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Welcome from the Head of School

August, 2019

Dear All Saints Family,

Thank you for choosing All Saints Episcopal Day School for your child’s education. Whether you are a new family in our school or a longstanding member of the community, it is my sincere pleasure to welcome you and your child to the 2019-2020 school year. We have a great year ahead of us!

Each year at All Saints our work has been driven by a particular theme or focus. This year we will focus on our latest initiative the Media Commons, a state of the art, in-house production studio equipped for both filming and post production. Students will be able to showcase their talents and interests through video production and have many opportunities to explore every aspect and role integral to the process of producing professional quality videos.

This handbook is designed to answer some of the questions you have now, and to serve as a reference throughout the year as the need arises for a better understanding of our policies and practices. I hope it will inspire you to consider ways you can become involved in this special learning community of children, teachers and parents who share your commitment to excellence and high quality education. Research demonstrates time and again that a child’s learning experience is enhanced when family members take a serious interest in learning activities and school events. Your involvement sends a message that the time your child spends at All Saints is valuable and important.

This handbook is one of a number of important communication pathways between home and school. You will read about the Parent & Student Portals, RSS Feed School Calendar, Mid-Week Memo, as well as the numerous events that brighten our school year. We depend on parents to keep abreast of all school events, and we hope these materials keep you informed and make it possible for your family to get the most out of the All Saints experience.

Thank you in advance for taking the time to read this handbook carefully, the first step in ensuring a successful year for all of the children and families who call All Saints their “home away from home.” I am confident that the year will be filled with meaning and growth for all of us – parents and teachers included. I look forward to working with each and every one of you as we build this vibrant community of learners that prepares our children for successful and meaningful lives.

Sincerely,

Jill Singleton
Head of School
About Us
Mission Statement
All Saints Episcopal Day School is a diverse community committed to academic excellence and social responsibility for students from Nursery to Grade 8.

At All Saints, we help children develop:
• A commitment to personal excellence
• The discipline and integrity to be successful in school and in life
• A responsibility for this planet and gratitude for its beauty
• A sense of spirituality through social action and service
• A sincere love of learning

A Brief History of the Day School
All Saints Episcopal Day School opened in 1985 with an enrollment of 16 preschool-age students. These founding parents took a leap of faith and made a special commitment to the school’s mission. In June of 1997, we graduated our first class of Fourth Graders.

As a flourishing Nursery-Fourth Grade School, we began the process of seeking accreditation from the New Jersey Association of Independent Schools. In the spring of 2007, the school was visited by an accreditation evaluation team from the New Jersey Association of Independent Schools for an extensive review, and in the spring of 2008 we celebrated the award of our accreditation.

In the fall of 2008, we expanded our programming to include a Middle School division with our first Fifth Grade class of 10 students. In order to house our growing enrollment, we moved into a beautiful renovated building owned by our parish in January, 2010. Today, the St. Nicholas Center, at the corner of Sixth and Clinton Streets, houses our Nursery, Pre-K and Kindergarten classes, and our main building at 707 Washington Street houses our First-Eighth Grade classes.

Thanks to the dedication and loving efforts of so many people, the vision of a full elementary and middle school (K-8) with a flourishing pre-school base was fully realized with our first Eighth Grade class which graduated in June 2012. Since then, our outstanding graduates have been accepted to some of the top schools in the area, including Convent of the Sacred Heart, Nightingale Bamford School, The Calhoun School, Loyola School, Xavier High School, St. Peter's Prep, Dwight-Englewood, and Little Red/Elisabeth Irwin High School, to name a few. Our creative programs and innovative educational approaches are maturing.

In 2013, we completed an expansion project at the 707 location, literally “raising the roof” and adding a third floor of classroom space.

In 2017, the school was re-accredited by NJAIS.

In Spring 2018, we were authorized as a candidate school for the International Baccalaureate Middle Years Programme.

After formally requesting its independence from the Parish in 2015, the school achieved full independence in July of 2018.
Educational Philosophy & Program Statement
At All Saints Episcopal Day School, we nurture academic excellence and social responsibility for children ages three through grade eight through enriched experiences in an urban community. Our program is designed to educate the whole child: academic, physical, artistic, spiritual and emotional. The curriculum at All Saints is designed to foster academic achievement and personal development in a community founded upon shared values of hard work, self discipline, mutual respect and the active pursuit of knowledge and understanding.

At All Saints Episcopal Day School, we believe that the elementary and middle school years lay the foundation for a fulfilling and rewarding life. Children learn best when they can find personal meaning in their study, so the curriculum includes a number of experientially-based, hands-on learning experiences. Further, we believe that every individual – no matter how young – benefits from opportunities to give back to the community. Every student at All Saints participates in a series of service learning projects and exercises their responsibility to the larger community. Finally, at All Saints we believe that children are spiritual beings who naturally question the nature of their existence and their place within the larger human family. We support important “spiritual conversations” in which children can share their thoughts and questions, and can make fundamental connections with children from the different faith backgrounds found in our community.

At All Saints Episcopal Day School, we believe…
• Children need opportunities to grow intellectually, artistically, emotionally, physically and spiritually
• Cooperation and teamwork are key elements for personal development
• Children can make a difference by giving of themselves to others
• Self-awareness is essential to understanding our connections to our neighbors and our world
• Education should instill an appreciation and responsibility for the earth and all living things
• Children are best served when families and schools work in partnership with one another

Community Standards
At All Saints Episcopal Day School, we expect all students and staff to uphold a culture of personal accountability to the larger community by embracing a commitment to the following community standards:

• Responsibility: We work hard and possess the self discipline needed to conduct ourselves in community.
• Respect: We practice peace and justice and recognize the dignity and worth of every human being.
• Compassion: We reach for understanding and have the capacity to be sensitive and responsive to the needs and feelings of others.

These values are practiced throughout the school day, and are frequently the topic of discussion in our classroom Morning Meetings, the Spirituality Gatherings, and Community Time classes.

Our Episcopal Identity
All Saints Episcopal Day School, established in 1985 as an outreach mission of All Saints Episcopal Parish, was founded upon and espouses the sacred tenets contained in the Baptismal Covenant of
the Episcopal Church: to love our neighbors as ourselves, strive for justice and peace among all people, and respect the dignity of every human being.

**International Baccalaureate Middle Years Programme Candidacy**

All Saints Episcopal Day School is a candidate school* for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.

*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

**Mission Statement from the IB**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

There are four All Saints Policies related to the IB Programme
ASEDS Academic Honesty Policy
ASEDS Assessment Policy
ASEDS Differentiation, Inclusion, and Special Needs Policy
ASEDS Language Policy

For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

**Teacher Credentials**

All Saints is committed to educational and professional excellence. To this end, all teachers are hired by the Head of School based on their qualifications and experience. Our teachers have a minimum of a BA, with most possessing a Masters degree. As part of the hiring process our faculty and staff are background checked and fingerprinted. All Saints is committed to safety and trains our faculty and staff in First Aid, CPR, and AED annually. A full listing of staff biographies, including credentials, is available on our [website](http://www.ibo.org).

**Non-Discrimination Policy**

All Saints Episcopal Day School does not discriminate in the selection of its governing board, in the employment of personnel, in the admission of students, or in the administration of the School’s programming on the basis of race, religious tradition, color, gender, national or ethnic origin, age, sexual orientation, or handicapped status, or in violation of existing state and federal law or any other characteristic protected by law.
Fundraising Opportunities
Students, alumni, parents, grandparents, parents of alumni, faculty and friends each play a special role in creating and sustaining the community we have at All Saints. Your support and participation are important and valued. As an independent school, we rely on the generosity of our community to help elevate the school from being good to being great. We strive for 100% participation and encourage families of all means to make tax-deductible gifts to All Saints. Every donation is a gift and we are grateful for the support.

Annual Fund
As with most independent schools, tuition alone does not cover all costs associated with running the school. The Fund for All Saints, the School’s annual fund for donations from the All Saints community, kicks off every fall and runs through June 30. Gifts to the campaign support the rich and diverse learning environment that the School provides. An investment in The Fund for All Saints supports all areas of the school, including academic programs, teacher salaries, technology, facilities, financial aid, and more. All gifts are tax-deductible. No gift is too small and every gift is important and appreciated.

Spring Auction
Each spring, the All Saints community gathers for our Spring Auction. The event is an enjoyable night on the town for our families and friends. Guests are invited to bid on diverse packages in the silent and live auctions. The event is organized by a committee of parent volunteers and the Advancement Office with details shared in the Mid-Week Memo and through e-blasts to the school community. The proceeds of the Spring Auction support new initiatives for the School. Recent Spring Auctions have supported STEM integration, technology enhancements and a building project.

Small Fundraising Events
Throughout the year, All Saints hosts events at which we ask for a nominal donation. Family Game Night and Youth Rocks Out are among the ways that we bring our community together for a family-friendly activity and also support specific initiatives, such as the Eighth Grade Exchange Trip.

Pain-Free Giving
All Saints offers opportunities to give back to the school without spending any additional money. Parents are encouraged to select All Saints as their charity of choice when shopping on AmazonSmile, donate clothing through Schoola, or utilize GoodSearch as their search engine so that the School will receive a donation. More details on Pain-Free Giving will be shared in the Mid-Week Memo and on our website.

Fundraising Policy
Social action and service are major components of the All Saints experience. We encourage students to be active in the community and are continuously impressed by their initiative to contribute in meaningful ways to the world around them.

Every year, All Saints receives several requests from students, parents and faculty to fundraise for a particular event or cause. While we would love to help all of these worthy initiatives, our limited resources prevent us from adequately supporting the many requests we receive, and, to be equitable, we must decline participation. From time-to-time, the School will support time-sensitive
fundraising activities outside of All Saints. We select these opportunities carefully to ensure that they have a significant importance to the School or our students. Recent examples include drives to support the earthquake victims in Ecuador and the Edgewater fire that displaced several families.

We are constantly inspired by our students’ actions and, although we cannot support all these great causes, we encourage All Saints students and parents to find meaningful opportunities that they can participate in with their families and friends.

Volunteering
Parents’ gifts of time and talent play a vital role in creating a successful school year. At All Saints, we recognize the realities of families’ busy lives and we strive to offer various opportunities to become involved both during and outside of school hours. Parents may sign up for schoolwide opportunities during Back to School Night and classroom activities through your child’s teacher.

*Please note that All Saints is committed to safety and requires that parents who are interested in volunteering for long term commitments (for example coaching or assisting with athletic activities) must submit for a background check and fingerprinting.

Parents’ Association
The Parents’ Association cultivates a sense of community among parents, provides support to the School, and coordinates opportunities for parents to get involved in the life of the school through volunteer service. As in most independent schools, parents are expected and encouraged to support all fundraising and volunteer projects according to their ability. Every parent is a member of the Parents’ Association and the annual dues are payable with tuition. The Parents’ Association is overseen by the school administration.

Parent Spirit Committee
The Parent Spirit Committee works to arrange a number of events throughout the year, including a family community service project, additional athletic opportunities, and performance opportunities. They also work with the students in Student Congress to support the development of events with the Student Government Association.

Back to School Night
During Back to School Night each September, parents may sign up for any volunteer initiatives or events that are of interest and fit their schedules. Volunteer opportunities range from setting up or cleaning up school events, shopping for items, manning tables, baking and much more. Below is a partial list of activities that are supported by the Parents’ Association.

School Events
Holiday Parties
Cast Parties
Hat Show & Tea Party
Art Celebration
Field Day
Graduation

Community Service
Soles for Souls Drive
MLK Day of Service
Empty Bowls

Fundraising Events
Bake Sale
Spring Auction

Parents are also welcome to sponsor the Sandwich Squad and monthly staff lunch program.
Arrival and Dismissal

The School Day

One of the most important ways for families to encourage their child's learning is to arrive at school on time. Students need the beginning minutes of the day to put away their belongings, touch base with friends, and become involved in the first activities of the school day.

All Saints school grounds are monitored daily by members of the Leadership and Facilities Teams during arrival and dismissal. In keeping with our safety protocols students in Grades Second through Eighth are able to interact with family and/or other caregivers in the areas in front of the church and school buildings and outside of the school’s main gate. As a courtesy to families with children entering First Grade, there is a phase-in period during the month of September where parents and/or caregivers are able to escort children to their classroom.

Arrival Procedures

Nursery through First Grade: Saints Nicholas Center, 527 Clinton Street
Second through Eighth Grade: 707 Washington Street

Arrival procedures and the hours of the instructional day are as follows:

- Early Childhood (Nursery & Pre-K), 8:30am to 11:15am – As a courtesy to families and to allow for rolling arrival, doors open at 8:15am.
- Early Childhood Extended Day Program: All Saints offers an extended day option to families of Nursery and Pre-K students. This multi-age option builds on the academic programming in place and runs from 11:15am through 3:00pm under the direction of the Pre-K staff. The schedule for the afternoon includes academic extension activities, extra Co-curricular classes, lunch with a focus on tabletop conversation skills and manners, gross motor play, storytime, and closing circle.
- Grades K-1, 8:30am to 3:00pm – As a courtesy to families and to allow for rolling arrival, students can enter the classroom beginning at 8:15am. Students arriving after 8:30 will be considered late.
- Grades 2-4, 8:20am to 3:00pm – As a courtesy to families and to allow time for students to unpack, students may begin arriving at 8:05am. Students arriving after 8:20 will be considered late and work will need to be made up.
- Grades 5-8, 8:20am to 3:20pm – As a courtesy to families and to allow time to go to lockers, students may begin arriving at 8:05am. Students arriving after 8:20 will be considered late and work will need to be made up.

Late Arrival

Students need the beginning minutes of the day to put away their belongings, touch base with friends, and become involved in the first activities of the school day. We want to ensure that students feel both comfortable and safe and not rushed or confused because of arriving late.

If your child must be late for school, please call the front desk or email your child’s homeroom teacher before the start of the school day. Students who are not in their classrooms and ready promptly at the beginning of the instructional day are considered late. All students (and parents in the case of Early Childhood N-K) in grades 1-8 arriving late must report to the front desk.

In cases of excessive or habitual tardiness, parents will be required to meet with the teacher, Dean of Students and/or Division Head to resolve the issue. Additionally, as attendance records are part of a
student’s permanent record, parents should be aware that excessive tardiness or absenteeism may be perceived adversely by other schools to which students may apply, such as high schools.

Absences
If your child is going to be absent because of illness or another circumstance, please call the front desk or email your child’s homeroom teacher before the start of the school day. Families are discouraged from scheduling vacations or other non-emergency events that will impact their child’s ability to attend school. Excessive absences, like tardiness, can negatively affect high school admissions.

We ask our families to consider the health of the entire community when making a determination as to whether their child is well enough to attend school. Here are some guidelines all families are asked to follow:

• If your child is too sick to go outside, we consider him/her too sick to be at school.
• If your child has a communicable disease, a doctor’s certificate is required for the child to return to class. By the same token, siblings of those who have contagious diseases should not be brought into school during the period of their illnesses. Communicable conditions include, but are not limited to, the following: lice, pink eye, chicken pox, rashes, and strep.
• A child should not attend school if he/she has vomited, had diarrhea, or has run a fever in the previous 24 hours. Please do not give your child a fever reducer in order to return him or her to school.

If your child is ill upon arrival, or becomes ill at school, he/she will be cared for by the office staff until a parent can pick him/her up. Parents must pick-up sick children in a timely manner.

Dismissal Procedures
All parents are expected to pick up their children on time. This is critical to a child’s feeling of safety and security. For parents with children in two buildings, please note that there is a 15-minute grace period at both locations to allow you time to pick up at each. Children will be released only to the child’s parent(s) or authorized caregivers listed on the Student Information Form. If your child is being picked up by an individual not listed, please notify the front desk and your child’s teacher of the change of arrangements prior to 8:30am. You will need to provide the name of the person picking up your child, and let them know that they will be asked to present identification.

Students who are signed out during regular dismissal or anytime afterwards (for enrichment or other activity), are not permitted to re-enter the school, unless they are returning for an evening basketball practice or Hangout. Middle School students planning to attend Hangout may opt to self-dismiss from Homeroom at 3:20 in order to purchase a snack. Students who choose this option must check back in with the front desk and sign into the Middle School Activity log when they return.

Self-Dismissal and Middle School Students Picking Up Younger Students
Students in Sixth through Eighth Grade are authorized to self-dismiss. Parents who do not wish to have their child self-dismiss must notify the Upper School Division Head in writing via email.

Students in Fifth through Eighth Grade are able to pick-up younger students only if they’ve had a full year of self-dismissal experience prior. Standard authorized pick-up procedures apply.

Students in Fourth and Fifth Grade are eligible to self-dismiss with parent permission. Please note that students who are able to self-dismiss have permission to do so on any calendar day on which there is school.
If students are not leaving the school premises at 3:20pm, they must engage in a three part transition.

- First, students must note on their homeroom sign-out sheet what activity they are participating in if they are not leaving.
- Second, students must sign in to the Middle School Activity log located at the front desk. If students participate in more than one on-site activity in a single afternoon, students must update the Middle School Activity log each time they transition to another activity.
- Finally, when students have completed their afternoon activities, they must sign out of the Middle School Activity log for the day.

Divorced or Separated Parents

**Shared Custody:** Where custody of a child is shared between parents who are divorced or separated, responsibility for compliance with the custody arrangements rests exclusively with the parents. In particular, in the absence of a court order, the school reserves the right to release a child on any school day to either parent, as well as to any person who either parent adds to the authorized pick-up list. Issues such as which parent will pick up the child on particular days, what third-parties are authorized to pick up the child, etc., should be resolved by arrangements made between the parents, without involvement of the school. Further, any usage of extracurricular school programs, such as the Before and After School programs and the Enrichment program, for the purposes of billing and scheduling, should be resolved by arrangements made between the parents, without involvement of the school. Lastly, the completion of and meeting of deadlines for all student academics and related items (including but not limited to homework assignments, long term projects, signed work, and permission forms) rests exclusively with the students (and their parents).

**Exclusive Custody:** If a parent has been entirely denied access to a child by a court order, the custodial parent or authorized guardian should provide a copy of that order to the school, and the school shall comply with the terms of the order.

**Dismissal Times/Locations By Division:**

**Early Childhood (Nursery-Pre-K and K)**
- Nursery & Pre-K AM Classes: Dismissal from the classroom at 11:15am.
- Nursery & Pre-K Extended-Day Class: Dismissal from the classroom at 3:00pm.
- Kindergarten: Dismissal at classroom door at 3:00pm.

**Elementary (1-4)**
- Grade 1 (at SNC): Dismissal at the bottom of the outside stairs.
- Grade 2: Dismissal from front red door on patio.
- Grades 3: Dismissal from the green doors under the covered area in the alley way.
- Grade 4 South: Dismissal from the green doors under the covered area in the alley way. Those who self-dismiss will leave from that door and exit through the main gate.
- Grade 4 North: Dismissal through green door in the alleyway. Students will be picked up along the church side of the breezeway. Those who self-dismiss will leave from that door and exit through the main gate.
Middle School (5-8)
- Middle School students dismiss through the front gate or front door.
- Students who are not self-dismiss will be brought to the patio for dismissal.
- NOTE: All students in Grades 6-8 are automatically self-dismiss unless the Division Head notifies the teacher otherwise.

NOTE: On bad weather days, students dismiss from the following locations:
- Grade 2 from front door
- Grade 3 from its normal location
- Grade 4 South from its normal location
- Grade 4 North from Parish Hall door
- Middle School from its normal location

Late Pick Up
If an emergency arises and a timely pick-up is not possible, parents should phone the school to inform the Front Desk as soon as possible. All children not picked up within 15 minutes past the designated time will automatically be placed in the After School Program and will be billed accordingly.

Late Pick Up from the After School Program, Half Days or Holidays Without After School Programming
If a parent or caregiver fails to pick up a child by the end of the After School Program or after dismissal on days on which there is no after school program, parents will be fined $50. The staff will continue to supervise the child and attempt to contact the parent(s) or authorized caregivers. If by an hour or more after closing time arrangements for releasing the child to authorized persons have failed and the staff cannot continue to supervise the child at the school, the staff member shall call the CP&P's (formerly DYFS) 24 Hour Child Abuse Hotline (1-800-792-8610) to seek assistance in caring for the child until the parent or authorized caregiver is able to pick up the child.
Assessment and Grading

About Our Curriculum
The curriculum for Grades Nursery through Eighth Grade is aligned with the state and national Core Curriculum Content Standards, and is designed to provide a structured scope and sequence in all subject areas across grade levels. The curriculum builds on the skills covered the previous year, and spirals to review and reinforce concepts in accordance with developmental growth and increasing comprehension levels.

Our curriculum is reviewed on a regular and ongoing basis by faculty and administration, with major program revisions occurring over the summer months. A rotating schedule for periodic and comprehensive review ensures that the curriculum, as a whole, is current and aligned. Further information about the curriculum is provided at Back to School Night in September.

A copy of the school’s Curriculum Guide can be found here.

Grading System and Assessment Goals
Assessment is designed to measure student learning and the effectiveness of classroom teaching. There are a few critical goals of assessment:
- Assessment tools set expectations and proficiency levels for students to meet.
- Assessment helps the teacher ensure that all students are meeting learning goals and standards.
- Assessment provides immediate feedback about classroom learning and helps a teacher identify which students would benefit from continued practice, re-teaching, or enrichment.

Rating Scale for Progress Reports
The following scale is used for students in all grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Meets expectations &lt;br&gt;The student has mastered the objectives in the subject area, shows initiative, application of knowledge, and accepts responsibility for learning.</td>
</tr>
<tr>
<td>P</td>
<td>Progressing toward expectations &lt;br&gt;The student has mastered the basic objectives in the subject area and with direction and stimulation by the teacher is progressing in initiative and application of knowledge, and beginning to accept responsibility for learning.</td>
</tr>
<tr>
<td>NM</td>
<td>Does not meet expectations &lt;br&gt;The student has not mastered the basic objectives in the subject area.</td>
</tr>
</tbody>
</table>

Letter Grades, Grades 3-8
In addition to the above rating scale, students in Grades 3 and above receive letter grades to rate student performance. The following system is used.

A = Outstanding Achievement. The student has excelled beyond and mastered the objectives in the subject area, consistently demonstrates initiative, applies knowledge gained to new situations, accepts responsibility for learning, and academically challenges him/herself.
B = Above Average (High) Achievement. The student has mastered most of the objectives in the subject area, shows initiative, application of knowledge, and accepts responsibility for learning.

C = Satisfactory, But Needs Improvement in Achievement. The student has mastered the basic objectives in the subject area, and with direction and scaffolding by the teacher, is progressing in initiative and application of knowledge, and is beginning to accept responsibility for learning.

D = Below Average (Needs Marked Improvement in) Achievement. The student has mastered few of the basic objectives in the subject area.

F = Unsatisfactory Achievement. The student has not mastered the basic objectives in the subject area.

Grading Scales:
Students in Grades 3-8 are given letter grades based on the following percentage scale:

A+ 97-100  B+ 87-89  C+ 77-79  D+ 67-69  F 59 & below
A  93-96   B  83-86   C  73-76   D  63-66
A- 90-92  B- 80-82  C- 70-72  D- 60-62

Middle School Exams
Beginning in Grade 5, students have cumulative exams. Grade 5 students take exams in Math, Language Arts/Literature, and World Language. Students in Grade 6 take those exams with the addition of Science and History. Students in Grades 7 and 8 take all of the previous exams plus Latin. Exams are spread out over the course of a week in early June, with each exam having a 90 minute period for completion. A schedule for exams will be shared by the Upper School Division Head in the Spring. All exam study guides are sent home prior to Memorial Day.

Informal, or As-Needed, Parent-Teacher Conferences
There will be occasions when either parent or teacher wishes to schedule a conference to discuss the child's progress or behavior. Contact your child's teacher directly to set up an appointment.

Distribution of Progress Reports & Conference Schedule
The first Parent-Teacher conferences are held in October. These conferences focus on the child's adjustment to the school year and progress thus far. First trimester progress reports are distributed in December. Second trimester progress reports are distributed before the March Parent-Teacher conference. Third trimester progress reports are mailed home at the conclusion of the school year. Mid-Trimester Progress Reports are distributed in cases where students are struggling academically and/or socially & behaviorally. At conferences, there is an exchange of information about the student: how he or she is progressing academically, socially, and emotionally. In the event that a child is experiencing difficulty or has demonstrated a dip in performance, a third conference may be scheduled for when school gets out in June. In the Middle School grades, students assist in the preparation and leading of their conferences. This promotes and allows students to take responsibility for their own academic work and progress.
Conference Care for Parent-Teacher Conferences
All Saints strives to support parents by providing free conference care whenever possible. Details are provided by teachers and are published in the Mid-Week Memo as the parent-teacher conference dates draw near.

Homework Policy & Tips for Parents
We are committed to doing everything we can to assign homework that maximizes our students’ academic and personal success. The All Saints homework program is designed to enhance student learning while respecting the need for family time.

Teachers and parents will have an opportunity to discuss in more detail our homework guidelines and policies at Back to School Night in September.

1. In Nursery and Pre-Kindergarten, homework is not assigned to students. Parents are encouraged to read with their children daily, with the goal of instilling a love of reading and encouraging curiosity about new topics.
2. In Kindergarten and First Grade, homework is assigned on a nightly basis and parents are expected to provide support, as needed, along with helping to establish foundational study habits.
3. In Second Grade, students transition to completing work independently. Beginning in Trimester 3 of Second Grade and for the remainder of their time at All Saints, students are expected to complete their homework independently. Homework is assigned weekly to allow for the flexibility needed to balance home-related and extracurricular activities, and continue fostering time management skills.
4. Grades 3-4: Students are assigned homework at the beginning of each week. In order to foster independence, parents are expected to work with their children in building a weekly homework schedule that works for their family. Homework is assigned weekly to allow for the flexibility needed to balance home-related and extracurricular activities, and continue fostering time management skills.
5. Grades 5-8: Middle School students receive their homework at the beginning of each week via the Student Portal on our website. Additionally, students will receive regular updates via Google Classroom. Middle School students are expected to create and maintain an accurate and ongoing personal homework and long-term project schedule in Google Calendar or an equivalent application.

Below is a chart of average time spent on homework nightly per grade level. Please note that the average homework times allotted for Middle School Grades (5-8) includes time on projects and reading.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average Homework Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>10-15 min 3 times/week (by Dec.)</td>
</tr>
<tr>
<td>Grade 1</td>
<td>10-15 minutes nightly</td>
</tr>
<tr>
<td>Grade 2</td>
<td>20-25 minutes nightly</td>
</tr>
<tr>
<td>Grade 3</td>
<td>30-35 minutes nightly</td>
</tr>
<tr>
<td>Grade 4</td>
<td>40-45 minutes nightly</td>
</tr>
<tr>
<td>Grade 5</td>
<td>50-60 minutes nightly</td>
</tr>
<tr>
<td>Grade 6</td>
<td>60-70 minutes nightly</td>
</tr>
<tr>
<td>Grade 7</td>
<td>70-80 minutes nightly</td>
</tr>
<tr>
<td>Grade 8</td>
<td>80-90 minutes nightly</td>
</tr>
</tbody>
</table>
The parent’s role in homework is to help children help themselves. Parents can help their children by providing a quiet, well-lit homework area; a consistent, distraction-free timeframe for completing homework; and by ensuring that all necessary materials, such as pencils, erasers, and other materials called for by the assignment, are available. Parents can offer help with directions as necessary, but should support their child's success and independence by offering questions and support to help clarify the assignment rather than answers. And of course, parents should provide warm, supportive encouragement and an expectation that students do their best work.

After School Programming and Homework
The After School Program and Middle School Hangout provide a quiet place for students to complete homework. However, neither are a tutoring program for academics or executive functioning skills. Parents or other designated caregivers are strongly encouraged to go over homework at home with their child.

Homework – Holidays & Snow Days
Students will be encouraged to read and journal during holiday and vacation breaks. In general, there will not be homework assignments, tests, or projects due immediately following vacations days. These days include Yom Kippur, Rosh Hashanah, Columbus Day (if observed), Thanksgiving, December Holiday Break, Hanukkah, MLK Day, February Winter Break, April Spring Break, Passover and Memorial Day. Parents should alert their child’s teacher if there are other religious observances that would qualify a student for a homework waiver or extension. If the school closes for a snow day or an equivalent unplanned day off, teachers of First through Fourth Grade will email optional Snow Day work to families. Snow Day work will be provided to Middle School students via student email, Google Classroom, and the Student Portal.

Extra Teacher Support, Tutoring, and Babysitting
At an independent school, it is entirely appropriate for a teacher to make him or herself available, at no cost, to a student in her class who would benefit from re-teaching, review or some one-on-one attention. This time should be coordinated with the child’s parent and reported to the Division Head. Head Teachers are required to designate one afternoon per week for this type of tutoring. The after school support should be comprised of additional teaching, and should not be reduced to simple homework help, as the school’s homework policy is to assign work that students can complete independently.

In some cases, students may require a level of tutoring that goes beyond what a classroom teacher may or should be able to provide in periodic sessions after school. In this case, a referral for professional tutoring may be made to the family. Teachers are required to clear this with their Division Head before making such a referral, and are not permitted to recommend an All Saints staff member due to a conflict of interest.

All Saints faculty are not permitted to professionally tutor a child who is currently in their class, or who will likely be in their class the following year. Teachers must disclose any professional tutoring relationship with their Division Head, and are not allowed to tutor students in their classroom or on school grounds. Teachers are strongly encouraged to follow best practices for supervising children when tutoring, which means tutoring in a public space and/or following the “rule of three.” Teachers are also encouraged to send an email to the parents and classroom teacher after each tutoring session to promote the professional relationship and the students’ learning experience.
Co-curricular teachers are not permitted to tutor any students who receive a letter grade as part of their assessment (Grades 5-8).

ANY TUTORING ARRANGEMENT THAT IS PERMISSIBLE PER THE ABOVE IS ENTIRELY BETWEEN THE STUDENT'S PARENTS AND THE TEACHER; THE SCHOOL IS NOT A PARTY TO ANY SUCH ARRANGEMENT. As such, the School is responsible neither to the teacher in connection with parents’ payment of tutoring fees, nor to the parents in connection with the conduct of the teacher in providing tutoring services. Teachers are reminded that their employment contracts provide for the teacher to indemnify the School for any and all liabilities and defense expenses incurred by the School in connection with any claims against the School arising in connection with any private professional tutoring services that the teacher undertakes involving All Saints students. ALL SAINTS DOES NOT PERMIT FACULTY OR STAFF TO BABYSIT for any currently enrolled students. Babysitting changes the nature of the teacher-student relationship and diminishes the perception of the teaching profession.

Academic Enrichment, Academic Support, and Catapult Services
At All Saints, we work to support the diverse learning needs of all students. We provide both enrichment opportunities and support for any student who demonstrates a need. Additionally, we work to provide appropriate services for students who have been diagnosed as a "child with a disability," as defined by the Individuals with Disabilities Education Act (IDEA). However, a child does not need to have a diagnosed disability in order to receive support or accommodations at All Saints.

The Academic Enrichment role was created at All Saints in order to support students with their academic goals as well as to support teachers with managing the needs of diverse learners. The Academic Enrichment Teacher currently provides weekly lessons, supplemental resources and teacher support for Grades 1-8. To provide further support, All Saints also uses the special education services of Catapult. Catapult focuses on academic support in the areas of Math, Reading, and Writing. The Academic Enrichment teacher offers support in all classes and all subjects areas, including co-curricular classes.

Academic Enrichment Services

Weekly Lessons

The Academic Enrichment lessons planned and implemented by the Academic Enrichment Teacher offer:

- Real life applications of mastered math skills.
- Opportunity to work on projects with peers where they are given the opportunity to consider their own learning strengths, plan an approach to the problem, and discuss their ideas with their peers.
- Reading and discussing on level books with a focus on expanding vocabulary and thinking beyond the text with higher order thinking skills.
Opportunity to expand on mastered writing skills through writing lessons that will take their writing to the next level.

Support lessons planned and implemented by the Academic Enrichment Teacher offer:
- Math support lessons that meet the student where they are, these lessons offer a review of previously learned concepts, visual supports, and the use of manipulatives.
- Writing support lessons offer visual posters that support writers in concepts such as writing topic sentences, conclusions and adding details and transition words. Lessons have also been made that show specific examples and non examples of grade level writing.
- Reading support lessons include reading groups where the students are reading a book on their instructional level. These lessons focus on comprehension strategies or decoding skills such as phonics or syllabification.

Supplemental Resources
The Academic Enrichment Teacher also provides resources to teachers to supplement and enrich regular classroom instruction while the Academic Enrichment teacher is not in the classroom. Copies of these materials are distributed to teachers and the digital copies of these items have been shared with teachers through Google Drive.
These resources include:
- Visual aides such as multiplication charts, place value charts, math strategy posters and handouts.
- Writing resources such as thesaurus (Other Ways To Say…) handouts, graphic organizers.
- Reading resources such as summaries and character lists that can be used as references for when students read novels independently.
- Enrichment resources such as math enrichment activities and projects that can be completed by students who have completed their daily math work.

Teacher Support
The Academic Enrichment teacher is also a resource to All Saints teachers who work with diverse learners everyday. The Academic Enrichment teacher is a point of contact for teachers who notice a student(s) who is showing signs of academic struggle. The Academic Enrichment teacher can then offer techniques that the classroom teacher can use to help support the struggling student(s). Additionally, the Academic Enrichment teacher can provide resources and instructional suggestions for students who need enrichment opportunities. The Academic Enrichment teacher will communicate with teachers to hear any concerns and challenges related to curriculum or student learning and brainstorm alongside the teacher to solve concerns or challenges.

The Academic Enrichment teacher works closely with teachers of students who have a Service Plan. The Academic Enrichment teacher will meet with teachers formally and informally to update them
on information on student Service Plans related to student challenges, strengths, progress, and suggested and proven interventions for that student.

Additionally, the Academic Enrichment teacher then supports teachers in modifying instruction and assignments for students with a Service Plan. For example, the Academic Enrichment teacher supports teachers in making modified tests or supports the teacher with offering ideas about modifying instruction to better meet the needs of students with a Service Plan.

Finally, the Academic Enrichment teacher conducts Fountas and Pinnell reading assessments each trimester. Additionally, the Academic Enrichment Teacher supports new teachers or teachers who are new to a grade level with assessing their own class so that the teacher has a solid understanding of grade-level reading. The Academic Enrichment teacher can then offer an analysis of the students’ reading to the classroom teacher. Additionally, techniques can be offered to the classroom teacher to support or provide enrichment or support to the student’s reading.

Catapult Services
There are several services offered by Catapult at All Saints. These services include:

Testing
Teachers work closely with families to address specific academic concerns and in some cases may refer a student to a Child Study Team. At this time, a meeting will be arranged with the Dean of Students to explain the evaluation process and liaise with Catapult.

Catapult offers the service of testing students in order to determine whether they should be classified as a "child with a disability," as defined by IDEA.

Compensatory Education (Comp Ed) Instruction
This is pull out instruction or push in support for students in Grades 3-8 who have scored below state proficiency levels on standardized tests or students who have been referred by their classroom teacher for extra help attaining basic skills. Students in Grades K-2 are eligible for Comp Ed if they are performing below the 70th percentile in Reading, Language Arts or Math. Comp Ed is 45 mins a week per subject (Math or Language Arts). Students receive Comp Ed instruction in only the subject areas where they have demonstrated a need.

Supplemental Instruction (SI)
This is pull out instruction or push in support for students with a qualifying diagnosis under IDEA (and whose parents have opted for Catapult support). Supplementary Instruction (SI) is 60 mins a week broken into two 30 minute sessions in Reading and Math.

Paraprofessional Support
Students who have a service plan may be eligible to receive paraprofessional support.
School Counseling Services
Students who are found to be eligible for school counseling services through Catapult testing can receive in school one-one-one counseling from a Catapult School Counselor.

Speech Therapy
Students in First through Eighth grade can receive speech Therapy at All Saints. If there is a perceived need, a parent, guardian, or teacher, may request that a child be screened and evaluated by the Catapult Speech Therapist. If they are found eligible, students can receive Speech Therapy on site at All Saints.

Services for English Language Learners
Students whose first language is not English may qualify for ESL classes if they score below proficiency levels on ESL standardized test. The lessons focus on listening, speaking, reading and writing.

Other Services

Occupational Therapy Sessions
Students who are found to be eligible for Occupational Therapy through testing can receive occupational therapy on site at All Saints.

Common Questions and Answers about Learning Differences at All Saints

Do students have Individualized Service Plans (IEPs) at All Saints?
Students with a qualifying diagnosis under IDEA don't have Individualized Service Plans (IEPs). They do have a Service Plan that is written by Catapult (if the child has gone through testing with Catapult). The Service Plan summarizes the results of the testing, and includes notes from teachers and parents. The Service Plan also offers suggested accommodations based on the students' needs.

How are modifications or accommodations noted on progress reports?
When a student has a Service Plan and they receive accommodations or modifications teachers will note on progress reports that students are working towards grade level goals with support.

What does % mastery mean on a Service Plan?
On a Service Plan, a student usually has a “required mastery” of “80% with accommodations.” This means that it is a goal for the student to work at 80% accuracy when they are provided with accommodations. Accommodations should be revisited and possibly revised if the student is working above 80% accuracy.

Will a record of Catapult (Special Education) services follow a student to his/her next school?
All records of current or previous service plans will not follow a student to his/her next school without written permission from the parents.
For further details on Academic Support and Catapult Services please refer to Appendix A of this document.

Maintaining Independence and Academic Responsibilities for Success
We want our students to know the thrill of mastering a difficult concept and the joy of discovering a new idea while becoming independent lifelong learners. A major part of developing into this lifelong learner is creating responsible habits. As students progress through the years at All Saints, more independence will be granted and responsibility will be expected of students.

To help instill these responsible habits, students should practice these routines:
- Each evening after completing homework, students should organize materials for the next day.
- Students should arrive on time for school and class.
- Students should come to school prepared with necessary books, homework, and materials in each class. Students need to ask their teachers if they do not know what materials are required for a particular class. However, students should always have a pencil and paper.
- Students should keep notebooks/binders neat, organized, and uncluttered at all times. If notebooks become too full, parents should encourage their children to clean them out. Students may ask a teacher for help deciding what old work should be saved and what can be thrown away. Notebooks will be checked on a regular basis during the year. We also encourage adults at home to check notebooks from time to time.

For Middle School, all of the above applies, along with the following:
  - Students should always have their iPads with at least 75% charge or more as well as an alternative: pen, pencil, and notebook.
  - Students should keep lockers and binders neat, organized, and uncluttered at all times. Students may ask a teacher for help deciding what old work should be saved and what can be thrown away. All student books – workbooks, textbooks, reading books, planners, etc. – should have names clearly written in them. Books should be kept in lockers when not being used so that they are not lost or cluttering our classrooms and common spaces.
  - Student Google Drives must be maintained on a daily basis. Folders should be organized by subject area containing relevant assignments and notes. Completed work must be turned in and/or shared with the appropriate teachers.

All student books – workbooks, textbooks, reading books, planners, etc. – should have names written clearly in them/on them. Books should be kept in lockers or equivalent designated classroom storage when not being used so that they are not lost. If books are lost, it is the family’s responsibility to pay for a replacement.

Cumulative Developmental Expectations by Grade Level
At All Saints we provide a nurturing and supportive environment to foster growth through learning and the expectation that our students are healthy, happy, confident contributors to our school community and the broader community outside of school. It is imperative that students are adequately challenged both academically and socially in order to develop, practice, and effectively utilize a variety of coping skills. In many cases children don’t need to be rescued they need to be guided. Working in partnership with All Saints, parents are poised to guide their children through a variety of experiences allowing them to take on responsibilities, try new things, adapt, and sometimes fail; because in failure there is always the opportunity to learn from one’s mistakes. These
guided practices foster grit, resilience, and independence. Below is a chart that details healthy habits and developmentally appropriate expectations for students by Grade level.

*The information below was adapted from Yardsticks, by Chip Woods.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EXPECTATIONS</th>
</tr>
</thead>
</table>
| First Grade | • ties their shoes  
• packs up & unpacks their backpacks  
• washes their hands  
• listens to & follows directions  
• completes homework assignments  
• takes responsibility to transition between activities quietly and respectfully with few reminders |
| Second Grade| • ties their shoes & washes their hands without being asked to  
• listens to & follows multi-step directions with few reminders  
• begins to understand the qualities of sportsmanship  
• reads developmentally appropriate books along with an adult  
• takes responsibility to transition between activities quietly and respectfully |
| Third Grade | • listens to & follows multi-step directions without reminders  
• reads & follows multi-step directions without reminders  
• able to exhibit qualities of sportsmanship with guidance  
• reads developmentally appropriate books on their own  
• takes responsibility to transition between activities within the school building quietly and respectfully with few reminders |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Grade</td>
<td>* navigates social conflicts with their words instead of their bodies with support</td>
</tr>
<tr>
<td></td>
<td>* exhibits qualities of sportsmanship</td>
</tr>
<tr>
<td></td>
<td>* completes and turns in assignments, in class as well as homework, within time allotted</td>
</tr>
<tr>
<td></td>
<td>* able to pack their own lunch for school with supervision</td>
</tr>
<tr>
<td></td>
<td>* maintains an appropriate balance of school responsibilities and extra curricular responsibilities without one interfering with the other</td>
</tr>
<tr>
<td></td>
<td>* navigates social conflicts with their words instead of their bodies</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>* takes responsibility to transition from class to class quietly and respectfully without direct supervision</td>
</tr>
<tr>
<td></td>
<td>* reads the homework blog daily</td>
</tr>
<tr>
<td></td>
<td>* checks their school email account twice a day during morning homeroom and after school</td>
</tr>
<tr>
<td></td>
<td>* able to pack their own lunch for school</td>
</tr>
<tr>
<td></td>
<td>* coordinates with parents regarding after school schedule and responsibilities prior to the start of the school day</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>* self dismisses</td>
</tr>
<tr>
<td></td>
<td>* takes responsibility to arrive to class on time</td>
</tr>
<tr>
<td></td>
<td>* takes responsibility to arrive to school on time</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>Eighth Grade</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| • creates and regularly updates a shared schedule for their time outside of school that parents monitor (free time activities, homework/long term assignment daily responsibilities, athletics, and extra-curriculars) | • proactively seeks feedback and/or support from teachers  
• able to set realistic, achievable academic and personal goals for themselves  
| • takes responsibility to transition from off campus lunch to class on time without reminders or supervision  
• contacts teachers independently, copying parents, regarding absences due to high school visits | Academic Honor Policy  
The All Saints’ school community is dependent on honesty and trust. Teachers, families, and fellow students trust and expect that all students will take credit only for school work that they have completed themselves. The full Academic Honesty Policy can be found [here](#).  

Academic Progress  
It is expected that all students will try their best in all areas of school and to seek guidance when content or assignments are unclear. Our goal is not just to help students earn strong grades, but to develop a spirit of academic perseverance and grit that will serve them in all areas of life.  

Standardized Testing  
All Saints administers standardized tests during a designated week in the school year. Students in Grades K-2 use the Stanford Test of Achievement. Students in Grades 3-8 take the Educational Records Bureau’s Comprehensive Testing Program (the CTP-4R). Individual scores are mailed home to parents. Teachers analyze results each year in order to track student performance and to strengthen curriculum. Please note that students in Nursery and Pre-K are evaluated using the Brigance Inventory of Early Development, a standardized norm-referenced assessment tool. At All Saints, standardized tests represent an additional way to assess student learning, and should be considered along with school progress reports distributed three times per year.
Retention
Any student with failing end-of-year grades may be considered for retention. We will notify and work closely with parents at the earliest signs of academic or developmental struggle. The teachers and administration will consider academic performance, teacher recommendations, developmental readiness, and successful completion of the grade-level curriculum.

Credit Recovery Policy and Resource
In order to receive a diploma for the completion of Grade 8, students must maintain, at the very least, a cumulative 60% average in core academic classes (English, History, Mathematics, & Science). If the cumulative average in one or more of these classes falls below 60%, students must seek credit recovery (summer school) opportunities independent of All Saints. All Saints is unable to provide credit recovery. Upon recovering credits, students must provide written documentation of course completion to be reviewed by the Dean of Students and Head of School.

It is the parents’ responsibility to research and identify an appropriate credit recovery opportunity. One such opportunity is The Hudson Learning Center, in Union City, New Jersey. http://hudsonlearning.com/credit-recovery
High School Placement

Overview:

A team is in place to support students and their families as they navigate the high school application process. Three case managers (Business Manager, Dean of Students, and Director of HS Placement) each have a caseload and provide a level of personal service to students and families, supporting families as they identify potential schools and navigate each school’s unique application process/deadlines. The case managers also conduct mock interviews with students and interact with schools to confirm that all elements of an application have been received.

In January of the Grade 7 year, the case managers host a kick-off meeting for parents and meet individually with parents in February/March to identify possible schools and encourage parents to visit schools. A suggested template for tracking high school exploration and visits is shared with parents and students. Case Managers connect with students through various means to build relationships before the formal HS application process begins in September of Grade 8.

The HS Placement Handbook and other relevant information (e.g., Spring Tours, school fairs, summer program information, etc.) is posted on the parent portal as received. Additionally ASEDs hosts visits from a variety of target high schools throughout the Spring of Grade 7.

The Director of HS Placement attends informational with NYC-based organizations such as the Parents League of New York and Independent School Admission Association of Greater New York (ISAAGNY) and at potential NY and NJ high schools; networks with Admissions Directors of schools of interest; arranges for HS visits; and communicates with families regarding school fair and Open House opportunities, upcoming deadlines, and school/family responsibilities.

The Head of School and Director of HS Placement hold a weekly 'check in' with Grade 8 students. Upper School Faculty and Division Head compile reference letters, transcripts, and any other information required from All Saints.
Business Matters

Billing

Tuition: All payments after the initial $1,500.00 placement fee will be handled by SMART Tuition Management Services, with the exception of single payment plans paid within 30 days of invoice. Families choose a specific payment plan and payment method on their SMART enrollment form. For families enrolled with SMART Tuition, failure to make payments within six days of payment due date will result in a $60.00 late fee. Final billing for all tuition payment plans will be on or before February 1 regardless of enrollment date. For more information about billing, please speak to the Business Manager.

Before/After School Programs: Families using the Before and After School Programs can elect to pay a fixed annual fee, which is due at the time of registration, or can be billed monthly for hours used the previous month. Billing will be done in one hour increments. All payments must be made by the due date or a late fee of $20 per month will be charged. Additional information about the Before/After School Program can be found on our website.

Field Trips: Families in Grades K – 8 pay an annual Field Trip Fee as part of their enrollment contract. This fee will cover all trips scheduled for the year. A small surcharge may be requested for more expensive trips and overnight trips will be separately billed. Financial assistance is available upon request; to discuss these options, please contact the Business Manager.

Enrichment Classes: Payment for Enrichment Classes is due at the time of registration. Program and pricing information will be available before each Enrichment Class session and all enrollment and payment will be done online.

Financial Assistance
ASEDS offers a comprehensive financial aid program to all of our families who have a demonstrated need. The financial aid program is designed to make the school accessible to all families who value the long-term benefits of an independent school education for their child. Families interested in applying for financial aid should contact the Business Manager or check the website for additional information.

Re-enrollment
Re-enrollment contracts are offered to families in good standing on February 1 of each school year. Signed enrollment agreements are due back to the Admissions Director no later than February 15 to secure a spot for the next school year.

Tuition & Enrollment Policies
• All students are contractually enrolled for the entire school year. Once the binding date of the contract is effective, the contract may not be cancelled and the family is legally bound for the full tuition, even if the student is withdrawn before the end of the school year.
• The Placement Fee holds a place for your child and is non-refundable, regardless of attendance.
• No refunds are made for absences. If a child is absent more than 20 days, their promotion to the next grade is in jeopardy.
• All Saints reserves the right to dismiss any student who does not meet the behavioral or academic standards of the School.
• All Saints reserves the right to withhold report cards, transcripts and diplomas, if any fee remains unpaid. The school also reserves the right to dismiss any student whose tuition is more than 60 days past due.
• Other programs such as Before/After School Program, Enrichment classes, and overnight trips are fee for service and not included in tuition.
• All Saints Episcopal Day School does not discriminate on the basis of race, religious tradition, color, national origin or gender in administration of its educational programs, admission policies and financial aid.

School-Family Partnership
The School expects and intends that each student and family participate in the School community and continue in a long term relationship with the School. Each family agrees to be bound by the School’s determination as to whether or not the student’s continued enrollment in the School’s education program is appropriate. Each family further understands that any material misstatements or omissions in the enrollment application or elsewhere regarding the student or his/her background may result in termination of contract and enrollment at the School.

By the terms of the re-enrollment contract and as partial consideration for its being offered, families and students agree to respect and be bound by the policies, rules and regulations of the School as may be amended from time to time. Families and students further agree not to engage in any conduct or activities which may be disruptive or detrimental to the reputation of the School or administrative, educational or extra-curricular environment of the School. The School, in its sole discretion, shall determine when the conduct of the student or any party to this contract is not in the best interests of the School and thereby may unilaterally terminate a contract.
Effective communication is the foundation upon which the home-school partnership is built. To this end, we ask parents and teachers to adhere to the guidelines and practices, as described below.

**Chain of Communication**
If you have a question or concern, always start by seeking a solution with your child’s teacher. Hopefully this will lead to a solution or you and the teacher will recognize a difference of opinion and “agree to disagree.” If this is not possible, you can take the next step and seek the assistance of the Division Head or Dean of Students. If these steps do not result in satisfactory resolution, you may request a meeting with the Head of School.

**Parent/Student Communication**
Parents and students should clearly communicate to one another regarding the day’s plans, particularly those that are post dismissal, before the start of the school day. This includes arranging playdates, pick up, local sports practices and other after school activities. If plans change as a result of an emergency, parents should call the receptionist and they will communicate this information to their child’s homeroom teacher. Because our school day, at all grade levels, is exciting and robust, we are not able to accommodate parental requests to visit or speak on the telephone to their children during the school day.

**Middle School Online Gradebook**
As the academic demands become more varied and rigorous in the Middle School years, students are given specific tools to help them stay organized and to provide timely academic feedback. Parents and students will have constant access to an online gradebook. This gradebook will be updated by the classroom teacher at minimum once per week to ensure that students and parents have up-to-date information about student progress. Information on how to access this system will be shared with families early in the school year.

**Home-School Communication by Division**
Students in Grades K-8 have a Home School-Communication Folder. For Grades K-4 this folder travels to and from school on a daily basis and contains their homework log and relevant homework sheets. Parents of students in Grades K-4 should establish a system for regularly checking the Home-School Folder with their child, as teachers will also use it to return graded assignments, tests, projects, artwork, and other pertinent information throughout the school year. This log is designed to allow for regular and ongoing communication between parents and their children in order to stay informed of their child’s academic progress and their involvement in classes and other school activities. For Middle School students this folder is sent home weekly on Tuesday afternoons and will typically contain graded assignments as well as graded tests and quizzes. Graded tests and quizzes MUST be signed by a parent/guardian and returned to school the following Wednesday. Students in Nursery and Pre-K will have work and projects returned at pick up.

**Middle School**
All communication of homework and assignments is handled electronically. Students access their daily homework assignments by logging into the All Saints website. A number of student assignments are also accessed through Google Classroom. Additionally, homeroom teachers send weekly email updates.
Email
All teachers and staff are accessible by email which is checked twice daily. Each teacher’s address is: firstinitiallastname@allsaintsdayschool.org. For example, Jill Singleton’s address: jsingleton@allsaintsdayschool.org

Note: During the school day, teachers are expected to be on-task with students. Teachers are scheduled to check emails twice daily, once in the morning before the official school day starts, and again after dismissing students (and up to the end of the teacher work day at 3:45pm). Parents can expect an email response within 24 hours. In the event of an emergency, parents should call the front desk.

Arrival and Dismissal Times
Please be mindful of the fact that teachers are monitoring the safe arrival and dismissal of their students. These are not good times to have lengthy discussions. It is appropriate to relay a short message, ask a quick question, or ask to arrange a meeting.

Phone
Our phone lines are staffed by a receptionist throughout the day. These staff members are available to assist parents with any questions beginning at 7:30am. However we ask that parents refrain from calling between 8:05am & 8:20am as our staff is overseeing arrival at both campuses.

Mid-Week Memo
Each Wednesday, the Mid-Week Memo is emailed to All Saints parents, faculty, staff, and board members. This is the primary resource for School information and should be read weekly. The Mid-Week Memo contains important updates regarding field trips, upcoming community events and programs, and scheduling changes related to the Enrichment Program. Past editions are archived in the Parent Portal on the School’s website.

Newsletter
The All Saints News is our electronic newsletter that is distributed to the All Saints community a few times each year. The newsletter highlights curricular learning across all grade levels and showcases the impressive work of our students.

School Website, Parent Portal and Student Portal
Our school website is a resource for prospective families and the Parent Portal serves our enrolled families. Please note that access to our Parent Portal requires families to use the “login” feature.

Privacy Notice
Your digital privacy and online safety is important to All Saints. All content including photos, videos, documents, and written content generated by the school or hosted in our parent portal may only be accessed by members of our school community. It is expressly prohibited to reuse, modify, or post this content to any other online site(s) or social media platform as this may violate copyright laws or conflict with the privacy rights of other families.

Within the Parent Portal users will find:
- Class Blogs: Teachers in Grades N-8 maintain class-based blogs to keep families abreast of school events and curriculum developments, and to share photographs with parents. These classroom pages are updated weekly.
• Resources: The Resources section serves as the primary launchpad for visitors to the Parent Portal. Each tab is conveniently labeled with both text and an icon for ease of access and navigation.

**The information contained in the Family Directory is for use solely by ASEDS and is not to be used for purposes unauthorized by ASEDS administration. This includes usage of email lists.**

- Calendars: The full school year calendar, along with a number of other specific calendars (such as Enrichment, Basketball Games & Practices, etc.), can be viewed online. All calendars are regularly updated and can also be linked to your personal calendar via RSS. Instructions on how to sync the school calendar with your device can be found here.

Within the Student Portal, users will find:
- Middle School Homework: Homework blogs are divided by grade level and display upcoming events and long-term assignments at the top, followed by a daily breakdown of the week’s assignments.
- Student Resource Board: The Student Resource Board consists of a number of labeled tabs for such things as Clubs, Athletics, and Tutorials.
- Calendars: The full school year calendar can be viewed online along with a number of other specific calendars, such as but not limited to: Enrichment, Basketball games & Practices, etc. All calendars are regularly updated and can even be linked to your personal calendar via RSS.
- Middle School Student Handbook: This handbook is a supplementary resource for students throughout Middle School and provides easily accessible information on best practices to be your best self. A copy of this handbook is available here.

Overview of Grade Level Communications
As children mature and progress into young adulthood, the communication between home and school shifts to allow for children to take ownership of their academic work and behavior. To help us navigate this journey with clear expectations, we have compiled a set of general guidelines for grade level communications between parents and teachers.

**Nursery/Pre-K**

<table>
<thead>
<tr>
<th>WILL communicate</th>
<th>WILL NOT communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Positive newsworthy items (such as a new accomplishment).</td>
<td>• Age-appropriate conflicts between students which are resolved between students independently or with teacher support (sharing, taking turns, &quot;Sara is playing with Becky, but I want her to play with me!&quot;).</td>
</tr>
<tr>
<td>• A pattern of out of character behavior (If a student's behavior/ seems off/different from their usual behavior).</td>
<td>• Not following a classroom rule or routine (not sitting with pretzel legs during meeting time, not raising a quiet hand).</td>
</tr>
<tr>
<td>• Physical injuries/accidents.</td>
<td>• Significant behavioral or academic issues at drop-off or pick-up.</td>
</tr>
<tr>
<td>• Bathroom accidents.</td>
<td></td>
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</tbody>
</table>
- Friday Notes, Take "5," reminders of upcoming events or items due.
- Responses to general questions (such as... scheduling visits for birthday celebrations or guest reading, field trip scheduling or clarification, classroom events).

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**Kindergarten through Second Grade**

**WILL communicate**
- Positive newsworthy items (such as a new accomplishment, improvements in academic or social areas).
- A pattern of out-of-character behavior.
- Bathroom accidents.
- If a student injures another student physically or emotionally.
- A pattern of unacceptable behaviors such as cheating, stealing, lying, etc.
- A repeated behavior which needs to be addressed consistently at both home and school.
- An academic issue that would benefit from reinforcement at home.
- Homework Log, Friday Notes, Take "5," reminders of upcoming events or items due posted on weekly Class Blog.
- Responses to general questions (such as homework clarification, scheduling visits for birthday celebrations or guest reading, field trip scheduling or clarification, classroom events).

**WILL NOT communicate**
- Age-appropriate conflicts between students which are resolved between students independently or with teacher support (sharing, taking turns, making compromises, tattling "Sara is playing with Becky, but I want her to play with me!").
- An argument between two students that was easily resolved with or without teacher guidance.
- Occasionally not following a classroom rule or routine.
- Occasional need for personal reflection.

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**Third & Fourth Grade**

**WILL communicate**
- Positive newsworthy items (such as a new accomplishment, improvements in academic or social areas).
- A pattern of out-of-character behavior.
- If a student injures another student physically or emotionally.
- A pattern of unacceptable behaviors such as cheating, stealing, lying, etc.
- Unsafe field trip behavior.
- A repeated behavior which needs to be addressed consistently at both home and school.

**WILL NOT communicate**
- Age-appropriate conflicts between students which are resolved between students independently or with teacher support (such as sharing, taking turns, making compromises, tattling "Sara is playing with Becky, but I want her to play with me!").
- Occasionally not following a classroom rule or routines.
- Occasionally missing homework.
- An academic issue that would benefit from reinforcement at home.
- Homework Log, Friday Notes, Reminders of upcoming events or items due (Posted on the class blog weekly).

<table>
<thead>
<tr>
<th>Fifth Grade through Eighth Grade WILL communicate</th>
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</thead>
<tbody>
<tr>
<td>• Weekly homework, major/long-term assignments, and tests for academic classes via class blog in both the Parent and Student Portals.</td>
</tr>
<tr>
<td>• Events pertaining to MS or grade level via the School Calendar and the class blog in both the Parent and Student Portals.</td>
</tr>
<tr>
<td>• Missing or late projects (more than 2 academic days late).</td>
</tr>
<tr>
<td>• Significant changes in behavior or academic performance.</td>
</tr>
<tr>
<td>• Serious or recurring disciplinary issues.</td>
</tr>
<tr>
<td>• Unexpected changes in performance or behavior that may be cause for concern.</td>
</tr>
<tr>
<td>• Online gradebook access information</td>
</tr>
<tr>
<td>• NOTE: In Grades 5 and 6, study guides for final exams will be shared with parents and students; in Grades 7 and 8, study guides for final exams will be shared only with students</td>
</tr>
</tbody>
</table>

We encourage parents to foster independence in students in Middle School, especially in Grades 7 and 8, by having the students communicate directly with the teachers (copying parents on emails) when they have any questions or concerns.

<table>
<thead>
<tr>
<th>WILL NOT communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Minor disagreements among students.</td>
</tr>
<tr>
<td>• Occasional missing or late homework assignments (beyond what is in Tuesday Tracker).</td>
</tr>
<tr>
<td>• Minor behavioral infractions.</td>
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</tbody>
</table>

Emergency Closings & Communications
As of the 2018-2019 school year, we are no longer following Hoboken Public Schools. In the event of a closing, All Saints will send out a message via Connect-Ed to all parents, faculty, and staff. We will also make every attempt to post the closing on our website. Also, in case of severe weather or other emergency, check the following media outlets for information:
- TV Channel 5 and 12
- Radio WOR-AM and WINS 1010
- [www.allsaintsdayschool.org](http://www.allsaintsdayschool.org) (Please keep in mind that severe weather can cause the Internet to go down. Make sure to check two sources to confirm school closings.)

In the event of an unscheduled school closing, your child’s teacher will be sending work home either the night before or emailed on the day of the closing by 9:00am. These “snow day packets” are
required components of the curriculum and students are expected to complete these before returning to school. Failing to complete snow day packets may negatively impact a child's grade.
Community Norms and School Policies
Mitakye Oyasin: All Saints’ Approach to Anti-Bullying

The safety and well being of our entire school community is a constant and of the utmost importance to All Saints. A frequently asked question is, “What is All Saints’ Anti-Bullying Policy?” (This can be found later in this document in the Health, Safety, and Dresscode Section of this document and linked here.) However, a better question is, “Where and when are students learning about anti-bullying throughout the school year?” The short answer is, everywhere and at all times.

The unofficial motto of All Saints Episcopal Day School is Mitakye Oyasin, we are all related. This is not just a beautiful sentiment but a concept deeply rooted in the mission of our school and ingrained in the daily lives of All Saints’ faculty and our students. From Nursery through graduation, students at All Saints are learning about the differences between bullying and age appropriate conflict and becoming upstanders for themselves and others, equipped with resilience, grit, and a comprehensive social skills toolkit.

Our dedicated educators are able to navigate student conflict and create meaningful learning opportunities that benefit students in real-time in the classroom, common areas, and off campus, with lasting outcomes. Supporting all of this is our meticulously crafted, selected and intentional curriculum and programming. Within all subject areas and at each grade level, literature, supporting text & articles, and academic choice projects & activities are designed and curated to enable our teachers to empower our students with real world examples, practical applications and discussions of current events. This provides students with opportunities to explore issues of ethics, equity, and equality.

Every All Saints’ classroom is based in the principles of the Responsive Classroom and some noteworthy curricular examples are: Rights, Respect, & Responsibility Health Curriculum (K-8) , Spirituality Assembly and classes (N-8), Week of Respect (N-8), Advisory (5-8), Community Time (K-4), Ethics (6-7), Rights of Passage (8), Diversity Festival (2-8), Student Government Association & Student Council (2-8), and each grade level’s Milestone Projects (Giraffe Breakfast, Turtle Club Celebration, Boardwalk).

For school response and disciplinary action see the section Discipline Guidelines and Teaching Practices

Birthday Celebrations
If a student wishes to celebrate his or her birthday with the class during the school day, parents should contact the teacher several days prior to the event to make arrangements to bring a simple treat. Due to safety and space constraints, All Saints is not able to support celebrations involving more than a healthy treat or accommodate outside guests beyond the child's parents. Please no visiting entertainers, cupcakes or party favors. The teacher will provide guidance about healthy treats as outlined in the school’s snack policy and guidelines. Invitations for parties outside of school may
not be delivered at school, unless the entire class is invited. Children are aware of and very sensitive to such matters. All Saints will provide flatware and cutlery as needed.

Buddies and Reading Buddies
See also School Family Program
Students in grades across the school have the opportunity to have buddies with other grades. Partnerships are as follows:
- Nursery and Grade 1
- Pre-K and Grade 2
- Kindergarten and Grade 3 (Grade 3 classes will rotate)
- Grade 4 and Grade 2 (Grade 4 classes will rotate)
- Grade 5 and Grade 1
- Grade 6 and Grade 4
- Grade 7 and Grade 3 (Bard Bash partnership)
- Grade 8 students work with a variety of classes

Students in Grades Nursery-Grade 4 enjoy a partnership with each other to foster community and support literacy development.

Gift Policy for Teachers
Individual gifts to teachers are discouraged at All Saints. Instead, an expression of gratitude through the written word, a gift to the classroom, and volunteering to help in the classroom are wonderful ways to give. We ask people who insist on individual gift giving to refrain from monetary gifts and instead consider something homemade, such as food or student artwork, to be given discreetly outside of student view.

On site Food Service & Other Lunch Options
- All Saints partners with No Fuss Lunch to provide a convenient, onsite lunch service for students Monday through Thursday at both of our facilities. Full details about enrolling and managing your family’s Food Service account will be provided at the start of the school year.
- Pizza Friday, an All Saints Tradition- This year long Friday lunch option is organized and delivered by the Fourth Grade and is a fundraiser for their end of year NJ Adventure Week. The order form is available in the Parent Portal by clicking on the tab labeled “Lunch”.
- Snack & Lunch from Home- Families must provide children with a snack each school day (or multiple snacks if you’re child participates in any after school activities). Additionally, a family may always provide a lunch from home, as long as they follow the policy below.

Lunch/Snack Guidelines & Nutrition Policy
All Saints Episcopal Day School is committed to healthy nutritional practices for children and believes that schools and families must work in partnership in this regard. Further, All Saints believes that schools have a special obligation to lead the way in promoting sound and healthy eating habits in our children.

Parents are asked to provide their children with healthy, nutritious snacks and lunch, in accordance with our Nutrition Policy. Please do not send candy, soda, gum, cookies, cakes/pastries or other treats to school with your child.
Families are also asked to send in lunch items that do not require the use of a microwave. Reheating and heating cannot be accommodated.

The following list reflects current best nutrition practices supported by health organizations such as the American Dietetic Association, the American Academy of Pediatrics, and the National Institute of Child Health and Human Development. These snacks are appropriate for young children during the course of a typical school day. The specific foods that children eat while in school can influence their ability to focus and stay on task. Nutrition can impact your child’s learning. It’s preferable for children to consume foods that are both minimally processed and low in sugar to help keep blood glucose, and in turn behavior, at relatively constant levels. If you do purchase processed foods (anything that isn’t directly from nature) please read the ingredient labels. Make sure that the food does not contain hydrogenated fat, high fructose corn syrup, or artificial color and flavor. As a general guideline, if sugar, corn syrup, fructose, or high fructose corn syrup is the first ingredient on the label, the food is not an appropriate snack. Dental health should also be a consideration, so foods that get stuck in the teeth or braces should not be included, as children will not have access to tooth brushes.

No mention of nutrition is ever complete without considering physical activity. What you eat (energy/calories in) and what you do with your body, or physical activity, (energy/calories out) is a balancing act that determines your weight and muscle mass. Children’s activity levels have dramatically decreased over the last several decades, while their calorie intake has increased. The result: childhood obesity and its accompanying health consequences are on the rise. The main culprits in childhood obesity are insufficient outdoor play and organized sports; excessive time spent in front of television, computer or video game screens; and computer time; and excessive beverage intake - including soda, energy drinks, and juice. The drink of choice is water.

Quiet Time
All classes should dedicate 2-5 minutes of class time following lunch for quiet time. This will allow students to get refocused and prepared to learn. Quiet time activities can include resting, listening to soothing music, reading, or drawing. Students should not be playing on electronic devices at this time.

Family Program (School Families)
Students in Grades 2-8 will be assigned to “School Families.” These families will consist of students across the grade range with the goal of building relationships between students in different grades. Grade 8 students, alongside faculty members, will lead the families in a variety of activities throughout the year (such as service projects, cooking activities, and celebrations), culminating in a celebration of the family’s graduates at the end of the year.

Assemblies/Morning Meeting
Students in Nursery through Kindergarten will start off their day with Morning Meeting. In Grades 1-4, the day will begin with morning work, followed by their Morning Meeting. In the Middle School, students start their day with homeroom followed by an academic period.

One day per week students in Kindergarten-Grade 7 attend spirituality gatherings (Nursery and Pre-K students attend every other week; Grade 8 students do not attend).

- Spirituality Gathering: Nursery, Pre-K AM and K will meet on Fridays 9:30-10:00am in the Movement Space at the Saint Nicholas Center.
- Spirituality Gathering: Grades 1-4 will meet Tuesdays 9:00-9:25am in the Church at 707
Washington Street.

- Spirituality Gathering: Middle School (Grades 5-7) will meet on Tuesdays 8:25-8:45am in the Church at 707 Washington Street.

**Discipline Guidelines & Teaching Practices**

Teachers and staff use the philosophy and methodology of the Responsive Classroom® as an approach to school discipline. These strategies include frequent opportunities to combine social and academic learning as a way for children to experience joyful learning in a safe, caring, and committed classroom community. For more information about the Responsive Classroom, see [responsiveclassroom.org](http://responsiveclassroom.org).

The following Guiding Principles and Teaching Practices are reprinted with permission from the Northeast Foundation for Children website: [responsiveclassroom.org](http://responsiveclassroom.org).

**Guiding Principles**

The Responsive Classroom® approach is informed by the work of many great educational theorists as well as the experiences of exemplary classroom teachers. There are seven basic principles underlying this approach:

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

**Teaching Practices**

The Responsive Classroom® approach includes the following main teaching strategies and elements:

- **Morning Meeting**: A daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills.
- **Rules and Logical Consequences**: A clear and consistent approach to discipline that fosters responsibility and self-control.
- **Guided Discovery**: A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment.
- **Academic Choice**: An approach to giving children choices in their learning that helps them become invested, self-motivated learners.
- **Classroom Organization**: Strategies for arranging materials, furniture, and displays to encourage independence, promote caring, and maximize learning.
- **Family Communication Strategies**: Ideas for involving families as true partners in their children’s education.
Below are some examples of issues and behaviors that arise during the school day along with some possible logical consequences that teachers at All Saints may utilize.

**Did Not Respect Others**
- Interrupted others
- Distracted others
- Raised voice
- Put hands on someone else
- Put someone down

**Did Not Respect Myself**
- Chose to not complete work
- Chose to not pay attention
- Rushed through work
- (Knowingly) did not do my best work

**Did Not Respect the Environment**
- Did not clean up my mess
- Did not put things away properly
- Did not use materials appropriately
- Forgot my own materials
- Vandalism

**Possible Logical Consequences**
(Teachers & Students collaborate to decide logical consequences; sometimes a teacher will decide)
- Visit the Time and Space Center
- Owe silent time during free time
- Apology of action
- Visit a buddy room
- Visit Division Head or Dean of Students
- Contact parent
- Complete work during free time
- Redo homework or classwork
- Clean up your mess
- Practice using material appropriately during free time
- Use alternative materials

**Social Honor Code**
All Saints students are expected to adhere to the tenets of the “Socratic Triple Filter Test” in all circumstances: social, academic, and online.

**The Triple Filters**
- Truth: Have you made absolutely sure that what you are about to say is true?
- Goodness: Is what you are about to say something good?
- Usefulness: Is what you are about to say going to be useful?

Students must be aware that if a contribution of any kind (written, illustrated, spoken, or posted) does not meet even one of these criteria, it should not be shared and/or acted upon.

**Best Practices for Students**
- Be a voice of change
- Be a voice for yourself
- Be a voice for your community
- Be mindful of your own tone of voice
- In moments of frustration or disagreement, give space to others and yourself
- Seek teacher’s assistance when necessary and report incidents when they occur
- Choose kind words, especially if others have chosen not to
- Listen to others
- If you need to walk away, always try to follow-up with friends later
Mitakye Oyasin: All Saints’ Approach to Anti-Bullying and Anti-Bullying Policy
Documented repeat infractions that demonstrate a violation of the All Saints Social Honor Code may result in Loss of Privileges, Detention, Disciplinary Probation, Suspension, and Expulsion.

Recurring Behaviors and Action Plans
In some cases, students who are consistently redirected for inappropriate behavior may still continue to exhibit these behaviors. Sometimes students struggle with navigating age-appropriate conflicts with peers and/or teachers, such as when working in small groups and during unstructured social time, and need more support.

Further supporting positive conflict resolution, students are guided to use, and in many cases self-select, appropriate steps for resolving conflicts. The Conflict Resolution Personal Checklist, which is undergirded by the Triple Filter Test, is a six-step menu of appropriate options students’ can use to resolve, recharge, and move on. The checklist was generated with input from both students and teachers at All Saints. Whether they work on it on their own, or require teacher support, the checklist is designed for students to check all that apply.

Conflict Resolution Personal Checklist

<table>
<thead>
<tr>
<th>Positive Behaviors</th>
<th>Negative Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use a positive tone of voice</td>
<td>My tone of voice is perceived as negative or sarcastic</td>
</tr>
<tr>
<td>I give space to myself and others</td>
<td>I struggle with identifying when I need a break or when others need space</td>
</tr>
<tr>
<td>I appropriately seek the assistance of teachers</td>
<td>I try to handle situations on my own and they often escalate</td>
</tr>
<tr>
<td>I choose to use kind words when I have a disagreement</td>
<td>I get frustrated when I have a disagreement and I use unkind words</td>
</tr>
<tr>
<td>I carefully listen to the thoughts and opinions of others</td>
<td>I have a hard time listening to others and often misunderstand or misinterpret what is being said</td>
</tr>
<tr>
<td>If ever I have a disagreement with friends that I need to walk away from I always follow-up later in order to make amends once we’ve both calmed down</td>
<td>I rarely follow-up with friends later and often struggle with not holding grudges.</td>
</tr>
</tbody>
</table>

Guided Reflection
An effective method for helping students identify their triggers is for teachers to engage them in guided reflection. Guided reflection can take on a variety of forms given both the age of a student and their level of ability or zone of comfort. Guided Reflection typically happens immediately following an incident, but in some cases may occur during morning Snack Break or after dismissal. Guided reflection rarely takes place during Lunch Recess, as students need outdoor time or personal
time. Guided Reflection may take place during Lunch Recess when a behavior or incident presents a safety concern or threatens the well being of the classroom and/or school community. Examples of Guided Reflection are: a conversation with a teacher, drawing pictures or comics from prompts, completing a Student Reflection Form, and (for Middle School students) completing a Reflection & Action Google Form. Question prompts from both the Student Reflection Form and the Reflection & Action Form are found below. A copy of the completed activity is submitted to the Dean of Students.

**Student Reflection Form**
Describe the incident that took place today. (Why are you here?)
What could you have done differently?
What impact did your actions have on others? Who? Explain.
What do you think would be a logical and appropriate consequence for your actions? How can you make amends for what happened?

**Reflection & Action Form**
What is the situation that triggered me?
In the moment what was I thinking or imagining?
What did this thought make me feel?
What makes me think the thought is/was true or accurate?
What makes me think the thought is not true or, at least, not completely true?
Is there another way to look at this? If so, what is it? (Put yourself in the other person’s shoes).
What action/s might I choose to take right now?

**Next Steps**
- Teachers review and discuss the guided reflection activities with the student in order for students to understand their role and responsibility and what actions need to be taken to make amends.
- Review and discuss the Conflict Resolution Personal Checklist: What works? What does not? Make modifications as necessary depending on teacher preference or class/student needs. Steps can be added or subtracted.
- Partnership with parents through effective communication is integral to the ongoing success of students. Students need consistency in method and message from the trusted adults in their lives. In the case of divorced or separated parents with a shared custody agreement, teachers will communicate with both parents.
- Student and teacher review/create logical consequences/solutions and a plan for implementation. In certain cases, it may be deemed necessary for temporary loss of privileges.
- Implement Buddy classroom and/or recharge space. The teacher and student will establish concrete guidelines for their usage, the time spent there, and when it is appropriate to return to the classroom community.
- Students who have demonstrated that they struggle with empathy and working in partnership may be required to engage in a supervised Service Activity.

**When Students Make Mistakes**
Everyone makes mistakes, and students are no exception. When a student makes a mistake in the classroom, the teacher will make every effort to utilize the principles and practices outlined above. Strategies include the following:
- **Stop and Think**: If a student is exhibiting behaviors that could lead to a classroom disruption or the breaking of class rules, the teacher may ask the child to sit for a few minutes in the
“Stop and Think” chair. This strategy is not a punishment, but is designed as a way for the child to regain his/her self-control and to be reminded of one’s personal accountability to the larger community. Sometimes the student is asked to sit for a prescribed (but brief) period of time and in other instances must wait to be invited back to the classroom activity by the teacher.

• **Mediation**: Teachers will organize dialogue between peers who have a disagreement in an effort to help them see the problem from the other’s point of view. This approach seeks to allow each person to listen to the other and to be heard. The teacher uses his/her skill to work toward a peaceful and understanding resolution.

• **Logical Consequences**: Students who make mistakes are asked to make amends in a manner directly related to the problem created. For example, a student who does not complete his/her class work due to personal distraction or lack of motivation may be asked to complete the work during time that would have been available for socializing. Or, a student who knocks over a block structure made by a classmate may be asked to rebuild the structure as a way of correcting the mistake.

• **Apology of Action**: A student who makes a mistake that affects another person or the community is asked to make amends to the individual or community through an “Apology of Action.” One example of an Apology of Action would be a case where a student got angry at another student and engaged in name calling or the use of a put down. Rather than just saying “I’m sorry,” the student might choose (or be asked) instead to do something nice for the student, such as lending a book, giving up a turn, or making a list of some of the personal qualities the child brings to the classroom.

• **Buddy Room**: A student who is having difficulty following the rules of the classroom may be asked to spend some time in a “buddy room.” A buddy room is a safe place for a child to regain his/her self-control or composure, and to be reminded of appropriate behavior before returning to his/her classroom.

**When More Action is Necessary**

If a teacher is unsuccessful in helping a student to regain self-control and to make responsible decisions about personal behavior, or when a situation is beyond the scope of an expected form of misbehavior, the student will be brought to the attention of the Dean of Students, the Division Head, and/or the Head of School. In this situation, the matter is considered to be significant, as the teacher would have exhausted all classroom-based strategies for correction. In addition to providing needed guidance, the Dean of Students and/or the Head of School will also inform the student’s parents and make recommendations for follow up. Steps may include but are not limited to the following:

• A conference with the parents
• A conference with the parents and student
• A recommendation for outside counseling or other out of school professional resources/intervention (proof of attendance and treatment plan are required and subject to approval by the school)
• Detention (after school)
• The removal of school privileges or participation in activities
• Probation
• Suspension (in school/out of school)
• Expulsion
**Academic Probation and Disciplinary Probation**
Students who routinely miss deadlines, fail to submit homework/assignments, and/or undermine their integrity by plagiarizing or underachieving may be placed on Academic Probation. Students who routinely struggle within the established social and emotional norms with peers and/or teachers may be placed on Disciplinary Probation. Students are placed on probation for a designated period determined by the Head of School and Dean of Students. The process includes a date at which progress will be reviewed. While on Probation, students are not eligible to receive a re-enrollment contract for the upcoming school year. At the review meeting, it may be determined that Probation is no longer necessary because the student has been able to overcome his/her challenges. If the student’s challenges persist but some progress was evidenced, the Probation may be extended. If insufficient progress is made, it may be determined that All Saints is not a suitable learning environment.

All Saints Episcopal Day School does not tolerate any form of verbal or physical abuse, harassment, violence, theft, or other illegal acts that might threaten the shared sense of safety and well being in our school community. All Saints Episcopal Day School reserves the right to dismiss students at any time if it becomes evident to the Head of School in her sole discretion that their behavior or attitude, or that of their family, is inconsistent with the community standards of the All Saints Episcopal Day School.

See also, Teaching & Parenting in Challenging Times and Mandatory Reporting

**Toys from Home: Early Childhood**
Sometimes, at the opening of school, special toys are needed to help ease the transition from home to school. "Sharing" is a time when children in Nursery, Pre-K and K bring a favorite "at home toy" to school to share with their classmates. Toys should be labeled with your child’s name and kept in their backpack until sharing time. Home toys will be limited to Morning Meeting "shares" as determined by the classroom teacher. Parents are asked to adhere to the following guidelines for appropriate "shares:"
- Something found in nature
- Something handmade
- Toys with an educational focus
- Something sentimental

Please note that violent toys (guns, swords, knives, etc.) are strictly forbidden.

**Personal Belongings, Toys, Electronics, & Other Items from Home: Grades 1-8**
To promote a healthy spirit of cooperation and participation for all students, students are not allowed to bring toys or games from home, without the expressed permission of a teacher or administrator. All personal belongings such as outerwear, sports gear, backpacks etc. must be stored safely in the appropriate storage areas designated by classroom teachers. Items of transport that cannot fit inside lockers or storage areas, such as bicycles, skateboards, and scooters, must be stored on the bike rack or remain at home. Personal electronics must be powered OFF and remain in lockers or backpacks until students are dismissed and are off school grounds. eReaders may be permitted by teachers during designated times. Other personal items that would potentially disrupt the learning environment must remain in backpacks or may be asked to remain home. Students who require assistance with storing items may always ask their classroom teacher for guidance. Students who do not adhere to these policies are subject to having personal items confiscated and returned at the end of the school day. In some instances parents may be required to pick-up confiscated...
items. Weapons and/or dangerous tools are strictly prohibited. Any students found in possession of any such items are subject to immediate disciplinary action and law enforcement officials may be notified.

Cell Phones, Apple Watches, and Similar Devices: All Grades
Students are not allowed to use cell phones, or similar devices, or have them powered on during the school day or during any after school programming. All devices will be collected by the Head/Homeroom teacher each day during morning homeroom and will be redistributed at the conclusion of the day. Students attending enrichment classes will have their devices collected and redistributed by the After School/Enrichment Coordinator. Middle School students attending Study Hall and Hangout will have their phones collected and redistributed by the Academic Enrichment Teacher and/or by other staff on duty.

Transitions & Phase-In Schedule: Nursery
First day and/or week separations can be difficult for young children and their parents. To ease the situation, a transition schedule is put into place for Nursery students on the first day of school. If more time is needed, students can “phase-in” for the first few days. Teachers and parents work closely together to ensure a successful transition.

Visiting Your Child’s Classroom
All Saints welcomes and values parent participation. We welcome you to come in to read stories, help with projects, or share special talents. Please let your child’s teacher know if you’d like to conduct any class activities. All visits and activities must be scheduled and approved by the teacher in advance of the date.

During your visit, we ask that you follow some simple guidelines. Our goal is for children to be independent workers who support one another by working cooperatively and with self-control. To encourage this please observe the following:

• When appropriate, interact with children by asking them to tell you about their work or what they are doing.
• If you are observing a lesson, focus on what the children are doing and save questions for the teacher until after she has finished working with the children.
• Interact with all children, not just your child.
• Give help only when a child asks for help. Before giving help, please first ask children what they have already tried and whether they have asked a friend for help.
• Please follow the rules of the classroom, particularly the signals they use.
Special Events
For an extensive list of events and extracurricular programming see the Directory of Community Life.

Please note that all important dates and times can be easily accessed via the School Calendar located within the Parent Portal.
Auxiliary Programs, Athletics, and, Community Life
There are a variety of electives offered during the academic day, as well as a host of activities available to students after school.

Before School Care & After School Program
Before School Care is available at both All Saints buildings for families who need child care prior to the start of Morning Arrival.

The After School Program is available to students in Nursery through Fourth Grades. Students in Middle School attend Study Hall and/or Middle School Hangout Monday-Friday (more details can be found under the section Middle School Hangout below). We understand schedules may change unexpectedly and Middle School students may need to stay at school after their Hangout activities have concluded, and these students may join the After School Program; however this program is designed specifically to fulfill the needs of students in grades N-4. Students in Nursery through Grade 1 attend the After School Program at SNC. Students in Grade 2 through Grade 4 attend the After School Program at 707 Washington Street and at 4:30pm these students walkover to SNC and dismiss from there. The After School program is open to the broader community, but priority is given to students at All Saints.

Before School Care and the After School Program will operate every school day in accordance with the All Saints Episcopal Day School Calendar. The After School Program is often available on days when school is closed early, with supervision beginning at dismissal time, as noted on the school calendar.

Hours of Operation at 707 Washington Street:
Before School Care: 7:30 to 8:05am
After School Program: 3:00 to 6:30pm
*Please note that students attending the After School Program at 707 Washington Street will walk over to SNC at 4:30 each afternoon.

Hours of Operation at the St. Nicholas Center:
Before School Care: 7:30 AM to 8:15am
After School Program: 3:00-6:30pm for K; 3:15 to 6:30pm for Extended Day students

For fees related to these programs please see the section Business Matters and our website.

Middle School Hangout
This extracurricular program is specially designed for students in Grades 5-8. Middle School Hangout provides a dedicated Study Hall Monday-Thursday from 3:20-4:30pm and organized recreational activities on Thursday and Friday afternoons from 3:20-5:30pm. Activities vary each week, as does the faculty staffing the program and students often have the ability to help generate content and their input is always welcomed and appreciated. Middle School Students who need to stay later may sign in to the After School Program (for a fee) at the end of Hangout; however, this program is designed specifically to fulfill the needs of students in grades 1-4.

*After School Program and Middle School Hangout Homework Policy
Enrichment Programs
For full details on current programming and pricing please visit the Enrichment Programs Magazine.

Directory of Community Life
A comprehensive guide of special events and extracurricular activities at All Saints.

Athletics
The mission of All Saints’ extracurricular athletic programming is to teach and model sports skills, excellent sportsmanship, and responsibility. As a participant and teammate, a student athlete is expected to uphold the school’s code of conduct.

Portrait of an All Saints Athlete
The mission of All Saints’ extracurricular athletic programming is to teach and model sports skills, excellent sportsmanship, and responsibility. As a participant and teammate, it is expected that student athletes conduct themselves in a manner equivalent to the expectations set forth in classrooms during daily school life. Being a student athlete means that you are responsible enough to be able to be both a student and an athlete. Student athletes are expected to effectively manage their academic and athletic responsibilities. Additionally, when student athletes opt to participate in a sport (basketball, flag football, running club, etc.) it is expected that they acknowledge their personal commitment to the sport, their teammates, and the schedule.

Student athletes are expected to attend at least one scheduled practice per week and attend all games. In the event of an illness or family emergency, the family must notify the coach at least three hours prior. Academic commitments, homework, tests, and projects are not sufficient excuses for being absent from practices or games, as a student athlete is expected to budget his or her time effectively, and/or to avail themselves to faculty support that is provided for this purpose. If a student athlete is unable to meet and/or maintain these expectations, consequences may include forfeiture of participating in a game, suspension from the sport, or another logical consequence.

When a student elects to participate in any extracurricular sport offered by All Saints, they agree to abide by all of these expectations.

As a small independent school in an urban setting, our students have the opportunity to participate in a wide array of athletics offered through the Hoboken Recreation Department and the surrounding community, including various independent vendors, (some of whom are featured in our Enrichment Program). As such, if your child is interested in a sport or activity not offered at All Saints, you are likely to find it nearby.

Basketball Teams
Students in Grades 3-8 (in separate divisions) are able to play basketball at All Saints as part of the Hoboken Recreation Department’s Basketball League for Independent Schools. Being on a team allows students to practice and gain experience at an early age, teaches teamwork and perseverance, and garners much support and appreciation from our dedicated fans. More information about the team will be available via the Mid-Week Memo and a full practice schedule and regularly updated game schedule is posted on the School Calendar in the Parent Portal.

In addition to learning and enriching athletic skills, being on the basketball as a Middle School student affords a number of leadership opportunities particularly the opportunity for students to act
as individual team captains. Students interested in this role will help facilitate student led learning activities during practices, coordinate with Student Government Representatives to organize Pep Rallies, organize additional practice times before the school day, and communicate updates and reminders to students and families for practice and game schedules. Students interested in becoming Team Captains are subject to approval from their Coaches and the Leadership Team.

*Flag Football*
All Saints Flag Football meets once a week in the fall. Participants in Fifth through Eighth grade learn the basics and participate in scrimmages. This is a non-competitive activity.

*Running Club*
All Saints Running Club meets once a week in the spring. Participants in Fourth through Eighth Grade have the opportunity to run in both short & long distance events, as well as learning stretches and other aerobic exercise routines. Full details will be shared in the Mid-Week Memo as the season approaches and practices will be posted to the School Calendar in the Parent Portal.

*Summer Camps*
In an ongoing effort to meet the needs of families, All Saints offers a variety of camp experiences, including one that begins when school ends and bridges the gap until Fourth of July, when a number of camps open in the area; additional week-long camps are offered during July & August Registration for our summer programming can be completed on our website.

**Summer Camp**
This popular camp experience includes a number of field trips and weekly trips to a beach. A final theatrical performance serves as the capstone to the experience, showcasing the work students produced during camp.

**Dance Camp**
In this week-long, high-energy immersive program, children dive into a thought provoking theme and explore it through dance, music and art. Dance Camp is open to students in Pre-K through Grade 6.

**Art Camp**
In this studio-based camp, children creating drawings, paintings and sculptures, combining observation and imagination to enhance skills and to raise campers’ artistic voice! The session will be split into demonstrations, drawing/painting studio time, snack/break and sculpture studio. Famous artists and their techniques will be introduced as well. Art Camp is open to students in Grades 1-6.

**STEM Camp**
Students attending STEM Camp engage in a variety of hands-on experiments involving robots, coding, and many other exciting endeavors. Led by our in-house Technology Integration Team, STEM camp is open to students in Grades 1-8.

*Note:* The above represents camps offered in the Summer of 2019. The content and/or length of these camps may change from year to year. Information about summer camps is published in the Mid-Week Memo in the spring.

*Field Trips*
Class trips are an integral part of the educational experience at All Saints and are planned as rich and meaningful extensions of classroom activities. Teachers take full advantage of the educational opportunities available in the area, scheduling trips throughout the year. Permission slips will be sent home in advance of all trips outside of Hoboken with information about the destination, activity, and any additional fees.

Middle School Overnight Trips

- The Fifth Grade overnight trip to Sprout Creek Farm occurs in June and provides an opportunity for students to explore some of the many different roles animals play in their service to humans as well as life on a farm. During their visit to a working dairy farm, students learn about farm life, including cheese and bread making. This trip is the culmination of the Fifth Grade’s year-long study of the human-animal bond through their Essential Questions class.
- In Grades 6 & 7, students take a three-day trip to the Frost Valley YMCA where they participate in a variety of physical activities that promote cooperation and independence and allow both new and returning students to develop leadership and communication skills while forming important relationships with their peers and teachers.
- In Grade 8, students take an international trip to Ecuador in the third trimester. This is a student exchange program in partnership with Colegio Menor San Francisco de Quito, an independent Nursery through Twelfth Grade school in the suburbs of Quito, Ecuador. Eighth grade students attend classes with their Ecuadorian friends, and visit remote areas of the region. This experience broadens their worldview and fosters their independence, all within the safe oversight of school.

Note: An additional fee is charged for the Middle School trips. Financial assistance is available; for more information, contact the Business Manager.

Chaperone Guidelines
Excluding overnight trips, parents are invited and encouraged to serve as chaperones on field trips. This role as a chaperone is an important one, and while enjoyable, requires certain responsibilities. Parents should check with their child’s teacher for schedule and opportunity.

General Guidelines for Parent Chaperones:

- Know the children in your group. Introduce yourself and be sure that you know the names of the children in your group. Name tags or a list of students’ names will be supplied by the teacher. If a child refuses to follow your instructions, inform a teacher as soon as possible.
- Talk to the teacher. Ask questions if you have doubts as to what should be done in a given situation. The teacher is in charge, and his/her directions must be followed at all times. Please speak to the teacher privately if you have any concerns.
- Watch carefully. Always think of the children’s safety first. Be alert to potential dangers - stray animals, strangers, etc. Do not take chances. If necessary, move children to a safe place and inform the teacher.
- Do not smoke or drink alcoholic beverages during the field trip.
- Do not leave children alone or unescorted.
- It is your responsibility to keep the group together and when necessary, escort children to the lavatory. Escort children all the way to the stall door and wait there. Do not send the children into the bathroom alone.
- Do not purchase souvenirs or food without prior permission of the teacher.
• Do not feed children anything that was not packed by his/her parents, or that has not been approved by the teacher.
• Do not physically restrain a child. Unless a child poses an imminent threat to the safety of him/herself or others, chaperones should never physically handle a youngster. Should a child refuse to follow your directions, immediately inform a teacher.
• Do not release students to anyone other than the teacher.
• Parents/guardians who want to take children home before arriving back to school or during a field trip must secure permission from the teacher.
• Do not administer ANY medications to a youngster.
• All medical situations must be referred to the classroom teacher.

In the Event of an Emergency:
• The supervising teacher, or a designated volunteer, will be responsible for the first aid kit.
• Use latex gloves (in first aid kit) when handling all bodily fluid, including blood.
• Report all illnesses and injuries to the teacher.
• Do not hesitate to call 911 in a real emergency.

Please note that many adults enjoy chaperoning trips. Teachers will work to give each family a chance to join the class on at least one field trip. Please be patient and work with the teacher as s/he works to accommodate all families.
Health, Safety, and Dress Code

Accidents
A student accident is defined as an event that leads to an injury requiring response and/or treatment from an adult. In the event of an accident at school, first aid will be administered as appropriate. Every accident is to be recorded on the school’s Accident Report form and reported to the child’s family and to the Division Head and/or Head of School. A call is made to the child’s family as soon after the accident as possible. A follow-up Accident Report is emailed to parents. In the event that urgent medical care is needed, a parent will be contacted immediately. If necessary, an ambulance or paramedic will be called. Until the arrival of a parent, doctor, ambulance or paramedic, a designated staff member will be in charge and take care of your child.

Student Accident Insurance
All Saints carries Student Accident Insurance for all students. The coverage is for any injury incurred while the student is under the care and direction of the school. The insurance company will pay benefits for the usual and reasonable expenses deemed medically necessary after satisfaction of the deductible, if any. No coverage is provided for the transportation or loss of work by the parent.

Allergies
Students who experience allergies are monitored and managed at All Saints to the best of the school’s ability. Families should be aware that we benefit from nursing services on a very limited basis (approximately 8 hours per week.) The school will make every effort to provide appropriate accommodations, but a discussion must take place between the family and school in order to determine if necessary accommodations are possible or feasible. The school depends on the family’s cooperation in providing physician’s orders, a comprehensive treatment plan, and medication, as appropriate. It is the parents’ responsibility to alert the school of any medical issues prior to the start of school, or as they arise, and to comply with all school policies and procedures regarding the administration of medication.

Food Allergies
All Saints is a ‘Nut Aware’ facility as such our entire school community is asked to refrain from packing and consuming food items that contain peanuts. We do understand that mistakes can happen now again and food items containing peanuts can inadvertently be packed. In the event that something like this occurs, Teachers and staff responsible for lunch duty will raise classroom awareness and designate a peanut-free table area for use by students who have allergies. A member of the Leadership Team will follow-up with families to provide a gentle reminder regarding our ‘Nut Aware’ Policy.

In classes or grade levels with severe allergies, the teacher may ask for all students to refrain from sending items with specific ingredients.

Administration of Epinephrine
On Feb 5, 2015 Governor Christie signed A-304/S-801 (Russo, Rumano, Caride, Cassagrande, O’Toole, and Turner) that requires that schools maintain a supply of epinephrine and permits the administration of epinephrine to any student having an anaphylactic reaction. All teachers and staff are trained on the administration of an Epi-Pen as part of their annual emergency training in CPR/AED/First Aid. Parents of Middle School students may permit their child to self-carry an Epi-Pen.
or equivalent medication, only after completing the appropriate Google Form and emailing their child’s homeroom teacher:

2019-2020 ADMINISTRATION OF EPINEPHRINE BY SCHOOL
2019-2020 SELF ADMINISTRATION OF EPINEPHRINE

Administration of Medication
All Saints faculty and staff generally will not administer medication. However the Leadership Team is able to review this policy on a case by case basis when medication is essential for a child’s well being or success at school. For students in Third Grade and under Medication (prescription or over-the-counter) will only be administered by a staff member in cases where the family has made prior arrangements and provided doctor’s orders. Please do not send medication to school with your child, unless such arrangements have been made. If a dose must be given during the school day and arrangements have not been made, a parent or caretaker must come to school and administer the medication. Parents of students in Grade Four and up may permit their child to self-administer medication, only after completing the appropriate Google Form and emailing their child’s homeroom teacher:

2019-2020 ADMINISTRATION OF MEDICATION BY SCHOOL
2019-2020 SELF-ADMINISTRATION OF MEDICATION BY STUDENT

Advisory
The Advisory Program at All Saints is overseen and facilitated by the Dean of Students, with support from other All Saints’ staff and teachers.

Elementary Advisory
In Third and Fourth Grade the Dean of Students coordinates with classroom teachers to schedule classroom check-ins throughout the year, meeting with students for discussions and creating opportunities for social growth through art activities and role playing games.

Middle School Advisory
In Grade Five the focus is the transition into Middle School with an emphasis on time management, organization, and communication with teachers.

In Grade Six the focus is on individual character development and enhancement as well as each individual’s place within the community.

In Grade Seven the focus is preparation for High School placement, social interactions, personal wellness and service learning.

In Grade Eight students turn an eye to the future beyond All Saints and focus on their interests, skill sets and ambitions with regard to high school, college and thereafter.

Teaching and Parenting in Challenging Times
Children are naturally curious and are hard-wired to explore and make sense of the world. As they grow, we hope they become lifelong learners who use their experiences and mistakes to develop a rich, well rounded understanding of themselves and of the world and people around them. It is the duty of the trusted adults in their lives to be available not only as guides, but as listeners - listening to what they are actually trying to say by observing their behavior, their reactions, their demeanor, and the relationships they have with their peers as well as with adults. Children of all ages surprise us
with what they’re thinking about or talking about: violence, self-harm, and even suicide. When this happens, it is important that we listen even more carefully and investigate with compassion. Topics such as these cannot be dismissed or explained away, but instead must be addressed in a caring and supportive manner. Every staff member at All Saints is a designated reporter, and if any incident to this regard is brought to our attention we are obligated to report and act. All Saints may report to the parents of a student in question, and if necessary, report to emergency first responders and/or the office of Child Protection and Permanency. All Saints may also require a student to receive clearance from a mental health professional before being able to return to school. The safety and well-being of our school community and every individual that comprises it is always our primary concern.

Mandatory Reporting
All teachers and school administrators are mandatory reporters. If a student, teacher, or parent brings to your attention a threat of harm to another person or themselves, this must immediately be reported to the Head of School and Division Heads. Any child or staff member who threatens serious harm to him/herself or others will need to undergo a psychological evaluation and receive a letter of clearance in order to return to school.

Anti-Bullying Policy
Definition
Bullying, harassment or intimidation is defined as any gesture, any written, verbal or physical act, or any electronic communication, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school; or creates a hostile educational environment for the student; or infringes on the rights of the student at school by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Bullying vs. Conflict

Conflict is characterized by the fact that it generally happens in the heat of the moment. It is often a difference of opinion and most of the time both parties involved are equally upset. It is not something that happens all the time, or is planned; it tends to be just every now and then, and most of the time, those involved want to see it sorted out and those involved equally have the power to change the situation.

Bullying is more of a deliberate act and there is the intention to hurt, insult or threaten the other person. In the case of bullying there is a definite power imbalance where the bully seeks to
manipulate the situation so that the target has no power. This makes it very difficult for the student being bullied. They want to see the bullying stopped; however, often there is no willingness on the bully’s side to change. Bullying is usually a repeated activity; however, it can also be a one off incident. Life can often become worse for the target as the bullying continues.

In short, behaviors are considered to be bullying if they meet the following criteria:
1. There is an imbalance of power; AND
2. The behavior is severe, pervasive and often purposeful and repeated; AND
3. The behavior causes an individual in reasonable fear of substantial detrimental effect to his or her person or property; or to otherwise substantially interfere in a student’s academic performance or ability to participate in any school related activity.

Conflict, on the other hand, is characterized by:
1. A balance in power,
2. Infrequent occurrence,
3. Lack of trauma to the victim. Peer mediation or adult intervention with the purpose of helping the parties to resolve the conflict is appropriate in this situation.

It is also important to note that some very young children can act out or be aggressive when they are angry, but this is not considered bullying.

<table>
<thead>
<tr>
<th>Normal Conflict</th>
<th>Bullying/Relational Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal power</td>
<td>Imbalance of power</td>
</tr>
<tr>
<td>Happens occasionally</td>
<td>Repeated negative actions</td>
</tr>
<tr>
<td></td>
<td>Repeated covert actions</td>
</tr>
<tr>
<td>Accidental</td>
<td>Purposeful</td>
</tr>
<tr>
<td>Not serious</td>
<td>Serious with threats of physical or emotional harm</td>
</tr>
<tr>
<td></td>
<td>Attempts to hurt through humiliation and/or exclusion that affects social status and relationships of victim</td>
</tr>
<tr>
<td>Equal emotional reaction</td>
<td>Strong emotional reaction from victim; little or no reaction from bully</td>
</tr>
<tr>
<td>Not seeking power or attention</td>
<td>Seeking power and control</td>
</tr>
<tr>
<td>Not trying to get something</td>
<td>Attempt to gain power, material things or gain popularity</td>
</tr>
<tr>
<td>Remorse – takes responsibility</td>
<td>No remorse – blames victim</td>
</tr>
<tr>
<td></td>
<td>May or may not show remorse</td>
</tr>
<tr>
<td></td>
<td>Manipulative approach - may try to make victim believe what they are feeling is not real</td>
</tr>
<tr>
<td>Effort to solve problem</td>
<td>No effort to solve problem</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td>May deny there is a problem</td>
</tr>
<tr>
<td></td>
<td>May challenge by asking for specific examples of their behavior</td>
</tr>
<tr>
<td></td>
<td>Victim may not be able to articulate because of complex social dynamics</td>
</tr>
</tbody>
</table>

**Reporting and School Response**

All Saints is committed to providing a safe, caring and positive environment to maximize the learning experience and opportunities for all students. Every member of this school community must take personal responsibility for the emotional and physical safety of one another and the environment. It is a violation of school policy for any student to bully, harass or intimidate another student and it will not be tolerated.

A school employee, student or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying shall report the incident to the Head of School and/or Division Heads. Conduct which shall constitute good cause for suspension or expulsion of a student shall include harassment, intimidation, or bullying. Suspension or expulsion will be determined by the Head of School. A school employee, student or volunteer shall not engage in reprisal, retaliation or false accusation against a victim, witness or one with reliable information about an act of harassment, intimidation or bullying.

**School Policy and Prevention**

As part of their annual professional development, all staff members are trained on the school's policy, are trained to distinguish between normal conflict and bullying, and are instructed to report any instances of perceived bullying to the Division Heads or Head of School.

Teachers and staff use the philosophy and methodology of the Responsive Classroom® as an approach to school discipline. These strategies include frequent opportunities to combine social and academic learning as a way for children to experience joyful learning in a safe, caring, and committed classroom community. Components of the Responsive Classroom® program such as Morning Meeting, the use of logical consequences, and the apology of action are utilized as strategies to prevent bullying before it occurs. Children are taught to manage conflict positively so that it does not lead to bullying. Please also see *Discipline Guidelines & Teaching Practices*, in the section Community Norms and School Policies.

**Break/Recess and Physical Education**

Students in Grades K-8 are provided with opportunities for gross motor and unstructured, imaginative play two times per day. Students in the half-day Nursery and Pre-K programs are provided with one opportunity per day. Students who attend the extended day program will have an additional period of gross motor play. Every effort is made to allow for students to have outdoor break and recess everyday. Please make sure your child is bringing in appropriate clothing for a variety of weather conditions (for example gloves, hats, boots, snow pants, etc.). As a general rule, as the temperature decreases the amount of time spent outside will be shortened. Factors such as sun and wind, particularly during the winter months, will affect decisions regarding outdoor play.
Dress Code & Logo Wear
Indoor and outdoor active play are integral to the learning experience for students of all ages at All Saints, and as such students should dress appropriately for these activities by wearing or having access to active wear and sneakers. These items are a requirement for participation in Physical Education classes. Students may not wear flip-flops or equivalent footwear that does not fully and safely strap to the foot at anytime during the school day. Further, all students are expected to dress in clothes that are suitable for school activities and practice good hygiene. In Middle School good hygiene means that everyday students are dressing in clean clothes, bathing themselves, using deodorant, and taking care of their teeth. We ask that students’ clothing cover their undergarments at all times. Any type of attire which attracts undue attention to the wearer and thus creates a disturbance at school is not acceptable. Students may not wear any clothing that contains advertisements, symbols, words, slogans, or pictures that promote violence or the use of drugs, alcohol, tobacco; or that has sexual suggestions or references; or that is harassing or threatening in nature; or that is racially, ethnically, or religiously offensive. Students may not wear belly shirts or short shorts (like those that expose pockets).

Students are asked to wear red All Saints logo wear on all school field trips. All Saints logo wear is available for purchase through our website via the Campus Life tab and clicking the button School Store, the Land's End School Uniform website or at the front desk.

Health Records & Screenings
The health, safety and well-being of our children are matters of primary importance. In order to best meet individual needs, parents are required to submit a complete physical and immunization record before their child's first day of school and to renew the physical exam annually.

Screenings will be held annually to determine whether children have age-appropriate hearing, speech and vision.

Lice
The school nurse is present at the school following all major breaks and vacations to examine all students and manage the potential spread of lice.

As head lice are a common childhood nuisance, parents are asked to conduct routine screenings of their children at home. In the event that a child is identified as having lice in school, the child’s parents will be called and the child will be sent home for treatment. The infested child can return to school when the parents send in a note confirming that the child has been (or is being ) treated for lice.

The school will notify the other parents in the class of the identification of lice in their child’s classroom. The rest of the students in that class will be checked during the nurse’s next regular weekly visit to the school. The school nurse will recheck the affected child weekly until it is deemed that a recheck is no longer necessary.

Prior to an all-clear being determined by the school nurse for a classroom affected by lice, children will not share pillows or headwear.
Lockers
All lockers made available for Middle School student use on the school premises are the property of the school. Students are expected to keep their lockers neat at all times and may not use locks of any kind. They should not put anything on the inside or outside of lockers that cannot be easily removed. Any items posted to the exterior of the locker must be respectful and have a neat appearance. All Saints reserves the right to inspect lockers at any time and without prior notification to the parents or student.
Technology
Technology Acceptable Use Policy
Adopted: 8/10/16
Authored by: Jason Maurer, Jeff Cohen, and Amanda Dillon
Adapted from: St. Cletus School, St. Charles, Minnesota

Introduction
All Saints Episcopal Day School believes in a commitment to personal excellence, discipline, and integrity. The pairing of technology and education provides students, parents and teachers greater opportunities to learn, engage, communicate, and develop skills that will prepare them for life, industry, and citizenship. Our intent is to help students develop 21st-century skills, while advancing their educational pursuits.

For the purpose of clarity with this document, we use the word technology to refer to the full range of electronic devices, operating systems, networks, the internet, audio visual equipment, phones, databases, software, applications, components, and other tools that organize, transmit, or display information or apply scientific knowledge. Our Technology Acceptable Use Policy governs user behavior while accessing all technology owned or licensed by All Saints.

Our faculty and staff will make every effort to foster and maintain an environment in which students can safely explore appropriate educational resources. However, everyone should be aware that there are potentially inappropriate websites, content, and bad actors on the Internet. Each student is responsible for his or her own actions when using school technology. Students and parents must read and consent to our School’s Technology Acceptable Use Policy.

Rights and Privileges
Students, Staff, Parents, and Guests have no expectation to privacy regarding any content accessed, created, transmitted or saved using school owned technology. The All Saints computer network supports learning and educationally-related communications. Access to this network, electronic devices, and the Word Wide Web is a privilege that shall be made available to users who act in accordance with established guidelines. Students may only access technology according to teacher direction.

Consequences of Policy Violation
Students should immediately report knowledge of any violation of this policy to a teacher. If there are any violations of the Technology Acceptable Use Policy or the Honor Code, a student may lose access to electronic devices and the internet and school Discipline Guidelines will be followed. When appropriate, law enforcement agencies may be involved.

Limitation of Liability
All Saints makes no guarantee that the functions or services provided by the School will be error free or without defect. All Saints will not be responsible for the loss of data or for the accuracy, nature, or quality of the information obtained through or stored on the network. Students and parents understand that neither All Saints nor its teachers have control over Internet content.

Parents and students further understand that, although students will be allowed Internet access only in supervised environments, and that teachers will take every precaution to block-out objectionable
areas, potential dangers remain. All Saints will not be responsible for financial obligations arising through unauthorized uses of the technology. Parents can be held financially responsible for any harm that results from student misuse.

**Use of the Internet and network**

Students will follow a sequential, structured approach to gaining skills which will allow them to become independent, responsible users of the Internet. This approach addresses technology use from an age and topic appropriate standpoint. Prior to Middle School, students have access to these networks under the guidance of a teacher. In Middle School, students gradually demonstrate the ability to work independently with teacher guidance as needed. The school employs a sophisticated firewall and content filtering solution to help make the Internet a safer environment for students. Parents are encouraged to provide a similar filtering device at home to safeguard student activity on the internet, and to provide adequate supervision at all times.

**Electronic Communication**

Students may only use school provided email accounts for communications on any school device. Access to personal email accounts or alternative communication platforms without teacher permission is prohibited.

**Personal Electronics & Mobile Devices**

Students are not authorized to operate any electronic devices on campus unless it is under the guidance of a teacher and in support of their academic growth. No device shall be used to initiate or receive phone calls at school. Any unnecessary devices (such as an iPhone or Apple Watch) in the possession of a student for use outside of school hours must remain in the off position and stored in a locker or backpack. Students who need to contact their parents during the school day must use the school phone.

**Google Apps For Education**

All Saints uses a Google Apps for Education (GAFE) system. GAFE is a secure cloud based ecosystem of communication and productivity services and applications. This service includes custom security features specifically designed to keep students’ data safe, secure, and private. In particular, GAFE is governed by a detailed Privacy Policy which ensures that email content will not be shared with advertisers or other 3rd parties. Additionally, Google guarantees that it is in compliance with all applicable U.S. privacy laws. For more information about GAFE’s Privacy Policy and security features, please see [https://www.google.com/edu/trust/](https://www.google.com/edu/trust/).

As with any educational endeavor, a strong partnership with families is essential to a successful experience. This document describes the tools available to students as well as student responsibilities for using GAFE.

Using GAFE tools and services, students collaboratively create, edit and share files and websites for school related projects, and if applicable, communicate via email with other students and teachers. These services are entirely online and are available 24 hours a day, 7 days a week from any Internet connected device. All Saints use of GAFE is solely for education purposes. For that reason, by default, advertising is turned off when students access GAFE.

The following services are available to each student (From Grade 2 and up) and hosted by Google as part of All Saints use of GAFE:
• Drive - Word processing, spreadsheet, drawing, and presentation tools similar to Microsoft Office.
• Sites – A website creation tool. Students can create, edit and share files and websites for school related projects.

In the Middle School other services are enabled:

• Google Classroom  A relatively new Learning Management System (LMS) in GAFE that helps teachers create and organize assignments, quickly provide feedback, and communicate easily with their classes. Classroom helps students organize their work in Google Drive, complete and submit work, and communicate directly with their teachers and peers.
• Mail An email (gmail) account for school use managed by All Saints and hosted by Google
• Calendar A calendar providing the ability to organize schedules, daily activities and assignments.
• Single Sign On Students may utilize their Google account credentials to access other educational sites.

iPads
All Saints is proud to offer our Middle School students iPad devices for use at school and beyond. Our 1:1 student iPad program has been designed to enhance the delivery and individualization of instruction. Additional classroom sets are available for all other grade levels.

Apps that the school pre-installs on a student’s iPad may not be deleted; also Apps that the school has required a student to install on their iPad must be present. Like all other school electronic devices, iPad content and usage is subject to review and audits at any time.
• Students in Grade 5 and 6 are not allowed to load any apps without direct instruction from a teacher or technology department.
• Grade 7 students may individually load apps onto their iPads after receiving permission from a teacher.
• Grade 8 students have full autonomy to load apps that support their educational learning objectives but should ask a teacher for guidance as needed.

Social Media Acceptable Use Policy
Adopted: 8/10/16, Amended: 5/8/17
Authored by the entire Self Study Technology Committee including:
Jeff Cohen, Jason Maurer, Arthur Raisfeld, Stephanie Karian, and Kate Atkins
Adapted from: Daily Genius courtesy of Jeff Dunn
All Saints Social Media Policy is reviewed and updated annually. Our most current policy can be found here.

Technology User Agreement
All Saints Technology User Agreement is reviewed and updated annually. The most current document can be found here.
APPENDIX A: Catapult Learning Services at All Saints Episcopal Day School

Catapult Learning is a provider of supplemental services and educational support services for students in Grades K-12 who attend independent or religious schools. Catapult is an agency approved by the New Jersey Department of Education; all services comply with state and federal statutes. Programs are supported directly through state funds and require no additional payment from parents or guardians. All Catapult teachers are certified by the New Jersey State Department of Education.

Services provided:

Compensatory Education (CE) – This program includes up to 60 minutes of small group instruction per week to students in Grades 3-8 who have scored below state proficiency levels on standardized tests or students who have been referred by their classroom teacher for extra help attaining basic skills. Since class sizes are small, more direct time can be spent with students. CE is offered for math, reading and writing. For students in Grades K-2, a student performing below the 70th percentile in Reading, Language Arts or Math, can be referred for Compensatory Education after 60 school days. The classroom teacher is required to provide at least 3 pieces of work specific to the subject showing the aforementioned need to the Catapult Academic Support Teacher. At that time, the Catapult Academic Support Teachers will prepare the necessary paperwork. Parental consent is needed for the student to receive Compensatory Education support.

Evaluation and Classification Process – If parents, guardians or teachers suspect that more than remedial help is necessary, they may refer the student to the evaluation and classification process. After the student’s parent meets with the case manager and signs the consent form, the evaluation process can officially begin. Catapult makes every effort to complete this process as soon as possible, but it can take up to 90 days, as allowed by state laws.

Supplemental Instruction – This service focuses on helping the classified child achieve his or her goals and is determined during the review meeting following the completion of the evaluation.

Referring a Student to the Independent Child Study Team

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Child is identified as possibly needing special education and related services. Referral or request for evaluation. A school professional or the parent may ask that a child be evaluated to see if he or she has a disability. This request may be verbal or written. Then, parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Saints Personnel Required Documents</td>
<td>Academic Support Teacher 407-1 filled out completely and signed by parent</td>
</tr>
</tbody>
</table>

65
### Classroom Teacher(s)

<table>
<thead>
<tr>
<th>Current Level of Academic Performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Required by Hoboken Board of Ed</td>
</tr>
<tr>
<td>Student Referral Form filled out completely and signed by classroom teacher</td>
</tr>
<tr>
<td>Student Appraisal Form filled out completely and signed by school nurse</td>
</tr>
<tr>
<td>Current Standardized Test Scores</td>
</tr>
<tr>
<td>Current Report Card</td>
</tr>
</tbody>
</table>

1. Complete packet of forms collected and sent to Catapult Office in Jersey City
2. Forms sent to Hoboken Board of Ed for approval
3. Once evaluation is approved by the Hoboken Board of Ed, the forms are sent to Child Study Team

### Step 2

**Child is evaluated.**

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

<table>
<thead>
<tr>
<th>Catapult Personnel</th>
<th>Required Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Worker</td>
<td>Social Assessment</td>
</tr>
<tr>
<td></td>
<td>*Upon completion of Social Assessment, parent signs consent form for evaluation to proceed.</td>
</tr>
<tr>
<td>Learning Disabilities Teacher Coordinator</td>
<td>Achievement Test</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>Intelligence Test</td>
</tr>
</tbody>
</table>

Child Study Team has 90 days to complete evaluation.

### Step 3

**Eligibility is decided.**

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA.

### Step 4

**Child is found eligible for services.**

If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. The team discusses services available at All Saints. Parents must sign consent in order for
Individual Education Plan (IEP) services to begin. Parents are in no way required to accept the plan of action and may opt to forego services.

Step 5  Service is provided.
Child receives planned services. Parents may, at any time, decide to discontinue services with written notification to the Dean of Students.

Step 6  Progress is measured and reported to parents.
The child’s progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child’s progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children’s progress.

Step 7  ISP is reviewed.
The child’s ISP is reviewed by the ISP team at least once a year, or more often if the parents or school ask for a review. If necessary, the ISP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the ISP goals, and agree or disagree with the placement.

Step 8  Child is re-evaluated.
At least every three years the child must be re-evaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child’s educational needs are. However, the child must be re-evaluated more often if conditions warrant or if the child’s parent or teacher asks for a new evaluation. Parents maintain the right to refuse or discontinue service at anytime with written notification to the Dean of Students.

All records of current or previous service plans will not follow a student to his/her next school without written permission from the parents.

Speech and Language Services
These services are available to students, in Grades K-8, who exhibit a specific need. Once they are referred by a parent, guardian, or school personnel, they are screened and evaluated by a speech-language pathologist.

English as a Second Language (ESL)
Students whose first language is not English may qualify for ESL classes if they score below proficiency levels on ESL standardized test. The lessons focus on listening, speaking, reading and writing.

Home Instruction
If a child is ill or injured for more than two weeks, home instruction may be provided. Parents or guardians should contact their school for assistance generating the appropriate paperwork. A note from a doctor and a signed 407-1 are needed to receive home instruction.
Communication between Catapult teacher and All Saints faculty:
All faculty members are aware that any and all information contained in a student's individual plan is confidential. No part of the individual plan may be copied without written permission from the parents.

Quarterly Two Way Communication forms will be given to classroom teachers by the Catapult teacher. The classroom teacher will provide information on what subjects or skills will be taught in the upcoming two months.

Students Appraisal forms will be completed by the classroom teacher to attach to annual review forms.
One of the many tasks that we as educators are asked to do in our roles as caregivers is to create a safe and secure environment that encourages our students to function at their highest levels. All Saints Episcopal Day School has as one of its highest priorities the physical and psychological safety of its students at all times.

Parents play an important role in maintaining this safe school environment. Parents and their authorized caregivers should become familiar with the programs we have in place to promote and support a safe environment. We encourage you to familiarize yourself with the prevention and emergency planning information available in this plan.

We urge you to prepare ahead of time by knowing answers to these and other questions. How will the school notify you in an emergency? Where will you go to be reunited with your child? (See Frequently Asked Questions later in this document for others.) You may even consider becoming a volunteer to assist the school in times of need. Parents are also encouraged to develop a family disaster plan and practice it with all members of the family. Take the time to talk to your children about dealing with emergencies and the importance of having plans that will help keep them safe. (A couple of helpful websites are listed at the end of this document.)

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. A school-wide safety plan is in effect, which includes the provision for periodic staff meetings related to the issue of disaster prevention and response, as well as regular evacuation drills for all students and staff. (Copies of this plan are available from the school office upon request.)

There are several assumptions underlying the material in this handbook:

- Teachers and staff take their roles and responsibilities as caregivers for other people’s children seriously.
- Teachers and staff are proactive about safety.
- Teachers and staff exercise sound and professional judgment in an emergency situation.
- Parents and staff appreciate the need for patience and protocol when an emergency arises.

Finally, it is important that we view safety as a shared effort. Please keep the administration informed of any safety concerns that you have, including concerns about the building, the classrooms or the grounds, so that we can ensure that we are providing the safest possible environment for our children.

The Role of Parents
(Adapted from the Arizona Department of Education)
Your cooperation is necessary in any emergency. In the event that there is an emergency, please look to the guidelines in this handbook. The most important guideline is to impress upon your children the need for them to follow the directions of any school personnel in times of an
emergency. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies. Finally, as you will see repeated throughout this document, students will be released only to parents and persons identified on the authorized pick up list. Please make every effort to ensure that this list is current and complete.

General Guidelines in Case of an Emergency

Emergency communication
- Be prepared for the fact that telephones may not work during a crisis, or some lines of telephone communication may work while others may not.
- The school subscribes to Connect Ed, an emergency communication system that allows us to communicate instantaneously with parents and community members via email and phone. This system is tested in August of each year, and is used when mass notification is required. Parents are responsible for keeping their contact information up to date with the school so that this system can effectively communicate with all families.
- Please be aware that telephone lines at school, if available, may be needed for emergency communication. To this end, we ask for your patience and understanding if you are not immediately notified of your child’s status, or if we are unable to respond to incoming calls.
- Every effort will be made to send a message via Connect Ed and to notify the Hoboken Police Department of our status, so this agency can be contacted for information if phone service allows.

Picking up your child
- In the event of a serious emergency, students will be kept at school until they are picked up by an identified, authorized adult who has been listed on the school authorized pick up list for your child completed at the beginning of the year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
  - He/she is 18 years of age or older, or has the maturity level to deal with your child in an emergency situation.
  - He/she is usually home during the day.
  - He/she could walk to school, if necessary.
  - He/she is known to your child.
  - He/she is both aware and able to assume this responsibility.
- Monitor the internet, radio, and television for emergency announcements. If students are to be kept at school, the Hoboken Police Department will be notified. When possible, information will be relayed via the school's website (www.allsaintsdayschool.org).
- During an extreme emergency, we may need to relocate to our evacuation site at the St. Nicholas Center on Sixth and Clinton (for students normally housed at 707 Washington Street) or 707 Washington Street (for students normally housed at the St. Nicholas Center). We may also choose to utilize the Jubilee Center on the corner of Sixth and Jackson Streets, or St. Matthew’s Trinity Lutheran Church on Eighth and Hudson Streets. Parents should be patient and understanding with the student release process. Please instruct your child to remain at school or the relocation site until you or a designee arrives.

Other important information:
- In the event that a natural disaster takes place during the time that students are on a field trip, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and administration. Should road conditions prevent the driver from delivering
students back to the school or relocation site, the students will be delivered to the nearest safe site as determined by the school in association with law enforcement authorities.

- In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in-place protection. All students and staff will report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. “Shelter-in-Place” signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

- Teachers and staff at All Saints Episcopal Day School are trained and certified in Emergency First Aid, CPR and the use of an AED machine on a regular basis.

- All faculty and staff are fingerprinted upon hire to ensure against the employment of an individual with a criminal history.

Security Drills
On January 11, 2010, General Assembly Bill 3002, an act concerning school security drills, was signed into law. This statute requires that schools hold one fire drill and one school security drill each month when school is open. This law took effect on November 1, 2010.

Pursuant to this law, schools shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs.

Schools are required to hold annually a minimum of two of each of the following security drills: active shooter, evacuation (non-fire), bomb threat and lockdown.

Once the above requirements are met, additional security drills relating to shelter-in-place, reverse evacuation, evacuation to relocations site, testing of school’s notification system and procedures, tabletop exercise and full scale exercise can be practiced to fulfill the requirements of this law.

Anti-Bullying Policy
Click [here](#) to review the complete policy.

Of course, no school can guarantee safety in every circumstance. Nor do we seek to create a foreboding, fortress-like environment. We also depend on you to take an important role in supporting the safety of your child at school. Among other things, the school asks that you:

- Ensure your child is properly dressed for active play.
- Report any student allergies to the school.
- Keep all student health records up to date.
- Notify the school of any medications that the student must take at school, and come to school to administer such medications or provide the appropriate doctor’s orders with physician signature for administration.
- Keep all emergency contact information up to date.
- Notify the school of any family member or other individual who should be on the “no admittance” list or who could otherwise pose a danger to the school.
- In light of the shared responsibility for your child’s safety, we believe it is critical that parents and guardians read and understand this information.
Frequently Asked Questions

What is emergency preparedness?
All Saints Episcopal Day School has taken steps to ensure your child's safety while in school. Emergency preparedness is the creation of a plan to be followed in the event of an emergency.

How will the school handle an emergency situation?
As each situation differs, flexibility is key to the success of the response. In general, the plan involves the designation of emergency response procedures; development of evacuation, shelter-in-place, and lockdown procedures; preparation of a portable emergency response kit that contains key information and supplies; designation of an appropriate evacuation site; and provisions for training personnel and updating the plan.

What is lockdown?
An emergency may prevent the safe evacuation of a school building and require steps to isolate students and faculty from danger by instituting a school lockdown. In a secure lockdown, all students are kept in classrooms or other designated locations that are away from danger. School faculty members are responsible for accounting for students and ensuring that no one leaves the safe area. Lockdown procedures may also be used to ensure the safety of students when an incident occurs in the community. Parents may be permitted access to the building and to their children if it is safe for them to do so.

In the event of a terrorist attack or other emergency situation, will the school go into lockdown?
Actions taken by the school in any emergency situation will depend on the specifics of the situation and would depend on several factors, including the level of threat and the advice of local, state, and federal agencies. The safety of students and staff members will be the primary concern in any decision.

What will the school do if an act of war or other emergency situation occurs while students are in school?
As in the above answer, actions taken by the school in any emergency situation will depend on the specifics of the situation and would depend on several factors, including the level of threat and the advice of local, state, and federal agencies. The safety of students and staff members will be the primary concern in any decision.

What is shelter-in-place?
Shelter-in-place is a measure designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. If an accident or attack that creates contaminated air occurs in the nearby area, everyone will be brought indoors. Building personnel will close all windows and doors and shut down the heating system. This will create a neutral pressure in the building, so that the contaminated air will not be drawn into the building. School personnel will cooperate with local emergency agencies to manage the safety of students and staff.

Why are you keeping children from their parents?
The school does not intend to keep children from their parents if a crisis occurs during school hours or school activities. It is the school's intent to make sure that children are safe inside their school until such a time that any threat to safety has been reduced. Parents will be informed of the
parent-student reunification center location via the school’s notification system (phone, website, local police department) and local media.

What is a parent reunification site?
If public safety officials require that the school building be evacuated, students and staff members will be safely transported to one of our designated evacuation sites, (707 Washington Street, the St. Nicholas Center, or the Jubilee Center on the corner of Sixth and Jackson Streets). If none of these sites are suitable, we will be directed to another site by local authorities. Parents will be informed about the site via the school’s notification system (phone, website, local police department) and local media, as we are able. At the reunification center, students will be released to their parents or authorized caregivers as per regular and approved school procedures.

What if my child is on a field trip at the time of a crisis?
Teachers and staff accompanying children on the field trip will be in contact with the administration for instructions in the event that a crisis occurs while students are in transport. Bus drivers will be informed to use common sense and not travel toward the crisis location. Parents will be informed of the parent-student reunification center location via the school’s notification system (phone, website, local police department) and local media, as we are able.

Can I pick up my child?
Parents are allowed to pick up their children unless public safety officials have declared a shelter-in-place response, or there is some other reason why access to the facility is restricted. During any emergency, school personnel will maintain as safe and normal an environment for children within the school as is possible. School is not automatically canceled in emergency situations. Remember, school may be the safest place for children to be.

Who can pick up my children?
Children will be released only to those individuals who are listed on the authorized pick up form completed at the beginning of the year. Parents and guardians are required to keep the school informed of any updates to their contact information (including individuals authorized for pick up) throughout the school year. Friends and neighbors may sign a child or children out with written permission from a parent or parents.

What about my child’s medication?
If your child takes medication regularly, you, the parent, should make sure that the school has an appropriate amount of additional medication on hand in the case of an emergency, as well as written permission to dispense medication in this situation in accordance with the school's policies and procedures for the administration of medication. Talk with the administration for more information.

Can I contact my child?
Parents are asked not to call the school in emergency situations so phone lines can remain accessible. Parents will be kept informed via the school’s notification system (phone, website, local police department) and local media, as we are able.

How will my children know what to do in the event of a terrorist attack?
Inform your children that, if a crisis occurs while they are in school, their teacher will provide them with appropriate instructions. Parents are also encouraged to prepare a family disaster plan and practice it so that everyone will remember what to do if a disaster does occur. Everyone in the
household, including children, should play a part in the family's response and recovery efforts. Teach your children how to recognize danger signals. Make sure your children know what smoke detectors, fire alarms, and local community warning systems (horns, sirens) sound like, as well as what actions are required when they are sounded.

Where can I get more information about creating a home safety plan?
You can go to either one of the sites listed below for tips and guidelines on creating an effective home plan.

APPENDIX C: Pest Management

Annual Integrated Pest Management Notice
For School Year 2019-2020

Dear Parent, Guardian, or Staff Member:

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. All Saints Episcopal Day School has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy included with this notice.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator for All Saints Episcopal Day School is: Deborah Jacobus

Business Phone number: 201-792-0736

Business Address: 707 Washington St, Hoboken, NJ 07030

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardians, and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management All Saints Episcopal Day School may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

A copy of the school’s IPM policy is available on request.
Glossary of Terms