

Code of Conduct (Dorothy L. Bullock School)

Philosophy & Intent

This procedural manual has been developed by Glassboro Schools for the purpose of delineating school rules, practices & consequences. **It is meant to be a general guide for students, teachers, and administrators. Certain situations may warrant measures different from those prescribed herein. In such instances, administrative discretion will prevail.**

Glassboro Schools would like to give your children the best education possible. Cooperation of staff, parents and students is essential in obtaining our goal. Structure and discipline are needed to ensure that all students are given the opportunity to learn in a safe, undisturbed environment. Consistent rules and consequences will help students learn that there are logical consequences for not following expectations, and are used to help students to better solve their problems through character building interactions with our school faculty. Parental support is also critical in teaching appropriate school behavior; therefore, parent communication is expected from all staff to ensure that children receive the same message from both home and school.

It is our hope that this manual will assist parents, students and teachers in the identification of unacceptable behaviors and provide a clear and consistent explanation of consequences such behavior will merit. **As a listing, it is not intended to be all-inclusive.** This manual's intent is to identify commonly recognized behaviors that are unacceptable in the educational setting. The school administration and/or Board of Education have the right to administer discipline for any other offense that is in violation of the law of school district policy or procedures, or in violation of acceptable standards of conduct for our students.

Schoolwide PBS (Positive Behavior Supports)

Glassboro Schools has established a Schoolwide PBS program, called the *Bulldog Buddies* Program. This research-based model has been proven to promote positive behavior and prevent bullying. Through the modeling of schoolwide expectations (rules), common vocabulary, student-centered rewards and data-driven decision making, our children quickly learn what a positive learning environment "looks like." As our *Bulldog Buddies* motto states, every student at the Bullock School will: *Take care of yourself, your friends and your school!*

Teachers begin by teaching children that there are positive consequences for following expectations. This includes rewarding students with specific, positive praise statements, *Bulldog Biscuits* (tickets for our daily prize drawings) and various extrinsic rewards. The schoolwide expectations and "what they look like" in practice are explained as needed, and are modeled several times throughout the year as part of our Schoolwide PBS role-plays.

Student Rights & Responsibilities	Expectations for Student Behavior
<ul style="list-style-type: none">• Equal opportunity & equal treatment are provided every students without discrimination• No disciplinary action will exceed the degree of seriousness of the offense, and will take into consideration the history & background of each student.• Standards of conduct forbid injury to persons or property.• The teaching & learning process takes place in an orderly educational environment with open communication, self-discipline, and clearly understood lines of authority and control.	<p><i>Students are expected to:</i></p> <ul style="list-style-type: none">• Come to school ready to learn.• Show respect for people and property.• Take responsibility for their own behavior and learning• Use time and other resources responsibly.• Share responsibilities when working as members of a group. <p><i>In "kid-friendly" terms all students are expected to:</i> <i>Take care of yourself, your friends & your school.</i></p>

Expectations for Parent Involvement

The *Code of Conduct* is meant to be a general guide for students, teachers, and administrators. Certain situations may warrant measures different from those prescribed herein. In such instances, administrative discretion will prevail. Parents are expected to:

- Review & discuss the *Code of Conduct* with their children.
- Understand and support the need for appropriate rules and regulations with regard to safety and conduct
- Understand that all students are expected to adhere to the *Code of Conduct* and that interventions will reflect that student's age, maturity level, and behavioral history/background.
- Participate in conferences as requested by teacher(s) and/or administration.

Teacher Statement of Responsibilities

Teachers have the responsibility to make every effort to treat each instance with fair and impartial judgment reflecting the age, maturity level and behavioral history/background of their students. Teachers have a responsibility to make sure that every student understands his/her obligation to the school community by instilling social responsibility and self-governance. Students must be given the necessary information in order to understand the need for rules and the application of them. In the enforcement of the policies, the teacher must make every effort to apply the *Code of Conduct* with consistency, reasonableness and common sense. Once a student has been referred to the office, the administrator's discretion will prevail. **Rules of confidentiality must be followed in all circumstances.** Teacher expectations and responsibilities include:

- Conferencing with parents and/or principal. **It is essential that parents are made aware of the problem in a timely fashion and are asked for their help in eliminating the problem.**
- Teachers understand that all students are expected to adhere to the *Code of Conduct* and that interventions will reflect that student's age, maturity level, and behavioral history/background. Harsh or unusual punishment should be avoided.
- Teachers will provide opportunities for students to roleplay schoolwide expectations in order to instill student social responsibility and self-governance.
- Teachers must notify administration of repeated violations of the *Code of Conduct* via ODR (Office Discipline Referral) forms.
- All staff should model positive behavior patterns that student can emulate including positive praise statements. Proper dress, professional traits (such as no gum/food in the classroom) and tone/inflection are also very important.

Discipline Code

Unacceptable language, gestures, disrespectful comments or ethnic remarks towards students

1 st Offense:	Teacher Responsibility & Parent Contact
2 nd Offense:	Teacher Responsibility & Parent Contact
3 rd Offense:	Principal Conference
4 th Offense:	I&RS (CAST) Referral

Unacceptable language, gestures or disrespectful remarks toward staff

1 st Offense:	Teacher Responsibility & Parent Contact
2 nd Offense:	Teacher Responsibility & Parent Contact
3 rd Offense:	Principal Conference
4 th Offense:	I&RS (CAST) Referral

Physical Aggression towards staff/students

1 st Offense:	Counselor Conference & Parent Contact
2 nd Offense:	Principal Conference & Parent Contact
3 rd Offense:	1-2 day suspension
4 th Offense:	I&RS (CAST) Referral

Fighting (as defined by the NJ Violence & Vandalism Regulations)

1 st Offense:	1-2 day suspension
2 nd Offense:	2-3 day suspension
3 rd Offense:	3-4 day suspension
4 th Offense:	I&RS (CAST) Referral

Purposeful damage to school property

Principal Conference/Restitution

Leaving grounds without permission

1 st Offense:	Principal Conference
2 nd Offense:	I&RS (CAST) Referral

Theft

1 st Offense:	Counselor Conference & Restitution
2 nd Offense:	Principal Conference & Restitution
3 rd Offense:	I&RS (CAST) Referral

Possession of a weapon/facsimile

(A weapon is defined as an instrument of offensive or defensive combat that can cause bodily harm)

1 st Offense:	Threat Assessment Confiscation & Police Contact Up to 10-day suspension
2 nd Offense:	Confiscation & Police Contact Suspension pending referral to Superintendent for BOE hearing.

Threat with a weapon

1 st Offense:	Threat Assessment Confiscation & Police Contact Suspension pending referral to Superintendent for BOE hearing.
--------------------------	--

Possession/use of tobacco productions and/or matches, lighter, etc. (refer to drug & alcohol policy)

1 st Offense:	Counselor Conference
2 nd Offense:	Principal Conference
3 rd Offense:	1-2 day suspension & I&RS (CAST) Referral

Arson/False Alarm

1 st Offense:	Up to 3-day suspension Notify appropriate authorities Parent Conference
2 nd Offense:	Suspension pending referral to Superintendent for BOE hearing.

Sexual Harassment/Assault

1 st Offense:	Teacher/Counselor Conference
2 nd Offense:	Principal Conference
3 rd Offense:	I&RS (CAST) Referral

Harassment/Intimidation/Bullying

See district HIB policy.

Other Offense

Discretion of building administration.
--

Consequences for most behaviors are to be addressed by classroom teachers and include (but are not limited to) the following:

Classroom Managed Behaviors	Teacher Administered Consequences
<ul style="list-style-type: none"> • Tattling (this is different than "telling") • Negative Language • Excessive Talking/Calling out • Yelling • Not following directions the first time • Pushing in line • Not keeping hands to self • Misuse of property 	<ul style="list-style-type: none"> • Reinforce Desired Behaviors • Conference w/Teacher • Apology • Reteach Rule • Loss of Privilege • Return room/materials to original condition • Parent Contact • Time-out • Loss of time at Recess • Referral to I&RS (CAST)

In the case of more extreme behaviors that interfere with safety, general well-being, or the learning of our students, more serious consequences may be necessary. In these cases, the school Principal will work directly with the student and his/her family to help ensure behavioral success. Consequences for "office managed behaviors" include (but are not limited to) the following:

Office Managed Behaviors	Administrative Consequences
<ul style="list-style-type: none"> • Abusive Language • Defiance/Disrespect/Noncompliance • Fighting/Physical Aggression • Theft • Harassment/Bullying • Inappropriate Location • Purposeful Property Damage • Possession of tobacco, drugs, weapons* 	<ul style="list-style-type: none"> • Parent Contact • Loss of Privilege • Time in office • Conference w/the Principal • Individualized instruction • Time out • Return room/materials to original condition • Referral to I&RS (CAST) • Bus Suspension • Out-of-school Suspension • HIB Investigation (when applicable, as defined by the NJDOE)

*Glassboro PD will immediately be contacted in the event that a student comes to school in possession of any type of weapon or facsimile.

Procedure for Suspension from School

Pupils may be suspended by the building administration for any of the reason listed in the *Code of Conduct*. In case of suspension, the pupil will have an informal hearing with the building administration. This informal hearing shall include:

- Informing the pupil of the charges against him/her
- Giving the pupil an opportunity to reply to the charges against him/her.

In most cases, suspension time begins at the end of the school day one the day that the suspension is issued. However, the administration has the right to suspend a pupil from school immediately when it is determined that waiting until the end of the school day will jeopardize the safety and well-being of other pupils. If this is the case and a parent/designated adult cannot be reached police and/or DCP&P contact may take place.

Parents will be notified of the suspension by telephone (if available in the home) and in writing. **In cases that result in suspension from school a parent conference with the appropriate building administrator is required before the pupil may be permitted to return to regular classes.**

Disciplinary Chain of Command

In the event that the principal is out of the building and is needed for a disciplinary action, it is imperative that a second or third in command be designated. This person would be granted discretionary power to handle the situation until the administrator returns or is able to act.

1. Principal
2. District Administrator/Supervisor
3. Guidance Counselor
4. Lead Teacher (in the absence of an administrator)
5. Designated Staff

Disciplining Student with Disabilities

For any student who misbehaves, a school should decide what action is most likely to correct the misconduct. In the case of a disabled student, the decision may need to take into account the student's disability. For students whose disabilities have behavioral aspects, for example, preventative measures (such as behavior modification plans) should be considered and facilitated through the individualized education program (IEP). It is essential to work cooperatively to address concerns when signs of misconduct by students with disabilities first appear, before more drastic measures become necessary.

If these steps are not successful, the appropriate use of measures such as time-outs or restrictions in privileges should also be considered, so long as they are not inconsistent with a student's IEP.

No prior determination of whether the misconduct was a manifestation of the student's disability is required before any of the above measures can be implemented. This includes suspending a disabled student for up to two school days.

When a student is suspended or is to be suspended, the case manager should be notified. A copy of the suspension letter sent to parents/guardians should be sent to the Director of Special Services. This letter should contain the reason for the suspension and the number of days of the suspension.

If the misconduct is such that more drastic measures would be called for, the case manager should review the student's current program/placement and consider whether a change in placement would be an appropriate measure to address the misconduct.

Where educators believe that more drastic measures are called for, a disabled student may be removed from the school for more than ten days only if the following steps are taken: First the case manager is informed. The case manager convenes a meeting with a group of persons knowledgeable about the student. The group could consist of the case manager, other members of the CST, principal & student's teacher. The parent must also be invited to the meeting. At the meeting, this group will determine whether the student's misconduct was a manifestation of his/her disability.

If the group determines that the misconduct was not a manifestation of the student's disability, the student may be expelled or suspended from school for more than ten days, provided applicable procedural safeguards have been followed and educational services continue during the period of disciplinary removal.

If the group determines that a student's misconduct was a manifestation of his/her disability, the student may not be expelled or suspended from school for more than ten school days. Educators can still address the misconduct through appropriate instructional and/or behavioral management strategies, students and teacher training initiatives (measures such as study carrels, time-outs or other

restrictions in privilege, for example), so long as they are not inconsistent with the student's IEP, or (as a last resort) through change of placement procedures in accordance with IDEA. Moreover, the school district has the option of seeking a court order at any time to remove the student from school or to change the student's placement if it believes that maintaining the student in the current educational placement is substantially likely to cause injury.

HARASSMENT, INTIMIDATION & BULLYING (HIB)

Staff members shall maintain professional relationships with their pupils that at all times are consistent with the ethical responsibilities of educators. Interpersonal communications between staff and pupils shall be constructive and otherwise conform to the educational mission of the school system. Staff shall be expected to treat each pupil as an individual with human rights and worthy of respect.

Pupils shall be expected to treat staff and one another with courtesy, respect, and fairness. Pupils shall respect the rights of others to receive an education and work in an environment that is conducive to learning and personal growth. No pupil shall have the right to interfere with another's right to privacy or right to hold personal beliefs that are different from those of the mainstream.

Harassment includes bullying or use of power in a manner that has the effect of intimidating or causing someone to fear for the safety of his/her person or property or that has the effect of insulting or demeaning the person. Harassment or discrimination refers to any gesture or written, electronic, verbal or physical act perceived as being motivated by race, color, creed, religion, disability, national origin, sex (gender), sexual orientation, social or economic status or similar distinguishing characteristic is prohibited by law. If you believe that you have been the subject of discrimination or harassment on the basis of any of these traits, you should contact a building administrator, a district-level administrator, the Superintendent or the District's Affirmative Action Officer.

Reporting an incident of harassment or discrimination or otherwise participating in an investigation of a report of harassment or discrimination will not reflect upon the individual's status or affect future grades, evaluations or work assignments. Retaliation is strictly prohibited and is cause for appropriate disciplinary action. Falsely accusing someone of harassment or discrimination is unlawful and may subject a person making false accusation to disciplinary action.

The District's Affirmative Action Officer is:

Mrs. Danielle Sochor
Glassboro Board of Education
560 Joseph Bowe Blvd.
Glassboro, New Jersey 08028
(856) 652-2700 Ext. 76210

HARASSMENT/DISCRIMINATION COMPLAINT PROCEDURE

Harassment or discrimination of a student, employee, parent, vendor, volunteer or visitor on school property, at a school function or on a school bus is prohibited and should be reported to a Building or District-level Administrator or the Affirmative Action Officer.

Any person who feels that he/she has been or is being harassed or discriminated against by another person or group should follow these procedures which are designed to stop the offending behavior:

- (1) If possible, the person being harassed (complainant) should tell the person doing the harassing (harasser) in clear and unmistakable terms that the behavior is unacceptable.
- (2) If the complainant is uncomfortable discussing the matter with the harasser or if the harassing behavior continues, the complainant should contact Building or District-level Administrator or the Affirmative Action Officer and inform him or her of the harasser's behavior, when it took place, who may have witnessed it, and what has been attempted to stop the behavior. Student complainants also may contact any staff member; the staff member should assist the student in reporting the harassment or discrimination to a Building or District-level Administrator or the Affirmative Action Officer.
- (3) Regardless of the seriousness of the complaint, any staff member receiving a complaint shall promptly report the matter to a Building or District-level Administrator or the Affirmative Action Officer. If possible, such complaint shall be reported on the same day it is received. If the report is made to the Building Administrator, the Building Administrator should report it to the Superintendent or Affirmative Action Officer. If the Building Administrator is the alleged harasser, the staff member shall report the matter to the Superintendent or the Affirmative Action Officer.
- (4) The complaint should be in writing. If the complainant refuses to put the complaint in writing, the individual receiving the complaint should put the complaint in writing and provide a copy of the written complaint to the complainant. Refusal of the complainant to provide a written complaint shall not be a basis for failing to investigate the complaint. Anonymous complaints should be submitted on the District's Harassment Complaint form. Anonymous complaints will be investigated to the extent the information provided allows. However, the ability of the District to investigate and take action on the basis of anonymous complaints will be dependent upon the information available.
- (5) The Affirmative Action Officer or Superintendent shall initiate an investigation.
- (6) The investigator(s) shall be impartial and shall meet individually with the complainant, the alleged harasser and any potential witnesses.
- (7) The investigation will be kept confidential on a "need to know" basis. This does not mean that witnesses and the alleged harasser will not be told the circumstances or that the complainant will not be identified. The due process rights of everyone will be respected. Retaliation against anyone for participating in or bringing a complaint is strictly prohibited and will subject the person engaging in such conduct to sanctions.
- (8) If the circumstances warrant, the Superintendent or his/her designee will take action to protect the individuals involved including but not limited to removal from the school pending completion of the investigation.

- (9) If the circumstances warrant, the Superintendent or his/her designee will notify appropriate criminal or social service authorities concerning the allegations.
- (10) The investigation will be completed in a reasonable time given the circumstances of the particular allegation. Upon completion of the investigation, the investigation conclusions will be shared with the complainant and with the alleged harasser. If disciplinary action is warranted, such sharing shall not include details of the disciplinary action taken or otherwise violate the privacy rights of the individuals.
- (11) If the Complainant wishes to bypass the District's complaint procedure altogether or if he/she disagrees with the investigation process or conclusion, he/she may file a complaint with any of the agencies below:
- a. Commissioner of Education
Bureau of Controversies and Disputes
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625
(609) 292-5706
 - b. Equal Employment Opportunity Commission (*for employees only*)
Newark District Office
1 Newark Center, 21st Floor
Newark, New Jersey 07102
(973) 645-6383
 - c. U.S. Office of Civil Rights
U.S. Department of Education
75 Park Place, 14th Floor
New York, New York 10007
(212) 264-3313
 - d. New Jersey Division of Civil Rights
31 Clinton Street, 3rd Floor
Newark, New Jersey 07102
(973) 648-2700

HARASSMENT/DISCRIMINATION COMPLAINT FORM – GLASSBORO PUBLIC SCHOOLS

Complainant's Name: _____

School: _____

Complainant's Relationship to District: _____

Home Address: _____

Home Phone: _____

Name(s) of Alleged Harasser(s): _____

Harasser's Relationship to the District: _____

Date(s) of Incident(s): _____

Describe the incident(s), including any statements made (e.g., offensive or suggestive comments, threats, demands, etc.), any gestures made; physical contact made, if any, materials or objects shown or given to you, if any. (Attach additional pages if necessary)

Did anyone witness the incident(s)? _____

Have you discussed the incident(s) with anyone? ____ Yes ____ No

If yes, with whom have you discussed the incident? _____

I certify that the information I have provided in this complaint is true and correct to the best of my knowledge and belief.

Complainant or Staff Member's Signature

Date

Received by
(Building/District Administrator or Affirmative Action Officer)

Date

EDUCATIONAL SUPPORT PROGRAMMING

If your child is experiencing a lack of success in school due to academic or behavioral reasons, contact your child's teacher(s) to discuss with them your child's situation. Contact can be made through note, phone or e-mail (teacher's first initial, last name @ glassboroschools.us). Each teacher has a voice mail extension on which a message can be left.

Basic Skills Instruction (BSI) is designed for those students that need remediation in Language Arts/Literacy (LAL). Requirements for eligibility include below level performance in our LAL standardized testing (i.e. DIBELS, LBD Benchmarks, Sight Word Assessments, etc.). The Basic Skills program is a push-in program. Identified students needing LAL assistance are placed in flexible groups within the classroom setting based on skills and needs.

Students can be given a waiver to be dismissed from the program at any time during the school year. The criterion for exiting a student includes:

- Guided Reading levels increase to grade level equivalents (GLE)
- DIBELS scores increase to GLE's
- Classroom performance improves to GLE as reflected by report card grades
- Classroom teacher and BSIP teacher recommend a waiver
- Parents request a waiver and academic progress supports the request

If academic difficulties and/or behavior difficulties persist, you can request your child be referred to the I&RS (Intervention and Referral Services) Team. Each team is a group of professionals who meet to review students who are experiencing academic or behavioral difficulties and recommend interventions. Referrals to I&RS can come from teachers or parents. Parents may be invited to meetings to join with the I&RS in finding solutions or may be involved through their child's teacher. To refer your child to the I&RS, contact the principal or your child's teacher.

The Bullock School also provides ESL (English as a Second Language) Programming for our students consisting of both push-in and pull-out, small group instruction. During this time, our ELL students receive explicit instruction to support both literacy and oral language development in English. Additionally, the ESL Specialist monitors student progress throughout all areas of the curriculum to ensure that adequate supports and/or coaching is provided for the classroom teacher.

ELL students are encouraged to participate in the complete spectrum of activities offered in the district for socialization and the development of individual interests. The ESL teachers ensure that the ELL student, the family, the school, the classroom teachers, and the available services are fully integrated. These services include but will not be limited to providing interpreters and opportunities for parents to participate in their children's learning.

This approach to teaching ELL students further supports the district's philosophy that education is a continuous process which must prepare each child to meet life's situations with confidence and skills. The entire staff works as a team to implement best practices to develop linguistic and cultural sensitivity.

Students with suspected disabilities may be evaluated to determine whether they are eligible for 504 services or special education services. These services will only be done with parent consent. Students who qualify for 504 services may not meet the standard for special education eligibility but nonetheless require adaptations and modifications in their program to be successful. To qualify for 504 services, the disability must be substantial and must affect a major life activity (e.g. learning, breathing, seeing, hearing, etc.). If your child is found eligible, a 504 plan is developed to specify the modifications, supports, and accommodations necessary for each student. Many times students can be serviced through 504 without requiring special education services. The I&RS team, teachers, or parents can refer

a child for 504 evaluation. Parents should contact the principal concerning information regarding this option and how to refer their child.

If a disability is suspected that may require special education or related services (such as occupational or physical therapy), then a referral to the Child Study Team (CST) for evaluation may be necessary. The I&RS team is the primary source for referrals and it is encouraged that parents work through the I&RS process to help provide the CST with thorough and comprehensive information in its decision to decide whether there is sufficient grounds to suspect a disability. In addition, many times successful interventions designed by the I&RS can avoid referrals to the Child Study Team. Parents, however, may refer their child to the Child Study Team for evaluation of eligibility for special education and/or related services. Referrals require a written letter by the parent to the Supervisor of Special Services (Phone: 652-2700 and listen for prompts for the Child Study Team) requesting an evaluation. The child's name, birthdate, grade and school, reason for the request and contact phone number and address should be included in the letter. Once a referral is received, the CST will arrange a meeting within 20 days to determine whether an evaluation will be conducted. Once permission is received to evaluate, the determination of eligibility and development/implementation of the IEP is to be completed in 90 days.

CONFERENCES

Parent /Teacher Conferences are scheduled for the week of **December 7, 2015**. Teachers will be sending appointment times several weeks prior. A second Parent/Teacher Conference is scheduled for the week of **March 14, 2016**. Every effort is made to arrange a time that would be mutually convenient. Evening conferences are not available due to budget constraints.

The purpose of the conference is to discuss student progress, get parent input and discuss home activities that may be beneficial. It is important for parents to attend conferences, as this will help support the success of your child.

Additional individual conferences regarding specific concerns may also be necessary throughout the school year. The parent or teacher may request such a conference and arrange a mutually convenient time to meet.

SCHOOL SECURITY & DRILLS

Student and employee safety is a priority. Visitors are required to buzz in at the front door (which is located on New Street) and must report directly to the main office where they will be to confirm a specific appointment/reason for visit. All visitors will also be asked for identification. Before accessing the building, all visitors will be given a badge to signify that they have checked in. Please do not be offended if you are asked for identification or if you are stopped by our staff/faculty, as we contact with many people and may not remember every individual. As always, our goal is to keep our children safe.

No visitors are permitted to walk the building or visit classrooms without the knowledge of the office staff. Many times throughout the year our young students may forget important items (i.e. book bags, lunch, library books) or you may wish to drop off birthday snacks, for example. Any items that you may wish to drop off can be left in the main office and will be delivered by building staff.

Students will ONLY be released to individuals who the parent has designated as appropriate. Please keep your STUDENT PICK-UP AUTHORIZATION FORM current and contacting both the main office and your child's teacher in the event of any changes. You will be requested to complete an

authorization form at the beginning of the school year. Anyone picking up a child will be required to show identification.

As per NJDOE regulations, all public schools are required to hold two monthly emergency drills. This includes one (1) fire drill and one (1) of the emergency drills listed below. The Glassboro PD and/or Fire Department may be on hand for these drills. Should you arrive at school during one of these drills, you may not be granted access to the building until the conclusion of the drill.

- Classroom Lockdown Drill
- Roundtable Exercise (this does not involve students)
- Building Evacuation Drill

PARENTAL INVOLVEMENT & VOLUNTEERS

Parents play an important part in a child's educational growth. Throughout the school year, we offer many interesting programs and opportunities for you to become involved in your child's educational program. We look forward to your regular participation in these programs.

Some of our many parent/community involvement activities include:

- PTO
- Field Trips
- Writer's Workshop Publishing Parties
- Parent/Teacher Conferences
- Winter/Spring Concerts
- Orientation
- Back-to-School Night
- Family Learning Nights
- Room Parents/Class Parties
- Field Day

In addition, we provide opportunities for parents to volunteer in the school setting; however, you may not be placed in your child's classroom as this tends to impact the development of student independence. Instead, you will be placed into a room based on teacher needs. This helps to ensure that all teachers will receive the assistance they need, as parent availability varies from class to class.

If you are interested in serving as a parent volunteer throughout the building, please visit our district web page to complete the application and to access our "Fingerprinting for Volunteers" information. Once this process has been completed and the BOE has approved the application, you will be contacted by the building administration to learn more about the building routines/initiatives you may be facilitating.

PARENT-TEACHER ORGANIZATION (PTO)

The Dorothy L. Bullock Parent-Teacher Organization (PTO) is a volunteer organization made up of families, school administrators and teachers who work together to provide financial support and manpower for activities and programs at Dorothy L. Bullock School. Whether you can volunteer for an hour, a day or a year, the PTO can always use your help! All family members and/or guardians are welcomed and encouraged to join, and to participate in our monthly meetings. Our focus for this school year is to enhance school activities and educational programming by:

- Increasing parent/guardian awareness of student needs and activities
- Recognizing and acknowledging the academic and behavioral achievements of our students
- Providing information that will enable and empower parents
- Providing funding for social, educational and cultural activities, assemblies and events.

Throughout the school year, please:

- Sign up to receive PTO news, meeting dates, minutes and alerts via e-mail
- Share your ideas, opinions and concerns with the PTO via phone, e-mail or by attending our monthly meetings.

CLOTHING

Be sure that your child's clothing is:

- Comfortable, washable, and allows for self-dressing
- Marked with your child's name
- Appropriate for arts and crafts

We get involved in activities and should not be overly concerned with staying clean. Dresses with ruffles and bows, and pants with difficult belts and fastenings should be avoided.

In addition, it is best to have your child wear sneakers every day. **Children may not wear sandals, flip flops or high-heeled shoes as they are dangerous on the playground, on steps and on the bus.**

When the weather is cold:

- Always send in mittens/gloves and hats that are clearly marked with your child's name
- Snowsuits and snow pants are not necessary unless your child must wait outside for a long period of time.

When it rains:

- Always send in a raincoat
- Please leave umbrellas at home. They are unsafe in a group of children.

At all times:

- Many things go back and forth each day. Please have your child carry a backpack so things do not get lost. **Backpacks with wheels are not permitted.**
- Sneakers or other rubber-soled shoes are best. We practice many gross motor skills that can be difficult without proper shoes. Sneakers must be worn for gym and playground activities.

FOOD SERVICES

You may pack a lunch for your child. Please try to pack something nutritious, preferably something your child will like to eat (see the *Wellness Policy* for recommendations).

Breakfast/Lunch may be purchased or is available for students who are eligible for free/reduced meals. Information regarding costs/selections, and regarding eligibility for free/reduced meals will be sent home with your child. If you have not received a free/reduced lunch application form, please obtain one from the school secretary or by calling the Board of Education office (652-2700).

New child nutrition regulations required by the state began in the 2006-07 school year. These regulations forbid having foods in the school with a high sugar and/or fat content. This would include cafeteria foods, as well as foods permitted for parties and other school events. The policy is included in the appendix of this handbook.

PERSONAL PROPERTY OF STUDENTS

The Glassboro Board of Education does not insure personal property of students attending school. This means that personal items such as clothing, gym equipment, cell phones, bicycles, tape recorders, calculators, and musical instruments are not insured under the Board of Education Property Insurance Policy. The Board of Education encourages parents to constantly remind children to be careful and to secure their personal property at all times.

At the Bullock School, we advise parents to keep any items of personal or monetary value at home. This also includes toys. Many times, children do not understand the value of items and often lose or misplace things.

SCHOOL SUPPLIES

Each teacher will provide you with information about what supplies are needed for his/her classroom. In general, children will need the following:

- A folder with pockets (to send notes back and forth)
- A backpack large enough to hold the folder. **Children should not use backpacks with wheels, as they post a safety hazard in school and on the bus.**
- Lunchbox for snacks/juice or lunch

Crayons, pencils, paper, glue sticks and scissors are good supplies to have on hand at home for homework and practice. These do not need to be sent to school.

TECHNOLOGY POLICY EXECUTIVE SUMMARY

For the protection of Glassboro Public Schools and its students, the Technology Policy covers the following areas:

Internet and Network Use: A filter is in place as required by the Children's Internet Protection Act. Abuse of the Internet will not be tolerated. This includes, but is not limited to, plagiarizing material, downloading of obscene or violent material, attempts to break into the network, sending or forwarding any threatening, harassing, or obscene e-mail, use of another's account or password, and tampering with files or settings on any District server.

If on the network, all users must log off when leaving a computer.

Software: Software is to be licensed for any particular purpose for which it is used. **It is a violation of federal law to copy software without the express permission of the software publisher.** Violators can potentially be fined hundreds of thousands of dollars. The District Technology Policy strictly prohibits software copying. The District reserves the right to remove unlicensed software from any computer, including any software downloaded from the Internet. The District also reserves the right to take disciplinary action against violators for any violation of the policy. By using the District's equipment, violators agree to indemnify, defend and hold the District harmless for violations of copyright laws.



General Use:

- Any software or hardware brought into the District must first be brought to the attention of the building level technology personnel, or District Technology Coordinator.
- The District will keep antivirus software on all machines, where applicable. Backups on servers will be run by the District Network Engineer and authorized personnel.
- The District makes no warranties of any kind, express or implied, for the service it is providing. The District will not be responsible for damages of any kind suffered by anyone as a result of or in association with his or her use of the District's computer system for any purpose.
- The hardware, software and network technology in Glassboro Public Schools belongs to the District. Administration reserves the right to view the following at any time on any computer user account: e-mail messages, Internet usage, network user accounts, and files kept on individual computer or server hard drives.
- Glassboro teachers and staff have the right to view any student computer work, e-mail messages, Internet usage, files, network user accounts, and general use.
- Out-of district e-mail accounts are not allowed to be accessed through District computers.
- Inappropriate web sites, abuse of equipment, and/or other violations of the technology policy by any user shall result in appropriate disciplinary and/or legal action.

The policy can be viewed online at: <http://www.glassboroschools.us>, use the Board of Education link to policies.

SCHOOL WELLNESS & NUTRITION POLICY – GLASSBORO BOARD OF EDUCATION

The Glassboro Board of Education recognizes that child and adolescent obesity has reached epidemic levels in the United States and that poor diet combined with a lack of physical activity negatively impacts on students' health, and their ability and motivation to learn. The Board is committed to:

1. Providing students with healthy and nutritious foods
2. Encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains;
3. Supporting healthy eating through nutrition education;
4. Encouraging students to select and consume all components of the school meal; and
5. Providing students with the opportunity to engage in daily physical activity.

All reimbursable meals shall meet Federal nutrient standards as required by the U.S. Department of Agriculture Child Nutrition Program Regulations. All items served as part of the After School Snack Program shall meet the standards outlined within this policy.

The following items may not be served, sold, or given out as a free promotion anywhere on school property at any time before the end of the school day:

1. Foods of minimal nutritional value (FMNV) as defined by the U.S. Department of Agriculture regulations. Included are soda water, water ices, chewing gum, certain candies: hard candies, jellies/gums, marshmallow, fondant, licorice, spun candy, and candy coated popcorn.
2. All food and beverage items listing sugar, in any form, as the first ingredient; and
3. All forms of candy.

Schools shall reduce the purchase of any products containing trans fats. (Federal labeling of trans fats on all food products is required by January 1, 2006.)

All Snacks and beverage items sold or served anywhere on school property during the school day, including items sold in a la carte lines, vending machines, snack bars, school stores and fundraisers or served in the reimbursable After School Snack Program, shall meet the following standards:

1. Based on manufacturers nutritional data or nutrient food labels:
 - No more than eight grams of total fat per serving, with the exception of nuts and seeds.
 - No more than two grams of saturated fat per serving.
2. All beverages shall not exceed 12 ounces, with the following exceptions:
 - Water
 - Milk containing two percent or less fat.
3. Whole milk shall not exceed eight ounces.
4. In elementary schools – 100 percent of all beverages offered shall be milk, water, 100 percent fruit or vegetable juices.
5. In middle and high schools – At least 60 percent of all beverages offered, other than milk and water, shall be 100 percent fruit or vegetable juices.
6. No more than 40 percent of all ice cream/frozen desserts shall be allowed to exceed the above standard for sugar, fat, and saturated fat.

Food and beverages served during special school celebrations or during curriculum related activities shall be exempt from this policy, with the exception of foods of minimal nutritional value as defined by USDA regulations.

This policy does not apply to: medically authorized special needs diets pursuant to 7CFR Part 210; school nurses using FMNV during the course of providing health care to individual students; or special needs students whose Individualized Education Plan (IEP) indicates their use for behavior modification.

Adequate time shall be allowed for student meal service and consumption. Schools shall provide a pleasant dining environment. The Board recommends that physical education and recess be scheduled before lunch whenever possible.

The school district's curriculum shall incorporate nutrition education and physical activity consistent with the New Jersey Department of Education Core Curriculum Standards.

The Board of Education is committed to promoting the Nutrition Policy with all food service personnel, teachers, nurses, coaches and other school administrative staff so they have the skills they need to implement this policy and promote healthy eating practices. The Board will work toward expanding awareness about this policy among students, parents, teachers, and the community at large.

Once Plan is adopted, a team will be assigned at each school to implement, evaluate, and improve the Wellness/Nutrition Policy. Available assessment tools such as: School Health Index or Changing the Scene: Improving the School Nutrition Environment, will be used to:

- Identify strengths and weaknesses of school health and safety policies and programs.
- Enable schools to develop an action plan to improve student health.
- Engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

Legal References:

Federal Child Nutrition Reauthorization Act of 2004

State Regulations:

N.J.S.A. 18A: 33-39 et seq.

N.J.A.C. 2.36-1.1- 1.13 (Child Nutrition Programs, Chapter 36)

HEALTHIER SNACK IDEAS

Please read labels before purchase. The ideal snack will:

- Not have sugar listed as the first ingredient (Sugars include – corn syrup, dextrin, fructose, high fructose corn syrup, galactose, honey, lactose, malt, maltose, maple syrup, molasses, and sucrose).
- Contain no more than 8 grams of fat per serving.
- Contain no more than 2 grams of saturated fat per serving.
- Not be greater than 12 ounces for beverages (with the exception of water or milk containing 2% or less fat).

TRANSPORTATION GUIDELINES

Transportation to and from school is provided dependent upon the requirements of the school transportation program or the child's Individualized Education Program (IEP).

If your child will ride a bus to school, you will receive a bus pass prior to the start of school. As a parent, you have the responsibility to be at the designated bus stop with your child to see that he or she is safely on the bus and to be at the bus stop to receive your child at the end of the session.

All questions and concerns regarding transportation should be directed to Susan Spence at the Transportation Office (652-2700 Ext. 77100).

To help ensure a safe, efficient transportation system:

- Help your child be on time at the bus stop. We recommend arriving five minutes early.
- Do not ask the driver to stop at places other than the designated stop.
- If your child is not to be picked up due to illness, etc., please notify the Transportation Office beforehand.

If your child will not be taking the bus home you must write a note to your child's teacher, including the date and the name of the person who will be picking up your child. Please be sure to sign the note.

Glassboro Public Schools provides transportation for children in the district who qualify according to the guidelines listed below.

- **Mileage Limits:** Transportation must be provided for all elementary students (Pre-Kindergarten through Grade 8) who reside more than two miles from school, and all high school students (Grades 9-12) who reside more than two and one-half miles from school. Students who live within these limits, but must walk in an area that is considered hazardous, are transported to school by the Board of Education. Exceptions are granted for children with physical problems certified by a doctor and approved by the Superintendent.
- Buses are available for children taking part in after-school activities at the High School, Intermediate School and Bowe School. Bus passes, issued by the Principal's Office, are required.
- **Routes and Stops:** Prior to the beginning of each school year, routes are established so that vehicles will travel the roads safely and serve the largest number of students within a reasonable time.

Student Responsibilities

New Jersey statute 18A:25-2 provides that the driver is in full charge of the school bus at all times and is responsible for order. The driver shall not exclude a student from the bus. If unable to manage a student, the driver will report the matter to the principal. Students are expected to be in compliance with the following rules and regulations:

At the Bus Stop

- Be on time at your bus stop.
- Plan to arrive 5-10 minutes early.
- Remain on the curb - at least 3 feet back from the road.
- Show respect for private property.
- Avoid crowding or pushing as the bus approaches.
- Wait until the bus stops before moving toward the door.
- **NEVER STAND IN THE ROAD.**
- Do not move into the road as the bus approaches.

While on the Bus

- Move quickly to your seat.
- DO NOT STAND or move from your seat while the bus is in motion.
- Do not change your seat.
- The driver or principal may assign seats.
- Obey the driver promptly.
- No fighting or pushing.
- Do not talk with or distract the driver.
- Do not open or close windows without the driver's permission.
- Keep hands and all parts of your body inside the bus at all times.
- Do not eat or drink on the bus.
- Do not litter the bus.
- Never throw anything out of the bus window.
- Be courteous, talk softly.
- Do not use profane or obscene language.
- Report any damage to the bus to the driver.
- Students are responsible for any damage they cause to the bus.
- Obey bus safety patrol members.
- IN CASE OF EMERGENCY remain in your seat until instructions are given by the driver.
- Learn how to evacuate your bus quickly.

Getting off the Bus

- Move quickly away from the side of the bus.
- Move onto the curb or off the roadway.
- To cross the street or roadway - move 10 feet in front of the bus, wait for the driver's signal to cross, and then move rapidly to the other side.
- NEVER GO BEHIND THE BUS TO CROSS THE STREET.

Parent Responsibilities

- It is the parent's responsibility to be at the bus stop for pick-up on time. In the event that an authorized adult is not present at the bus stop, the student will be returned to the Rodgers school. **In the event where a student is returned to school multiple times a parent conference will take place and bussing privileges may be suspended or discontinued altogether.**
- The transportation regulations and the policies adopted by the Board of Education should be stressed with your children, not only for their own safety, but for the protection of all students riding the school bus.
- Parents of first grade students must be at the bus stop with their child for pick-up and drop-off.
- If a parent finds that bus service is not satisfactory, please notify the Transportation Office (652-2700 Ext. 77100).
- If your child leaves something on the bus, please call the Transportation Office. The lost article will be traced and you will be contacted if it is found.
- Parents are responsible and liable for any willful or malicious damage done to school buses by their children.

Here are some recommendations to help ensure a safe school bus transportation system.

- Help your child to be on time at the bus stop. We recommend arriving 5-10 minutes early.
- Do not ask the driver to stop at places other than the designated stop.
- Assume responsibility for educating your child to cooperate with the bus driver.
- Insist on correct behavior while waiting for and riding on the school bus.
- Accompany a very young child to the bus stop and meet the bus when the child returns.

- Cooperate with the school officials in discharging discipline requirements in support of a safe transportation system. Parental support in this matter is extremely important. Send a note to school the day before a child expects to bring a large project on the bus.
- No animals, of any kind, permitted on the bus.

Motorist Responsibilities: Stopping for School Buses

- If you are approaching or overtaking a school bus and it shows a flashing red light, signaling a stop, you must:
 - Stop at least 25 feet away. Law requires this, if you are on a two-lane road. It also applies if you are on a multi-lane highway where lanes are only separated by lines. Slow down to 10 miles per hour on a dual highway, if you are on the other side of a safety island or raised median.
- When a school bus has stopped directly in front of a school to pick up or discharge children, you may pass from either direction at a speed of no more than 10 mph.
- School buses are equipped with amber and red flashing lights. The amber flashing lights go on 300 feet before the bus stops, followed by the red flashing lights when it has stopped. You cannot always depend on these signals. Stop, watch for children and then proceed slowly and with caution. After a stop, proceed with care when all school bus signals are turned off.
- School buses stop for railroad crossings. The buses will use the far right lane or shoulder and may activate directional signals to communicate their intentions to other motorists. School buses will not use their amber or red flashing lights when stopping for railroad crossings.

Bus Cameras

The District Board of Education adopted a policy on November 20, 2013 allowing the use of cameras on the district owned vehicles. All occupants are subject to video/audio surveillance during the operation of the school bus and ten (10) minutes following engine shut down. The Transportation Supervisor will monitor all recordings and any Administrator has the right to view recordings as deemed necessary. As per the Board policy, recordings will be retained for sixty (60) days.

**GLASSBORO PUBLIC SCHOOLS
TRANSPORTATION DEPARTMENT
FAX # 856-652-2675**

ALTERNATE BUS STOP REQUEST AND TRANSPORTATION CHANGE FORM

It is our policy that parents must request in writing on a yearly basis, their transportation needs if they differ from their home address. See next page for guidelines.

Name: _____ Grade: _____ School: _____

Home Address: _____

Phone: _____

Please answer the following: (Please print clearly)

Where will your child be before school (1 location only)? **No Exceptions!**

Name of responsible adult at the location _____
Phone number _____
Address (within Glassboro): _____

Where will your child go after school (1 location only)? **No Exceptions!**

Name of responsible adult at the location _____
Phone number _____
Address (within Glassboro): _____

Parent Signature: _____ Date: _____

Please return this form to the transportation office anytime that you are requesting a transportation change during the school year.

72 hour notice is required for transportation changes

Our office is located in the old Water and Sewer Department at Looney Park & Beebe Lane in the Lakeside Development. You may mail your form to:

Glassboro Public Schools
Transportation Department
560 Joseph Bowe Boulevard
Glassboro, New Jersey 08028

Should you require any further information please do not hesitate to call Sue Spence at (856) 652-2700 Ext. 77100

ALTERNATE BUS STOP GUIDELINES

Transportation requests to and from childcare locations is a **courtesy** extended (when possible) by Glassboro Public Schools. Due to increased requests to transport students to and from locations other than their home address for the purpose of childcare, the following guidelines are now in effect:

1. Childcare provider must be located within the borough of Glassboro. Requests will only be granted if the pick-up and drop-off locations are consistent 5 days a week.
2. Requests for busing to and from childcare will be considered for pre-kindergarten through grade 6 only.
3. Requests will be considered on a "seat available" basis on established routes only. Additional mileage cannot be added to the bus route to accommodate childcare transportation requests.
4. For safety purposes childcare transportation must be consistent on a daily basis. **NO EXCEPTIONS!**

Examples: John Doe lives on Academy Street but is picked up and dropped off at a babysitter on Hollybush Drive Monday through Friday. **Request Granted**

Billy Smith lives in Parkcrest Village. He is dropped off daily after school at the Latchkey program. **Request Granted**

Mary Johnson lives in Hollybush Apartments. Parent works on Monday, Tuesday, and Wednesday. Parent requested busing to and from childcare on Monday, Tuesday, and Wednesday and to and from home on Thursday and Friday. **Request Not Granted**

5. Requests for changes in transportation arrangements must be made at least five (5) full school days in advance. **NO EXCEPTIONS!**

The above guidelines have been adopted for the safety and security of all students who Glassboro School buses. Teachers, Bus Drivers and their substitutes must have a clear and consistent list of students in order to ensure that students reach their assigned destination.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT – Notification of Rights

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

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

Parents or eligible students should submit to the school principal a written request that identifies the specific records they wish to inspect. The principal will make arrangements for access at a mutually convenient time and place where the records may be inspected. A school official will be present throughout the inspection process.

2. The right to request the amendment of a student’s education records which the parent or eligible student believes are inaccurate.

Parents or eligible students should submit, to the school principal, a written request that identifies the particular part of the record they desire to be changed and specify why they believe it is inaccurate. If the District denies the request by the parent or eligible student to amend the record, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding their request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

FERPA authorizes disclosure without consent to other school officials with legitimate educational interests in the student’s records. A school official, as defined by FERPA, is a person employed by the school as an administrator, supervisor, instructor, or support staff member, including health and medical staff, and law enforcement unit personnel, a person serving on the school board, a person or company with whom the school has contracted to perform a special task such as an attorney, auditor, medical consultant, or therapist, or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Consistent with New Jersey law, the District will disclose education records, including discipline records, without consent, to officials of another school district in which the student seeks or intends to enroll.

The Board of Education generally does not conduct surveys concerning eight (8) specific areas of protected information (see 1 (a) through (h) below) or collect or use student information for marketing purposes. Nonetheless, the Protection of Pupil Rights Amendment (PPRA) requires that the District inform parents and eligible students of certain rights regarding the conduct of such surveys, collection and use of information for marketing purposes, and certain physical exams if the District were to engage in such conduct. These include the right to:

1. Consent before a student is required to submit to a survey that concerns one or more of the following eight (8) specific areas of protected information (“Protected Information

Surveys”) if the survey is funded in whole or in part by a program of the U.S. Department of Education.

- a. Political affiliations or beliefs of the student or student’s parents
- b. Mental or psychological problems of the student or student’s family
- c. Sex behavior or attitude
- d. Illegal, anti-social, self-incriminating, or demeaning behavior
- e. Critical appraisals of others with whom respondents have close family relationships
- f. Legally recognized privileged relationships such as with lawyers, doctors, or ministers
- g. Religious practices, affiliations, or beliefs of the student or parents
- h. Income other than as required by law to determine program eligibility

2. Receive notice and an opportunity to opt a student out of (a) any protected information survey regardless of funding, (b) any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of student, except for hearing, vision, or scoliosis screenings and any physical exam or screening permitted or required by state law, and (c) activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3. Inspect, upon request and before administration or use (a) protected information surveys of students, (b) instruments used to collect personal information from students for any of the above marketing sales, or other distribution purposes, and (c) instructional material used as part of the educational curriculum.

The No Child Left Behind Act requires the District to forward educational records to other schools that have requested the records or in which the student seeks or intends to enroll.

In addition, the No Child Left Behind Act requires the District to (a) afford military recruiters the same access to secondary school students as provided to any post-secondary institutions or to perspective employers and (b) provide student’s names, addresses, and telephone listings to military recruiters, when requested, unless a parent has opted out of providing such information.

Parents or eligible students who believe their rights under FERPA or PPRA have been violated have the right to file a complaint with the U.S. Department of Education concerning the alleged failures by the District. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., Southwest, Washington, DC 20202-4605.

PEST MANAGEMENT

To All Parents/Guardians:

A copy of the Glassboro Public Schools Integrated Pest Management Policy is available in the Beach Administration Building and each School Office. As part of a school Pest Management Plan, the Glassboro Public Schools may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label, does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and DEP cannot guarantee that registered pesticides do not pose any risk to human health plus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that, where possible, persons who are potentially sensitive, such as pregnant women, infants and children should avoid unnecessary pesticide exposure.

The Glassboro Public Schools avoids use of any pesticide except when absolutely necessary. A licensed outside contractor is utilized for all pesticide applications. During the past year, the district has not had to use "high impact" pesticides in any of its school buildings. The following low impact pesticides have been used in the specified buildings while students are not present:

Ant Baits

Gourmet Ant Bait Gel
Uncle Albert's Ant Bait Gel
Fluorguard Ant Bait

Roach Baits

Maxforce FC Roach Killer
PT 322 Avert Gel
Baygon 2% Bait

Rodenticides

Eatons Top Gun
Maki Mini Blocks

Insecticides

Talstar Termiticide
Tempo SC Ultra Insecticide

As the Integrated Pest Management Coordinator, I maintain product labels and material safety data sheets when available for each pesticide that may be used on school property. Such information is available for review by any parent, guardian, staff member or student attending the school. I can be reached at (856) 652-2700 Ext. 77207 if you have any questions concerning the information contained in this letter or concerning the attached policy.

Please do not hesitate to contact me if you have any questions concerning the use of pesticides by the district.

Drew Sole

Integrated Pest Management Coordinator & Supervisor of Maintenance and Grounds

QUESTIONS/CONCERNS & PHONE EXTENSIONS

Please feel free to call your child's teacher with any questions or concerns. The telephone number at Dorothy L. Bullock School is 652-2700 Ext. 74200. **Your child's teacher will generally be available to talk to you before or after your child's scheduled school hours, or you may leave a voice mail message during school hours.** The principal or secretary may address your questions at other times. You may also e-mail your child's teacher.

VOICE MAIL EXTENSIONS & EMAIL ADDRESSES

Staff Member		Grade Level/Subject	EXT	Email Address
Adams	Heather	1 st grade	74137	hadams@glassboroschools.us
Applegate	Jackie	2 nd grade	74101	japplegate@glassboroschools.us
Bernstiel	Stephanie	3 rd grade	74102	sbernstiel@glassboroschools.us
Berry	Kim	2 nd grade	74116	kberry@glassboroschools.us
Buchanan	Kathy	1 st grade	72105	kbuchanan@glassboroschools.us
Burt	Kassie	2 nd grade	774107	kburt@glassboroschools.us
Bittner	Michael	PE	74138	mbittner@glassboroschools.us
Brice	Amanda	Guidance Counselor	74202	abrice@glassboroschools.us
Clark	Beth	Food Services	74221	gla@nsfm.com
Concannon	Marcy	3 rd grade	74016	mconcannon@glassboroschools.us
Dunn	Marian	School Nurse	74333	mdunn@glassboroschools.us
Dalfonso	Andrea	1 st grade	74108	adalfonso@glassboroschools.us
Debes	Sandy	2 nd grade	74109	sdebes@glassboroschools.us
DeFrank	Karen	2 nd grade BSI	74136	kdefrank@glassboroschools.us
Evans	Katie	3 rd grade	74106	kevans@glassboroschools.us
Fall	Madji	Worldcultures/ESL	74114	mfall@glassboroschools.us
Harris	Sonya	1 st grade	74206	sharris@glassboroschools.us
Heck	Barbara	2 nd grade	74111	bheck@glassboroschools.us
Hempel	Steve	Literacy Coach	74112	shempel@glassboroschools.us
Heyel-Matteo	Mary Kay	BSI Coordinator	74145	mheyel-matteo@glassboroschools.us
Johnson	Brian	3 rd grade	74113	bjohnson@glassboroschools.us
Johnson	Rona	ESL	74127	rjohnson@glassboroschools.us
LeMaster	Mary Lou	Computer Teacher	74135	mlemaster@glassboroschools.us
Mannino	Joan	Secretary	75200	jmannino@glassboroschools.us
Massari	Linda	1 st grade	74124	lmassari@glassboroschools.us
Masso	Amy	2 nd grade	77100	amasso@glassboroschools.us
Taibi	Richard	Principal	75402	rtaibi@glassboroschools.us
Mastroeni	Angela	3 rd grade	74117	amastroeni@glassboroschools.us
Matias-Castro	Aileen	1 st grade	75201	acastro@glassboroschools.us
Meehan	Michelle	3 rd grade	74120	mmeehan@glassboroschools.us
Miner	Venetia	2 nd grade	74119	vminer@glassboroschools.us
Paulsen	Patricia	3 rd grade	74146	ppaulsen@glassboroschools.us
Peale	Karen	1 st grade BSI	74115	kpeale@glassboroschools.us
Procopio	Rita	1 st grade	74144	rprocopio@glassboroschools.us
Richards	Karen	Speech Specialist	74140	krichards@glassboroschools.us
Rogers	Scott	3 rd grade	74131	srogers@glassboroschools.us
Romalino	Donna	1 st grade	74144	dromalino@glassboroschool.us

Rullo	Michelle	1 st grade	74104	mrullo@glassboroschools.us
Scharnagl	Kelli	2 nd grade	74129	kscharnagl@glassboroschools.us
Simberg	Desarea	3 rd grade	74120	dsimberg@glassboroschools.us
Storey	Melanie	3 rd grade	74130	mstorey@glassboroschools.us
Sweeney	Melanie	2 nd grade	74130	msweeney@glassboroschools.us
Tanfani	Christine	Learning Consultant	74510	ctanfani@glassboroschools.us
Tees	Melissa	1 st grade	74206	mtees@glassboroschools.us
Tursi	Kim	Music Teacher	74141	ktursi@glassboroschools.us
Werner-Pidgeon	Nicole	2 nd grade	74130	nwerener@glassboroschools.us
Yaksta	Carol	Secretary	74201	cyaksta@glassboroschools.us
Wirchansky	Joann	Art Teacher	74142	jwirchansky@glassboroschools.us
Wilson	Lauren	1 st grade	74124	lwilson@glassborschools.us

PARENT/GUARDIAN RECEIPT OF DOCUMENT

***Please sign and return this portion of the Parent Handbook to your child's teacher by
Friday, September 12.***

If you wish to be added to our PTO distribution lists, please indicate below.

I have received the Dorothy L. Bullock Parent Handbook and I am aware that it is my responsibility to read this document and be aware of its contents.

Student's Name

Teacher

Parent/Guardian Signature

Date

☐ Yes, I would like you to add my contact information to the PTO distribution lists.
My information is listed below:

Email: _____

Phone Number: _____

☐ No, I **do not** wish to have my contact information added to the PTO distribution lists.