# Fairfield Public Schools

# Student/Parent Handbook
# 2026-2027

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**NOTE**: All policies mentioned in this handbook are available in full on the district website. Go to the "Parent" or B.O.E. links for access.
District website: www.fpsk6.org

## I. MISSION STATEMENT, DISTRICT GOALS

**Mission Statement**
The Fairfield Public School District is committed to providing an environment that cultivates individual abilities, respects differences, and nurtures responsibility and cooperation.

**District Goals**

1. Foster a positive and supportive school climate that strengthens relationships and promotes growth.
2. Increase student growth and achievement.

## II. GENERAL INFORMATION

**Administration Contacts:**

| | |
|---|---|
| Mr. Ryan Gupta, Superintendent of Schools<br>Office of the Superintendent<br>15 Knoll Road<br>Fairfield, NJ 07004<br>Office 973-227-5586<br>Fax: 973-227-4303 | Mr. Wally Lindsley, Business Administrator<br>Business Office<br>15 Knoll Road<br>Fairfield, NJ 07004<br>Office: 973-227-1340<br>Fax: 973-227-4303 |
| Mr. Ryan Gupta, Principal<br>Adlai E. Stevenson School<br>15 Knoll Road<br>Fairfield, NJ 07004<br>Office: 973-227-2120 x2100<br>Fax: 973-227-3676 | Mr. Thomas Majocha, Principal, ESEA Grant Coordinator, Title IX Coordinator, Affirmative Action Officer, School Safety Specialist<br>Winston S. Churchill School<br>233 Fairfield Road<br>Fairfield, NJ 07004<br>Phone: 973-227-2638<br>Fax: 973-227-8994 |
| Ms. Meghan Cafone, Director of Special Services, Anti-Bullying Coordinator, Homeless Liaison<br>Office of Special Services<br>15 Knoll Road<br>Fairfield, New Jersey 07004<br>Phone: 973-227-2120<br>Fax: 973-227-3676 | |

## ADLAI E. STEVENSON SCHOOL

### A Message from Mr. Gupta, Superintendent/Principal

Welcome to the Fairfield Public School District in Fairfield, NJ. Our district consists of 2 elementary schools, Adlai E. Stevenson (PreK-2) and Winston S. Churchill (Grades 3-6), with a combined enrollment of approximately 700 students. Serving as Superintendent of Schools for this passionate and enthusiastic community is an absolute honor.

In addition, I am the proud Principal of Adlai E. Stevenson School. Stevenson is dedicated to the "whole-child" approach to teaching and learning. Our teachers and support staff emphasize the social, emotional, physical, mental, and academic growth of every child, while prioritizing the safety and well-being of all students.

The "whole-child" approach relies on strong partnerships between schools, families, and the wider community in supporting students' development. We are grateful to the Fairfield Board of Education for their unwavering support and commitment to our schools, as well as the Township of Fairfield, Fairfield Municipal Alliance, Fairfield Home and School Association, Fairfield Education Foundation, Fairfield's Special Education Advisory Panel (SEPAG), local business, and many other members of the community who sacrifice their time and resources to help provide our students with the best school experience possible.

Feel free to email me with any questions, concerns, ideas, or suggestions. Parent/community feedback is always welcome and appreciated.

Sincerely,
*Ryan Gupta*
*Principal of Adlai E. Stevenson Elementary*
*Superintendent of Fairfield Public Schools*

## WINSTON S. CHURCHILL SCHOOL

### A Message from Thomas Majocha, Principal

Welcome to Winston S. Churchill School. Our building serves students in Grades 3-6, where a variety of unique learning opportunities are provided in both the core content subject areas and specials. Our staff members are committed to creating a nurturing, academically rigorous, and developmentally appropriate environment where every student can thrive, become consistent lifelong learners, and reach their goals.

At Churchill School, our instructional practices are designed to support students' growth academically, socially, and emotionally. In Grades 3-5, students' classes are partially departmentalized, while providing a more in-depth focus on mathematics, literacy, social studies, and science. This gradual transition model helps students build confidence and independence as they transition into a full departmentalization model when entering Grade 6, an adjustment that will help prepare them for middle school. Our school counselors integrate a rigorous Character Education program that adjusts themes each month that support social-emotional learning and support our students in making good choices and informed decisions.

Our school community values personalized learning. Teachers and administrators work collaboratively to analyze benchmark, formative, and summative assessment data using multiple measures to differentiate instructional practices to both remediate and accelerate student learning. Our mission is rooted in fostering a safe, respectful, and inclusive environment where all students are encouraged to set high goals and are provided the necessary support systems to reach them.

Churchill School takes great pride in its strong partnerships with community organizations and local stakeholders. We work closely with our Home School Association, Fairfield Education Foundation, Special Education Parent Advisory Group, the Fairfield Public Library, the Recreation Department, and the Fairfield Municipal Alliance. One of our most valued collaborations is with the Fairfield Police Department. Together, we coordinate comprehensive safety and wellness programs that promote responsible citizenship and personal well-being.

A key component of our sixth-grade experience is participation in the L.E.A.D. (Law Enforcement Against Drugs) program. This nationally recognized, non-profit initiative—facilitated by trained Fairfield police officers—educates students about the dangers of drugs, bullying (including cyberbullying), and violence. Integrated seamlessly into our curriculum, L.E.A.D. empowers students to make informed, healthy decisions and culminates in a meaningful graduation ceremony each June.

Consistent two-way communication between our school and the Churchill community is essential for student success. The faculty and administration at Churchill School highly value input from all stakeholders. Also, families can stay up-to-date on building and classroom practices through School Messenger communications and our Churchill Instagram page **(@churchillprincipal)**. We encourage ongoing dialogue and collaboration to ensure we continue to provide an exceptional educational experience for all learners.

Thank you for your ongoing commitment to the growth and development of our students. Please feel free to reach out to me with any questions, comments, and/or concerns at any point. Community input is crucial as we continue to develop a collaborative school culture that puts students first. The possibilities will always be endless as we embark on this educational journey together!

In Partnership

*Thomas Majocha*

Principal, Winston S. Churchill School

**STEVENSON SCHOOL**
**DROP-OFF/PICK-UP PROCEDURES**

Upon Arrival/Drop-off at Stevenson

- Students will NOT be allowed in the school before 8:27 am.
- Vehicles will enter the campus from Knoll Road. Drop-off is in front of the school. It may be tempting and convenient for you/your child, but do not stop at the entrance doors. **Please pull up as far as possible, as directed by staff and signage**.
- To keep traffic flowing during drop-off, *parents should remain in their vehicles* unless their child needs special assistance exiting the car. Staff will be available to help. Some children take longer to exit the vehicle than others, so please be patient. There is NO PASSING unless directed by staff.
- Students arriving by bus are dropped off in front of the school. Staff will direct them on the sidewalk to the school entrance.
- Kindergarten students will meet in the gym, line up in their homerooms, and be escorted by their teachers to their classrooms at 8:42 am.
- Any student who arrives to school after 8:52 am must enter the building through the main entrance and sign in.

Upon Departure/Pick-up at Stevenson

- NEW: Kindergarten, 1st-grade, and 2nd-grade students will be released in front of the school at 3:27 pm. Students line up and remain with their teacher until a parent arrives. Beginning this year, Pre-K students will be picked up in the back of the school.
  *If you also have a child in Pre-K, you will pick up your children in the BACK of the school.*
- Students riding the bus will be escorted to the buses by staff. Once staff members have checked attendance and ensured everyone is accounted for, the buses will be released.
- Vehicles will enter the campus from Knoll Road, turn right at the stop sign, drive around the circle in the back, and line up along the school's sidewalk. **Please pull up as far as possible, as directed by staff and signage**. If you see cars starting to move, please wait so you can drive your car up even farther. This allows more cars to load behind you. There is NO PASSING unless directed by staff.
- Two (2) rows of cars will be formed in front of the school as directed by staff. Once you've pulled as far up as possible, turn off your engine, exit your vehicle (with an umbrella if necessary), and pick up your child from his/her teacher.

For everyone's safety, *the 2 rows of cars in the front will not be permitted to move until parents/students have returned safely to their vehicles* (so please don't linger or socialize - return directly to your vehicle). Staff will signal the release of both lines simultaneously. Merge carefully as you exit.

## Churchill School Arrival Procedures

All students will arrive no later than 8:45 A.M. Students are not allowed in homerooms until 8:35 A.M.

- Students arriving by bus will be dropped off in the front circular driveway and immediately enter the building through the exterior gym door. They will sit quietly in the bleachers until 8:35 A.M. when they will then report to their homeroom class or lockers (6th grade only).
- Students walking to school will enter the building via the back recess door. Before 8:35 A.M., students in Grades 3-4 will sit in the cafeteria, while students in Grades 5-6 will report to the gym and sit on the bleachers. After 8:35 A.M., students will report directly to their homeroom classes.
- Students arriving via parent/guardian drop-off will be dropped off in the rear of the building (Door 12). Parents/Guardians will enter the east parking lot (TD Bank side of the building) and proceed straight through the open east gate onto the rear blacktop. They will follow cones, signs, and/or directions from school personnel on the rear blacktop to Door 12. The back door will open at 8:15 A.M.; students can exit their cars at that time and proceed to their designated staging area. Grades 5-6 students will walk down to the gym. Grades 3-4 students will walk into the cafeteria and sit down at a table. Students are reminded to stay between the cones and the building when walking from their cars to the building. The rear door and gates will close at 8:45 A.M. All cars will exit the rear blacktop through the west gate and proceed to the stop sign. This process will allow for maximum flow of traffic through our lot and minimize the amount of time parents/guardians spend in the drop-off line.
- Any student who arrives at school after 8:45 A.M. must enter the building through the front door and report immediately to the main office to sign in.
- No students are allowed in homerooms before 8:35 A.M., and no students are allowed to be dropped off before 8:15 A.M. Students should move through the halls in an appropriate manner while reporting to their staging area.

## Churchill School Departure Procedures

All Students will be dismissed at 3:20 P.M.

- Students taking buses will be dismissed through the front door and board buses parked around the circular driveway. Buses will be held until all students who are either walking, riding, or getting picked up are off Churchill property.
- Grades 3-4 Parents who are picking up students will enter the property in the East parking lot (TD Bank side), and proceed through the East gate onto the rear blacktop, following the signs and directions of our officers and staff members. Students will exit the building through Door 12 and proceed to their families vehicle. Staff will be zoned off to assist with dismissal.
- Grades 5-6 students getting picked up will exit the building through the Main Entrance (Door 1). They will then proceed directly to their cars.Staff will be zoned off to assist with dismissal. No cars will be moved until all of the students are in a car or safely out of harm's way. No cars should be parking or standing on Fairfield Road. at any time. Cars will be ticketed by Police for doing so. Instead, feel free to use the Municipal parking lot across the street. Students will be escorted across Fairfield Road.

- Parents/Guardians are asked to carefully follow the directions of all staff members and all officers, and please be patient. All cars will exit the rear lot through the West gate and turn onto Fairfield Rd. All students on the pick-up line will be dismissed first.
- Buses will not be dismissed until all students getting picked up have left the property.
- Once students are in their cars, those cars should not move until directed to do so by the staff members who are on duty. We will attempt to load all cars before we move any of them in the parking lot. This is to maximize safety in our parking lot. Please be patient.

## District Information

***Parents, please note: Do not "drop off" your child without supervision, prior to 8:15 am at Churchill or 8:27 am at Stevenson.***

### STUDENT'S HOURS

**Full Day Schedule**

| Grade/Program | Start | Dismissal |
|---|---|---|
| Preschool Disabled | 8:42 a.m. | 11:15 a.m. |
| Preschool Inclusive | 12:55 p.m. | 3:27 p.m. |
| Preschool - Second | 8:42 a.m. | 3:27 p.m. |
| Third - Sixth | 8:35 a.m. | 3:20 p.m. |

**Half-Day Schedule**

| Grade/Program | Start | Dismissal |
|---|---|---|
| Preschool Disabled | 8:42 a.m. | 11:15 a.m. |
| Preschool - Second | 8:42 a.m. | 1:02 p.m. |
| Third - Sixth | 8:35 a.m. | 12:55 p.m. |
| Preschool A.M. | No sessions if delayed | |
| Preschool P.M. | No session if early close | |

### Stevenson Period Breakdown

| | |
|---|---|
| Homeroom: 8:42 to 9:02 A.M. | 6th Period: 12:35 to 1:20 P.M. |
| 1st Period: 9:02 to 9:42 A.M. | 7th Period: 1:22 to 2:02 P.M. |
| 2nd Period 9:44 to 10:24 A.M. | 8th Period: 2:02 to 2:44 P.M. |
| 3rd Period 10:26 to 11:06 A.M. | 9th Period: 2:46 to 3:26 P.M. |
| 4th Period 11:08 to 11:48 A.M. | Dismissal: 3:27 P.M. |
| 5th Period: 11:49 A.M. to 12:34 P.M. | |

### Stevenson Lunch/Recess Periods

| | Lunch starts | Lunch ends | Recess starts | Recess ends |
|---|---|---|---|---|
| Kindergarten | 11:49 P.M. | 12:11 P.M. | 12:11 A.M. | 12:34 P.M. |
| Grade 1 | 12:35 P.M. | 12:57 P.M. | 12:57 P.M. | 1:20 P.M. |
| Grade 2 | 12:57 P.M. | 1:20 P.M. | 12:35 P.M. | 12:57 P.M. |

**Churchill Period Breakdown**

| | |
|---|---|
| Arrival/Homeroom: 8:35 to 8:55 A.M. | 6th Period: 12:28 to 1:13 P.M. |
| 1st Period: 8:55 to 9:33 A.M. | 7th Period: 1:15 to 1:55 P.M. |
| 2nd Period 9:37 to 10:17 A.M. | 8th Period: 1:57 to 2:37 P.M. |
| 3rd Period 10:19 to 10:59 A.M. | 9th Period: 2:39 to 3:20 P.M. |
| 4th Period 11:01 to 11:41A.M. | Dismissal: 3:20 P.M. |
| 5th Period: 11:42 A.M. to 12:27 P.M. | |

**Churchill Lunch/Recess Periods**

| | **Recess Start** | Recess End | **Lunch Start** | Lunch End |
|---|---|---|---|---|
| Grade 3 | 12:04 P.M. | 12:27 P.M. | 11:42 A.M. | 12:04 P.M.. |
| Grade 4 | 11:42 A.M. | 12:04 P.M. | 12:04 P.M. | 12:27 P.M |
| Grade 5 | 12:50 P.M. | 1:13 P.M. | 12:28 P.M. | 12:50 P.M. |
| Grade 6 | 12:28 P.M. | 12:50 P.M. | 12:50 P.M. | 1:13 P.M. |

**Delayed-Opening Grades K-2 Period Breakdown**

| Arrival/Homeroom: 10:42 A.M.-10:48 A.M. | |
|---|---|
| 1st Period: 10:49 A.M-11:19 A.M. | 6th Period: 1:24 P.M.-1:54 P.M. |
| 2nd Period: 11:20 A.M.-11:50 A.M. | 7th Period: 1:55 P.M.-2:25 P.M. |
| 3rd Period: 11:51 A.M.-12:21 P.M. | 8th Period: 2:26 P.M.-2:56 P.M. |
| 4th Period: 12:22 P.M.-12:52 P.M. | 9th Period: 2:57 P.M.-3:27 P.M. |
| 5th Period: 12:53 P.M.-1:23 P.M. | |

**Delayed-Opening Grades 3-6 Period Breakdown**

| Arrival/Homeroom: 10:35 A.M.- 10:41 A.M. | |
|---|---|
| 1st Period: 10:42 AM-11:12 A.M. | 6th Period: 1:17 P.M.-1:47 P.M. |
| 2nd Period: 11:13 A.M.-11:43 A.M. | 7th Period: 1:48 P.M.-2:18 P.M. |
| 3rd Period: 11:44 A.M.-12:14 P.M. | 8th Period: 2:19 P.M.-2:49 P.M. |
| 4th Period: 12:15 P.M.-12:45 P.M. | 9th Period: 2:50 P.M..-3:20 P.M. |
| 5th Period: 12:46 P.M.-1:16 P.M. | Dismissal 3:20 P.M. |

**Leaving School Early**

Should it be necessary for a student to leave early, a note from the parent is required, along with notification in the Genesis Parent Portal. In addition, upon arrival at the school, sign-out his/her student using the log book (Stevenson) or the Chromebook located in the school office or vestibule (Churchill), indicating that the child has been excused.

**Tardiness**

When students arrive late to school, it puts them at a disadvantage. Timely arrival at school is extremely important in helping students get organized and be fully prepared for learning.

Board Policy 5200 recognizes only the following excuses for lateness or early dismissal:

- Medical or dental appointments which cannot be scheduled outside of school hours
- Medical disability
- Family emergency
- Court appearance
- State-excused absences (see board policy regulation 5200)

As per board policy, parents should provide written notice about reasons for tardiness or early dismissal.

In the event your child is tardy, he/she should report to the main office to sign in before going to class. Students at Churchill must sign in using the provided Chromebook either outside the Main Office or in the Vestibule

**Before and After School Program**

A Before and After School Program is available through Tiny Treasures from 7:15 A.M.. to 8:42 A.M. in the morning and after school until 6:00 P.M. If interested in this program, call Tiny Treasures at 973-227-3133.

**Absence from School**

Your child's success at school is based upon consistent attendance, which enables continuity of instruction and timely reinforcement of concepts and skills. New Jersey State Law 18A:38-25,26 requires that students attend school on all days/hours that school is in session in their local district. Unauthorized vacation days are considered unexcused absences. We respectfully request that your vacations are planned to correspond with the school calendar. Students must make up missed work due to absence by vacation.

Board Policy 5200 recognizes the following as excused absences:

- Disabling illness
- Recovery from accident
- Required court attendance
- Death in the family
- Religious observance
- State-excused absences (see board policy regulation 5200)

NOTE: as per New Jersey State Law, students are required to attend school on all school days, even those that may include special events, such as the "Halloween Parade" and others.

In the event of an absence, please call the school by 9:00 A.M. the morning of the absence. Leave the following information:

1. Child's Name
2. Homeroom Teacher
3. Reason for absence

- For Stevenson School, call: 973-227-2120 Press 3
- At Churchill School, call: 973-227-2638 Press 3

Upon return to school, please write a note to the teacher giving a reason for your child's absence. He/she should present the note to the classroom teacher upon his/her return.

**Emergency School Closings**

Severe storms and weather may make the opening of schools inadvisable because of hazardous driving conditions. Parents will receive phone messages from the Superintendent of Schools through the district's notification system. We update our database of parent contact numbers in September. However, please inform your child's school immediately if your contact numbers change. In the event that an important message must be sent to parents of children at only one of the schools, the principal will record and send the message through the district's alert system.

Please note that the system can also be used to deliver messages to parents of children on a specific bus route or in a specific class, but it will be used only when necessary.

**Use of Internet-Enabled and Electronic Communication/Recording Devices (ECRD)**
**Students are not allowed to use these devices in school, on the buses, or on school-sponsored trips. This includes when students are on campus before, during, or after school.** If a student brings a cell phone, smartwatch, smartglasses, or any other internet-enabled device to school, it must be turned off and stored away in a backpack or locker.

Moreover, the Board of Education believes students and/or school staff members should not be subject to having a video or audio recording taken of any student(s) or school staff member(s) for any purpose without the consent of the student, the student's parent, and/or the school staff member. In addition to protecting the privacy rights of students and school staff members, the Board recognizes such recordings can be disruptive to the educational program. In addition, inappropriate recordings of educational material, student assessment instruments, and/or student assessment reviews can be used to compromise the integrity of the district's educational program or lead to academic dishonesty in the event such recordings are stored and/or transmitted to other students. No electronic communication/recording devices are allowed to be used in schools at any time.

Please see **Board Policy and Regulation 5516** for more information.

**Parking Procedures for Parents**
Leaving your car unattended and idling is prohibited at all times. Park in legal spaces whenever you plan to enter one of the schools. Observe handicap parking, "no-parking" areas, Reserved spaces, bus lanes, and fire zones. Thank you for your expected cooperation.

## III. CODE OF CONDUCT

**School Rules and Regulations**
The Fairfield Schools promote a cooperative discipline approach, which emphasizes a positive environment for student learning. Classroom rules are developed by teachers in cooperative discussions with their students. Research shows that students thrive in a structured, supportive environment where expectations are clear and positive behaviors are affirmed. As such, school rules are designed to provide the necessary structure for student success. They require the cooperation of all students and the support of parents/guardians. The school reserves the right to provide fair, appropriate consequences for students when rules are broken.

If your child's behavior requires a disciplinary action by an administrator, you will receive communication either in the form of a phone call or a "Behavior/Incident Report" containing an explanation of your child's actions and the response. At Churchill, all behavioral incidents that violate the student Code of Conduct are recorded in Genesis and available on the Genesis Parent Portal.

Below is a list of student behaviors that are subject to discipline pursuant to N.J.S.A. 18A:37-2. Behaviors include, but are not limited to, the following and can result in verbal reprimand, detention, in- or out-of-school suspension(s), and/or expulsion as possible measures.

- Offensive Conduct
- Disruption
- Theft, Damage
- Language Misuse
- Insubordination/Disobedience
- Use of Force
- Harassment
- Fighting

**This is an excerpt from the Harassment, Intimidation and Bullying (HIB) #5512**

THE FULL POLICY IS AVAILABLE THROUGH A LINK ON THE DISTRICT WEBSITE.
The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent", pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition
"Harassment, intimidation, or bullying" means any gesture, any written, verbal, or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or

2. By any other distinguishing characteristic; and that

3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that

4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

5. Has the effect of insulting or demeaning any pupil or group of pupils; or

6. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, tablet or smartwatch. The State

of New Jersey finds and declares that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. As such, it is the policy of the Fairfield Board of Education that any form of harassment, intimidation, or bullying, through gesture, written, verbal or physical act, or any electronic communication, will not be tolerated. It is conduct that disrupts both a student's ability to learn and the school's ability to educate in a safe environment and is prohibited.

C. Pupil Expectations (Excerpt from policy)

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

D. Consequences and Appropriate Remedial Actions – HIB

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;

4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Consequences – School Considerations

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

Examples of Consequences

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

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

<u>Available with full policy through district website link:</u>

- Examples of Remedial Measures – Environmental (Classroom, School Building or School District)
- Harassment, Intimidation, and Bullying Off School Grounds
- Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)
- Anti-Bullying Coordinator and Specialist:
- School Safety Team
- Harassment, Intimidation, and Bullying Investigation
- Range of Responses to an Incident of Harassment, Intimidation, or Bullying
- Reprisal or Retaliation Prohibited
- Consequences and Appropriate Remedial Action for False Accusation

- Harassment, Intimidation, and Bullying Training and Prevention Programs
- Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review
- Reports to Board of Education and New Jersey Department of Education
- Reports to Law Enforcement
- Collective Bargaining Agreements/Individual Contracts

**Policy Publication and Dissemination**

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district. The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify pupils and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website. The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

**Bus Behavior and Expectations**

We want your child's experience on the bus to be safe and positive. Our goal each day is to transport all student bus riders safely to and from school. Good student behavior while entering, riding, and leaving the bus contributes in many ways to safe transportation. Such behavior makes it possible for the driver to give full attention to the roadway and other drivers. Students are expected to comply with standard safety rules on the bus (listed below). Any behavior that potentially endangers the safety of students on the school bus will be treated very seriously. **(Serious violations may require skipping steps and imposing immediate exclusion from the bus)**. As per board policy/regulation 5600, upon violation of the bus rules, the following disciplinary procedures are ***recommended,*** with **"the principal determining the discipline to be administered in accordance with the severity of the infraction."**

First offense: Reprimand, parent notification
Second offense: Bus suspension
Third offense: Extended bus suspension

According to **New Jersey State Law, 18A:25-2**: "The bus driver shall be in full charge of the school bus at all times and shall be responsible for order. A pupil may be excluded from the bus for disciplinary reasons by the school and his parents shall provide for his transportation to and from school during the period of such exclusion."

If it becomes necessary for the school to take disciplinary action, parental support and cooperation is very important. Our schools are a reflection of community pride, and students are expected to respect school property and behave appropriately. Parents are financially responsible for any damage that may be caused by their child.

Parental assistance in communicating and supporting bus safety procedures is essential. Please review and reinforce *the following* bus rules at home with your child.

**Bus Rules**

The bus is an extension of the school environment. The rules of school conduct and/or bullying/harassment are the same on the bus as on school property. As per board policy 3541**,** "Students shall only ride the bus to which they are assigned. Students are not permitted to ride another bus." Students may only exit at their assigned stop.

a. Prior to loading the bus, students should

- Be on time at their designated bus stop.
- Always take only their assigned bus.
- Use the sidewalk and stand a safe distance from the roadway.
- Respect surrounding property in the area when waiting for the bus.
- Enter the bus in an orderly fashion.

b. While on the bus, students are expected to:

- Go immediately to a seat without saving a seat for others.
- **Sit down and buckle their seat belt! (practice may be needed with younger children)**
- Follow directions given by the bus driver.
- Remain seated at all times, except when exiting the bus.
- Use a "speaking voice" while on the bus.
- Keep hands, arms, and head inside the bus.
- Sit in assigned seats, if one has been designated.

c. While on the bus, students are NOT allowed to:

- Throw objects
- Hit or touch others or their belongings
- Eat or drink
- Play musical instruments
- Use bad/inappropriate language
- Use electronic media, incl. cell phones, smartwatches, audio/video recording devices, internet-enabled devices, etc.
- Touch the bus controls or emergency door.

d. After leaving the bus

- Proceed to a point at least ten feet in front of the bus and wait for the driver's signal to cross the street.
- Use caution walking home, especially on stormy days.

*Parents are asked to review with their child and sign a Bus Safety and Behavior Contract (see below).*

## Adlai E. Stevenson School Bus Safety and Behavior Contract

**Regulations for Bus Riders/Bus Contract**

**Before the Bus Arrives**

1. Arrive at your bus stop at least ten minutes before target pickup time.
2. Remain at the bus stop until picked up.
3. Stay off people's lawns and other private property.
4. Parents of Kindergarten, First and Second Grade students must stay with students until the bus arrives.

**Boarding the Bus**

1. Wait for the bus to come to a complete stop.
2. Be polite, take your turn getting on the bus, and use the handrail.

**Conduct on the Bus**

1. Follow the directions of the bus driver.
2. Walk to the assigned section of the bus, sit down, put your seatbelt on, and remain in your seat.
3. Do not stand or move around while the bus is moving.
4. Talk quietly so that the driver can hear traffic sounds.
5. Keep hands and head inside the bus. Do not stick or throw anything out of the window.

**Leaving the Bus**

1. Do not leave your seat until the bus comes to a full stop.
2. Take your turn; don't crowd in front of others.
3. Use the handrail.
4. Parents of Kindergarten, First and Second Grade students **must** be at the bus stop in the afternoon to meet their children.

**Disciplinary Procedural Progression for Improper Behavior on School Bus**

1. The driver warns the student.
2. The driver writes up a School Bus Conduct Notice on the student.
3. The Principal or designee will investigate the matter.
4. If disciplinary action is required, the Principal or designee will notify the parent.
5. Discipline will be administered in accordance with the Code of Student Conduct.
6. Misconduct on the bus can result in suspension from the bus or result in ***suspension of bus privilege***. Examples of misconduct that may lead to ***suspension of bus privilege*** include, but are not limited to are: chronic disruptive behavior and disorderly conduct, fighting, H.I.B., continuous failure to wear a seatbelt or follow bus safety rules, repeatedly disobeying the instructions of the driver.

NOTE: This contract is based on District Policy and Regulation 5600, Pupil Discipline/Code of Conduct.

The parent and student are each asked to sign the statement below and return it to the school:

***I am aware of and agree with the standards of conduct expected by Fairfield Public Schools for bus riders, and I understand and agree with the regulations which are necessary in order to provide for the safety and welfare of all children.***

Student Name: _____ Grade Level: _____

Bus Number: _____

Teacher/Room Number: _____

Parent/Guardian Signature: _____ Date: _____

# Winston S. Churchill School - Bus Safety and Behavior Contract

**Directions for Parents and Students**

In an effort to promote a positive climate on our school buses, we, at Winston S. Churchill School, employ a School Bus Safety and Behavior Contract. The vast majority of our students behave in a responsible manner when riding the bus. Some students choose to behave inappropriately, creating a stressful, unpleasant, and, at times, unsafe ride to school. Our goal is to provide all of our students with a safe and stress-free ride to school, and encourage the making of good choices on the bus. Please read and review the pledge with your child.

**General Information**

Bus drivers, students, parents, teachers, and school administrators **share** the responsibility for bus safety, following all bus rules, and behaving in a responsible manner. ***Riding the school bus is a privilege.*** If you behave appropriately, you will continue to be allowed to ride the bus.

Students who do not adhere to the rules will receive a bus conduct report, and appropriate consequences will be administered.

**Student's Pledge:**

**I agree to ride the bus safely.**

- I will stay seated until I arrive at my final destination.
- I will wear my seatbelt at all times.
- I will talk in a soft, quiet voice.

**I agree to show RESPECT.**

- I will obey my bus driver and follow the rules.
- I will keep the bus free from litter.
- I will keep my hands and feet to myself.
- I will respect other passengers and use kind words at all times.
- I will NOT use electronic media, incl. cell phones, smartwatches, audio/video recording devices, internet-enabled devices, etc.

**If I choose not to follow this contract, my parents/guardian will be notified and the following consequences may occur:**

- Verbal reprimand, parent notification, and potential assigned seating
- *Suspension of bus privilege**
- *Permanent loss of bus privilege**

**Examples of misconduct that may lead to suspension of bus privilege include but are not limited to: chronic disruptive behavior, disorderly conduct, fighting, assault on other students, H.I.B., continuous failure to wear a seatbelt or follow bus safety rules, repeatedly disobeying the instructions of the driver.*

**Please print legibly. Signatures indicate that both the parent and student have read, discussed, understood, and agree to the above statements.**

Student Name: _____ Grade Level: _____

Bus Number: _____

Homeroom Teacher/Room Number: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

**Cafeteria**

Students are encouraged to make healthy nutritional choices. Appropriate conduct is expected at all times in the cafeteria. Students are responsible for the proper clean-up of their area in the lunchroom. The throwing of food or any items in the cafeteria is prohibited. Students who do not meet the expectations of supervising lunchroom aides face possible consequences. Students are expected to follow the normal rules for eating in a public facility, including but not limited to:

- Speak respectfully to lunch/playground aides and follow their directions.
- Speak in a conversational tone; no yelling or shouting
- Clean up after oneself
- No tossing, throwing, or flipping food or bottles
- Place garbage in trash containers
- Use good table manners
- Students may not buy or sell food or any other items
- Students may not use bad/inappropriate language
- No food or drinks are to be taken out of the cafeteria
- No selling of items of any kind to other students

**Books**

Textbooks and other classroom and library books are the property of the Fairfield Board of Education. Students are responsible for the proper care of these materials while using them during the school year. Parents are financially responsible for any damaged or unreturned books.

**Computer, Network and Internet Acceptable Use Policy #2361**

The Board of Education recognizes that as new technologies shift the manner in which information is accessed, communicated, and transferred, these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that technology allows pupils access to information sources that have not been pre-screened by educators using Board-approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

**Standards for Use of Computer Networks (Policy #2361)**

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

A. Using the computer network/computers for illegal, inappropriate, or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, and local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

B. Using the computer network/computers to violate copyrights, institutional or third-party copyrights, license agreements, or other contracts.

C. Using the computer network in a manner that:
   1. Intentionally disrupts network traffic or crashes the network;
   2. Degrades or disrupts equipment or system performance;
   3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
   4. Steals data or other intellectual property;
   5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
   6. Gains or seeks unauthorized access to resources or entities;
   7. Forges electronic mail messages or uses an account owned by others;
   8. Invades the privacy of others;
   9. Posts anonymous messages;
   10. Possesses any data which is a violation of this Policy; and/or
   11. Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided.

**Internet Safety Protection - Policy #2361 (Full version available on website).**

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every pupil regarding appropriate online behavior, **including pupils interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.**

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis that the schools, including media centers/libraries in the district, are in compliance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, and the school district enforces the requirements of these Acts and this Policy.

Consent Requirement
No pupil shall be allowed to use the school district's computer networks/computers and the Internet unless they have filed with the Building Principal/Superintendent a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

**Violations**
Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but is not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3, Federal Communications Commission: Children's Internet Protection Act; Federal Communications Commission: Neighborhood Children's Internet Protection Act

**Dress Code: District**
The Fairfield Board of Education recognizes that each student's mode of dress is a manifestation of personal style and individual preference; however, the district seeks to maintain an environment where learning can take place most effectively in an optimum climate, free of distractions and disruptive elements. In that spirit, parents are asked to ensure that children are dressed in a way that is comfortable but appropriate for a school environment. We encourage

pupils to dress in such a way as to demonstrate pride both in themselves and their school. With this in mind, please abide by the rules regarding unacceptable attire, noted below.

Prohibited Attire

- Articles of clothing that are too revealing, tattered, or unkempt (i.e. halter tops, short shorts, torn shirts)
- Attire that is unduly distracting (i.e., T-shirts with inappropriate and/or offensive messages or graphics)
- Flip-flops during outdoor recess, gym, or science labs (Due to safety concerns)
    - Your child may bring an extra pair of sneakers or casual shoes
    - Children must wear shoes, sneakers, sandals, or boots at all times.
- Head coverings of any kind during school hours, except on Spirit Days.
    - Religious head coverings are an exception.
- Heavy chains, studded collars or bracelets, choke collars

Teachers have been instructed to confiscate all prohibited items and turn them in to the main office. The child can reclaim their items at the end of the day for the 1st offense. Additional violations will result in longer periods of confiscation and a disciplinary consequence. Students who attend school in violation of the dress code will be sent to the Nurse's Office to rectify the situation.

**Fire and Security Drills**

An amendment to N.J.S. 18A:45, concerning school security drills, took effect on November 1, 2010. Each school must hold at least one fire and one school security drill within the school hours for every month when school is in session, including for summer instructional periods.

It is essential that when the fire alarm sounds, students, school staff, and all visitors exit the building by the prescribed route as quickly as possible, without running. Students may not talk when exiting the building and must remain silent until the signal is given to re-enter the school. This permits emergency directions to be given as needed. Students who do not follow rules for the fire drills are assigned a consequence as determined by the building principal.

Security drills may include active shooter, lockdown, partial evacuation, reverse evacuation, evacuation, and shelter-in-place drills. The active shooter and lockdown drills are practiced so that students are prepared in the event an actual lockdown is initiated for their protection. Evacuation drills are practiced in the event that students need to be relocated to another section of the building, grounds, or facility for their safety. Active shooter, lockdown, and evacuation drills are executed in cooperation with the Fairfield Police and have been practiced in recent years. Procedures for the drills are carefully reviewed with staff and students in advance. Effective January 2022, all schools are legally required to notify parents when a school security drill is conducted.

**Hallways**
Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member. When moving through the halls, students should walk; running is not allowed. Students should keep hands to themselves, stay to the right, and be as quiet as possible when classes are in session. Students are expected to be respectful of others in the hall. Students at Churchill are required to sign in and out of all classrooms, and sign in and out of all bathrooms, as well as the Nurse's Office.

**Media Technology**
In addition to cell phones, the use of electronic devices, such as iPods and other MP3 players, and electronic games, such as gaming systems are not permitted within the school facilities or on the school bus. Students who do not fully cooperate with this policy are subject to temporary confiscation of their equipment. Approved electronic media, e.g., Kindle, Nook, iPad, may be used for instructional purposes with teacher/administrator approval and supervision only.

**Restrooms**
Students are expected to treat school property with respect and help keep it clean. No loitering, writing on walls, pushing, shoving, throwing items (i.e. toilet paper) in the toilet, on the ceiling, walls, or floors, running tap water excessively, teasing, jumping, or loud voices. Students at Churchill are required to sign in and out of all bathrooms before and after using them.

**Health Habits**
Good health habits are essential for the wholesome, normal growth of children. To help children acquire these habits, both the home and school need to work cooperatively. It is therefore suggested that children be encouraged to:

- Eat well-balanced meals every day.
- Bring snacks to school consisting of fruits and/or vegetables.
- Dress properly for the weather conditions in order to avoid colds and illnesses.
- Always get the proper amount of sleep at night in order to be refreshed and alert for the next school day.

**Medications (Dispensing of)**
The Fairfield Board of Education recognizes that the treatment of illnesses, including the dispensing of prescribed medication, is not the responsibility of the school. Therefore, the following rules and regulations have been established for the dispensing of medication in school:

1. The administration of medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available during school hours.
2. No medication will be administered to pupils in school except by the school nurse, another registered nurse, or the pupil's parents, with the following exception.
    a. An exception is made for pupils with asthma or other potentially life-threatening illness, who shall be allowed to self-administer medication when a nurse is not physically present at the scene, provided written permission is received from the physician and parent. Permission forms are kept on file in the office of the school nurse.
3. A pupil requiring any medication in school, whether self-administered or administered by the school nurse, must present a written statement from a physician which includes the following information:

a. The diagnosis for the condition for which the medication is prescribed
b. The name and dosage of the medication.
c. The length of time during which the medication should be taken.
d. The time schedule for administration of the medication.

4. The school must receive written permission from the parent to dispense any medication.
5. Medication must be brought to the school nurse in a bottle labeled by the pharmacy.
6. All medications to be administered to an individual student must be brought to the school nurse or his/her designee by a parent or legal guardian of that child.
7. Nurses will not be able to dispense any other medications, such as aspirin, Tylenol, Advil, cough medicines, cough drops, food supplements, or any other "over-the-counter" medication without the above documentation.

**Annual Publicity Consent**

Pursuant to law, school districts are required to obtain a release from parents annually, in regard to their child's picture being used in newspaper articles, handbooks, brochures, newsletters, the school website etc. Permission forms are available through the district website. It is important that you sign your form and return it to school.

**Annual Policy/Regulation Distribution**

Pursuant to law, school districts are required to distribute to parents annually the following policies, which are available online at any time of the year. Parents must review and acknowledge that they have read the policies listed by going to the Genesis Parent Portal.

| | | |
|---|---|---|
| #2260 | Equity in School and Classroom Practices | Policy & Regulation |
| #2360 | Use of Technology | Policy |
| #2361 | Acceptable Use of Computer Networks/Computers and Resources | Policy & Regulation |
| #3283 | Electronic Communications Between Teaching Staff Members and Students | Policy |
| #5200 | Attendance | Policy & Regulation |
| #5331 | Management of Life-Threatening Allergies in Schools | Policy & Regulation |
| #5331.1 | Peanut and Tree Nut Free Environment | Policy |
| #5512 | Harassment, Intimidation, or Bullying | Policy |
| #5516 | Use of Electronic Communication and Recording Devices | Policy |
| #5530 | Substance Abuse | Policy & Regulation |
| #5600 | Student Discipline/Code of Conduct | Policy & Regulation |
| #5610 | Suspension | Policy & Regulation |
| #5611 | Removal of Students for Weapons/Firearms Offenses | Policy& Regulation |
| #5612 | Assaults on District Board of Education Members or Employees | Policy & Regulation |
| #5613 | Removal of Students for Assaults with Weapons Offenses | Policy & Regulation |
| #5620 | Expulsion | Policy |
| #5751 | Sexual Harassment of Students | Policy & Regulation |
| #5850 | Social Events and Class Trips | Policy & Regulation |
| #7440 | School District Security | Policy & Regulation |
| #7441 | Electronic Surveillance in School Buildings/Grounds | Policy & Regulation |
| #8462 | Reporting Potentially Missing or Abused Children | Policy & Regulation |

**Food Policy**

The Fairfield School District has an obligation to ensure the safety of all its students. We have an increased number of students who have been medically diagnosed as anaphylactic to all types of "nuts". The consequences to some students are life-threatening and require immediate intervention with medication. As such, the Fairfield Board of Education implemented a "Nut Free Policy" for the district beginning September 2009. All members of our school community are asked to adhere to the guidelines of this policy.

The following items are not permitted in the classroom at school or school-sponsored activities:

- Any foods that contain peanuts or tree nuts (almonds, cashews, pecans, etc.)
- Any foods that have precautionary labels that the product may contain peanuts.
- All baked goods with unknown ingredients, especially if they may have come from a bakery where cross-contamination is likely. Bakeries will provide ingredient information upon inquiry.

As of February 2007, New Jersey Public Law 2007 (Ch 45), signed by Governor Corzine, established restrictions concerning foods and beverages that may be sold, served or given away to students at public schools. The following items are restricted:

A. Foods of minimal nutritional value, as defined by the United States Department of Agriculture
B. All food and beverage items listing sugar, in any form, as the first ingredient.
C. All forms of candy.

## IV. COMMUNICATION AND REPORTING TO PARENTS

**Home School Association**

The Fairfield Home and School Association (HSA) provides a vital link between home and school. The HSA sponsors various programs for our children. Parents are encouraged to support this organization.

**School - Parent Communications**

The Fairfield Schools believe in proactive outreach to parents. Our teachers will contact you whenever necessary to provide updates on your child's progress and communicate about concerns, when they exist. We welcome your communication to teachers about your child's progress. Feel free to call your child's teacher when necessary. Calls will be returned by the teacher at their earliest opportunity. Look for monthly newsletters from your child's teachers, along with timely newsletters from the principal. Check our school's bulletin board and/or office for informational brochures, articles, and notices about school events.

Parents are expected to contact the teacher before contacting the principal if they have a question or comment regarding any classroom situation. Parents are asked to inform the teacher if there is any home situation that may affect a child's performance. If there is a concern outside the classroom, parents should contact the building principal prior to contacting the Superintendent.

**Requests for Records**

If a parent needs copies of report cards and/or other academic communications to be made available to their child's other parent, the school principal must be contacted in writing to that effect on an annual basis. Otherwise, report cards and school communications are made available through Genesis and School Messenger only to the primary resident of the child.

**Requests for Records to Other Agencies**

The Fairfield Public Schools will not send any information to any outside agency (such as an outside learning center) about your child's progress without your written request. If you wish to have one of your child's teachers communicate with another agency regarding your child's progress in school, a written request is also required. Please contact the building principal.

**Report Cards**

Report cards are issued three times a year for grades K through 6. Report Cards are "standards-based" in Grades K-2, meaning that students are assessed based on skills and concepts aligned to the State Student Learning Standards. The following grading system is used for academics and Special Area Classes in grades K-2:

| | |
|---|---|
| 4 "Exceeds Standards" | Indicates the student consistently exceeds the grade level standard. The student regularly demonstrates mastery in the standard for the current grade level and has the ability to evaluate and create beyond his or her grade level peers. The student has the ability to demonstrate knowledge of the standard on a factual, conceptual, procedural, and metacognitive level. |
| 3 "Meets Standard" | Indicates the student consistently meets the grade level standards. The student regularly demonstrates proficiency in the majority of the standard for the current grade level. The student, with limited errors, grasps and applies key concepts, processes, and skills for the current grade. |
| 2 "Approaching Standard" | Indicates the student demonstrates understanding of basic concepts and skills. Performance is characterized by the ability to apply skills with inconsistent success. Performance varies in consistency with regard to accuracy and quality. Support and guidance are often needed. |
| 1 "Below Standard" | Indicates the student does not meet grade level standards. The student needs more time and experience for concepts, processes, and skills to develop. |
| N/A "Not assessed at this time" | The standard/indicator has not been introduced at this time |
| I "Introduced but not assessed at this time" | The standard/indicator has been introduced but has not yet been fully assessed at this time |

In Grades 3-6, a traditional letter grade is assigned to students based on the following system:

| | |
|---|---|
| A+ | 97-100 |
| A | 93-96 |
| A- | 90-92 |
| B+ | 87-89 |

| | |
|---|---|
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | Below 60 |

**Parent-Teacher Conferences**

Parent-Teacher Conferences occur in November.

Scheduling for Parent-Teacher Conferences will be done electronically. A notice, with instructions, will be sent home before the schedule goes live. Special conferences can be scheduled at any time throughout the school year by parents or teachers.

**Progress Reports**

If a student is having difficulty in a particular area, a mid-marking period report will be sent home, or the teacher will contact the parent personally. Additionally, teachers can send progress reports at any time when there is a concern.

**NJ State Report Card**

The NJ Department of Education Report Card is available on the school website through a link or online at www.state.nj.us/education. Copies are available upon request.

**Back to School Nights**

For 2026-2027, Back to School Night will occur on Tuesday, September 15, 2026 at Stevenson School and Wednesday, September 16, 2026 at Churchill School. These events are intended as opportunities for parents to visit their child's classroom, meet teachers and administrators, and gain an overview of the grade-level curriculum and classroom program. This is not a time for individual student discussion.

**Lost and Found**

Lost articles are located in the main hallway at Stevenson School and outside either the Cafeteria or the Main Office at Churchill School. Anyone who has lost something in school is encouraged to check the appropriate location at lunchtime or at the end of the school day. Lost articles will be held for 30 days before being donated to a charitable organization.

**Visitors**

As a security consideration, all visitors to the schools are asked to buzz in at the main office and "sign in" before entering any other section of the school. They will be issued a visitor's pass for their visit. Your driver's license will be required. All guests must wear a visitor's pass while in the building. The badges are to be returned to the main office before you leave the school.

## V. NEW JERSEY STUDENT LEARNING STANDARDS – GRADES K-6

**Language Arts**

The language arts curriculum reflects New Jersey's Student Learning Standards, research in best practices and current theory about how students construct knowledge. Within the elementary grades, language arts students are expected to:

- Demonstrate positive attitudes toward reading, listening, writing, and speaking
- Read strategically to construct, extend and examine meaning with different types of age-appropriate materials
- Express thoughts clearly and effectively in speaking and writing
- Write for various audiences and purposes
- Control sentence structure, word choice and grammatical conventions
- Listen actively for a variety of purposes
- Demonstrate an appreciation for literature
- Interact with age-appropriate texts to develop understanding, interpretation, personal response and critical analysis skills

**Math**

The mathematics curriculum is aligned to New Jersey's Student Learning Standards. Within the elementary grades, students are expected to:

- Develop the ability to pose and solve problems in mathematics, other disciplines and everyday experiences
- Communicate mathematically through written, oral, symbolic and visual forms of expression
- Connect mathematics to other learning by understanding the interrelationships of mathematical ideas and other disciplines and in life
- Develop reasoning ability
- Use calculators, computers, manipulatives and other tools to enhance mathematical thinking and understanding
- Develop number sense and an ability to represent numbers in a variety of forms and situations
- Develop spatial sense and an ability to use geometric properties in mathematics and in everyday life
- Understand, select and apply various methods of numerical operations
- Develop an understanding of and use measurement
- Use a variety of estimation strategies
- Develop an understanding of patterns
- Develop an understanding of statistics and probability and use them to describe data sets, model situations and support inferences and arguments
- Develop an understanding of algebraic concepts and processes to solve problems
- Apply concepts and methods of discrete mathematics to model and explore practical situations
- Develop an understanding of the building blocks of calculus
- Demonstrate high levels of mathematical thought through experiences which extend beyond traditional computation:

**Science**

The science curriculum reflects the New Jersey Student Learning Standards for Science for K-6. Students confront essential questions and skills in science. Many key content areas are listed below, by grade level.

- Kindergarten – weather, seasons, the five senses, life cycles, light, color and rainbows, characteristics of living things, day and night, materials in the natural world
- First Grade- seasonal changes, the Earth's surface, motion, gravity, adaptations of living things to seasonal change, characteristics of living and non-living things, animals and habitats
- Second Grade – life cycles, the human body and body systems, rocks and minerals and growing crystals, states of matter and molecules, motion and force, sound energy-vibrations, pitch and resonance, environmental studies, geologic history and extinction, fossils and dinosaurs.
- Third Grade – plant and animal needs, life cycles of plants, the solar system and planets, sun, moon and earth rotation, moon phases, light energy and sources of light, volcanoes and earthquakes, water bodies on earth, rock types and minerals, environmental studies
- Fourth Grade – earth science, conservation, life science, vertebrates and invertebrates needs and adaptations, respiratory, circulatory and excretory systems, physical science, movement in different states, heat energy, physical and chemical properties and changes, conservation of mass, measurement of matter in metric units, magnetism and static electricity, light, sound and electric energy, atmosphere and weather conditions, season and climates, forces and motion, effect of forces on motion, speed and direction and simple machines
- Fifth Grade – environmental science, components of ecosystems, interactions of living things, energy transfer in ecosystems, food chains, cycles of matter, human impact and management of natural systems, recycling, geologic timeline: formation and structure of earth, rock types and cycles in earth's crust, galaxies and universe, telescopes, life cycles of stars, plant kingdom, plant cells and basic cell processes, plant parts and functions, plant reproduction, organization of complex organisms (cells to systems), nervous system, muscular system, skeletal system
- Sixth Grade – characteristics of life; animal and plant cells, single-celled and multi-celled organisms, life cycles of organisms, life processes of all cells, mitosis and meiosis, genetics, heredity, structure of DNA, genetic adaptations, biological evolution and diversity of living things, classification system for living things, chemistry; measuring matter in standard metric units, selecting appropriate measuring tools, physical science; motions and forces, Newton's three laws of motion, kinds of energy, sources of energy and energy transformations, heat transfer and convection currents, light waves and energy, light waves, sound waves and energy and chemistry; physical and chemical properties, molecular development in different states, organization of matter substances vs. mixtures, periodic table of elements, atomic and molecular structure, classes of chemical reactions

**Social Studies**

The social studies curriculum reflects the New Jersey Social Studies Standards and aims to help students improve their knowledge of heritage, practice decision-making skills to become responsible, reflective citizens who contribute both in school and in their society. Beginning at kindergarten and progressing developmentally through sixth grade, students develop an understanding of;

- Democratic citizenship and how to participate in the constitutional system of government of the United States
- Democratic citizenship through the humanities by studying literature, art, history, and philosophy and related fields

- Political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the world
- Societal ideas and forces throughout the history of New Jersey, the United States, and the world
- Varying cultures throughout the history of New Jersey, the United States, and the world
- Economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world
- Geography by studies of the world in spatial terms
- Human systems
- Environment and society

## Art

The art program in the Fairfield School District is designed to introduce the students to a full range of art and media experiences. The art experience makes a significant contribution to the growth of students by stimulating creative thought, fostering self-expression, and promoting critical-thinking skills. Students are introduced to and develop an understanding of the elements of art and principles of design. As they grow, students are encouraged to interpret and analyze artworks and develop problem-solving and critical-thinking skills. The art curriculum includes various forms of painting, drawing, ceramics, and fiber/textile design. Students are required to bring in an old shirt or smock to protect their clothing during art instruction.

## STEAM (K-2)

The Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M.) Innovation program is designed to motivate pupils to develop the knowledge needed in order to increase Computer Science and Career Readiness, Life Literacies, and Key skills for all students in grades K-6. STEAM lessons are offered in grades K-2 where students are encouraged to employ project-based learning that crosses all 5 disciplines (science, technology, engineering, arts, math) and fosters an inclusive learning environment where all students are able to engage and contribute. Students who are taught under a STEAM framework are not just taught the subject matter, but they are taught how to learn, how to ask questions, how to experiment, and how to create. Students have access to Chromebooks for classroom-related work and technology infusion in the classroom through use of interactive boards and classroom computers.

## Health

Through the district's health program, aligned to state standards, students in grades K-6 receive weekly age-appropriate instruction in social health, nutrition, growth and development, substance abuse, disease prevention and control, first aid and safety, personal health and consumer and community health.

## Music

Students in grades K- 6 receive instruction in general/vocal music daily for one rotational cycle per year. Program goals are based on the New Jersey State Standards for Visual and Performing Arts. After completion of all levels of this program, students can sing a varied repertoire of music, improvise melodies, variations, and accompaniment, compose and arrange music within specified guidelines, read and notate music, analyze and describe music, make connections between music and other areas of the curriculum, and evaluate music and musical performances. Students in grades 3 – 6 are eligible to join school-based choral ensembles.

## Music – Instrumental

Instrumental lessons are available to students in grades 3 – 6 as part of the curriculum. Many instruments of the orchestra are taught in the instrumental program. While most students provide their own instruments and lesson books, through either purchase or lease, the district does have some instruments available for loan, including a cello, a baritone horn, a trombone, and a French horn. Students in the band and orchestra program receive weekly lessons that are scheduled as a "pull-out" at different times during the week, so as not to interfere with any academic subject. Participating students are required to practice and attend all lessons. Students interested in the instrumental program are eligible to sign up in September. Parental permission is needed for a child to withdraw from the program.

**Physical Education**

Physical education is an essential part of the school program for all students and is mandated by New Jersey state law. Each child is given the opportunity to learn game and sports skills, as well as work as a member of a team in both small and large groups.

Leadership and teamwork are reinforced. Activities may be modified to enhance participation and lead students to a positive experience.

All students in grades K-6 are required to wear sneakers and dress appropriately for the activities. It is advisable to wear sweat socks to protect the feet during physical activities. During the morning hours, the ground is often wet, and it is important to have a change of footwear after class. During the fall weather, when classes are conducted outside, students are encouraged to dress appropriately and wear sweatshirts and/or sweat suits. Students are not permitted to borrow the clothing or sneakers of other students.

If a parent wants his/her child to be excused from physical education classes for physical reasons, a written note must be presented to the school office and physical education teacher. For a severe injury or illness, or where a student may be out of physical education for an extended period of time, a doctor's note must be presented to excuse the child and/or allow them to return to normal or limited activity.

**World Language Through Technology**

All students will develop competencies, knowledge, and skills in foreign languages and cultures through technology in accordance with each student's ability. Students will be able to interpret the culture of countries where the language is spoken.

**Gifted and Talented**

New Jersey's Administrative Code requires that school districts provide educational opportunities for exceptionally gifted and talented pupils. The Fairfield Board of Education has established a program where gifted youngsters can learn from interaction with peers of similar ability. The High Enrichment Program (HEP) assists and supplements the classroom teachers' efforts to meet the unique needs of each exceptional child.

Gifted and Talented, also known as High Enrichment, is available to eligible students in grades K-6. In grades K-2, classroom teachers provide HEP enrichment for the entire class through in-class lessons. In grades 3-6, the HEP program is offered during the students' DI period for qualifying students. Additionally, in grade 6, an Accelerated Math course offers an on-grade-level, accelerated and enriched version of the current 6$^{th}$ Grade Math curriculum. Students who are in the HEP program may not meet the eligibility criteria for Accelerated Math 6. Conversely, students who are not in the HEP program can be eligible for Accelerated Math 6. Students are identified for HEP annually by a teacher selection committee based on specific board-approved criteria including NJSLA scores, "I.Q. score", Sages scores, Timed Writing, LinkIt Benchmark scores, report card performance, and teacher/parent recommendation.

**Homework**

Homework is an integral part of your child's instructional program and is assigned in all grade levels (please see the Homework Progression Chart below). Homework serves the function of providing reinforcement of many of the tasks that were reviewed in academic classes during the school day, as well as preparation for the following day's classroom activities. It helps students by providing practice in the mastery of skills and gives them an opportunity to improve their

study skills through research (i.e., gather data for completion of tasks and integrate their knowledge of a content area). Homework will help to develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.

**Please note that students may not be given homework in advance for extended absences since homework is directly related to the teacher's direct instruction of the day, or planning for the next day.**

When a child is out sick for a day or two, please call or email your child's teacher no later than 9 A.M. (see directory) to ensure they have time to prepare the necessary materials. Calls must be made by 10:00 A.M. to ensure that homework is ready. The homework will be available to be picked up in the main office, no earlier than 3:20 P.M. to 3:45 P.M. At Churchill, homework assignments may be posted in Google Classroom.

Students are given time to make up work they have missed in relation to the number of days they were absent (e.g. four days to make up four days of absences).

# *FPS: Homework Progression Chart*
## *2026-2027*

| | ***Math*** | ***LA*** | ***Science / Social Studies*** |
|---|---|---|---|
| K | Math or LA sheet every night. RAZ Kids and sticker sheet for log.<br><br>Math IXL (as they'd like) Guided Reading book bag (few nights) | | NA |
| 1<br>15 min | 1 math sheet - twice/week<br><br>Math IXL - twice/week (codes given) | - Fundations menu daily<br><br>-Guided Reading book bag and response in journal or skill practice once a week. | NA |
| 2<br><br>30 min | 2-sided worksheet and/or IXL (new and review/challenge)<br><br>(15 min) | -Spelling practice<br>- One-page text with questions for the week (TI)<br>-IXL LA skill<br>(15 min) | NA |
| 3<br><br>45 min | 2-sided math sheet<br><br>(20 min) | -Spelling page<br>-Vocabulary or grammar page<br>-Read and respond to text - 2/week<br>(25 min) | NA |

| | | | |
|---|---|---|---|
| 4<br><br>60 min | 2 sheets or<br>1 sheet and a game or IXL<br><br>(20 min) | -Spelling, vocab, or grammar sheet<br>-Read and respond to text - 2/week<br><br>(25 min) | Science IXL<br>(when applicable)<br>Or additional non-fiction text<br>(15 min) |
| 5<br><br>60 min | 1 Homework and Remembering, IXL, or PMT<br><br>(20 min) | -Grammar / Writing task<br>-Read and respond to text - 2/week<br><br>(20 min) | -IXL and/or worksheets<br>Equally Science or SS or something over a few nights.<br>*continuation of classwork as needed<br>(20 min) |
| 6<br><br>60 min | Textbook pages, worksheet(s), online program<br><br>*continuation of classwork as needed<br><br>(15 min) | -ReadWorks article 1/week<br>-Membean 45 min for the week<br>-Grammar page or two daily<br>-IXL: SmartScore of 80<br><br>* Continuation of classwork as needed<br><br>(20-30 min) | Science: vocabulary and content from class. Unit projects. IXL 1-2 times<br><br>SS: vocabulary and content from class; unit projects; current events monthly report<br>*continuation of classwork as needed<br>(20 min) |

**Testing Programs**

Students are required to take assessment tests as part of their school program, with certain tests mandated by the N.J. State Department of Education. The following tests will be administered to students to determine student performance levels:

| | |
|---|---|
| InView Test of Cognitive Skills | Grade 2 |
| LinkIt Benchmark Assessments | Grades 1-6 |
| NJSLA-A | Grades 3-6 |
| IXL Diagnostics | Grades 3-6 |
| Oral Reading Fluency | Grades 3-6 |
| DIBELS | Grades 3-6 |
| Mathematics Benchmarks | Grades 3-6 |
| Mathematics Fluency Assessments | Grades 3-6 |
| Achieve 3000 Level Sets | Grades 3-6 |

The vast majority of these assessments are woven into our teachers' instructional day, and many are ongoing in an effort to monitor student progress toward grade-level standards.

## VI. SUPPORT SERVICES

**Child Study Team**

The district Child Study Team evaluates students who may need special education programs and services, provides consultative services to the educational staff with regard to techniques, materials, and programs, and participates in intervention and referral services. The Child Study Team consists of a school psychologist, speech/language pathologists, an occupational therapist, a school social worker, and a learning disabilities teacher consultant (LDTC).

**Intervention and Referral Services**

The State of New Jersey requires that school districts "establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services (I&RS) that are designed to assist students who are experiencing learning, behavior, or health difficulties" (N.J.A.C. 6A:16-7.1a). This process is facilitated by each school's I & RS Team, which consists of a building administrator, the primary teacher working most closely with the student, other designated staff members, and the students' parents/guardians. Together, they provide a multidisciplinary, home/school cooperative team which provides the following services:

- Identify learning, behavior, and health difficulties of students
- Collect thorough information on student performance and difficulties
- Develop and implement action plans which provide for interventions based on collected data
- Involve parents or guardians in the development and implementation of action plans
- Review and assess the effectiveness of the provisions of each action plan in achieving desired outcomes

The Fairfield School District has implemented a ***Response to Intervention Program*** (RTI) as part of the state-mandated Multi-Tiered System of Supports. The I&RS process is a part of this system. RTI allows us to continuously monitor each student's progress toward expected literacy and mathematics goals. This is a three-tiered approach with varying levels of support:

- Tier I: The classroom teacher will use a variety of strategies and materials to promote successful learning. If a student is not making progress as evidenced by ongoing assessments, the teacher may choose to present the student's case to the Intervention and Referral Services/Response to Intervention Team. This team meets to develop a plan to provide appropriate intervention for students who are not making expected progress. The team will make the determination whether or not the student qualifies for more intensive interventions.

- Tier II: An Instructional Support Teacher will provide additional instruction in small and/or large group settings in addition to Tier I instruction the student receives with his/her teacher. Tier II instruction will take place within your child's classroom setting and/or in an instructional support classroom within an 8-10-week period. The program is designed according to the individual needs of the students through cooperative efforts of the classroom teachers, instructional support staff, and the building principal. Your child's progress will be reviewed on an ongoing basis. If a student needs more intensive instruction beyond what is provided in Tiers I and II, the student may move to the Tier III program. At this time, parents/guardians will be notified and invited to participate in the team meeting.

- Tier III: An RTI specialist will provide frequent and intensive instruction, either individually or in a small group, in a separate classroom, over an 8-10-week time period. The program is designed according to the individual needs of the students. Your child's progress will be reviewed and monitored weekly. At the end of the Tier III intervention cycle, parents/guardians will be invited to discuss the child's progress and to develop a plan for the next cycle.

If a student is making negative progress, a meeting of the I&RS Team will be convened. The team will develop an I&RS Action Plan to specifically address the needs of the student. Parental support and involvement will be expected as we work together to assist the student in reaching his/her goals. The I&RS Team will develop SMART Goals that will be specific to the student based on the data collected and analyzed. Interventions will be implemented by both the classroom teacher and the I&RS case manager. Each cycle will last approximately 6-8 weeks. If the student does not achieve his/her goals, a referral to the Child Study Team may be appropriate.

**Instructional Support/Basic Skills**

Instructional Support/Basic Skills is an academic support program that provides additional instruction in the areas of reading, language, and/or mathematics. The assistance is provided to students who have demonstrated a need for remediation and is based on multiple measures of student progress.

**Speech**

The district speech and language pathologists evaluate, diagnose, and consult with staff and/or parents on disorders of language, articulation, fluency and/or voice, and provide services to students who demonstrate impairment in these areas and meet the criteria for intervention. Depending on the needs of the student, services are provided individually or in a small group.

**English as a Second Language (ESL)**

The district ESL teacher evaluates students for whom English may be considered a second language. Instruction is provided for students demonstrating limited English proficiency and who meet the criteria for intervention.

**Health Services**

There is a full-time school nurse assigned to each school in the district. Substitute registered nurses are utilized whenever a school nurse is absent. The nurses are on duty to meet the daily medical needs of the students and provide other services on an annual basis, including screenings for vision and hearing.

## VII. SPECIAL EVENTS & ACTIVITIES*

**Assembly Programs**

Students in all grade levels participate in various assembly programs throughout the school year. These activities are designed as enrichment activities and correlate with the academic curriculum. The assembly programs offer students an opportunity to participate in performance-based learning activities and be more self-confident in presenting in front of an audience. Students in the 6th grade participate in a Farewell Exercise in June as they move on to the middle school program at West Essex.

The Home and School Association's Cultural Arts Committee arranges for several assembly programs that are presented to the students throughout the school year.

**Book Fair**

Each year the Fairfield Home and School Association sponsors a Book Fair for the students. The activity is an opportunity for students and parents to purchase books at the fair, which is held in

the school's library/media center. Proceeds from the sales help in the purchase of enrichment materials that augment and enhance the curriculum.

**Class Parties**

A limited number of class parties are scheduled each year, generally around a national holiday or on a seasonal theme. The activities provide the students with social enrichment opportunities. An "end of the year" party is scheduled by each class during the last month of school. Parents should be aware of healthy food policies now established in the state of New Jersey. All class parties must receive prior administrative approval.

**Birthdays**

Each year we have more and more children with food allergies. As a result, we have created the "Birthday Club" so we can celebrate birthdays in a safe manner by knowing what specific ingredients are in birthday treats. This initiative is provided through Maschio's Food Service. Parents wishing to ensure the safety of all of our students must purchase treats through Maschio's. No outside treats will be permitted. Treats will be distributed during lunch periods. Students will have a choice of either a cookie or ice cream. Parents must buy one for each student in the class. An order form is available on our website (www.fpsk6.org). Each item's cost will be communicated annually through Maschio's on their order form. ***Treats must be ordered at least one week in advance.*** Payments can be made directly to Maschio's Food Service via their new web-based Point of Sale Debit System or by sending in a check with your child. Birthday celebrations will continue to take place in the classroom, but treats will be distributed during lunch. Please remember that in order to ensure our children's safety, ALL birthday treats CAN ONLY be offered through Maschio's. Thank you for your understanding.

**Field Trips**

As an extension of the school's educational curriculum, grade-level classes are given the opportunity to participate in a field trip experience based on Board of Education-approved venues. Written permission from a parent/guardian is necessary for a student to participate in any field trip activity.

**Concerts**

Students in the instrumental music ensembles and/or chorus perform two concerts per year at Churchill School. Dates and times TBD.

**Grade Level Events and Field Trips**

Special events and/or field trips are for every grade level, PreK-6. Those events will be announced and placed on our school calendars that are accessible from our website.

**Student Orientation**

**Kindergarten Orientation**

A special orientation will be held for incoming kindergartners and their parents. The children will have an opportunity to visit the school, meet teachers, and view the classrooms as part of "Project Welcome," sponsored by the Home and School Association. While the children are introduced to their school, parents will have an opportunity to attend "Kindergarten Orientation," where they will receive important information on Fairfield's Kindergarten Program. This is a perfect time for parents to **complete** the kindergarten registration process in the main office.

**Second Grade Move-Up Orientation**
Students moving up to 3rd grade will have an opportunity to visit Churchill School. They will meet the staff and receive an introduction to the school's academic programs. Students eat lunch and have recess at Churchill on this day. Additionally, they participate in a Q and A with current Churchill Students, they are given a guided tour of the school by Churchill students.

**Sixth Grade Orientation (Move Up Day at West Essex Middle School)**
Students in the 6th grade attend an orientation activity that is held in June. The sixth-grade students visit West Essex Middle School and meet the staff and guidance counselors. An introduction to the school's academic programs is provided. The students have a chance to pose questions and receive a guided tour of the building. Parents are invited to attend an evening orientation. Additionally, counselors from West Essex visit students at Churchill earlier in the year to present an overview of the middle school program.

**After-School Clubs**
After-school clubs are offered at each school to give students substantive educational experiences and activities that are directly related to the school's curriculum and/or provide support. After-school clubs include Student Council, Drama Club, Gardening Club, Communications Club, Art Club, and Jazz Café at Churchill. Stevenson clubs include Student Council, Stevenson News, and Homework Club. Information on how students can join each club will be communicated to parents by the club advisors. The schedule and requirements for each club vary.

The Home and School Association (HSA) also sponsors a wide range of specialized classes for students from grades 2-6.

Parents will receive a description of class offerings from the HSA. Participation in the program is dependent upon parents' ability to pick up their child after school in a timely fashion.

**Memory Books**
The "Memories" Yearbook is given to all members of the sixth-grade class as they come close to the end of the year. The book serves as a positive reminder of the students' elementary school experiences and is co-sponsored by the Board of Education and Home and School Association.

**Media Center Volunteers**
The media center is a busy place where many school activities take place. The volunteers assist with tasks including equipment setup, maintaining student materials, and signing out and collecting books. Parental involvement in this program is essential to the efficient operation of the media center. Volunteers must complete a GCN training every other year.

**Student Council (Churchill School)**
The Student Council is made up of an executive committee, homeroom representatives (and alternates), and members-at-large, who give input to the principal and teaching staff. Membership on the Student Council gives students experience with the democratic process of government. The students participate in community-based events including helping to collect food and toys for needy families at holiday time along with other worthwhile activities.

**Student Council (Stevenson School)**

The Student Council at Stevenson School is made up of student volunteers from the second grade. The objective is to improve community awareness of selected issues, raise money for charity, and perform community service. Students complete one project per season, for example, a Thanksgiving food drive, mitten drive, letters and care packages to troops and helping to support charitable causes.

## VIII. AFFIRMATIVE ACTION/HARASSMENT, INTIMIDATION, & BULLYING (HIB)

The Fairfield Board of Education shall, in accordance with law, guarantee equal employment and educational opportunity in the schools of the district. Each person shall be offered equal access to all categories of employment or educational opportunity in this district without regard to race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, sex, social or economic status, or disability.

The Fairfield Board of Education has a Comprehensive Equity Plan to comply with the equity requirements for which they are responsible. A copy of the Board-approved Comprehensive Equity Plan and related policies is available from the Affirmative Action Officer and the Superintendent's Office.

HIB Coordinator:
Ms. Meghan Cafone
Fairfield Public Schools
Fairfield, New Jersey 07004
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