is a change in your child's health status, or if a medication has been added, deleted or changed on the student's treatment plan.

It is the policy of the Montclair Board of Education that all medication taken during school hours be administered in the health office by either the school nurse or the parent/guardian. The only exception to this rule is the administering of prescription medication that is required in a potentially life-threatening situation such as in an asthmatic episode, a severe allergic reaction and diabetic emergency.

Furthermore, the District requires both parent/guardian and medical provider authorizations be completed and on file in the health office. **Medication cannot be administered at school until the written authorization form is completed.** These forms can be obtained in the nurse's office or by printing the form from the District's web site: <http://www.montclair.k12.nj.us/district/forms/>.

This applies to all medication (prescription and over the counter) that will be administered for a short time (i.e., antibiotics), routinely (i.e., for asthma) or on an emergency basis (i.e., Epi- Pen for severe allergic reactions).

In order for your child to receive any medication at school, please confirm the following:

- All medical consent forms and orders expire at the end of the school year. Medication orders must be renewed at the beginning of the school year. Medication must be brought to school by the parent/guardian in the original container with proper labeling for the student. **Children aren't permitted to carry medications.**
- A new written request must be completed for any changes to the original request.
- Students aren't permitted, by law, to self-administer medication at school, with the exception of insulin, asthma inhalers, emergency epinephrine, and then only if written authorization for self-administration is provided by the parent/guardian and the student's healthcare provider.
- End of school year: Medication not picked up is discarded and destroyed.

Head Lice

Unfortunately, many children will have at least one case of lice detected in the classroom before the year is over. At Bullock, we want to help your child and our classrooms be free of head lice. Please read the information on this link from the District web site:

<http://www.montclair.k12.nj.us/district/forms/>.

SICK DAY GUIDELINES

Making The Right Call When Your Child Is Sick

State and local health departments encourage you to stay home if you are sick. This is the most effective way to prevent spreading germs.

Please keep your child home when your child:

- Has a fever of 101.0 degrees or higher.
- Has been vomiting or has diarrhea.
- **Keep your child home until 24 HOURS after the last VOMITING or DIARRHEA episode.**
- Has a sore throat – a minor sore throat is ok for school, but a severe sore throat could be **strep throat**, even if there is no fever. Other symptoms of strep throat in children might be headache and stomach upset, or a rash that accompanies the sore throat. Call your doctor if your child has these symptoms. A special test (throat culture) is needed to know if it is strep.
- Keep your child home if he/she/they is coughing or sneezing frequently, which spreads cold germs to others. Colds can be contagious for at least 48 hours; returning to school too soon may slow recovery and expose other people unnecessarily to illness.
- **Keep your child home until a fever has been gone for 24 HOURS without medicine.**

Please help others from becoming sick by keeping your child home during the worst of an illness.

For more information, or if you have questions, please contact the Bullock school nurse:

Christine Langton CSN, RN
973-509-4255 Ext. 12751
clangton@montclair.k12.nj.us

MISCELLANEOUS GUIDELINES

BIRTHDAY CELEBRATIONS

In accordance with the District's Food Guidelines, no food is allowed for birthday parties or other student celebrations, or to be used as student rewards. Also, birthday party invitations cannot be distributed in school unless each child from the class is invited.

CELL PHONE POLICY

We understand that some families want their children to have a cell phone for safety reasons. If you give your child a cell phone, please explain when it is appropriate to use it. Cell phone use is never appropriate at school. Therefore, during school hours, all cell phones, including those owned and used by adults, are expected to be:

- Turned completely off (not on vibrate)
- Secured in backpacks or coat pockets, out of sight
- Not used during the school day for sending/receiving calls or texts, using social media or taking photos

Students who violate this policy will have their phones taken away and placed in the safe in the school office. A parent or guardian must come to the office to sign for the phone; phones will not be returned directly to children.

Adults may have emergency situations from time to time, necessitating the use of a cell phone. We request, if you must take a call during your time at Bullock, please step out of the classroom and away from students, so they may continue their learning.

CUSTODY/COURT RELATED MATTERS

We are ordered to uphold court documentation that have been issued to the Montclair Public Schools. Please supply the Registrar's Office and Bullock's office with any necessary legal documentation that needs to be upheld.

DRESS CODE

In accordance with District Policy 5511, Bullock asks families to consider their children's safety when selecting school clothes. Play clothes are recommended, including sneakers or other rubber-soled shoes. Flip-flops and other backless shoes are not allowed. Keep in mind your child's physical education class schedule when selecting the day's attire.

EMERGENCY CONTACT INFORMATION

It is critical that parents/guardians provide current, working phone numbers so that we may reach you in the event of an emergency. Parents/guardians must keep emergency contact information updated regularly. Please login to Genesis –Parent Access to update profile information: <https://parent.montclair.k12.nj.us/genesis/sis/view?gohome=true>.

LOST AND FOUND

Please label ALL items with your child's first and last name. Bullock's Lost and Found is located in the cafeteria in the corner on the right by the PTA closet.

PETS

Pets are not allowed on school property at any time, including during drop off and pick up.

PHOTO/WEB CONSENT FORM

Student All Media Consent Procedures may be accessed through Genesis – Parent Access: <https://parent.montclair.k12.nj.us/genesis/sis/view?gohome=true>. This form must be completed at the beginning of each school year.

RECESS

All students have at least 25 minutes of recess daily. Kindergarten classes have two 25-minute recess periods each day. Recess is held outdoors, if the temperature is 28° F or higher and weather conditions allow. The blacktop is used if the field/playground area is snow covered or too muddy. When necessary, indoor recess is held in the gym for kindergarten to fourth grade, and in the classrooms for fifth grade, because the gym is in use for classes at fifth grade recess time. In addition to recess, teachers may employ movement breaks at various times throughout the day. Recess is not taken away as a consequence for inappropriate behavior.

TEACHER REQUEST

There are many factors that go into placing a student in a homeroom. As a District and as a school, we do not take specific teacher requests. However, we do take into account any information families are able to provide regarding a child's social-emotional development. Any information families would like to provide should be emailed to Principal Kuwabara (nkuwabara@montclair.k12.nj.us). We do not entertain in-person meetings and/or phone calls on this topic.

TOYS AT SCHOOL

A small toy or a few trading cards may not seem like a big deal; however, you can't imagine the trouble caused in class, at recess and at lunch, especially when a toy is misplaced. Therefore, our policy has been and remains: no toys or trading cards at school. No exceptions.

VISITORS TO BULLOCK

Under the District's policy, all school visitors must first report to the office before going anywhere in the building. Doors are locked throughout the school day, and all visitors must ring the buzzer at the front door to gain entrance. A secretary will greet you over the intercom. Please state your name and purpose for entering the building. Report to the office, sign in and wear a Visitor Pass or Volunteer Pass throughout your stay in the building. Please sign out in the office when your visit is over.

VOLUNTEERING IN THE CLASSROOM

We encourage families to take advantage of volunteer opportunities in their children's classrooms. Volunteer sign-up is arranged by the classroom teacher. Each year, every volunteer must read the Classroom Volunteer Orientation information and complete the Statement of Assurance for Volunteers, available in the school office, prior to volunteering.

CALENDARS

PTA CALENDAR OF EVENTS 2023 - 2024

All events are subject to change due to updates

<u>2023</u>	<u>2024</u>
Kindergarten & New Family Playdate 8/27, 10 am-12 pm	MLK Day of Service
Ice Cream Social 9/1, 4-6 pm	PTA Meeting
Welcome Back Coffee 9/5, 9-10 am	ASE Winter/Spring Session Begins <i>tentative</i>
New Family / Kindergarten Orientation 9/8, 9-10 am	Family Fun Dance
Welcome Back Family Picnic 9/18, 6-8 pm	Talent Show Rehearsals
PTA Meeting 9/19 6:30 pm (Virtual)	Talent Show Grades K-2
After School Enrichment Begins 10/10 3:30-4:30 pm	Talent Show Grades 3-5,
PTA Meeting 10/25 6:30-7:30 pm	For the Love of Skating
Pumpkin Patch 10/27	PTA Meeting
Pancake Breakfast 10/28 8-11 am	Green Ball/Tricky Tray
Happy Hour 11/17	Teacher Appreciation Week
Thanksgiving Food Drive Drop-Off 11/20 & 11/21	Eco-Fair
Holiday Caroling 12/15, 12 pm	Scholastic Book Fair
Holiday Giving Drop-Off 12/18 - 12/19	Final PTA Meeting
Cookie Banquet 12/21 8:45 am	End-of-Year Family BBQ,

****Some events may change so please check back!**

DISTRICT CALENDAR 2023-2024

MONTCLAIR PUBLIC SCHOOLS

School Calendar 2023-2024		Number of Days	
		<u>Staff</u>	<u>Students</u>
September	1 Fri., Schools open for teachers, schools closed for students	19	17
	4 Mon., Labor Day holiday, district closed		
	5 Tues., Schools open for teachers, schools closed for students		
	6 Wed., Schools in session, first day of school		
	25 Mon., Yom Kippur, district closed		
October	9 Mon., Professional development, schools closed for students	22	21
	25 Wed., Schools close after abbreviated day (Middle & High evening parent conf. /Elementary PD)		
	26 Thurs., Schools close after abbreviated day (Middle & High afternoon parent conf. /Elementary curriculum meeting)		
November	7 Tues., Election Day; Professional development, schools closed for students	18	17
	9-10 Thurs. & Fri., N.J.E.A. Convention, district closed		
	22 Wed., District closed after abbreviated day		
	23-24 Thurs. & Fri., Thanksgiving holiday, District closed		
December	6 Wed., Schools close after abbreviated day (Elementary evening parent conf. /Middle & High PD)	16	16
	7 Thur., Schools close after abbreviated day (Elementary afternoon parent conf. /Middle & High curriculum meeting)		
	22 Fri., District closed after abbreviated day		
	25 Mon., Christmas holiday, district closed		
26-29 Tues. - Fri., Winter recess, schools closed			
January	1 Mon., District closed	21	21
	2 Tues., District reopens		
	15 Mon., Dr. Martin Luther King, Jr. Day, district closed		
February	19 Mon., President's Day, district closed	20	20
	22 Thurs., Curriculum meetings, schools close after abbreviated day		
March	20 Wed., Evening K-12 parent conferences, schools close after abbreviated day	20	20
	21 Thurs., Afternoon K-12 parent conferences, schools close after abbreviated day		
	29 Fri., Good Friday, district closed		

April	8-12	Mon. - Fri., Spring recess, schools closed	17	17
	10	Wed., Eid al-Fitr, district closed		
May	14	Tues., Municipal Elections, schools closed (MHS: AP testing in session)	21	21
	24	Fri., Memorial Day weekend, district closed after abbreviated day		
	27	Mon., Memorial Day, district closed		
June	4	Tues., Election Day, schools closed	13	13
	19	Wed., Abbreviated day for students and staff		
	20	Thurs., Abbreviated day for students and staff/last day for students and staff		
	21	Fri., Juneteenth - State observance, district closed		
<u>Total Days for the 2023-2024 School Year</u>			<u>187</u>	<u>183</u>

If emergency or snow days are required, any in excess of three (3) will be made up as full days in the following sequence: 4/12, 4/11, 4/9, 4/8/2024. When advisable, a two-hour (2) delayed opening will be used rather than an emergency closing. A delayed opening on an early dismissal day will cancel the early dismissal and school will end at the regular time. On delayed opening days, staff is expected at the regular time or as soon after as weather permits. Any unused emergency/snow days will be given as days off on the Friday before Memorial Day and/or at the end of the school year, to be determined no later than May 15, 2024. **June 20th will remain as high school graduation day.**

CHB SONG

By Jim Papoulis and the CHB 5th Grade Class of 2011

The earth is crying and I'm listening
We are reaching out our hands
When we're united, we can make a change
Now is the time

We are green, growing strong, in our hearts
From the earth to the sky, we believe
We are green, growing strong, in our hearts
From the earth to the stars, CHB

We are the future, so let's join our hands
Together we can heal the world
When we're united, we can make a change
Now is the time

We are green, growing strong, in our hearts
From the earth to the sky, we believe
We are green, growing strong, in our hearts
From the earth to the stars, CHB!

