

The Courtyard School Handbook for Families 2026



Our Mission

The Courtyard School's mission is to provide a high quality, safe, positive and individualized educational experience using a research-based curriculum. Our focus is to ensure that the school experience provided prepares children for Kindergarten and beyond.

The Courtyard also seeks to create a rich and caring community of children, their families and faculty as we enrich the lives of our young learners. We work to strengthen parents and families by sharing the latest information on parenting and early childhood.

The Courtyard School, Inc.
1270 S. East Avenue, Vineland, NJ 08360
(856) 692-0414

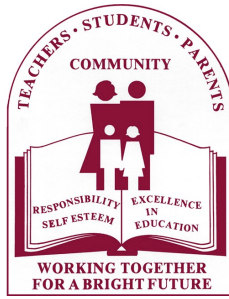


The Courtyard School partners with
Vineland Public School to provide a high quality
and consistent preschool program.

The Courtyard School Handbook for Families

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The mission of the Vineland Public Schools is based upon the conviction that all students can learn. We recognize that a quality educational experience is the result of a strong partnership of parents, teachers and the community. We challenge and encourage students to become active participants in the quest for excellence. Our goal is to ensure a safe, creative, stimulating and caring environment which promotes self-esteem, sound character, responsibility and respect for diversity. This atmosphere will enable students to become knowledgeable, skillful, life-long learners who are contributing citizens in our changing society. We expect the best from our students and will give no less of ourselves as educators.

Melissa Hannagan-Painter, Vineland Preschool Principal
Madeline Galan, Assistant Principal

Location: Casimer M.D Dallago Early Childhood Center
240 South Sixth Street
Vineland, NJ 08360
Phone: 856-647-8502 or 794-6700x6604

2026 Board of Education Members

Cedric Holmes, President
Dennis Rivera, Vice President
Robert Bueno
Nicholas Fiocchi
Shane Harris
Donna Perez
Francisco Santiago
Alix Silva
Luz E. Vasquez

Welcome from the Director of The Courtyard School

As long time educators, we welcome our most recent member of the Vineland school community – your child. Your child is here because you believe that early childhood education is important. All the educational research proves that you are right.

For your child to get the most out of the school year, daily attendance and arriving on time are of course, important. Routine helps your child anticipate and be prepared – ultimately consistency builds trust. So, plan for your child to have early bedtimes, wholesome natural nourishment, and a stress-free and safe home. Little ones have only a few years of experience in their world – they try to make sense of what they see, hear and feel. It's up to the adults in their lives to insure their safety and well-being. No other job is more important.

If you have concerns about your child's well-being or development please contact me at your convenience. Let's all begin this year with a commitment to work together for the best of our children – which also means for our families.

Sincerely,
Lewis M D'Ippolito

About the Courtyard School

Over forty years ago, in 1983, five people began to work on a dream. A place was important, the design should be special, it should feel comfortable, inviting and welcoming. Every room should be filled with windows and a door that opened to the outside. And so, The Courtyard School had its beginning. In 1983 The Children's Courtyard opened with a real courtyard surrounded by fruit trees.

Today The Courtyard School is built on a 5-acre lot, which encompasses an enclosed courtyard designed for gross motor, games, science exploration, music, small group learning and exercise. In addition to the courtyard the school grounds also accommodate a swimming pool, playing fields and sensory and vegetable gardens.

The Courtyard School was founded by Ann G. D'Ippolito and remains a private school under the leadership of Lewis M D'Ippolito, Director; Anita D'Ippolito MacDonald, Vice-President and Family Worker; and Lisa D'Ippolito Sloan, Early Childhood Specialist.

Since 1983, The Courtyard School's most important mission has been to foster in students a lifetime love of learning. As learning grows, a student begins to acquire the confidence and creative skills necessary to form the question, rather than just to look for right answers. In the changing world in which we live, this is vital.

Through family outreach services, we provide resources with individual and group parent education and support tailored to the needs of our families. We seek to strengthen and support the larger community.

As per Grow NJ Kids, "New Jersey's program is to raise the quality of early care and education . . . across the state. New Jersey's Departments of Children and Families, Education, Health and Human Services, have collaborated to create a program with two goals: to help all

types of early care and education to continuously improve and to provide parents with information to help them select a high quality program.” *

**Grow NJ Kids, Early Care and Education Programs Self-Assessment Tool p. 2*

Hours of Operation, School Schedule and Contact Information

Hours of Operation (September to June)

7:00 School Opens for Wraparound Program*

7:30 Breakfast begins for children in Wraparound.

8:10 – 8:30 Breakfast for children in regular day program

- 8:30 Greeting Time (Educational Program begins)
- 11:15 – Lunch and Rest
- 12:30 Centers open for non-resting children
- 1:45 Snack
- 2:00 Educational program ends. Car riders are dismissed.
- 2:10 Children board busses and depart school.

2:10 PM Wraparound Program begins.

5:00 School Closes

Parental Notification

Parents/guardians will be contacted by phone in case of an emergency, or if your child should become ill while at school. If your child suffers a minor scrap or other injury, written notification “Oops” slip will be sent home in lieu of a phone call. **In case of Inclement Weather** – You will be notified by phone by the Vineland Board of Education of any school closings, late openings or early dismissal. We also use Remind texting service, which you will be invited to participate in should you wish – this service will be used for general school reminders.

*Wraparound Care

We offer before school care from 7:00-8:10 am and after school care from 2:10-5:00 PM. You may choose to use wraparound for just mornings, afternoons or both, or per day as needed.

You may qualify for tuition assistance through: Rutgers Southern Regional Child care Resource & Referral Agency at 415 W. Landis Avenue, Suite 202, Vineland (856) 462-6800. Contact the school’s main office and we can explain how to apply and give you the necessary paperwork.

Contact – Main Office (856) 692-0414

- General Information & Billing questions, change in your child’s dismissal arrangements, to call in your child’s absence, contact the main office.
- Classroom or curriculum information, contact your child’s teacher.
- Behavioral, parenting issues, contact a family worker, Anita MacDonald or Berenice Candelaria at the main number.

Communication: Every child will be given a folder to carry papers and notices back and forth from home to school. It is important that you check your child’s folder daily and also use the folder to send notes to your child’s teacher.

What Your Child Needs for School

1. One book bag to transport clean and soiled clothes, news from your child's classroom and important flyers from the school. **Never transport medication in your child's book bag; please bring it to the office where we can receive directions from you on how to administer your child's medication. The Medication Consent Form must be completed by both you and your child's doctor.**

2. Two complete sets of clean clothes and an extra pair of shoes. These will be kept at school. When weather changes, we will send home the clothing no longer appropriate for the weather – exchange the clothes for the season. Label everything!

3. Another bag for bedding – crib sheet (to cover the cot) and sheet or blanket to cover your child. Bedding will go home each week on Friday to be washed and returned on Monday. Label everything!

DRESS CODE – Uniforms Required

- Black or Khaki pants, skirts, jumpers or shorts
- Black, white, grey or red colored shirts in a single solid color, long or short sleeve (no print or logo larger than 1 ½ inch)
- Black, white or red cardigans, sweaters, or sweatshirts (no hoods) in a single solid color (no print or logo larger than 1 ½ inch)
- Leggings are allowed if worn under a jumper or skirt.
- Sneakers and shoes must have closed toes (no flip flops or open sandals) and worn with socks. Large body movements are critical to your child's physical and mental development. The way you dress your child can either hinder or help that developmental process. Improper clothes can cause playground accidents. Necklaces, earring and bracelets can get caught and injure your child. So, high top boots and jewelry cannot be worn to school due to safety concerns. In cold weather, be sure to include hat, gloves and scarf (that is not too long and can be tucked in).

What needs to stay home

- **Jewelry and toys** (other than a plush toy for naptime)
- Gum & candy
- Special or sentimental items
- Pacifiers and Sippy cups
- Food - We are a peanut free school and often we have a child who also has an egg allergy. Therefore no food from home, unless prior permission from administration.



Transporting Your Child to and from School

- Park your car in a designated spot, turn off your engine and bring any children inside with you. Cars cannot be left running.
- Our school is a **no cell phone zone. Turn off your cell phone upon entering the school grounds. You need to connect with your child and school personnel.** Private conversations are just that and are not to take place in the building or where others can hear you.
- Staff will take your child to the classroom.

Picking Your Child Up from School

No one can pick up your child unless we have your authorization on file and the person you have designated is at least 18 years of age. **Carefully read Division of Human Services Policy on the Release of Children**, which can be found in the appendix.

Bus Transportation

Busing is provided by the **Vineland Board of Education** (856-794-6700 ext. 2222).

- Wait at the pick-up spot and not inside your home.
- If the driver can't see you, he will not stop.
- Buses can run late the first weeks of school. IF THE BUS IS RUNNING LATE YOU WILL RECEIVE A MESSAGE DIRECTLY FROM TRANSPORTATION
- The bus will leave school at 2:00 PM. If you are not at your stop when the bus comes, your child will be taken back to COURTYARD SCHOOL.
- On inclement weather days, fewer children ride the bus; therefore expect that the bus will arrive sooner to your stop.
- If you know you cannot meet the bus, call the school **before 1:45 PM** and we will put your child in the wraparound program (fee required).
- **Bus drivers will not leave your child with unfamiliar people, unless you provide that in writing and speak to the driver in the morning.**

Safe, Healthy Learning Environment

"A high quality learning experience can only be facilitated in a safe and healthy environment. An enriching environment must use appropriate classroom furnishings, maintain sanitary conditions, promote a healthy lifestyle, and have a teaching/caregiving team that works from a meaningful plan based on the developmental abilities and capacities of the children."

**Grow NJ Kids, Early Care and Education Programs Self-Assessment Tool p. 3*

Your child's health and safety is our primary concern. If your child is injured first aid will be administered and you will be notified with an OOPS slip. However, if a more serious injury occurs we will call you. Therefore we must have your current phone numbers, address, and place of employment in the office file. Every day a parent or someone you list as authorized, must be available by phone in case of emergency.

The Courtyard cooperates with all Department of Human Services (DHS) inspections and Division of Child Protection and Permanency (DCPP) investigations. DCPP personnel may interview both staff members and children, as they deem necessary.

- Each classroom is equipped with a First Aid Kit, and staff is trained in Pediatric First Aid and CPR.
- Food & Nutrition No outside food is allowed without permission from administration. We provide all nutritious meals for your child, which include fresh fruit, vegetables, milk and juice. We will post the menu on our website or send it home to you. An outside vendor provides lunch. The vendor's and our kitchen are both inspected by the Vineland Health Department. We will also ask you about any dietary restrictions and needs for your child and provide any supplemental food necessary. If your child does not like the entrée offered, we will provide a healthy alternative.

Our school participates in the Federal Food Program and therefore all meals are free for your child. Each family must complete a Child and Adult Care Food Program Eligibility Application. (See the CACFP Nondiscrimination statement in the Appendix.)

We are a peanut and nut free school. Absolutely no peanuts, peanut butter or items made with nuts are allowed into school. Each year we have children with peanut or other food allergies. Therefore no food is allowed into school without prior permission from the administration. Cupcakes only (and with prior notification, with printed label of ingredients) may be brought to school for your child's birthday.

If your child has eaten peanut butter or nuts prior to coming into school, make sure that his/her hands and face are washed thoroughly to remove any traces of peanuts, which could be transmitted to another child.

We offer breakfast to students each morning until 8:30 am. If you cannot arrive by then, plan to feed your child at home. Also, remember to use **best parenting practices** when feeding your child a **nutritious breakfast** in the morning – low sugar, complex carbohydrates, unsweetened milk, whole fruit, eggs - these are all choices that will help your child do his/her best. Cookies, donuts, Pop-Tarts, high sugar cereals all lead to sugar crash, which leads to difficulty concentrating, lethargy, moodiness, allergy symptoms and acid reflux (all documented) in children.

➤ Rest

We provide a cot for napping and resting at school. You must provide the bedding.

Naptime is usually about an hour, however, some children sleep a little longer. Please make sure you have a set bedtime and routine for your child. So have your child in bed by 8:00 pm, with story and special time with you. Turn off the TV – it stimulates the active brain wave patterns and will cause sleep disturbances in the young child.

A sleep-deprived child cannot function well, becomes more easily frustrated, will have difficulty focusing and will be more susceptible to illness.

➤ Illness and When to Keep Your Child Home

Young children do get sick often, especially when it's their first year of preschool and because they easily transmit illnesses to each other. For the care and comfort of your child, and to reduce the risk of spreading viruses, do not send your child to school with these symptoms:

- ✓ A fever of 100.º or more in the past 24 hours, without fever reducing medications
- ✓ Nausea or vomiting
- ✓ Stomachache or diarrhea
- ✓ Heavy nasal discharge
- ✓ Pale or flushed face
- ✓ Persistent cough or sore throat
- ✓ Skin rashes in conjunction with fever or behavior changes
- ✓ Severe pain or discomfort
- ✓ Red and discharging eyes
- ✓ Yellow eyes or jaundiced skin
- ✓ Stiff Neck
- ✓ Mouth sores with drooling
- ✓ Skin lesions that are weeping or bleeding
- ✓ Difficult or rapid breathing
- ✓ Head lice (must first be treated at home)

*****Do not administer a fever reducing medication (Children's Tylenol or Advil/Motrin) and send your child to school. Your child must be fever free for 24 hours without receiving fever reducing medication before your child can return to school.**

The Importance of a Medical Home It's important that you keep records on your child's health care and treatments, immunizations, medications and illnesses, so that you have a complete record of your child's health. Make sure that your child's pediatrician is consistent, and if you used either urgent care or emergency facilities, that you inform your child's pediatrician and bring any documentation of medical care your child received on the next business day. Follow-up with your child's pediatrician after an emergency visit is necessary so that you obtain instructions on how to best care for your child, so that he completely recovers. We will make sure at your first visit to the school that if you do not have a copy of your child's Universal Health Record, we will give you a copy.

- If Your Child becomes Sick at School. If your child should get sick at school, we will keep him comfortable and call you. Therefore be prepared to pick up your child if any of the

above symptoms are present. If you are not available, you must provide for another family member or designee to pick up your child.

➤ All Medications

- Only doctor prescribed medication may be administered for both prescription and over-the-counter medications.
- **Medications must be hand delivered by you to the front office and you must give office personnel training on how to administer the medication.** Never bring medication to the classroom or put it your child's book bag. It is very dangerous for anyone other than your child to use the medication.
- All medications must be in their original container with your child's name.
- We must have a signed **Medical Consent Form** (see form in Appendix)
- Asthma Action Plan & Breathing Treatments – Children with asthma must have an Asthma Action Plan provided by the doctor with the Medical Consent form. We have a nebulizer for your convenience, but you must provide the tubing, cup and mouthpiece.

Finally, family workers will provide resources to you on such topics as: preventive health care, mental or behavioral health issue, nutrition and obesity, the dangers of second hand smoke, bicycle safety, healthy meals and sleep habits, preventive dental care, communicable disease prevention and information of when flu shots will be available at our school.

Curriculum and Learning

The Courtyard School's program brings the best resources and faculty together to provide children with the necessary skills and experiences to be prepared for success in kindergarten. The integrated curriculum is filled with math, language, and literacy, writing and reading experiences as well as science exploration, and music and body movement, while providing positive social experiences throughout the day. In cooperation with the Vineland Board of Education, our school implements High Scope Curriculum.

Teachers also use their skills to customize the learning experience for children with a range of individual differences which include children with disabilities, cultural and linguistic diversity and the needs of students for whom English is a new language. To help accomplish this, district Master Teachers and Preschool Intervention Team (PIRT) are available to coach and provide support to classroom teachers and assistants.

Google Classroom

Your child's teacher has set up a Google Classroom for your child's class.

At the beginning of the school year, you and your child must log into and 'join' this Google Classroom using your child's Vineland School email address.

In this Google Classroom, you and your child will find:

- Ongoing classroom announcements and information. Please make sure you regularly check this section of the Google Classroom.

To utilize Google Classroom via the internet please follow these steps:

1. In your search engine, type in “*Google Classroom*”
2. Select the “*Google Classroom*” link in the results
3. Select “*go to classroom*”
4. Sign in using your child’s Vineland School email address.
5. Click on “+” button in the top corner of the page and then click “join class”
6. Enter class code given by your child’s teacher and then click “join”
7. Your child’s Google Classroom main page will be displayed on your screen for you to open.

Absences and Tardiness Regular attendance and being on time for school are both essential in order to allow your child to develop social skills with peers, learn the school routine, feel part of the group and maximize the learning opportunities. Habitual tardiness interrupts the classroom flow and leaves your child feeling out of sync for the day. If your child is absent, please call the front office. We track and monitor attendance and submit it to the Vineland Board of Education. If your child is absent more than three consecutive days and we have not heard from you, you will be contacted. **If your child is out for more than 3 consecutive days due to illness, we must have a note from the doctor stating the child may return to school, listing any restrictions if needed. Doctor’s notes must be received on the day your child returns from absence.**

Vineland District Policy: *Guardians need to call the school and give reason for the absence.

Absences – and school not notified

- Child Absent 3 days – Teacher calls home
- Child absent 5 days – Family Worker calls home.
- Child absent 7 days – Administration calls home and arranges meeting with parents/guardians.
- Child absent 10 consecutive days – student may be dropped from the preschool program.

Tardiness (Arriving after 8:30 a.m.)

- If child chronically tardy (late or absent at least 2 times within one week), teacher will contact home.
- If child continues to be late, Family Worker contact the home.
- If child continues to be late/absent at least 4 times within 2 weeks, Principal will send letter home.
- If all these steps do not seem to improve the child’s punctuality or attendance, the Administration will review options.

Your Child’s Day & the High Scope Curriculum

Large Group Time

Large-group time brings children and adults together for action songs, cooperative games and projects, movement activities, group storytelling, and other planned learning experiences.

Small Group Time

Children explore, discover and experiment with familiar and new objects. As children describe and respond to their experience, language can develop.

Worktime (Plan, Do, Review)

Children put their activity plan into words. Then they carry out their plan, and afterwards share their experiences with the group. Children may share their plan verbally or by writing and/or drawing their experiences. An adult may begin plan time by asking, “What would you like to do today?” As children carry out their plans, adults observe and facilitate the play experiences and extend language.

Playground

Playground time gives children an opportunity to practice cooperative and independent play and exercise large muscles. Large muscle development is essential to a child’s ability to read and write.

Our Teaching Staff– Teachers, assistants and the director all participate in ongoing professional development in Early Childhood, and family workers in parent education and social services.

Policy on the Use of Technology and Social Media

Our school follows the Vineland Board of Education Technology and Social Media Policies 2360 and 3282. Please see the complete policies in the appendix.

Positive Guidance and Discipline Policy

Our school uses the most current researched based information to insure your child’s day is monitored in a manner that is active, safe and positive. Whether child-to-child or adult-to-child interactions, the emphasis is on the desired behavior rather than stating what is not desired. However, clear expectations, consistency, and following through are key components to your child’s socio-emotional success as well. Continuous reinforcement of expectations and problem solving strategies are taught to help facilitate this learning goal. In circumstances when safety is an issue more direct language is used in order to return to a safe learning environment.

The two educational models used are the High Scope Curriculum and the Pyramid Model, both published and supported by ongoing research and training by professionals in educational and behavioral fields. Active learning depends on positive adult/child interactions guided by understanding of how children think and reason. Adults use positive interaction strategies, share control with control in appropriate ways, focus on children’s strengths, form authentic relationships, support play, and teach problem solving techniques for use in social conflict. Adults offer encouragement rather than a child management system based on praise, punishment and reward. This relationship with children has long term as well as immediate benefits as it teaches children how to form positive relationships for themselves. See also Guidelines for Positive Discipline in the Appendix, page 23.

The Courtyard School Family Development Program

Family & Community

"Children learn in the context of their families. For some children, the term "family" includes a large number of people, and for other children, family consists of just a parent or grandparent. In either scenario, family and community have significant influences of young children through cultural background and local values." *Grow NJ Kids, Early Care and Education Programs Self-Assessment Tool p. 13

Family Visits & Parent Nights

Our family workers are trained in the Comprehensive Curriculum of the Cornell Family Development and credentialed through the Rutgers School of Social Work.

Family Visits The heart of the family development program is the family visit. As credentialed parent educators, we share information on child development, offer age-appropriate activities in various areas of development for you and your child to do together, tackle daily parenting issues, and help families set and reach goals. We also help families access specialized services. *Family visits need not be more than 15 minutes;* we maintain confidentiality.

Our Family Workers & the Family Development Program help families foster these strengthening factors:

- ✓ Parental resilience
- ✓ Social connections
- ✓ Knowledge of parent and child development
- ✓ Social and emotional competence of children
- ✓ Concrete support in times of need



As family workers we provide resources to our school community and your family. In addition to the visits, we offer monthly parent events. All newly enrolled families will be given a Strengthening Factors Survey, adapted by our family workers to specifically address the needs of our school community's parents.

Family Workshops & Programs

Throughout the year we offer parent and family events on such topics as literacy, positive parenting, multicultural events, parent- child activities (like Dancing' with Dads) and others, which are tailored to your family's needs and interests of our parents. We always provide Spanish translation and childcare by our own staff. Look for flyers in your child's book bag and check out the Courtyard School website.

Visiting the School

Parents or legal guardians are strongly encouraged to visit the school with your child before beginning school. Family workers will explain the program, and ask you questions to better prepare for your child. Both parent and child get a true sense of the environment and the welcoming feel of the school and the classroom. This mental image will help prepare your child before the first day.

School Calendar

The school will provide a calendar of Conference Dates, Special Events, Holidays, School Closings and Legal Attendance Days. However see revised handouts and classroom newsletters for changes to the calendar. We will also text reminders and announcements to your cell phone via the district all call.

Parent Involvement

- **Volunteering at School** We invite you to share a story, talent, interest and your assistance in the classroom and for special events.
- **Courtyard Parent Support Association** CPSA meets quarterly to address the needs and concerns of the parents and to support the community of our school, including activities to promote multicultural learning.

Vineland Early Childhood Advisory Council

VECAC meets quarterly to address the needs of our youngest learners in Vineland. VECAC also coordinates and plans the annual Little Folks Festival. For more information, contact your family worker, or Heather Johnson, Community Parent Involvement Specialist at Dallago Preschool.

Community Resources

We have a quick guide to frequently used resources, which is located in the Appendix. If you have a need, you can contact these agencies directly or with the assistance of your family worker. If you have a need or interest that is not listed, please see the comprehensive book of community resources located in our office and contact your family worker. We are here to support our families!

Our Staff

Administration

Director: Lewis M D'Ippolito B.S. Business Administration/Treasurer

Early Education Specialist: Lisa D'Ippolito Sloan B.S. Early Childhood Education

Vice President: Anita D'Ippolito MacDonald B.A. Sociology/Family Services

Teachers *Teachers Early Childhood Certified (P-3)

*Erin Erlanson, M.A.

*Rachael Brattlie, B.A.

*Danielle MacDonald-Wood, B.A.

*Shannon McNiss B.A. ECE, candidate for teaching degree

Veronika Nazarenko B.S., ECE, candidate for teaching degree

*DeAnna Penn, B.A

Assistants

Michelle Amarando

Natalia Kobys

Christine McDowell, CDA

Analiz Maldonado, B.A., Substitute Teacher Credential

Lari Schwegel, A.A.

Stephney Solar

Additional Wraparound Staff and sub assistants:

Jackie Doss

Angelina Alicea

Aurea Torres

Family Development and Education

Anita D. MacDonald, B.A. Sociology, Family Development Credential

Berenice Candelaria – Bi-lingual Family Worker

Nina Allen, CDA

Courtyard School Support Personnel

Berenice Candelaria – Administrative Assistant, Accounts Receivable

Julia D'Ippolito – B.S. – Business Administrator

Hilda Rivera – Cook - Food Safety Certified

Scott MacDonald, B.S. – Construction, Maintenance, Security, Certified Pool Operator

Vineland District Support and Health Services

The Vineland Board of Education provides the community with a complete **Child Study Team** for children with Special Needs and their families. Services include:

- Speech and Language Therapy
- Occupational and Physical Therapy
- Inclusion and In Class Support

To reach the Preschool Child Study Team, call (856-794-6700 ext. 6641)

Screenings – All children will be screened to help identify potential services (as above) they may benefit from. Their classroom teacher will screen children during the school year use the Early Screening Inventory. Families are then notified through the mail the results of their child's ESI screen. The Vineland District also provides a **School Nurse** who provides the following services: vision & hearing tests, weight, on call additional assistance to the school as needed.

To reach the District Health Center, call 794-6700 ext. 6653



Summer Camp at The Courtyard

Our summer program welcomes preschool children (those who will turn 3 years by October 1 for the fall school year) and elementary children up through 13 years of age. We offer summer enrichment, flexible scheduling, free daily swim and lessons by an experienced certified lifeguard and swim instructor, and all meals. We have teachers and assistants who offer engaging and enjoyable activities for your child – they love it and we have many returning families year after year! The program is offered in July and August, for eight weeks. Please ask at the office for registration and tuition agreement forms. Remember, your family may qualify for tuition assistance through Rutgers CCR&R.

Things to know: (a separate registration is required)

- Camp hours are 7:30 AM to 4:30 PM daily.
- Hair must be pulled back into a ponytail.
- Sunscreen must be applied before camp. You may send in extra with your child's name on the container, so that we can reapply as needed.
- Children should arrive dressed with swimsuit on, cover-up, and in sneakers with socks.
- Provide flip-flops for walking to and from the pool area only.
- Breakfast will be served at 9:00 am.
- All children must have a complete set of clothes.
- Immunization records is required for all campers.

Family Resources - Quick Guide

See also <https://docs.google.com/document/d/1D77MhnX96mpP8dmLM7-gHe7gQMwvBfAvYkZuRAJUJlw/edit>

*** Recall Website: Consumer Protection Agency** www.cpsc.gov/en/recalls/

Complete Care Health Network 319 Landis Ave. Vld NJ (856) 451-4700
New Jersey Child Support Program 1-877-NJKIDS1 or www.njchildsupport.org
Board of Social Services 275 North Delsea Dr. Vld. NJ (856) 691-4600
Kinship Navigator Program (Serving Cumberland County) (609) 888-7400
Vineland Public Library 1058 E. Landis Ave. Vld NJ (856) 794-4244
The Salvation Army 733 Chestnut Ave. Vld NJ (856) 696-5050
Vineland Housing Authority 191 W. Chestnut Ave. Vld NJ (856) 691-4099
Cumberland County Guidance Center Millville NJ (856) 455-5555
One Stop Career Center 275 N. Delsea DR. Vld NJ (856) 691-4995
Robin's Nest (serving all counties) (856) 690-0565
Cumberland County Family Support (FSO) (856) 507-9400
It Takes A Family 17 E. Commerce St. Bridgeton NJ (856) 378-7044
A Step Ahead Program 333 Irving Ave. Bridgeton NJ (856) 574-4196
TD Bank 1167 Chestnut Ave. Vld NJ (856) 205-0462
Perform Care (serving all counties) (877) 652-7624
NJ Family Care (serving all Counties) (800) 356-1561
Gateway WIC services (serving all Counties) (856) 451-5600
Habitat For Humanity (serving Cumberland County)(856) 563-0292
Cumberland County Family Shelter (856) 825-3144
Shots for Tots Vineland: 610 Montrose Street, Suite 1 (856) 794-4000 ext. 4806
3rd Wednesday each month - Time: 9AM -12 PM

Rutgers Southern Regional Child Care Resource & Referral Agency

Formerly known as Quality Care, Rutgers CCR&R provides funding for wraparound and summer programs for families who qualify. Inquire at the office for an application for your preschool child. Contact CCR&R for application for your elementary aged child or for further information at: 228 W. Landis Avenue, Suite 201, Vineland, or 856-462-6800.

HOTLINES:

- ❖ **Child Abuse Hotline** – 1-877-NJ ABUSE (1-877-652-2873)
- ❖ **Mobile Response & Stabilization Services** – 1-800-652-7624
- ❖ **Poison Control** – 1-800-222-1222
- ❖ **Parents Anonymous** – 1-800-843-5437
- ❖ **Addictions Hotline** – 1-800-238-2333
- ❖ **Autism NJ** – 1-877-914-6662
- ❖ **Domestic Violence** – 1-800-225-0196

Federal Non-Discrimination Statements

“This is an Equal Opportunity Program”

The Courtyard School is an equal opportunity program. No participant, employee or student, will be discriminated against because of race, color, religion, national origin, disability, genetics, retaliation, veterans, age or gender.

The U. S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

To file a complaint alleging discrimination, complete the USDA Program Discrimination Complaint Form, found online at <http://www.ascr.usdagov/complaintfilingcust.html>, or any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your *completed* complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339, or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

The Courtyard School Expulsion Policy

DEPARTMENT OF HUMAN SERVICES PROGRAMS ONLY

Rarely do we find it necessary to suspend a child from attendance for a short term, or permanently expel a child from our school. We will do everything possible to work with your family in order to prevent the need to enforce this policy. The following are behaviors and reasons that would result in expulsion or suspension of your child from The Courtyard School:

CAUSES FOR IMMEDIATE EXPULSION

Your child is at risk of causing serious injury to other children or to himself.
Parent threatens physical harm or acts to intimidate staff members.
Parent is verbally abusive to staff in front of enrolled children.
Other reasons determined by the Director.

PARENTAL ACTIONS FOR CHILD'S SUSPENSION OR EXPULSION

Parent/guardian fails to pay or habitual lateness in making payments.
Parents/guardian fails to complete required forms including the child's health and shot records.
Frequent lateness picking up your child from school.
Other reasons determined by the Director.

CHILD'S ACTIONS FOR SUSPENSION OR EXPULSION

Child fails to adjust to school after a reasonable amount of time.
Child behaves with frequent uncontrollable tantrums or angry outbursts.
Child displays frequent physical or verbal abuse to staff or children.
Other reasons determined by the Director.

SCHEDULE OF SUSPENSION AND EXPULSION

If remedial actions have not worked, the parent/guardian will be notified verbally and in writing about the child's or parent's behavior that warrants suspension and the duration of the suspension. You will also be informed about the expected behavioral changes required in order for the child or adult to return to the school. A suspension period allows time for the parent/guardian to work on the behavior outside of the school setting or come to an agreement with the school. Failure of the child or parent to comply with the behavioral changes may result in permanent expulsion from the school.

The Courtyard School Medication Administration Policy

Our school must tell parents about our policy on administering medication and health care procedures to children. When we administer any medication or health care procedure to a child, we will follow these procedures.

Whenever possible, it is best that medication be given at home. Dosing of medication can frequently be done so that the child receives medication prior to going to school, and again when returning home and/or at bedtime. The parent/guardian is encouraged to discuss this possibility with the child's health care provider.

The first dose of any medication should always be given at home and with sufficient time before the child returns to school to observe the child's response to the medication given. When a child is ill due to a communicable disease that requires medication as treatment, the health care provider may require that the child be on a particular medication for 24 hours before returning to school. This is for the protection of the child who is ill as well as the other children in school.

Our school **will** give prescription and over-the-counter (non-prescription) medication or health care procedures to a child with a short-term illness.

Our school will provide reasonable accommodations for the administration of medication or health procedures to a child with special needs, if failure to administer the medication or health care procedure would jeopardize the health of the child or prevent the child from attending the school.

Parents must provide written permission before any medication or health care procedure is administered to a child. Written permission is also needed if a school-age child is permitted to self-administer medication or a health care procedure. The Medication Consent Form provided by The Courtyard must be used and signed by both the child's health care provider and a parent/guardian.

Medication must be in its original container and labeled with the child's name, the name of the medication, the date it was prescribed or updated, the expiration date and directions for its administration. If a child may need a health care procedure while at the center (such as use of a nebulizer, glucometer, or Epi-pen), parents must let us know who can provide appropriate training for our staff, and how we can contact the health care provider.

Medication will only be given according to the directions on the label, unless we have other written instructions from a health care provider. A health care provider's note is also needed for any type of non-prescription medication other than topical (skin) preparations such as sunscreen and diaper rash preparations.

Medication or health care procedures will only be given by authorized staff who are informed of the child's medication and health care needs. If a child shows any adverse effects of the medication or health care procedures, parents/guardians will be notified immediately. Unused medication and health care equipment will be returned to parents when no longer being administered.

We will maintain on file a record of:

1. The child's name and parental authorization;
2. The name of the medication;
3. The condition for which the medication or health care procedure is being used;
4. The instructions for administering the medication were administered to the child;
5. The time and by whom the medication was administered to the child; and
6. Any adverse effect the medication may have had on the child.

Department of Children and Families - Office of Licensing INFORMATION TO PARENTS

Under provisions of the *Manual of Requirements for Child Care Centers (N.J.A.C. 3A:52)*, every licensed child care center in New Jersey must provide to parents of enrolled children written information on parent visitation rights, State licensing requirements, child abuse/neglect reporting requirements and other child care matters. The center must comply with this requirement by reproducing and distributing to parents and staff this written statement, prepared by the Office of Licensing, Child Care & Youth Residential Licensing, in the Department of Children and Families. In keeping with this requirement, the center must secure every parent and staff member's signature attesting to his/her receipt of the information.

Our center is required by the State Child Care Center Licensing law to be licensed by the Office of Licensing (OOL), Child Care & Youth Residential Licensing, in the Department of Children and Families (DCF). A copy of our current license must be posted in a prominent location at our center. Look for it when you're in the center.

To be licensed, our center must comply with the Manual of Requirements for Child Care Centers (the official licensing regulations). The regulations cover such areas as: physical environment/life-safety; staff qualifications, supervision, and staff/child ratios; program activities and equipment; health, food and nutrition; rest and sleep requirements; parent/community participation; administrative and record keeping requirements; and others.

Our center must have on the premises a copy of the Manual of Requirements for Child Care Centers and make it available to interested parents for review. If you would like to review our copy, just ask any staff member. Parents may view a copy of the Manual of Requirements on the DCF website at <http://www.nj.gov/dcf/providers/licensing/laws/CCCmanual.pdf> or obtain a copy by sending a check or money order for \$5 made payable to the "Treasurer, State of New Jersey", and mailing it to: NJDCF, Office of Licensing, Publication Fees, PO Box 657, Trenton, NJ 08646-0657.

We encourage parents to discuss with us any questions or concerns about the policies and program of the center or the meaning, application or alleged violations of the Manual of Requirements for Child Care Centers. We will be happy to arrange a convenient opportunity for you to review and discuss these matters with us. If you suspect our center may be in violation of licensing requirements, you are entitled to report them to the Office of Licensing toll free at 1 (877) 667-9845. Of course, we would appreciate your bringing these concerns to our attention, too.

Our center must have a policy concerning the release of children to parents or people authorized by parents to be responsible for the child. Please discuss with us your plans for your child's departure from the center.

Our center must have a policy about administering medicine and health care procedures and the management of communicable diseases. Please talk to us about these policies so we can work together to keep our children healthy.

Our center must have a policy concerning the expulsion of children from enrollment at the center. Please review this policy so we can work together to keep your child in our center.

Parents are entitled to review the center's copy of the OOL's Inspection/Violation Reports on the center, which are available soon after every State licensing inspection of our center. If there is a licensing complaint investigation, you are also entitled to review the OOL's Complaint Investigation Summary Report, as well as any letters of enforcement or other actions taken against the center during the current licensing period. Let us know if you wish to review them and we will make them available for your review or you can view them online at https://data.nj.gov/childcare_explorer.

Our center must cooperate with all DCF inspections/investigations. DCF staff may interview both staff members and children.

Our center must post its written statement of philosophy on child discipline in a prominent location and make a copy of it available to parents upon request. We encourage you to review it and to discuss with us any questions you may have about it.

Our center must post a listing or diagram of those rooms and areas approved by the OOL for the children's use. Please talk to us if you have any questions about the center's space.

Our center must offer parents of enrolled children ample opportunity to assist the center in complying with licensing requirements; and to participate in and observe the activities of the center. Parents wishing to participate in the activities or operations of the center should discuss their interest with the center director, who can advise them of what opportunities are available.

Parents of enrolled children may visit our center at any time without having to secure prior approval from the director or any staff member. Please feel free to do so when you can. We welcome visits from our parents.

Our center must inform parents in advance of every field trip, outing, or special event away from the center, and must obtain prior written consent from parents before taking a child on each such trip.

Our center is required to provide reasonable accommodations for children and/or parents with disabilities and to comply with the New Jersey Law Against Discrimination (LAD), P.L. 1945, c. 169 (N.J.S.A. 10:5-1 et seq.), and the Americans with Disabilities Act (ADA), P.L. 101-336 (42 U.S.C. 12101 et seq.). Anyone who believes the center is not in compliance with these laws may contact the Division on Civil Rights in the New Jersey Department of Law and Public Safety for information about filing an LAD claim at (609) 292-4605 (TTY users may dial 711 to reach the New Jersey Relay Operator and ask for (609) 292-7701), or may contact the United States Department of Justice for information about filing an ADA claim at (800) 514-0301 (voice) or (800) 514-0383 (TTY).

Our center is required, at least annually, to review the Consumer Product Safety Commission (CPSC), unsafe children's products list, ensure that items on the list are not at the center, and make the list accessible to staff and parents and/or provide parents with the CPSC website at <https://www.cpsc.gov/Recalls>. Internet access may be available at your local library. For more information call the CPSC at (800) 638-2772.

Anyone who has reasonable cause to believe that an enrolled child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, or any other kind of child abuse, neglect, or exploitation by any adult, whether working at the center or not, is required by State law to report the concern immediately to the *State Central Registry Hotline, toll free at (877) NJ ABUSE/(877) 652-2873*. Such reports may be made anonymously. Parents may secure information about child abuse and neglect by contacting: DCF, Office of Communications and

Legislation at (609) 292-0422 or go to www.state.nj.us/dcf/.

Department of Children and Families - Office of Licensing

POLICY ON THE RELEASE OF CHILDREN

Each child may be released only to the child's parent(s) or person(s) authorized by the parent(s) to take the child from the center and to assume responsibility for the child in an emergency if the parent(s) cannot be reached.

If a non-custodial parent has been denied access, or granted limited access, to a child by a court order, the center shall secure documentation to that effect, maintain a copy on file, and comply with the terms of the court order.

If the parent(s) or person(s) authorized by the parent(s) fails to pick up a child at the time of the center's daily closing, the center shall ensure that:

1. The child is supervised at all times;
2. Staff members attempt to contact the parent(s) or person(s) authorized by the parent(s); and
3. An hour or more after closing time, and provided that other arrangements for releasing the child to his/her parent(s) or person(s) authorized by the parent(s), have failed and the staff member(s) cannot continue to supervise the child at the center, the staff member shall call the *24-hour State Central Registry Hotline 1-877-NJ-ABUSE (1-877-652-2873)* to seek assistance in caring for the child until the parent(s) or person(s) authorized by the child's parent(s) is able to pick-up the child.

If the parent(s) or person(s) authorized by the parent(s) appears to be physically and/or emotionally impaired to the extent that, in the judgment of the director and/or staff member, the child would be placed at risk of harm if released to such an individual, the center shall ensure that:

1. The child may not be released to such an impaired individual;
2. Staff members attempt to contact the child's other parent or an alternative person(s) authorized by the parent(s); and
3. If the center is unable to make alternative arrangements, a staff member shall call the *24-hour State Central Registry Hotline 1-877-NJ-ABUSE (1-877-652-2873)* to seek assistance in caring for the child.

For school-age childcare programs, no child shall be released from the program unsupervised except upon written instruction from the child's parent(s).

GUIDELINES FOR POSITIVE DISCIPLINE

Positive discipline is a process of teaching children how to behave appropriately. Positive discipline respects the rights of the individual child, the group, and the adult. Methods of positive discipline shall be consistent with the age and developmental needs of the children, and lead to the ability to develop and maintain self-control.

Positive discipline is different from punishment. Punishment tells children what they should not do; positive discipline tells children what they should do. Punishment teaches fear; positive discipline teaches self-esteem.

You can use positive discipline by planning ahead:

- Anticipate and eliminate potential problems.
- Have a few consistent, clear rules that are explained to children and understood by adults.
- Have a well-planned daily schedule.
- Plan for ample elements of fun and humor.
- Include some group decision-making.
- Provide time and space for each child to be alone.
- Make it possible for each child to feel he/she has had some positive impact on the group.
- Provide the structure and support children need to resolve their differences.
- Share ownership and responsibility with the children. Talk about our room, our toys.

You can use positive discipline by intervening when necessary:

- Re-direct to a new activity to change the focus of a child's behavior.
- Provide individualized attention to help the child deal with a particular situation.
- Use time-out -- by removing a child for a few minutes from the area or activity so that he/she may gain self-control. (One minute for each year of the child's age is a good rule of thumb).
- Divert the child and remove from the area of conflict.
- Provide alternative activities and acceptable ways to release feelings.
- Point out natural or logical consequences of children's behavior.
- Offer a choice only if there are two acceptable options.
- Criticize the behavior, not the child. Don't say "bad boy" or "bad girl." Instead you might say, "That is not allowed here."

You can use positive discipline by showing love and encouragement:

- Catch the child being good. Respond to and reinforce positive behavior; acknowledge or praise to let the child know you approve of what he/she is doing.
- Provide positive reinforcement through rewards for good behavior.
- Use encouragement rather than competition, comparison or criticism.
- Overlook small annoyances, and deliberately ignore provocations.
- Give hugs and caring to every child every day.
- Appreciate the child's point of view.
- Be loving, but don't confuse loving with license.

Positive discipline is NOT:

- Disciplining a child for failing to eat or sleep or for soiling themselves
- Hitting, shaking, or any other form of corporal punishment
- Using abusive language, ridicule, harsh, humiliating or frightening treatment or any other form of emotional punishment of children
- Engaging in or inflicting any form of child abuse and/or neglect
- Withholding food, emotional responses, stimulation, or opportunities for rest or sleep
- Requiring a child to remain silent or inactive for an inappropriately long period of time

Positive discipline takes time, patience, repetition and the willingness to change the way you deal with children. But it's worth it, because positive discipline works.

Vineland Preschool Program Learning Goals for P-3

Language and Reading Readiness

- Identifies at least 6 basic colors.
- Recognizes at least 3 upper case letters.
- Recognizes first name
- Speaks in sentences and is clear enough to be understood and heard.
- Responds verbally to simple statements or questions
- Adds to a conversation by connecting the topic with his or her own experience.
- Repeats or joins in saying parts of simple rhymes
- Reads a picture book by labeling what he or she sees.
- Looks at a book front to back and turns the pages one at a time.

Math and Science

- Counts to 5
- Recognizes numbers 1-5
- Recognizes and can name two-dimensional geometric shapes (circle, square, rectangle, triangle)
- Uses one to one correspondence up to three
- Can stack or nest three objects by size (small, medium, large).
- Can recognize and copy or extend a simple patterns (A,B,A,B)
- Can group things together into two or more collections.
- Can identify and describes a change in an object or situation. (change of colors, weather)
- Can name objects or events in the natural and physical world. (snow, moon, rock, bug)
- Can use tools to support play. (scissors, tape, buttons, computer mouse)

Social Studies

- Can identify members of family.
- Uses symbols to help retrieve or put away materials and to identify location of interest areas. (area signs and labels)
- Can anticipate the next event in a familiar sequence.

Physical Development and Health

- Walks up or down stairs with alternating feet, jumps with both feet off the ground, or gallops.
- Fits materials together or pulls them apart. (stack blocks, Duplos, pegs in pegboard, puzzles)
- Uses small muscles with moderate control. (scissors, pick up buttons off the floor)
- Names basic body parts.
- Performs personal care tasks with minimal assistance. (some help, prompts, reminders)

Social Emotional Development

- Requests adult help in resolving a conflict with another child.
- Transitions between parts of the daily routine.
- Plays and works alongside other children.
- Seeks out a familiar adult to communicate a need or asks an adult to play or share in an activity.
- Uses and names basic emotions to express himself or someone else's emotions.

Learning Approaches

- Can say one thing he or she did soon after the event.
- Identifies a problem with materials.
- Expresses a plan with a simple sentence and then follows through.

English Language Learners

- Child imitates and /or repeats sounds, words, and phrases in English.

Vineland Preschool Program Learning Goals for P-4

Language and Reading Readiness

- Child writes first name and attempts to write last name.
- Child identifies a minimum of 15 upper and lowercase letters.
- Child uses pronouns he, she, him, her, his and hers correctly.
- Child uses a clause that starts with when, if or since in a complex sentence.
- Child retells (remembers) three or more details in a story or book.
- Child predicts what will happen next in an unfamiliar story or book.
- Child points out that two or more words rhyme.
- Child points out that two words (real or made up) start with same sound.
- Child reads three or more words in print.

Math and Science

- Counts to 20 or higher.
- Child counts (with one- to one correspondence) more than 10 objects and says the last number counted.
- Child names a three- dimensional shape (cube, cylinder, pyramid).
- Child directly compares or order things based on measurable attributes using the word same and words with *er* and *est* endings.
- Child uses standard measurement procedures (using the same unit such as cubes, pegs, ruler, etc...)
- Represent addition and subtraction by manipulating up to 5 objects.
- Child creates his or her own (not copied) complex pattern (such as AABAABAAB or ABCABCABCABC) with at least three repeats.
- Child interprets information (data) from a list, chart, or simple graph.

Social Studies

- Child identifies similarities or differences in people's personal characteristics.
- Child notices and comments on characteristics held in common with, or different from, other children and adults.
- Child reads a simple familiar map, such as a map of the classroom.
- Child refers to the location of familiar landmarks.
- Child uses words such as yesterday and tomorrow correctly.

Physical Development and Health

- Child coordinates own movements to strike a stationary (nonmoving) object.
- Child skips for eight or more repetitions (skips in a row).
- Child manipulates small objects with dexterity and precision.
- Child uses a tripod grasp (thumb and two fingers) to write or draw a letter, numeral, or closed figure.
- Child performs personal care tasks independently.
- Child knows how to dial 911 for help.

Social Emotional Development

- The child demonstrates self control by using appropriate words and/or actions, rather than inappropriate verbal or physical behavior.
- Child plays collaboratively with two or more children.
- Child engages in sustained personal and reciprocal conversation with a friend.
- Child acknowledges and corrects his or her behavior after doing something that may upset, hurt or inconvenience another person.
- Child negotiates a solution to a conflict with another child on his or her own (without adult help).

Learning Approaches

- Child recalls, without prompting, the sequence of three or more things he or she did or that happened.
- Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials.
- Child carries out their plan and sustains play for at least 20 minutes of work time.

English Language Learners

- Child uses cues in the environment to follow routines and directions.
- Child names a familiar object or action in English on his or her own and uses a common English phrase.

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District Policy

2360 - USE OF TECHNOLOGY

Section: Program
 Date Created: June 2010
 Date Edited: December 2024

2360 USE OF TECHNOLOGY

The Board of Education recognizes the use of technology in the educational process is an essential part of the schooling experience. Technology is to be viewed as a resource to enhance the learning process among other resources available to teachers and students. In addition, technology can be used to enhance the administration of the schools and the district. In order to provide direction and meaning to the use of technology as an instructional resource, the Board encourages and supports staff use of technology as a component of the learning process.

For purposes of this policy "technology" includes, but is not limited to, the use of computers and computer peripherals, communications networks, access to databases and libraries of information, and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Superintendent, in consultation with teaching and support staff, shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional, and administrative program of the school district. The Superintendent shall prepare a technology plan for the school district to encompass the following:

Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for the district.

In-service Education

The Board shall provide opportunities for school staff to participate in in-service programs on hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided in or out of the district.

Standards, Codes and References

All technology installations shall conform to the industry standards and applicable federal, State and local statutes and codes.

Facilities Planning

In all facilities projects involving new constructions, additions, and renovations the Superintendent or designee shall ensure the plans include provisions for current and future technology needs in terms of the structural, electric/electronic, mechanical, acoustical and visual systems of the building(s). All educational specifications shall include features required for the use of instructional technology.

Computers

The school district will provide support or maintenance agreements for specified brands of computers. All other computers purchased or donated will be subject to repair only when non- allocated funding is available and therefore may remain unrepaired until funding is available.

Computer Software Acquisition and Upgrading

The school district will only support the specified upgrades and training. Staff members shall not purchase software that has not been included on a list of specified software or has been approved by the Superintendent or designee.

The Superintendent will recommend the purchase of upgrades to software as needed. An evaluation of upgrades shall be made by appropriate personnel, and no upgrade shall be purchased without the express approval of the Superintendent or designee .

Site Licenses

In the case where more than one copy of a software program is required, the Supervisor of Technology shall attempt to acquire or negotiate a site license with the software developers. In the event a site license is not possible, vendors shall be sought who will provide multiple copies at a discounted cost.

Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws. All software placed on media workstations or any network with public access shall be copy protected by the Supervisor of Technology, who shall assure that individuals who have access to such programs shall not copy them without authorization.

Internal Communication (District)

The school district shall provide communication between schools by a variety of means.

External Communications

The Board encourages the use of external communications so schools may utilize the vast resources of external databases and communicate with other schools, external agencies, and businesses throughout the world. Gateways to such communications will be supported by the school district. The use of particular gateways shall be approved by the Supervisor of Technology. The Supervisor of Technology shall be responsible for the installation of software in district owned computers and/or computer systems that prevents access to gateways and Internet sites that have material considered by the Supervisor of Technology to be inappropriate for use by students.

Computer Laboratories and Distributed Computing

In order to provide teacher, staff, and student access to computers, the Board directs that provisions be made to provide computer access in computer laboratories, classrooms, and school libraries/media centers.

Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, students, or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parent(s) or legal guardian(s) for instructional use within the school.

Informing Parents, Legal Guardians and Interested Parties

Upon request, the Building Principal shall make available to parent/legal guardians the computer hardware and software used in the district in order that a computer purchased privately for home use may be compatible with the computer and software the student uses in the school setting.

Technology Coordination

The Board shall appoint a Supervisor of Technology to assure the technology needs of the district are met in the most efficient manner possible at the lowest costs available to meet specified needs.

Broadcast Rights and Copyrights

The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board.

Computer Security

The Supervisor of Technology shall develop security procedures to include, but not be limited to, the following areas:

1. Physical Security of Equipment

All computer equipment shall be maintained in a secure manner appropriate to its location.

2. Data Security

- a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.
- b. Disaster recovery plans shall be kept up-to-date at all times.
- c. Password protection shall be in place and updated periodically.
- d. Resource security shall be in place to prevent unauthorized access to system files, libraries, and data.

3. Employee Training

All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.

All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.

4. Transaction Audit Trail

Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.

5. Security Officer

The Superintendent shall designate the Supervisor of Technology as the district's Computer Security Officer to monitor system security procedures.

Use of Facsimile (FAX)

Machines Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6A:26-6.1 et seq.
17 U.S.C. 101 et seq.

Adopted: 09 June 2010



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District Policy

3282 - USE OF SOCIAL MEDIA NETWORKING SITES TEACHING STAFF

Section: Teaching Staff Members
 Date Created: April 2023
 Date Edited: April 2023

3282 USE OF SOCIAL NETWORKING SITES

The Board of Education has a strong commitment to quality education and the well-being of all students, as well as the preservation of the school district's reputation. The Board believes staff members must establish and maintain public trust and confidence and be committed to protecting all students attending the school district. In support of the Board's strong commitment to the public's trust and confidence, the Board holds all staff members to the highest level of professional responsibility.

The Commissioner of Education has determined inappropriate conduct outside a staff member's professional responsibilities may determine them as unfit to discharge the duties and functions of their position. Staff members should be advised communications, publications, photographs, and other information appearing on social networking sites deemed inappropriate by the Board could be cause for dismissal of a non-tenured staff member or to certify tenure charges against a tenured staff member to the Commissioner of Education.

Staff members are advised to be concerned and aware such conduct deemed inappropriate may include, but is not limited to, communications and/or publications using e-mails, text-messaging, social networking sites, or any other form of electronic communication that is directed and/or available to students or for public display or publication.

While the Board respects the right of staff members to use social networking sites, staff members should recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics. It is important that a staff member's use of these sites does not damage the reputation of the school district, employees, students, or their families. Staff members who utilize, post or publish images, photographs, or comments on social networking sites, blogs, or other forms of electronic communication outside their professional responsibilities shall ensure their use, postings, or publications are done with an appropriate level of professionalism and are appropriate conduct for a school staff member. Staff members should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding that what is private in the digital world often has the possibility of becoming public even without their knowledge or consent.

The school district strongly encourages all staff members to carefully review the privacy settings on social networking sites they use and exercise care and good judgment when posting content and information on such sites. Staff members should adhere to the following guidelines, which are consistent with the district's workplace standards on harassment, student relationships, conduct, professional communication, and confidentiality.

When using personal social networking sites, school staff members:

1. Should not make statements that would violate any of the district's policies, including its policies concerning discrimination or harassment;
2. Must uphold the district's value of respect for the individual and avoid making defamatory statements about the school district, employees, students, or their families;
3. May not disclose any confidential information about the school district or confidential information obtained during the course of his/her employment, about any individual(s) or organization, including students and/or their families;
4. Shall not use social networking sites to post any materials of a sexually graphic nature;
5. Shall not use social networking sites to post any materials which promote violence;
6. Shall not use social networking sites which would be detrimental to the mission and function of the district;
7. Are prohibited from using their school district title as well as adding references to the district in any correspondence including, but not limited to, e-mails, postings, blogs, and social networking sites unless the communication is of an official nature and is serving the mission of

	the district. This prohibition also includes signature lines and personal e-mail accounts; 8. Shall not post updates to their status on any social networking sites during normal working hours including posting of statements or comments on the social networking sites of others during school time unless it involves a school project. Employees must seek approval from the Superintendent of Schools for such use; and 9. Shall not post or publish any information the Commissioner of Education would deem to be inappropriate conduct by a school staff member. The Policy of this district is to maintain a level of professionalism both during and after the school day. Any publication through any means of electronic communication which is potentially adverse to the operation, morale, or efficiency of the district, will be deemed a violation of this Policy. If the Board or Superintendent believes that a staff member's activity on any social networking site violates the district's policies, the Board or Superintendent may request that the employee cease such activity. Depending on the severity of the incident, the staff member may be subject to disciplinary action. This Policy has been developed and adopted by this Board to provide guidance and direction to staff members on how to avoid actual and/or the appearance of inappropriate conduct toward students and/or the community while using social networking sites. Adopted: 5 April 2023
	