

**Alpha Public School
2016-2017
Student/Parent Handbook**



**Alpha Public School
817 North Blvd.
Alpha, NJ 08865
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www.apsedu.org**

**ALPHA PUBLIC SCHOOL
2016-2017 STUDENT/PARENT HANDBOOK**

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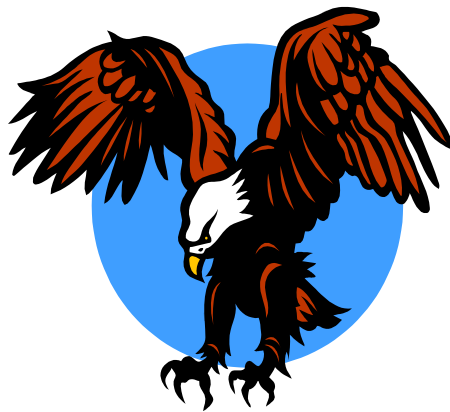
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This is the sixth edition of an expanded Student/Parent Handbook. We have included information that would be helpful to students, parents, and families throughout the year. If you think of something that you would like to see included for next year, please let me know. I hope that you find this information helpful and will refer to it often. We are excited for a tremendous 2016-2017 school year!

Mr. Daniel Cullen
Principal



Alpha Public School Mission Statement

The mission of the Alpha Public School is to provide every student with the opportunity to receive a high quality education, in a small, personal, caring, safe and positive environment in which all students at all grade levels achieve the NJ Core Curriculum Content Standards. In partnership with the parents and the community, a competent and dedicated staff guides students to develop confidence and become productive and contributing members of a constantly changing society.

School Board Philosophy Policy 2110

As members of the Board of Education of the Alpha Public School District, we believe we have an obligation to seek the thinking and wishes of the citizens of the community insofar as it is possible to do.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

In discharging the responsibility for educating our youth, we shall spend the tax moneys appropriated for this purpose to the greatest advantage. It is the intent of this Board to retain local control of the school district so that the educational program will be consistent with the wishes of the community.

We believe that when cooperation and mutual understanding prevail among the Board of Education, the administrator and his/her staff, and the professional personnel, the school district will obtain the benefit of the dedication of many to a common cause, providing the best possible education for the children of the district.

The Chief School Administrator, by reason of the authority vested in him/her by the Board, should be the channel through which all communication with the Board should pass. He/she has an obligation to keep Board members informed of all problems, issues, and internal matters which will enable the Board to perform its duties more effectively.

Section I: GENERAL INFORMATION

A. Alpha Board of Education:

Brian Korbobo, President	Lisa LaCaruba, Vice President	
Malia Englehardt	Elyse Fahey	Robert Melick
Jennifer Pettinelli	Bernadette Preiss	Loretta Reed

Mr. Daniel Cullen, Principal
Timothy Mantz, School Business Administrator

Regular School Board meetings are held on the third Tuesday of each month. School Board Work Sessions are held on the first Thursday of each month.

B. Contact Information:

School Address: 817 North Blvd, Alpha, NJ 08865
School Phone: 908-454-5000
Board Office: 908-454-3388
Website: www.apsedu.org

C. School Hours: Arrival - 7:45 School Doors Open, 8:00 Late Bell
Dismissal - 2:26 - Grades K-4
2:30 - Grades 5-8

D. Arrival Procedures:

- A staff member will be outside at 7:30 a.m. to assist with supervision prior to doors being opened at 7:45 a.m.
- School doors open at 7:45 a.m. for students to go to the gym or cafeteria.
- The first bell rings at 7:53 a.m. - upper grade students proceed to their locker/homeroom
- A second bell rings at 7:55 a.m. - lower grade students proceed to homeroom
- The late bell rings at 8:00 a.m. All students are to be in their homeroom by 8:00 a.m.
- All students enter the school through the lobby doors by the gym.
- Bus students will be directed into the building.
- K-5 students go to the gym and sit in a designated location.
- 6-8 students go to the cafeteria and sit at assigned tables by homeroom.
- Students arriving by car:
 - Have your child sit on the passenger side of the car.
 - Remain in line and wait until you have pulled up to the designated spot denoted by signs and near supervising staff.
 - Have all riders exit on the passenger side of the car.
 - Do not pass other cars for your safety and the safety of all others.
 - For the safety of children and staff, parents must remain in their cars.
 - Parents must wait in line to drop-off students. It usually takes only a few minutes before cars are able to pull away. When people pull out of line to go around others in front of them, it creates a real hazard. Please be patient and wait.
- If you choose to escort your child to the door, you must find a parking space and walk with them.
- We ask that parents not enter the building with their children.

- Breakfast program (7:45 a.m. to 7:55 a.m.) – students purchasing breakfast report to the cafeteria and eat in a designated location.

E. Dismissal Procedures:

- 2:26 p.m. (12:26 on early dismissal days)
Kindergarten will dismiss as usual (once they are here full day)
Grades 1 & 2 - use the main lobby doors (by gym)
Grades 3 & 4 - use the doors by the office
- 2:30 p.m. (12:30 on early dismissal days)
Grades 5-8 – use the doors closest to their homeroom/dismissal class

F. Emergency School Closing:

In the event of a severe storm resulting in hazardous road conditions, special announcements will be made via our Connect Ed service, aired on WFMZ channel 8, and over the radio that schools will be officially closed for that day.

G. Attendance Regulations:

Children are expected to be in school every day it is in session unless the child is personally ill. However, a child who has any signs of fever, chills, sore throat, a very runny nose, severe coughing, skin eruption, earache, red sore throat or diarrhea should not be sent to school. Such symptoms may indicate the beginning of a contagious disease. It also frequently means that the child has to be sent home from school. Under these conditions where such symptoms exist, it is neither fair to the individual child nor to the children with whom he/she comes in contact during the school day for him/her to attend school.

IF YOUR CHILD IS ABSENT FOR ANY REASON, THE SCHOOL MUST BE NOTIFIED BY PHONE BEFORE 8:00 AM AT 454-5000 x1. PLEASE FEEL FREE TO LEAVE A MESSAGE ANY TIME DAY OR NIGHT PRIOR TO THE BEGINNING OF THE SCHOOL DAY. HOMEWORK REQUESTS ARE ACCEPTED ON THE 2ND DAY OF A CHILD’S ABSENCE.

When your child returns to school after an absence he must bring a note from home or a physician to his classroom teacher which includes:

1. The date
2. Specific dates of absence
3. Reason for absence
4. Signature of parent of guardian or physician

If you need to pick your child up before the end of the day for an appointment or family business, you must write a note to the child’s homeroom teacher. The child will then be excused from class to meet you in the office. Parents must report to the office to sign their children out of school.

Persistent absences and tardies are of serious concern for teachers and administrators. Students cannot meet their capabilities academically unless they attend school regularly.

Please refer to the attendance section of the Code of Student Conduct (Section II of this document) for further information.

H. Child Custody Orders:

Any separation/divorce order, separation/divorce custody decree, or domestic violence order which affects any of the school's students must be immediately provided to the Principal. These orders will be placed in the child's cumulative file.

In shared custody arrangements, both parents have the right to receive information from teachers and the school regarding their child's academic progress. All documentation will go to the parent the child resides with unless a written request from the 2nd parent is received by the main office for progress reports, report cards, etc.

I. Student Publicity:

A consent form is sent home annually, which allows parents to permit or deny permission for a child's name and photograph to be used in publicity releases/news articles, etc. as outlined in the consent form.

J. Child Study Team:

Alpha Public School and the Phillipsburg School District have partnered to provide Child Study Team (CST) services to the students, families and staff at Alpha Public School. Inquiries regarding CST services may be made to the Alpha administration.

K. School Visitation Regulations:

All visitors are required to report to the school office upon entering the building. Parents are to sign in and out at all times when entering the building. All visitors are required to wear a visitor's badge while in the building. If it is necessary to bring articles of clothing, lunches, etc. to school, they should be left with the school secretary. The child's name should be written on the outside of the article.

For the safety of all our children, we ask that you abide by these regulations at all times, even when volunteering in the classroom or attending a class event.

L. Child Abuse:

The Alpha Board of Education believes that the physical and mental well-being of all children in its charge must be maintained as a prerequisite to learning through the formal education process. The Board of Education is cognizant of the importance of early identification of child abuse.

School district employees are required by law to report any suspicion of child abuse immediately to the Division of Youth and Family Services. The school district personnel will cooperate with the New Jersey Division of Youth and Family Services (DYFS) in the identification, immediate reporting, and investigation of allegations of child abuse.

M. Insurance Plan:

Every parent is given an opportunity at the beginning of the year to purchase student accident insurance through Bollinger Insurance. This information is included in a flyer sent home in

September. This insurance is available for all pupils and has been approved by the Board of Education.

N. Lost and Found:

All articles of value which are found are to be turned into the office immediately. All other articles are to be placed in the Lost and Found box located in the gym where the owners may claim the items. It is advised that all clothing be properly marked with the child's name. Articles in Lost and Found are discarded periodically throughout the year after parents and children have had an opportunity to claim items.

O. School Lunch and Breakfast Program:

Children in the Alpha School may purchase a balanced lunch which includes milk. The cafeteria is operated as part of the National School Lunch Program and all menus meet their requirements. Menu items and alternatives are listed on the school's monthly calendar. Milk and nutritional snacks are also available for purchase.

Students may also purchase breakfast items between 7:45 AM and 7:55 AM in the cafeteria each morning. Items will be A La Cart and include such items as bagels, muffins, and yogurt. Once prices and menu items have been finalized they will be communicated to families.

Costs for the 2016-2017 school year are: Breakfast - \$1.25, Lunch - \$2.75, Milk \$0.50.

P. High School Entrance/Change of Address:

Any new pupils to Alpha entering grades 9-12 must first visit Alpha Public School's main office to confirm residency before registering at Phillipsburg High School. Also if any high school student moves within Alpha, out of Alpha, or from PHS to Vo-Tech/Vo-Tech to PHS the Alpha Public School main office needs to be notified.

Q. Permission to Walk Home:

A walking permission slip will be included among all the other forms you receive in September. This will be a blanket permission slip which would allow students to walk home at regular dismissal time, from after school clubs/events, school dances, performances, etc. Due to issues which have arisen across the state, School Boards are now required to provide such documentation to safeguard children and also protect the school.

It is very important that each family complete this form. You will have several options on the form and you need to think about each instance. If permission to walk is not given, then your child will not be allowed to walk home without a specific note for each instance. Of course, you may also rescind that permission at any time by sending a note to the child's tchr. and main ofc.

R. General Guidelines – Student Progress Grades K-8:

Generally, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. Any child entering Alpha Public School from another school system will be placed in the grade deemed most appropriate to his/her ability. The educational program shall provide for the continuous progress of students from grade to grade with students spending one year in each grade. A small number of students, however, may

benefit from staying another year in the same grade.

Such retention will be considered when:

- The student is not achieving minimum proficiency levels in basic communication and computation skills.
- A student is achieving significantly below grade level.
- Retention would have a reasonable chance of being beneficial academically and socially.

In the event retention is being considered, the I&RS team will be consulted.

The parents and guardians of pupils will be regularly informed of the progress of their children's educational accomplishments. A variety of procedures such as parent-teacher conferences, report cards, phone calls, and other formal and informal methods will be used to report this progress.

S. Parent-Teacher Conferences:

Scheduling of parent-teacher conferences will occur at least once per school year, usually before the winter recess. At this time, teachers and parents both may request conferences. In addition, parents wishing to have a conference with a teacher at any time during the school year may do so by contacting the school office or by contacting the teacher directly.

T. Report Cards:

Four report cards will be issued each year for grades K-8. The exact dates of distribution will be determined each school year.

U. Progress Reports:

Approximately half-way through each marking period, Progress Reports will be issued informing all parents and guardians of a child's progress.

V. Homework Requests:

Homework requests for Illness or Family Emergency: Parents may **request homework** beginning the **second day** of an illness. Students will be given two days for each day absent in which to complete the homework. For example, if your child is out two days, they will be given four days to make up work upon their return. At times, teachers may also prioritize work based on the current status of work within the class, so students may be asked to complete a particular assignment before others and/or more quickly than others.

Homework Requests for Vacations: Students can never truly make up the time missed in the classrooms. Assignments reflect only a small part of the educational process, and many tasks or assignments cannot be completed without interaction with the teacher. Therefore, when parents take children on vacation during the school year, it is not reasonable to expect they will be able to complete all the missed work while away.

We do, however, recognize that it is valuable for students to work on basic skills to assure a smooth transition back to school. Teachers may assign reading and writing as appropriate for the child's grade level, and may also assign math practice to keep skills up to date. This, however, is at the teacher's discretion. Any work assigned would be due upon return.

When students return, teachers will decide what work needs to be completed to catch up with the class and work with the student to make a plan to complete work. The same time allowances as above apply.

Just a reminder – Vacations are not recognized as an excusable absence.

W. Class Celebrations, Including Student Birthdays:

Following our nutrition policy, which is mandated by the Department of Education, the following procedures will be followed for all class celebrations:

Student Birthdays:

- **Please do not send in any food**
- Parents are encouraged to celebrate in the following ways:
 - Send in nonfood items, such as pencils, bookmarks, etc.
 - The child may bring in a favorite book to share with the class
 - Check with the teacher or administration if you have a unique idea
- Be sure to consult with the teacher before planning anything.

Foods of Minimal Nutritional Value:

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

- Any food item listing sugar as its first ingredient
- Soda; also do not send in for lunch or snack with students
- Water ices – those water ices, which contain fruit or fruit juices, are not included.
- Chewing gum
- Certain candies
 - Hard Candy: includes such food as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.
 - Jellies and Gums: Includes such foods as gumdrops, jellybeans, jellied and fruit-flavored slices.
 - Marshmallow candies
 - Fondant: Includes such foods as candy corn and soft mints
 - Licorice
 - Spun Candy
 - Candy-Coated Popcorn

Alpha Public School – 2016-2017 School Calendar

		<u># of Pupil Days</u>	<u># of Tchr. Days</u>
	<u>September</u>	17	19
Sept. 6 & 7	- Teachers report		
Sept. 8	- Students report – Early Dismissal – 12:30		
Sept 21	- Back to School Night - Early Dismissal – 12:30		
	<u>October</u>	20	21
Oct. 10	- In-Service Day – School Closed for Students		
Oct. 31	- In-Service Day – Early Dismissal – 12:30		
	<u>November</u>	18	18
Nov. 10 & 11	- Closed NJEA Convention		
Nov. 18, 21, 22	- Parent Conferences- Early Dismissal – 12:30		
Nov. 23	- Early Dismissal – 12:30		
Nov. 24 & 25	- Closed Thanksgiving Recess		
	<u>December</u>	17	17
Dec. 23	- Early Dismissal – 12:30		
Dec. 26 – Dec. 30	- Closed Winter Recess		
	<u>January</u>	21	21
Jan. 2	- School Reopens		
Jan. 16	- Closed Martin Luther King’s Birthday		
	<u>February</u>	18	18
Feb. 16	- In-Service Day – Early Dismissal – 12:30		
Feb. 17 & 20	- Closed Presidents’ Birthday Observance		
	<u>March</u>	23	23
March 10	- In-Service Day – Early Dismissal – 12:30		
March 10	- Parent/Grandparent Day		
	<u>April</u>	16	16
April 13	- Early Dismissal – 12:30		
April 14, 17, 18, 19	- Closed Spring Recess		
April 27	- In-Service Day – Early Dismissal – 12:30		
	<u>May</u>	21	21
May 25	- In-Service Day – Early Dismissal – 12:30		
May 26 & 29	- Closed Memorial Day Celebration		
	<u>June</u>	12	12
June 16	- Last Day for Pupils		
	- Early Dismissal – 12:30		
	Total Days	183	186

-The Board of Education reserves the right to revise the 2016 – 2017 calendar as conditions warrant.

-The **last five days of the school year will be half day sessions.**

-Built in Emergency Days: **June 14, 15, 16**

-Note: If add'l days are needed they will be deducted in the following order: **Feb. 17, May 26, April 19, 18, 17**

Section II. ALPHA PUBLIC SCHOOL CODE OF STUDENT CONDUCT

During the 2013-2014 school year, the staff adopted the following as our school guidelines and expectations for all students and staff:

APS Success

A – Always respect – give it to receive and you will achieve it

P – Prepare yourself for every day

S – Show pride in our school

This guides our daily interactions, relationships and work habits at Alpha Public School. Our expectation is that students and staff will work together to understand how **APS Success** looks in the classroom, the hallways, the cafeteria, on the playground, and any other place at school. We will work with your child to help them be a successful student in their academics, their interactions and their extracurricular activities.

Staff has also implemented a “Ladder of Discipline” with regards to classroom behavior and expectations. This is meant to be incremental and to provide students the opportunity to “get back on track” when behavior interferes with learning. Staff will:

1. Provide warnings and discussion in the classroom as a first step.
2. Student will lose some privilege and have further discussion with teacher regarding future actions.
3. Teacher will contact parent to discuss. A third step may involve having the child call home from school to inform parent, a detention with the teacher, loss of recess, or having the child write a note home to the parent.
4. Student may have further time out and loss of privilege, participate in conference with teacher and parent, or have a behavior contract or plan initiated. A communication log may be implemented at this time.
5. In the event the behavior continues, the student will be sent to the office. An administrator will contact the parent and develop a plan for success with the parent and student.

I. DISCIPLINE PROCEDURES

An integral part of every student’s education is learning to be a responsible citizen. It is necessary for students to respect the rights and property of others and to conduct themselves in a responsible manner at all times. Although the majority of our students are well-behaved and take great pride in Alpha Public School, a minimum number of regulations regarding student behavior will be strictly enforced. Any disciplinary action taken by the school is intended to assist the student in focusing on academic learning and positive social interactions. As always parent support and cooperation is vital to the success of any measures taken by the school.

A. Bullying, Teasing, and Harassment:

Pupils must respect the rights of other pupils. Harassment, bullying or discrimination of any kind against any member of the school community will not be tolerated, and violations will result in

disciplinary action. The Alpha Board of Education Policies and Regulations are in keeping with the anti-bullying law (N.J.S.A. 18A:37-13-19).

Severe or chronic interpersonal conflicts and bullying often have an adverse impact on the educational success of the students involved and those who witness the event(s). If the situation is assessed as a conflict (interpersonal differences between two individuals – no pronounced imbalance of power), all individuals involved will meet with the administrator or designee. Students who choose to continue the conflict may be subject to disciplinary action.

Bullying: If the situation is assessed as bullying, including cyber bullying (physical, emotional, and/or social harassment directed toward one individual – significant imbalance of power), one or more of the following intervention strategies will be employed:

1. **Victim Support:** The individual who has been the target of bullying will be provided: instruction and practice with prevention techniques, assertiveness skills, and avoiding inappropriate responses to bullying. Other supports may include environmental alterations to ensure student safety, individual counseling services, or the use of a student buddy system.
2. **Witness Empowerment:** Students who are witness to a bullying incident(s) may be prompted to use strategies to extinguish future bullying incidents.
3. **Bully Behavior Modification:** Students who engage in bully behaviors will receive one or more of the following actions (depending on the history, severity and number of offenses):
 - Review of behavior expectations and of consequences of code of conduct violations
 - Parental notification
 - Individual or group counseling sessions. Sessions may be held during school or after school detention periods.
 - Disciplinary action as defined in the Bullying and Harassment Policy approved by the Alpha BOE.
 - Conflict resolution session(s) with victim of aggression (if requested by the victim)
 - Parent/Student meeting with Principal and/or Guidance Counselor

Reporting: All incidents of bullying are to be reported to administration, guidance, or a staff member.

B. Classroom Disruption:

1. Students are expected to abide by established classroom rules as set forth by the teacher.
2. Actions which interrupt the school routine will be dealt with by the classroom teacher as the need arises. Examples of such actions include but are not limited to: chronic tardiness, disorderly conduct, vulgar language, class clowning, littering, gum chewing, misuse of items, harassment, and disrespect of teacher instruction.
3. Classroom discipline shall be handled by the classroom teacher.

C. Disrespect of Adult Staff:

1. Students are to be respectful to all adult staff members at all times.
2. Insubordination (disrespect) to staff members will result in immediate removal of the student from the area and assignment to detention or, in the case of repeat incidences, more serious consequences.

D. Fighting:

1. Students are to act responsibly at all times. Posing physical danger to themselves, to another student, or innocent bystanders will not be tolerated.
2. Students who engage in fighting or assault will be referred to administration. Police may be involved.

E. Leaving School Building/Grounds:

1. Students shall remain in the school building or on school property at all times during the school day.
2. Students leaving the building or grounds of their own volition shall be referred to administration and/or the police.

F. Class Cutting/Truancy:

1. Students are not entitled to any illegal or unexcused absences from school or class.
2. Students who cut class or are truant will be referred to administration. Police may be involved.
3. Students who are truant are expected to make-up all missed work in a timely manner at the discretion of the teacher.

G. Weapons/Explosives/Alcohol/Drugs/Smoking:

A student is forbidden to possess, consume, sell or distribute cigarettes, smokeless tobacco, alcohol products, or any substance considered a drug. Also possession or intent to distribute weapons, and/or explosives is forbidden. All circumstances be sent to the office. Violation of this rule will result in suspension and/or expulsion. This matter will be handled as prescribed in U.S. and N.J. Statutes and Regulations as well as out-of-school suspension or expulsion. Police may be involved.

H. Failure to Report to Detention:

Students not reporting for a scheduled detention will be required to make-up that detention and be given an additional detention for failure to comply. **Second offense will result in in-school suspension.**

I. Disorderliness in Detention:

Student(s) who fails to comply with detention rules will be given an additional detention. Second offense will result in in-school suspension.

J. Vandalism and Stealing:

The board of education views vandalism against school property by pupils as reprehensible. The board believes that pupils should respect property and take pride in the schools of this district.

The Principal has ultimate discretion in the assigning of school disciplinary consequences. The board will hold the pupil or his/her parents/guardians liable for the damage caused by him/her.

When vandalism is discovered, the administration is directed to take such steps as are necessary to identify the vandals. The appropriate administrator then will call together persons, including the parents/guardians, needed to study the causes; decide upon disciplinary and/or legal action possibly including suspension. Should parents/guardians fail to cooperate in the discussions, the administration may charge the pupil with being delinquent by a petition stating the offense and requesting appearance in juvenile court; seek appropriate restitution.

Students are expected to respect the rights of others. Under no circumstances should any student take from another anything which does not belong to him/her. Offenders will be dealt with by the classroom teacher and parents shall be notified. Habitual offenders will be given an after school detention with a referral to the administration.

II. CORRIDOR TRAVEL

1. Students are to walk through the halls in an orderly manner without excessive noise.
2. Students are to proceed directly to their intended destinations
3. Verbal reminders shall be given to those not abiding by the rules. Offenders may be given an after school detention.

III. ASSEMBLY/PLAYGROUND/FIELD TRIPS

1. Assemblies, field trips and other special activities are considered an extension of the regular education program.
2. Students are to conduct themselves as though they were in the classroom and under established rules.

IV. BEHAVIOR AT SCHOOL EVENTS

The same rules will apply that are in effect during the regular school day at all functions which are sponsored by the school or are connected in any way (school dances, PTO events, etc.). Children who do not attend school during the day of such functions are not permitted to attend the event in the evening or whenever it may be held, except under extenuating circumstances which requires administrative approval. ***Students must be accompanied to school performances by a parent or guardian.***

V. DRESS CODE

The purpose of the dress code is to ensure a safe environment for students and one that is conducive to learning. Therefore, any form of dress that may be a distraction for others and interfere with the learning process is not permitted. It is the responsibility of all staff members to be sure that students adhere to the dress code.

Staff members will not hesitate to address a student's inappropriate dress. If necessary, students will be sent to the office. The student may be provided with a change of clothing or a call will be made to parents to bring a change of clothing to school.

The following specific items of attire will be expressly forbidden (at any grade level):

1. Any clothing which exposes the anatomy, such as those listed below:
 - Spandex clothing or anything deemed “too tight fitting”
 - See through clothing
 - Low slung pants which expose undergarments or anatomy
 - Short tops
 - Clothing with skinny straps which may expose undergarments or anatomy
2. Bare feet
3. Trouser/slacks with studs or gaudy accessories, or other accessories such as wrist/ankle bands with spikes. Waist chains or similar fad items that have little or no dress utility.
4. Clothing which advertises alcohol or drugs, or which is obscene or immoral, or would be disruptive to school activities.
5. Blacksoled hiking boots, cleated footwear/blacksoled sneakers or other footwear that would damage or mark floors and walls are not to be worn.
6. Thin rubbery flop flops are not safe on stairs and should not be worn.
7. Headbands, bandanas or hats of any kind.

The following items of attire are permitted with the noted clarifications:

8. Foot wear at school and school events will be limited to shoes or sneakers that have backing. Heels on footwear may be no higher than two inches. Shoes will be worn at all times. Enclosed toe and heel footwear is highly recommended.
Note: Students will not be allowed to play outside at recess, break time, or for gym (inside or outside) unless they are wearing sneakers, or flat, rubber-soled, closed toe shoes with a backing.
9. Shirts must have two straps not less than 2 inches (three finger widths) wide.
10. Shorts and similar types of clothing must be longer than finger-tip length when the arms are fully extended to the sides (gym/exercise type shorts are not permitted).
11. Clothing such as skirts and dresses should be approximately knee length.

VI. CAFETERIA RULES AND PROCEDURES

- Cafeteria guidelines and standards of conduct are outlined to the students by the teacher(s)-in-charge of the lunchroom. All students are expected to follow normal practices of social courtesies.
- Actions which warrant a student’s removal from the cafeteria and/or detention are: fighting, throwing or abusing food, profane language or gestures, willful disrespect for authority, school property, creating a nuisance, or any other disruptive activity.

Cafeteria/Lunch Rules and Periods:

A hot meal is provided daily. Lunch tickets for both milk and lunch are sold in multiples (price noted on monthly menu) and preferred to be purchased on the first day of each week. Students may charge lunch, but payment is expected the following day. If money is owed for breakfast or lunch, the district must contact the student’s parent or guardian with a first notice of the debt. The parent or guardian has 10 school days to pay the amount due. If the parent or guardian does not make a full payment by the end of the 10 school days, a second notice must be provided to the parent stating that breakfast or lunch, as applicable, will not be served to the student

beginning one week from the date of the second notice unless the payment is made in full.

Cafeteria Rules & Procedures:

1. Pupils in grades K-8 will be escorted to and from the cafeteria by their teacher and walk quietly in a single file when entering/exiting the cafeteria.
2. Students may talk during lunch, using inside voices.
3. Proper table manners and respect to others are expected at all times.
4. Pupils in grades K-5 must remain seated unless otherwise instructed or given permission by a teacher or staff member.
5. Pupils may not leave the cafeteria during lunch unless it is necessary and permission is obtained.
6. Condiments are not to be removed from the counter area and pupils are responsible for keeping the table and floor neat and clean, returning trays, throwing all trash in containers, and picking up anything dropped on the floor.
7. Pupils in grades K-8, will line up quietly when instructed by the person on duty and wait to be dismissed to their teacher who will pick them up.
8. No carbonated beverages such as soda may be brought to the lunchroom.
9. Inappropriate Behavior:
All pupils who exhibit inappropriate behavior in the lunchroom will be reported to the staff member who is supervising the cafeteria at that time.

If student breaks a rule:

1st Time: Warning

2nd Time: Change of seat

3rd Time: Silent lunch/note or call home

4th Time: Detention

- Every Monday students start fresh at step one.
- Repeated offenses may result in permanent seat assignment and/or meeting with parent or administration.

Lunch Recess/Periods:

Grades K, 1, & 2 – Recess/11:20 – 11:35, Lunch/11:35 – 12:05

Grades 5, 6, 7 & 8 – Recess/12:07 – 12:22, Lunch/12:22 – 12:52

Costs for the 2016-2017 school year are: Breakfast - \$1.25, Lunch - \$2.75, Milk - \$0.50.

VII. ELECTRONIC PORTABLE COMMUNICATION DEVICE REGULATIONS

“Electronic Portable Communication Devices (EPCD)” are defined to include portable two-way telecommunication devices, including but not limited to cellular telephones, walkie-talkies, iphones, ipods, MP 3 players, personal digital assistants, and other hand-held computing devices (when such device is being used as a communication device). This definition will also include any new technology developed for similar purposes. Excluded from this definition is any device with communication capabilities that has been approved for instructional purposes.

To avoid disruption of the instructional process, except as provided below, students shall not display, use, activate, or permit “EPCD” to be activated in the school building during the

instructional day. The instructional day includes, but is not limited to study halls, lunch break, class changes, and any other structured or non-structured instructional activity that occurs during the normal school day. Students are responsible to ensure that their devices are turned off and out of sight. **Students in grades 6-8 must store these devices in their locker.**

“EPCD” may be used during the school day only if use of the device is provided in the student’s IEP, or permission is received from the student’s teacher and approved by administration.

“EPCD” may be activated, displayed, or used before or after the end of the instructional day or at after-school activities, provided they do not interfere with any after-school activity and their use conforms to directives of the school administration and/or the staff member overseeing such activity. Evidence of unlawful or disruptive use will result in disciplinary action.

Students shall be mindful of the disruptive effect to others when making or receiving calls on an “EPCD” during an after-school activity (indoor or outdoor sports events, club meeting, etc.) and endeavor to use reasonable efforts to minimize inconvenience and discourtesy to others.

“EPCD” may be carried on a Board of Education owned/leased school bus or vehicle school bus or vehicle while students are being transported to and/or from school or a school sponsored activity, including field trips. While “Electronic Portable Communication Devices” may be transported, they must be concealed in a backpack, pocketbook, or other container. The use, activation, or display of any such “EPCD” on a school bus is prohibited without consent of the staff member in charge of the experience. Evidence of unlawful or unauthorized use will result in disciplinary action.

The Alpha Board of Education will assume no responsibility in any circumstance for the loss/damage/destruction or theft of “EPCD” or for any communication bill associated with the authorized or unauthorized use of said devices. Students will be responsible for locating such lost/stolen items.

According to Alpha Board of Education “EPCD” Policy, students are not permitted to use these devices while school is in session. Cell phones and other electronic devices must be turned off while school is in session. At no time shall cellular phones and other electronic devices be used in bathrooms, locker rooms or in other areas designated by the administration.

A student violating this policy shall be disciplined as follows:

1. First Offense– the cellular phone or other electronic device will be confiscated and returned to the student at the end of the instructional day.
2. Second Offense– the cellular phone or other electronic device will be confiscated and returned to the student’s parent or guardian.
3. Third Offense– the cellular phone or other electronic device will be confiscated and returned to the student’s parent or guardian, and the student will serve a detention.
4. Subsequent Offenses– the cellular phone or other electronic device will be confiscated and returned to the student’s parent or guardian, and the student will no longer be able to bring the phone to school. In addition, the student will serve an in-school suspension, out-of school suspension, and/ or detention as determined by the school administrator.

VIII. HOMEWORK

Homework is important because it is a valuable aid in helping students make the most of their experience in school.

Homework is meant to:

- Reinforce what is taught in the classroom.
- Individualize instruction.
- Improve student performance.
- Develop effective study habits.
- Provide a day-to-day link between home and school.

Students will:

- Complete all assignments on time and in a neat and acceptable manner (instructions followed, steps completed.) Homework is not complete until it is turned in to the teacher.
- Write down the assignments given by the teacher in a notebook or assignment pad.
- Budget time to complete projects.
- Develop good work and study habits.
- Complete all missed assignments.
- Follow through in delivering notes, messages and other communication to their parents.

Parents are recommended to:

- Review schoolwork and homework.
- Review homework assignments online
- Provide an area for study that is away from the center of activity in your home.
- Set aside a regular time for study and help organize assignments.
- Make sure assignments are being done.
- Ask children questions about what they have learned.
- Sign progress reports, report cards and teacher specified assignments.
- Communicate immediately with the teacher regarding concerns

HOMEWORK PROCEDURES

Homework should be an extension or practice of what was learned in school. Students are expected to complete and hand in homework. Homework should be designed so that parents can serve as a resource for their child. Students who miss school because of an excused absence will be given the opportunity to complete homework assignments and get full-credit if work is completed satisfactorily and within a reasonable amount of time. Students who miss schoolwork because of unexcused absences may be given the opportunity to complete comparable homework assignments for either partial or full-credit.

One of the questions most frequently asked by parents is, "How much homework should my child have each night?" As children move through elementary school, there will be some variation in the amount of work assigned. Some students require less time than others to complete the same assignment. If your child appears to be spending too much time on homework, please contact your child's teacher.

Individual teachers will share their rules and expectations related to homework during the first week of school.

IX. RETENTION GRADES 6-8

Any student failing three (3) subjects for two (2) or more marking periods will automatically be retained. Students failing 1-2 subjects for a school year may be required to make up work during summer school.

X. STUDENT ATTENDANCE PROCEDURES & EXPECTATIONS

The Board of Education, Chief School Administrator, and APS staff recognizes the importance of daily, punctual attendance to a student's academic success. We also recognize that parents/guardians must be an integral part of our efforts and the proposed procedures include parent/guardian involvement at each step.

Regular communication with parents regarding student absences/tardies is critical. The chart below outlines the procedures:

Number of Unexcused Absences/Tardies	Procedure
Each day absent	If a call is not received by parent, an AM call will be made by the school to the parent.
5	Letter from office
10	<ul style="list-style-type: none">• Parent/child meeting with administration and/or I&RS committee during which an action plan will be created.• Follow-up with written confirmation
15+	<ul style="list-style-type: none">• Student will serve detention (tardies)• Parent/child meeting with administration during which action plan will be reviewed and revised• Follow-up with written confirmation• Legal steps may be taken

***An elementary pupil will be retained at grade level, in accordance with policy No. 5410, when he/she has been absent twenty-five or more school days, whatever the reason, excluding absences for religious holidays and a pupil's suspension from school. Exceptions may be made, at the discretion of the Principal, for excused absences where a student has demonstrated mastery of grade level requirements.**

Action Plan: an action plan may consist of strategies to be implemented at home to improve attendance and/or consequences. Consequences apply primarily to a tardy situation and will be determined based on the age of the child and the situation, but they may include missing recess, making up time after school, or being denied participation in class trips or after school events.

1. A note is required from parent/guardian or physician documenting the reason for the student's absence upon their return.
2. A note is required from parent/guardian in advance of an early pick-up (except in emergency situations)

Excused/Unexcused Absence:

To comply with the New Jersey Department of Education (NJDOE) regarding student absences. The NJDOE excuses student absences for 1) State approved religious observances and 2) Take Your Child to Work Day. Student absences due to illness, even with a doctor's note, are not excused by the NJDOE. Additionally, state aid allocations are now directly related to student attendance and low student attendance will **result in a reduction in state aid**. The District will comply with the NJDOE and will no longer excuse absences for illness or doctor's appointments so these absences will now be reported as unexcused. This is not a suggestion to send your children to school if they are sick. This is simply a notification that absences will no longer be excused.

Administration and the Board of Education recognize that from time to time compelling circumstances will require that a pupil be late to school or be absent from school. As stated earlier, when possible, the school requires advance notification of such absences by written request of the student's parent/guardian, which shall state the reason for the tardiness or absence. For unexpected absences or tardiness, a note is required from the parent/guardian explaining the reasons(s) upon the student's return. A note from a physician is needed after three days of being absent. Reasons may include:

- Illness (each instance a parent note is required, after 3 days, a doctor's note is required)
- Uncoverable and/or uncovered weeping skin lesions
- Medical or dental appointments which cannot be scheduled outside of school hours;
- Medical disability;
- Death or critical illness in immediate family;
- Court appearance;
- Observance of religious holiday (based on state approved list)
- Suspension from school
- Such good cause as may be acceptable to the administration.

Readmission to school after an absence:

1. A pupil returning from an absence of any length must present to the main office a written statement of the reasons for the absence, which must be dated and signed by the parent or guardian or a physician statement.
2. A note explaining a pupil's absence for noncommunicable illness for a period of more than three school days must be accompanied by a physician's statement of the pupil's illness.
3. A pupil who has been absent as a result of a communicable disease must present to the school nurse written evidence of being free of the disease.

XI. SCHOOL DANCES – GRADES 5 TO 8

School dances will be held throughout the school year, most sponsored by the PTO of Alpha Public School. In order to keep a safe and secure environment, the following are the rules for school dances so that parents and students are aware of the guidelines. Please be reminded that students are to dress in a manner consistent with our dress code.

Rules for School Dances:

1. **Students are expected to behave in a respectful manner at all times. The school dress code & all school rules also apply to dances.**
2. Student must be in grades 5 through 8 and, as with all school-sponsored functions, the Alpha discipline policy applies.
3. Students that are absent on the day of the dance **will not be permitted to attend, without special permission from the Principal.**
4. Guests from other districts must be in grades 5 through 8 and pre-registered by the Wednesday before the dance.
5. Once a student enters the dance, **they will only be permitted to leave before 9:30 p.m. with their own parent/guardian, who must come in and sign them out.**
6. No cell phones. See the administrator in charge if you need to call home.

Minor Infractions:

1. No food or drink will be allowed out of the cafeteria.
2. No student will be allowed on the stage.
3. No running, pushing, or tripping will be allowed in the cafeteria, gym or bleachers.
4. All gym equipment is off-limits to students during dances.

First Offense

A Warning

Second Offense

10 minute time out

Third Offense

Notification of parents and expulsion from the dance

Major Infractions:

1. Yelling, swearing, refusing to cooperate with chaperones, or talking back **will not** be permitted.
2. Any behavior which potentially could injure another student or create a dangerous situation
3. Teasing or harassment of any kind will not be tolerated
- *4. Smoking and alcohol in the school or on school property is prohibited at all times.
- *5. Vandalism of any kind will not be permitted
- *6. Fighting of any kind – this includes any “fooling around” which may appear as a fight

First Offense

Notification of parents and expulsion from the dance

Second Offense

Notification of parents and banning from all school dances for the remainder of the year.

*(Violation of rules 4-6 will automatically result in notification of parents and exclusion from all remaining dances).

REMINDERS: Students who have been notified by the Disciplinarian or Principal that they are not allowed to attend the dance are not to come. The PTO will be provided with a list, and those students will not be admitted.

Students will not be admitted to the dance after 8:00 PM unless they have prior approval from the Principal.

XII. LOCKER REGULATIONS – GRADES 6 TO 8

The teachers, administrators and the Board of Education of Alpha Public School recognize the need for student lockers as a means to alleviate the weight of back packs and also to provide storage for personal belongings.

Students should never share their combination with anyone or for any reason. Once issued, a locker becomes the students' responsibility. The school is not responsible for lost or stolen articles, so we cannot stress enough to **KEEP YOUR COMBINATION SECRET!!**

Locker Rules:

- Student's assigned locker is not to be switched for any reason unless cleared by Administration.
- Lockers should be kept clean and organized.
- Avoid "overstuffing."
- Do not leave food in your locker.
- Lockers are school property.
- School authorities reserve the right to inspect lockers at any time.
- The use of a school locker is a privilege and may be revoked if a student misuses or abuses it.
- Students who damage their locker will be required to pay for repairs and may receive further consequences.
- Students in grades 6-8 must store turned off "Electronic Portable Communication Devices" in their locker during the school day (See "EPCD" Policy)
- Decorations, signs, pictures or the like are not permitted on the outside of lockers

Section III: Board Policies

A. Affirmative Action Program for School and Classroom Practices

Policy 2260

The Board of Education shall, in accordance with law, strive to overcome the effects of any previous patterns of discrimination in school and classroom practices and shall systematically monitor district procedures to ensure continuing compliance with anti-discrimination laws and regulations.

A staff member designated annually shall serve as Affirmative Action Officer and shall coordinate all activities designed to implement this policy. The Affirmative Action Officer shall identify and recommend the correction or removal of impermissible bias based on race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability.

Students, parents, or staff members who feel they have been the victim of discrimination should first attempt to resolve the problem with the parties involved. If the situation cannot be resolved satisfactorily, the complainant should see the Affirmative Action Officer and follow the steps for an official complaint, which are a part of board policy.

B. Homework

Policy 2330

The Board of Education acknowledges the educational validity of work assigned to pupils for completion outside the classroom as an adjunct to and extension of the instructional program of the schools.

The Chief School Administrator shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school;
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems;
3. Homework should help develop the pupil's responsibility and provide an opportunity for the exercise of independent work and judgment;
4. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the pupil and take into account other activities that make a legitimate claim on the pupil's time;
5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated and that evaluation should be reported to the pupil;
6. The schools should recognize the role of parent(s) or legal guardian(s) by suggesting ways in which parent(s) or legal guardian(s) may assist the school in helping a child carry out assigned responsibilities;

7. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

Individual teachers will share their rules and expectations related to homework during the first week of school.

*See the homework procedures outlined in the Code of Student Conduct

C. Field Trips Policy 2340

The Board of Education recognizes that field trips properly planned and integrated with the curriculum are an educationally sound and important part of the program of the schools that can supplement and enrich classroom instruction by providing learning experiences in an environment outside the schools.

For purposes of this policy, a field trip means any journey by a group of pupils away from the school premises, under the supervision of a teacher, and integrally related to an approved course of study.

The Board of Education shall approve all proposed field trips.

The Board may authorize field trips for which all or part of the costs are borne by the pupils' parent(s) or legal guardian(s), except that no pupil in a special education class or pupil unable to pay the cost assessed shall be prohibited from attending a field trip. (N.J.S.A. 18A:36-21)

The determination of a pupil's inability to pay will be based upon the pupil's eligibility for free and reduced meals in accordance with Board Policy No. 8540.

Pupils on field trips remain under the supervision of this Board and are subject to its rules and regulations.

A pupil who violates rules or disregards the authority of supervisors on a field trip significantly endangers the safety of other pupils and may be summarily dismissed from the trip. The teaching staff member in charge will make arrangements for the dismissed pupil's transportation to home or school as appropriate. The cost of any such transportation will be borne by the parent(s) or legal guardian(s) of the pupil. The Board reserves the right to take further disciplinary measures in accordance with Policy No. 560

D. Acceptable Use of Computers Policy 2361

The Board of Education recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow pupils to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by pupils to

information sources but reserves the right to limit in school use to materials appropriate to educational purposes. The Board directs the Chief School Administrator to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

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

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks:

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

1. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
2. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
3. Using the computer network(s) in a manner that:
 - a) Intentionally disrupts network traffic or crashes the network;
 - b) Degrades or disrupts equipment or system performance;
 - c) Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
 - d) Steals data or other intellectual property;
 - e) Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 - f) Gains or seeks unauthorized access to resources or entities;
 - g) Forges electronic mail messages or uses an account owned by others;
 - h) Invades privacy of others;
 - i) Posts anonymous messages;
 - j) Possesses any data which is a violation of this policy; and/or
 - k) Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided.

E. Gifted and Talented Program Policy & Regulation 2464

The Board of Education recognizes its responsibility to identify gifted and talented pupils within the school district and to provide these pupils appropriate instructional adaptations and services. To that end, the Board directs each such pupil in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Programs for the gifted and talented will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) or legal guardian(s) of any pupil identified as gifted or talented shall be consulted regarding any program designed to address the pupil's particular needs.

Screening and Assessment Procedures:

- **K-3 Grade Levels:**

The K-3 Gifted and Talented General Program is an in-class supplemental program provided for students identified by their classroom teacher. Children are identified as potential enrichment candidates based on 1) Grade level benchmark assessments in Language Arts and Mathematics, 2) Classroom teachers observing nine or more of the twelve "Characteristic Behaviors of Young Gifted Children," and 3) Complete the associated Teacher Observation Checklist and Narrative.

Enrichment design and delivery is the responsibility of the classroom teacher. Students will be identified annually in grades K-3.

- **4-8 Grade Level:**

Inclusion into the G & T program will be evaluated based on scores in three categories:

- Standardize Tests Scores(NJ ASK): 37.5%
- Subjective Data(Parental/Teacher Input): 25%
- Qualifying Aptitude Test 37.5%

The process of identifying students for the Gifted and Talented General Program is initially triggered by academic excellence. Failure to meet the academic standards will halt the identification process. Students must initially meet or exceed a total score of 250 or above on any of the subtests of the NJ ASK assessments.

Program:

- **Gifted and Talented General Program 5-8:**

The enrichment program is a “pull-out” program held during the school day once per week for approximately forty minutes to one hour. Students participate in many exciting and challenging activities each school year. Students will have opportunities to experience lessons in teamwork, collaborative problem solving, conflict resolution, and higher order thinking skills. Students will participate in a variety of activities offered through the Warren County Enrichment Consortium.

- Gifted and Talented General Program K-4: The district recognizes the emerging and diverse talents of the young learner. In that regard, the K-3 gifted and talented program provides enrichment to nurture those talents through an in-class supplemental model provided by the classroom teachers. Students who demonstrate exceptional abilities in grades K-3 will have differentiated instruction, provided by their classroom teacher, intended to effectively nurture the gifted learner. Young learners’ talents progress at varying and unpredictable developmental rates. Therefore, the in-class services may or may not carry over from year to year.
- School-wide Enrichment Grades K-4: School-wide Enrichment provides exploratory activities/projects designed and taught by the Gifted and Talented General Specialist. Students in grades K-4 may participate on a self-selected basis. Grade-level groups meet once a week during lunch and recess periods to maximize student participation in addition to whole class enrichment activities offered two times per month. Project duration varies per activity but may extend for the full school year.

F. Grading Policy 2624

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning. The Board, therefore directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Pupils shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

Purpose of Grading:

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil’s demonstrated proficiency in the New Jersey Core Curriculum Content Standards and locally established learning goals and objectives:
 - a. Active participation in and attention to daily lessons,
 - b. Frequent contribution to discussions,
 - c. Prompt, thorough, accurate, and neat preparation of assignments,
 - d. Thorough preparation and performance on tests and assessments,

- e. Display of an eagerness to learn and an inquisitive approach to lessons,
- f. Attention to the need for proper materials,
- g. Cooperation with the teacher's efforts, and
- h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

Grading Periods:

- 1. Grades will be awarded at the end of four marking periods in each school year.
- 2. Pupils will be given notice of their mid-term grades at mid-point of each marking period.
- 3. Pupils will be given a final grade in each subject at the end of the school year.
- 4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

Basis for Grading:

The teacher responsible for assigning a grade should take into consideration the pupil's:

- 1. Completion of written assignments prepared in the classroom or elsewhere;
- 2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;
- 3. Performance on oral and written tests and quizzes;
- 4. Research into standard references and other background materials;
- 5. Oral and written reports on materials read by the pupil;
- 6. Laboratory work;
- 7. Term papers;
- 8. Special oral or written reports;
- 9. Other evidences of the pupil's constructive efforts and achievements in learning; and
- 10. For the final grade, the pupil's attendance record, in accordance with Policy Nos. 5200, 5410, and 5460.

Meaning of Grades

- 1. The following grades will be given in each academic subject at the end of each marking period:
 - a. A grade of A indicates superior performance. It may be given to a pupil whose achievement is significantly above grade level; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.
 - b. A grade of B indicates above average performance. It should be given to a pupil whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject.
 - c. A grade of C indicates average performance. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.
 - d. A grade of D indicates below average performance. It should be given to a pupil whose achievement in the subject is barely passing; whose work is

the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject.

- e. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a pupil who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study.
- f. Letter grades may be modified by plus or minus signs.

2. The following grading scales and indicators shall be used:

Kindergarten	O = Outstanding S = Satisfactory I = Improving
Grades 1 and 2	O = Outstanding S+ = High Quality Work S = Satisfactory N = Needs Improvement
Grades 3-8	A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60 INC = Incomplete

G. Electronic Communications Between Teaching Staff Members and Students Policy 3283

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and teaching staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes teaching staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, “electronic communication” means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. “Electronic communications” include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, “professional responsibility” means a teaching staff member’s responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

For the purposes of this Policy, “improper electronic communications” means an electronic communication between a teaching staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the teaching staff member’s or student’s past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member’s professional responsibilities;

7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching staff member and a student shall be followed:

1. E-Mail Electronic Communications Between a Teaching Staff Member and a Student
 - a. All e-mails between a teaching staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a teaching staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
 - b. A teaching staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a teaching staff member's personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall not be used for any electronic communication between the teaching staff member and the student.
 - c. A teaching staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district's e-mail system.
2. Cellular Telephone Electronic Communications Between a Teaching Staff Member and a Student
 - a. Communications between a teaching staff member and a student via a personal cellular telephone shall be prohibited.
 - (1) However, a teaching staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.

3. Text Messaging Electronic Communications Between Teaching Staff Members and Students
 - a. Text messaging communications between a teaching staff member and an individual student are prohibited.
 - (1) However, a teaching staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the teaching staff member's professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Principal or designee.
4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Teaching Staff Members and a Student
 - a. A teaching staff member is prohibited from communicating with any student through the teaching staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a teaching staff member and a student.
 - b. A teaching staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching staff member's personal social networking website or other Internet-based social media website shall not be responded to by the teaching staff member and shall be reported to the Principal or designee by the teaching staff member.
 - c. If a teaching staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.
 - d. Communication between a teaching staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching staff member, the teaching staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching staff member or a student may result in appropriate disciplinary action.

A teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The teaching staff member and the student's parent shall submit notification to the Principal of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the teaching staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

H. Electronic Communications Between Support Staff Members and Students **Policy 4283**

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to support staff members to prevent improper electronic communications between support staff members and students. The Board of Education recognizes support staff members can be vulnerable in electronic communications with students.

The Board prohibits all electronic communications between a support staff member and a student. However, based on a support staff member's professional responsibilities electronic communications between a support staff member and a student may be permitted with written approval of the Chief School Administrator or designee. The approval is only for the school year in which the approval is granted. If the Chief School Administrator or designee approves electronic communications between a support staff member and a student, the support staff member shall be required to comply with all the provisions of this Policy.

The Commissioner of Education has determined inappropriate conduct may determine a school staff member unfit to discharge the duties and functions of their position. Improper electronic communications by school staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, “professional responsibility” means a support staff member’s responsibilities assigned to the support staff member by the administration or Board of Education.

For the purposes of this Policy, “improper electronic communications” means an electronic communication between a support staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a support staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a support staff member, who has been approved by the Chief School Administrator or designee to have electronic communications, and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the support staff member’s or student’s past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the support staff member’s professional responsibilities;
7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the support staff member and a student that the Commissioner of Education would determine to be inappropriate in determining the support staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a support staff member, who has been approved by the Chief School Administrator or designee to have electronic communications, and a student shall be followed:

1. E-Mail Electronic Communications Between a Support Staff Member and a Student
 - a. All e-mails between a support staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a support staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
 - b. A support staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a support staff member's personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall not be used for any electronic communication between the support staff member and the student.
 - c. A support staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a support staff member shall have no expectation of privacy on the school district's e-mail system.
2. Cellular Telephone Electronic Communications Between a Support Staff Member and a Student
 - a. Communications between a support staff member and a student via a personal cellular telephone shall be prohibited.
 - (1) However, a support staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the support staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.
3. Text Messaging Electronic Communications Between Support Staff Members and Students
 - a. Text messaging communications between a support staff member and an individual student are prohibited.
 - (1) However, a support staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the support staff member's professional responsibilities regarding the student. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text

messaging shall not extend beyond the activity approved by the Principal or designee.

4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Support Staff Members and a Student
 - a. A support staff member is prohibited from communicating with any student through the support staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a support staff member and a student.
 - b. A support staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a support staff member's personal social networking website or other Internet-based social media website shall not be responded to by the support staff member and shall be reported to the Principal or designee by the support staff member.
 - c. If a support staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.
 - d. Communication between a support staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

1. In the event a student sends an electronic communication to a support staff member who has not been approved by the Chief School Administrator or designee to have electronic communications, the support staff member shall report the communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such electronic communications. Electronic communications by a support staff member or a student where such communications are not approved by the Chief School Administrator or designee may result in appropriate disciplinary action.
2. In the event a student sends an improper electronic communication, as defined in this Policy, to a support staff member who has been approved by the Chief School Administrator or designee to receive electronic communications, the support staff member shall report the improper electronic communication to the Principal or

designee. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a support staff member or a student may result in appropriate disciplinary action.

A support staff member and student may be exempt from the provisions outlined in this Policy if a support staff member and student are relatives. The support staff member and the student's parent shall submit notification to the Principal of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the support staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

I. Eligibility of Resident/Nonresident Pupils Policy 5111

Resident Pupils:

A pupil over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older pupil as is otherwise entitled by law to a free public education, is eligible to attend school in this school district if the pupil is domiciled within the district.

Proof of residency must be provided at the time of registration

Nonresident Pupils:

The Alpha Board of Education is authorized by N.J.S.A. 18A:38-3 to admit pupils who are not residents in the Alpha School District to the Alpha Public School upon such terms and conditions as the Board may establish.

For the purpose of encouraging academic and social interaction and to increase classroom enrollment, the Board has determined to admit said pupils on a tuition basis under the terms and conditions established herein.

Applications and more details are available in the main office.

J. Entrance Age Policy 5112

A child is eligible for entrance into Kindergarten who will have attained the age of five years on or before October 1 of the year in which entrance is sought.

No child will be admitted to Kindergarten who has not met the age requirement set by this policy.

**K. Attendance
Policy 5200**

The Board of Education requires the pupils enrolled in the schools of this district attend school regularly in accordance with the laws of the State. The educational program offered by this district is predicated on the presence of the pupil and requires continuity of instruction and classroom participation. The regular contact of pupils with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Attendance at school may be excused for certain absences as defined by the Board. All absences for reasons other than excused, shall be unexcused.

Pupils absent from school for any reason are responsible for the completion of assignments missed because of their absence. No pupil excused for a religious holiday shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the pupil of the classroom experience deemed essential to learning and may result in retention at grade level.

*See the Code of Student Conduct for the procedures.

**L. Late Arrival and Early Dismissal
Policy 5230**

The Board of Education requires that pupils be in attendance for the full school day in order to benefit from the instructional program. That requirement will be waived only when compelling circumstances require that a pupil be late to school or dismissed from school before the end of the school day.

The Chief School Administrator may excuse for cause the late arrival and early dismissal of a pupil on the prior written request of the pupil's parent(s) or legal guardian(s). Good cause may include, but need not be limited to, medical and dental appointments that cannot be scheduled outside the school day and/or medical disability.

No pupil will be permitted to leave the school before the end of the school day except in the presence of the pupil's parent(s) or legal guardian(s), or an agent of the parent(s) or legal guardian(s) who has written authorization, or in the custody of agents of the state acting in their legal capacity.

M. Health Services Policy 5310

Each pupil medical examination shall be conducted at the medical home of the pupil. If a pupil does not have a medical home, the school district shall provide this examination at the school physician's office or other comparably equipped facility. For the purpose of the physical examination required for pupils prior to participation on a school-sponsored interscholastic or intramural athletic team or squad for pupils enrolled in grades six to twelve, the pupil's parent(s) or legal guardian(s) may choose either the school physician or their own private physician. A full report of the examination shall be maintained as part of the pupil's health record.

The findings of required examinations as outlined below shall be documented on a form that is approved by the Commissioner of Education and shall include the following components:

1. Immunizations pursuant to N.J.A.C. 8:57-4.1 through 4.16;
2. Medical history including allergies, past serious illnesses, injuries and operations, medications, and current health problems;
3. Health screenings including height, weight, hearing, blood pressure, and vision; and
4. Physical examinations.

The district Board of Education shall make accessible information regarding the NJ FamilyCare Program for pupils who are knowingly without medical coverage pursuant to N.J.S.A. 18A:40-34.

Pursuant to N.J.S.A. 18A:40-4.4, a pupil who presents a statement signed by his/her parent(s) or legal guardian(s) that required examinations interfere with the free exercise of his/her religious beliefs shall be examined only to the extent necessary to determine whether the pupil is ill or infected with a communicable disease or under the influence of alcohol or drugs or is disabled or is fit to participate in any health, safety, or physical education course required by law.

Medical Examinations - Prior To Participation On A School-Sponsored Interscholastic Or Intramural Athletic Team Or Squad For Pupils Enrolled In Grades Six To Twelve

The school district shall ensure that pupils receive medical examinations prior to participation on a school-sponsored interscholastic or intramural athletic team or squad for pupils enrolled in any of the grades six to twelve.

1. The examination shall be conducted within 365 days prior to the first practice session.
2. The medical examination shall include a health history questionnaire, completed and signed by the parent(s) or legal guardian(s).
 - a. The report of health findings of the medical examination for participation shall be documented on the Athletic Preparticipation Physical Examination Form approved by the Commissioner of Education.

- b. The medical report shall include a determination concerning the pupil's participation from the examining physician, advanced practice nurse or physician's assistant.
 - c. The medical report shall indicate whether a pupil is allowed or disallowed to participate in the required sports categories and must be completed and signed by the original examining physician, advanced practice nurse, or physician's assistant. A form that is incomplete shall be returned to the pupil's medical home for completion.
3. Each pupil whose medical examination was completed more than sixty days prior to the first practice session shall provide a health history update of medical problems experienced since the last medical examination. This shall be completed and signed by the parent(s) or legal guardian(s).
 4. Each school district shall provide written notification signed by the school physician to the parent(s) or legal guardian(s) stating approval of the pupil's participation in athletics based upon the medical report or the reasons for the school physician's disapproval of the pupil's participation.
 5. A pupil that does not have a completed Athletic Pre-participation Physical Examination Form shall not be permitted to participate.

Medical Examinations - Upon Enrollment Into School

1. The school district shall ensure that pupils receive medical examinations upon enrollment into school. Parent(s) or legal guardian(s) shall be required to provide examination documentation of each pupil within thirty days upon enrolling into school.
2. When a pupil is transferring to another school, each school district shall ensure that pupil documentation of entry examination is forwarded to the transfer school district pursuant to N.J.A.C. 6A:16-2.4(d).
3. Pupils transferring into this school district from out-of-State or out-of-country may be allowed a thirty-day period in order to obtain entry examination documentation.
4. The school nurse shall notify parent(s) or legal guardian(s) of the importance of obtaining subsequent medical examinations of the pupil at least once during each developmental stage, at early childhood (pre-school through grade three), pre-adolescence (grades four through six) and adolescence (grades seven through eight);

Medical Examinations - For The Purposes Of The Comprehensive Child Study Team Evaluation Pursuant To N.J.A.C. 6A:14-3.4

The school district shall ensure that pupils receive medical examinations for the purposes of the Comprehensive Child Study Team Evaluation pursuant to N.J.A.C. 6A:14-3.4.

Health Screenings

Each district Board of Education shall ensure that pupils receive health screenings.

1. Screening for height, weight, and blood pressure shall be conducted annually for each pupil in Kindergarten through grade eight.
2. Screening for visual acuity shall be conducted biennially for pupils in Kindergarten through grade eight.
3. Screening for auditory acuity shall be conducted annually for pupils in Kindergarten through grade three and in grade seven pursuant to N.J.S.A. 18A:404.
4. Screening for scoliosis shall be conducted biennially for pupils between the ages of ten and eighteen pursuant to N.J.S.A. 18A:40-4.3.
5. Screenings shall be conducted by a school nurse.
6. The school district shall provide for the notification of the parent(s) or legal guardian(s) of any pupil suspected of deviation from the recommended standard.

N. Immunizations Policy 5320

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board of Education requires the immunization of pupils against certain diseases in accordance with state statute and rules of the New Jersey State Department of Health and Senior Services.

A pupil shall not knowingly be admitted or retained in school if the parent(s) or legal guardian(s) has not submitted acceptable evidence of the child's immunization, according to schedules specified in N.J.A.C. 8:57-4 – Immunization of Pupils in School.

Medical or religious exemptions to immunizations shall be in accordance with the requirements as outlined in N.J.A.C. 8:57-4.3 and 4.4. A child may be admitted to school on a provisional basis in accordance with the requirements as outlined in N.J.A.C. 8:57-4.5.

No immunization program, other than that expressly required by the rules of the New Jersey State Department of Health and Senior Services or by order of the New Jersey State Commissioner of Health and Senior Services, may be conducted in district schools without the express approval of the Board.

MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY N.J.A.C. 8:57-4: Immunization of Pupils in School		
DISEASE(S)	REQUIREMENTS	COMMENTS
DTaP	(AGE 1-6 YEARS): 4 doses, with one dose given on or after the 4th birthday, OR any 5 doses. (AGE 7-9 YEARS): 3 doses of Td or any previously administered combination of DTP, DTaP, and DT to equal 3 doses.	Any child entering pre-school, pre-Kindergarten, or Kindergarten needs a minimum of four doses. Pupils after the seventh birthday should receive adult type Td. DTP/Hib vaccine and DTaP also valid DTP doses. Laboratory evidence of immunity is also acceptable.
Tdap	GRADE 6 (<i>or comparable age level special education program with an unassigned grade</i>): 1 dose	For pupils entering Grade 6 on or after 9-1-08 and born on or after 1-1-97. A child does not need a Tdap dose until FIVE years after the last DTP/DTaP or Td dose.
POLIO	(AGE 1-6 YEARS): 3 doses, with one dose given on or after the 4th birthday, OR any 4 doses. (AGE 7 or OLDER): Any 3 doses.	Either Inactivated Polio Vaccine (IPV) or Oral Polio Vaccine (OPV) separately or in combination is acceptable. Polio vaccine is not required of pupils 18 years of age or older. Laboratory evidence of immunity is also acceptable.
MEASLES	If born before 1-1-90, 1 dose of a live Measles-containing vaccine. If born on or after 1-1-90, 2 doses of a live Measles-containing vaccine. If entering a college or university after 9-1-95 and previously unvaccinated, 2 doses of a live Measles-containing vaccine.	Any child over 15 months of age entering child care, pre-school, or pre-Kindergarten needs a minimum of 1 dose of measles vaccine. Any child entering Kindergarten needs 2 doses. Previously unvaccinated pupils entering college after 9-1-95 need 2 doses of measles-containing vaccine or any combination containing live measles virus administered after 1968. Documentation of 2 prior doses is acceptable. Laboratory evidence of immunity is also acceptable. Intervals between first and second measles/MMR/MR doses cannot be less than 1 month.
RUBELLA and MUMPS	1 dose of live Mumps-containing vaccine. 1 dose of live Rubella-containing vaccine.	Any child over 15 months of age entering child care, pre-school, or pre-Kindergarten needs 1 dose of rubella and mumps vaccine. Each pupil entering college for the first time after 9-1-95 needs 1 dose of rubella and mumps vaccine or any combination containing live rubella and mumps virus administered after 1968. Laboratory evidence of immunity is also acceptable.
VARICELLA	1 dose on or after the first birthday.	All children 19 months of age and older enrolled into a child care/pre-school center after 9-1-04 or children born on or after 1-1-98 entering a school for the first time in Kindergarten, Grade 1, or comparable age entry level special education program with an unassigned grade, need 1 dose of varicella vaccine. Laboratory evidence of immunity, physician's statement or a parental statement of previous varicella disease is also acceptable.
HAEMOPHILUS INFLUENZAE	(AGE 2-11 MONTHS) ⁽¹⁾ : 2 doses	Mandated only for children enrolled in child care, pre-school, or pre-Kindergarten. ⁽¹⁾ Minimum of

B (Hib)	(AGE 12-59 MONTHS) ⁽²⁾ : 1 dose	2 doses of Hib vaccine is needed if between the ages of 2-11 months. ⁽²⁾ Minimum of 1 dose of Hib vaccine is needed after the first birthday. DTP/Hib and Hib/Hep B also valid Hib doses.
HEPATITIS B	(K-GRADE 12): 3 doses or 2 doses ⁽¹⁾	⁽¹⁾ If a child is between 11-15 years of age and has not received 3 prior doses of Hepatitis B then the child is eligible to receive 2-dose Hepatitis B Adolescent formulation. Laboratory evidence of immunity is also acceptable.
PNEUMOCOCCAL	(AGE 2-11 MONTHS) ⁽¹⁾ : 2 doses (AGE 12-59 MONTHS) ⁽²⁾ : 1 dose	Children enrolled in child care or pre-school on or after 9-1-08. ⁽¹⁾ Minimum of 2 doses of Pneumococcal vaccine is needed if between the ages of 2-11 months. ⁽²⁾ Minimum of 1 dose of Pneumococcal vaccine is needed on or after the first birthday.
MENINGOCOCCAL	(Entering GRADE 6 <i>(or comparable age level Special Ed program with an unassigned grade)</i>): 1 dose ⁽¹⁾ (Entering a four-year college or university, previously unvaccinated and residing in a campus dormitory): 1 dose ⁽²⁾	⁽¹⁾ For pupils entering Grade 6 on or after 9-1-08 and born on or after 1-1-97. ⁽²⁾ Previously unvaccinated pupils entering a four-year college or university after 9-1-04 and who reside in a campus dormitory, need 1 dose of meningococcal vaccine. Documentation of one prior dose is acceptable.
INFLUENZA	(AGES 6-59 MONTHS): 1 dose ANNUALLY	For children enrolled in child care, pre-school or pre-Kindergarten on or after 9-1-08. 1 dose to be given between September 1 and December 31 of each year.

**O. Administration of Medication
Policy 5330**

Medication will only be administered to pupils in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, the pupil’s parent(s) or legal guardian(s), a pupil who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and 12.6.

Self-administration of medication by a pupil for asthma or other potentially life-threatening illness or a life threatening allergic reaction is permitted in accordance with the provisions of N.J.S.A. 18A:40-12.3.

Medication no longer required must be promptly removed by the parent(s) or legal guardian(s).

The school nurse shall have the primary responsibility for the administration of epinephrine. However, the certified school nurse may designate, in consultation with the Board or the Superintendent, additional employees of the district who volunteer to be trained in the administration of epinephrine via a pre-filled auto-injector mechanism using standardized

training protocols established by the Department of Education in consultation with the Department of Health and Senior Services when the school nurse is not physically present at the scene.

The school nurse or designee shall be promptly available on site at the school and at school-sponsored functions in the event of an allergic reaction. In addition, the parent(s) or legal guardian(s) must be informed that the school district, its employees and agents shall have no liability as a result of any injury arising from the administration of epinephrine to the pupil.

The parent(s) or legal guardian(s) of the pupil must sign a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism to the pupil and the parent(s) or legal guardian(s) shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism to the pupil.

The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to pupils for anaphylaxis is effective for the school year it is granted and must be renewed for each subsequent school year.

The school shall have and maintain for the use of pupils at least one nebulizer in the office of the school nurse or a similar accessible location. Each certified school nurse or other persons authorized to administer asthma medication will receive training in airway management and in the use of nebulizers and inhalers consistent with State Department of Education regulations. Every pupil that is authorized to use self-administered asthma medication pursuant to N.J.S.A. 18A:40-12.3 or a nebulizer must have an asthma treatment plan prepared by the pupil's physician which shall identify, at a minimum, asthma triggers, the treatment plan and other such elements as required by the State Board of Education.

All pupil medications shall be appropriately maintained and secured by the school nurse, except those medications to be self-administered by pupils. In those instances the medication may be retained by the pupil with the prior knowledge of the school nurse. The school nurse may provide the Chief School Administrator and other teaching staff members concerned with the pupil's educational progress with such information about the medication and its administration as may be in the pupil's best educational interests. The school nurse may report to the school physician any pupil who appears to be affected adversely by the administration of medication and may recommend to the Chief School Administrator the pupil's exclusion pursuant to law.

The school nurse shall document each instance of the administration of medication to a pupil. Pupils self-administering medication shall report each incident to a teacher, coach or other individual designated by the school nurse who is supervising the pupil during the school activity when the pupil self-administers. These designated individuals shall report such incidents to the school nurse within twenty-four hours of the self-administration of medication. The school nurse shall preserve records and documentation regarding the self-administration of medication in the pupil's health file.

P. Anaphylaxis to Food and Other Substances Policy 5330

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of any illness, including any allergies, of any pupil. At the same time, the Board recognizes a pupil's health and safety may be contingent upon timely administration of medication duly prescribed by a physician. Any administration of medications to pupils in school will be in accordance with Policy No. 5330 and applicable State laws.

The Board recognizes pupils may have anaphylaxis to certain foods and other substances. Anaphylaxis is a sudden, severe, potentially fatal, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Symptoms can occur within minutes to hours after contact with the allergy-causing substance and these reactions can be mild to life-threatening. Therefore, it is very important the parent(s)/legal guardian(s) of pupils with anaphylaxis to food and other substances inform the Chief School Administrator and the school nurse in the event the pupil may have an anaphylactic reaction while in school. The Chief School Administrator and the school nurse will notify school staff that interacts with the pupil.

The Board will permit the self-administration of medication for a pupil with anaphylaxis to food and other substances pursuant to N.J.S.A. 18A:40-12.3 through N.J.S.A. 18A:40-12.6 and Policy No. 5330. The parent(s)/legal guardian(s) of a pupil with anaphylaxis to food and other substances must provide the Chief School Administrator written authorization for the emergency administration of epinephrine via a pre-filled single dose auto-injector mechanism for the pupil in accordance with Policy No. 5330.

The Chief School Administrator and the school nurse will take precautions to ensure the safety of pupils with anaphylaxis to food and other substances.

Based on the school cafeteria's use of government commodity foods and beverages and donations of food and beverages by parent(s)/legal guardian(s) and organizations, the district may not know the exact ingredients used in the preparation of all food and beverage items served within the school lunch program, by parent(s)/legal guardian(s) and/or by school organizations. Therefore, the parent(s)/legal guardian(s) and/or the pupil with anaphylaxis to food should be responsible for the pupil's purchase and consumption of any food products sold or provided by the school and/or by any school related organizations that may cause an anaphylactic reaction. Upon the request of a parent(s)/legal guardian(s) of a pupil with anaphylaxis to food, the Chief School Administrator, working with the school nurse and school cafeteria personnel, will accommodate a pupil with anaphylaxis to food by offering limited food substitutions that are free of the pupil's food allergy.

There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip and/or classroom celebration. Because the ingredients of these food products may be unknown to the food preparation person and/or server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide the pupil with advance notice of the classroom experience, field trip and/or

classroom celebration in order for the pupil to bring a food or beverage from their home so they may participate in the activity.

When a parent/legal guardian informs the Chief School Administrator and the school nurse the pupil may have an anaphylactic reaction to substances other than food while in school, the Chief School Administrator will work with school staff to determine if these substances are on school grounds. The Chief School Administrator will inform and work with the parent/legal guardian and the pupil to avoid the pupil's exposure to these substances if present on school grounds.

The school nurse will provide training to school staff in order for school staff to understand food allergies, recognize symptoms, know what to do in an emergency situation, and will work with other school staff to eliminate or substitute the use of food allergens in the allergic pupil's meals, educational/instructional tools and materials, arts and crafts projects, or incentives.

Q. Management of Life-Threatening Allergies in Schools Policy 5331

The Board of Education recognizes pupils may have allergies to certain foods and other substances and may be at risk for anaphylaxis. Anaphylaxis is a sudden, severe, serious, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Anaphylaxis is a serious allergic reaction that may be rapid in onset and may cause death. Policy 5331 has been developed in accordance with the Guidelines for the Management of Life-Threatening Food Allergies in Schools developed by the New Jersey Department of Education.

An Individualized Healthcare Plan (IHP) and an Individualized Emergency Healthcare Plan (IEHP) will be developed for each pupil at risk for a life-threatening allergic reaction. Self-administration of medication, the placement and the accessibility of epinephrine, and the recruitment and training of designees who volunteer to administer epinephrine during school and at school-sponsored functions when the school nurse or designee is not available shall be in accordance with N.J.S.A. 18A:40-12 and Board Policy and Regulation 5330. School staff will be appropriately trained by the school nurse or designee to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur.

The school district will develop and implement appropriate strategies and prevention measures for the reduction of risk of exposure to food allergens throughout the school day, during before- and after-school programs, at all school-sponsored activities, in the cafeteria, or wherever food is present.

A description of the roles and responsibilities of parent(s) or legal guardian(s), staff, and pupils to prevent allergic reactions and during allergic reactions are outlined in Regulation 5331.

Every incident involving a life-threatening allergic reaction and/or whenever epinephrine is administered throughout the school day, during before- and after-school programs, and/or at all school-sponsored activities shall be reported to the school nurse or designee. The school nurse or designee shall be responsible to notify emergency responders, the Principal or designee, the

school physician, and the Chief School Administrator. The Chief School Administrator shall inform the Board of Education after every incident including a life-threatening allergic reaction or whenever epinephrine is administered by the school nurse or designee. In addition, in accordance with the provisions of N.J.S.A. 18A:40-12.5.e.(3), the school nurse or designee shall arrange for the transportation of a pupil to the hospital emergency room by emergency services personnel after the administration of epinephrine, even if the pupil's symptoms appear to have resolved.

There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip, and/or celebration. Because the ingredients of these food and beverage products may be unknown to the food preparation person and/or server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide, whenever possible, advance notice of the classroom experience, field trip, or celebration in order for the pupil to bring a food or beverage product from their home so they may participate in the activity.

When a parent(s) or legal guardian(s) informs the Building Principal and the school nurse the pupil may have an anaphylactic reaction to a substance other than food, the Building Principal will work with school staff to determine if these substances are on school grounds. The Building Principal will inform and work with the parent(s) or legal guardian(s) and the pupil to avoid the pupil's exposure to these substances if present on school grounds.

School staff will be appropriately trained by the school nurse or designee to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The school nurse or designee will provide appropriate training to school staff to understand allergies to food and other substances, to recognize symptoms of an allergic reaction, and to know the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The school nurse will work with appropriate school staff to eliminate or substitute the use of allergens in the allergic pupil's meals, educational/instructional tools and materials, arts and crafts projects, or incentives.

Policy and Regulation 5331 should be annually reviewed, evaluated, and updated where needed. Policy and Regulation 5331 will be disseminated and communicated to all parent(s) or legal guardian(s) of pupils in the school in the beginning of each school year and when a pupil enters the school after the beginning of the school year.

R. Promotion and Retention

Policy 5410

The Board of Education recognizes that each child develops and grows in a unique pattern and that pupils should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each pupil enrolled in this district shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for pupil promotion shall be related to the New Jersey Core Curriculum Content Standards and district goals and objectives and to the accomplishments of pupils. A pupil in the

elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and pupils shall be regularly informed during the school year of the pupil's progress toward meeting promotion standards. A teacher who determines that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the pupil and offer immediate consultation to the pupil's parent(s) or legal guardian(s). Every effort shall be made to remediate a pupil's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the pupil shall be notified of the possibility of the pupil's retention at grade level in advance and, whenever feasible, no later than three weeks prior to the end of the school year.

School attendance shall be a factor in the determination of a pupil's promotion or retention. Only extenuating circumstances should permit the promotion of a pupil who has been in attendance fewer than one hundred fifty-five days during the school year.

Classroom teachers shall recommend to the Chief School Administrator the promotion or retention of each pupil. Parent(s) or legal guardian(s) and adult pupils may appeal a promotion or retention decision to the Chief School Administrator whose decision shall be final.

S. Honoring Pupil Achievement Policy 5440

Students are recognized for academic achievement through attainment of Honor Roll status.

Honor roll criteria: Honor roll runs from grade 3 through Grade 8

- Grades 3 through 5 Criteria

Honor Roll = minimum 3.5 grade point average OF all MAJOR ACADEMIC SUBJECTS and B or higher in all special subjects (excluding health).

Major subjects: Language Arts – Math – Science – Social Studies

Special subjects: Art – Music – Gym – Spanish

Health – will be graded as pass/fail and will not count towards Honor Roll

- Grades 6 through 8 Criteria

Honor Roll = minimum 3.5 grade point average OF all MAJOR ACADEMIC SUBJECTS and B or higher in all special subjects (excluding health).

- substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
 5. Has the effect of insulting or demeaning any pupil or group of pupils; or
 6. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

C. Pupil Expectations

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members.

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

The Board expects that pupils will act in accordance with the pupil behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Pupil rights; and
4. Sanctions and due process for violations of the Code of Pupil Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, pupils, instructional staff, pupil support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to pupils and their parents or guardians the rules of the district regarding pupil conduct. Provisions shall be made for informing parents or guardians whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to pupils who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

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

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

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance; and
11. Relationship to pupils and the school district.

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct.

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

Examples of Remedial Measures – Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);

11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and
26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

The district will also impose appropriate consequences and remedial actions to a person who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Pupils, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

G. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a pupil in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;
- b. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;

- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request;
- g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report also shall include information on any consequences imposed under the Code of Pupil Conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the Superintendent.

Parents of the pupils who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents or guardians shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent or guardian may request a hearing before the Board of Education after receiving the information. When a request for a hearing is granted, the hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the pupils. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the alleged incident, the findings from the investigation of the alleged incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, pupil, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

I. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board authorizes the Principal of each school, in conjunction with the Anti-Bullying Specialist, to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services,

and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal, in conjunction with the Anti-Bullying Specialist, and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.

4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The district will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with pupils, school volunteer, or pupil from engaging in reprisal, retaliation, or false accusation against a victim, witness, one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. Examples of consequences and remedial measures for pupils who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with pupils that engages in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

K. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Pupils - Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

L. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

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

The Superintendent shall ensure that notice of this Policy appears in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify pupils and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

M. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees, contracted service providers, and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d.

The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or guardians, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

- N. **Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review**
The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.

- O. **Reports to Board of Education and New Jersey Department of Education**
The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

- P. **Reports to Law Enforcement**
Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

- Q. **Collective Bargaining Agreements and Individual Contracts**
Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Pupils with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a pupil with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the appropriate Executive County Superintendent of Schools within thirty days of Board adoption.

**U. Care of School Property
Policy 5513**

The Board of Education believes that the schools should help pupils learn to respect property and to develop feelings of pride in community institutions. The Board charges each pupil enrolled in this district with responsibility for the proper care of school property and the school supplies and equipment entrusted to his/her use.

Pupils who cause damage to school property will be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or defacement of a textbook and reserves the right to withhold a report card or diploma from any pupil whose payment of a fine is in arrears.

A pupil who demonstrates chronic and/or serious disregard for property may be referred to the Child Study Team.

The Chief School Administrator shall develop rules for the safekeeping and accounting of textbooks and prepare a schedule of fines for lost and damaged textbooks.

**V. Dating Violence at School
Policy 5519**

The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil's safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual, physical, or emotional will not be tolerated and will be dealt with in accordance with the school's pupil code of conduct.

All school staff members (administrative staff, instructional staff, support staff, and volunteers) shall take all reasonable measures to prevent acts or incidents of dating violence at school involving a pupil. All acts or incidents of dating violence at school shall be reported to the Principal or designee in accordance with the provisions outlined in Regulation 5519. A verbal

report shall be made to the Principal or designee as soon as possible, but no later than the end of the pupil's school day when the staff member witnesses or learns of an act or incident of dating violence at school. A written report regarding the act or incident shall be submitted to the Principal or designee by the reporting staff member no later than one day after the act or incident occurred.

School staff members are required to report all acts or incidents of dating violence at school they witness or upon receiving reliable information concerning acts or incidents of dating violence at school. Acts or incidents may include, but are not limited to: those characterized by physical, emotional, verbal, or sexual abuse; digital or electronic acts or incidents of dating violence; and/or patterns of behavior which are threatening or controlling.

The Board of Education, upon the recommendation of the Chief School Administrator, shall adopt the guidelines and procedures outlined in Regulation 5519 for responding to acts or incidents of dating violence at school. The protocols outlined in Regulation 5519 have been established for any school staff member who witnesses or learns of an act or incident of dating violence at school and for school administrators to work with the victim and the aggressor of an act or incident of dating violence.

Dating violence statements and investigations shall be kept in files separate from pupil academic and discipline records to prevent the inadvertent disclosure of confidential information. Every act or incident of dating violence at school that is reported shall be documented in an appropriate manner. This should include statements, planning actions, and disciplinary measures as well as counseling and other support resources that are offered and prescribed to the victim or aggressor.

School administrators shall implement discipline and remedial procedures to address acts or incidents of dating violence at school consistent with the school's pupil code of conduct. The policies and procedures specific to acts or incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

Consequences may include, but are not limited to: admonishment, temporary removal from the classroom, classroom or administrative detention, in-school suspension, out-of-school suspension, reports to law enforcement, and/or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/intervention may include, but is not limited to: parent conferences, pupil counseling (all pupils involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive pupil interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

A pattern of behaviors may be an important sign a pupil is involved in an unhealthy or abusive dating relationship. The warning signs listed in Regulation 5519 shall educate the school

community on the characteristics that a pupil in an unhealthy or abusive relationship may exhibit. Many of these warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.

The Board of Education shall make available to pupils and their families information on safe, appropriate school, family, peer, and community resources available to address dating violence.

The Board of Education shall incorporate age-appropriate dating violence education in grades seven through twelve through the health education curriculum in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships.

Upon written request to the school Principal, a parent/legal guardian of a pupil less than eighteen years of age shall be permitted, within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district.

Notice of Policy and Regulation 5519 shall appear in all district publications that set forth the comprehensive rules, procedures, and standards of conduct for pupils within the district and in any handbook.

W. Pupil Discipline/Code of Conduct

Policy 5600

The Board of Education adopts this Pupil Discipline/Code of Conduct Policy to establish standards and procedures for positive pupil development and behavioral expectations on school grounds, including on a school bus or at school-sponsored functions, and as appropriate, for conduct away from school grounds.

Every pupil enrolled in this district shall observe promulgated rules and regulations and submit to the discipline imposed for infraction of those rules. Regulation 5600 shall include a description of school responses and consequences to violations of the behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, considering the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

The development, annual review, and update of this Policy shall involve parent, pupil, and community involvement which represents, where possible, the composition of the schools and community and shall be based on locally determined and accepted core ethical values.

The Board will review this Policy and Regulation after considering the findings of the annual reports of pupil conduct, including suspensions and expulsions, pursuant to N.J.A.C. 6A:16-7.1(a)5 and 6, and the incidences reported under the Electronic Violence and Vandalism Reporting System, in accordance with N.J.A.C. 6A:16-5.3.

The Chief School Administrator shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting pursuant to N.J.A.C. 6A:16-7.1(a)5. The Chief School Administrator shall submit a report annually to the New Jersey Department of Education on pupil conduct, including all pupil suspensions and expulsions, and the implementation of the Pupil Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education and the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e).

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

The Building Principal or designee shall have the authority to assign discipline to pupils. School authorities also have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Consequences and appropriate remedial action for a pupil who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying.

Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and shall be consistent with this Policy and the school district's pupil discipline/code of conduct pursuant to N.J.A.C. 6A:16-7.1.

Remedial measures for one or more acts of harassment, intimidation, or bullying shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school's pupil code of conduct. The policies and procedures specific to acts or incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved.

The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and aggressor have been involved.

Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident.

Remedial measures/interventions for acts or incidents of dating violence at school may include, but are not limited to: parent conferences, pupil counseling (all pupils involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive pupil interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

Any pupil to be disciplined shall be provided the due process procedures for pupils and their families as set forth in N.J.A.C. 6A:16-7.2 through 7.6.

When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32(e)10.iv., and N.J.A.C. 6A:16-7.10.

Regulation 5600 shall include a description of pupil responsibilities that include expectations for academic achievement and behavior, a description of behaviors that will result in suspension or expulsion pursuant to N.J.S.A. 37-2, and a description of pupil rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

Comprehensive behavioral supports that promote positive pupil development and the pupil's abilities to fulfill the behavioral expectations established by the Board will include: positive reinforcement for good conduct and academic success including the programs as outlined in Policy 5440; supportive interventions and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the nature of the behaviors, the developmental ages of the pupils and the pupil's histories of problem behaviors and performance; and for pupils with disabilities, the behavior interventions and supports shall be determined and provided pursuant to the requirements of N.J.A.C. 6A:14.

The Building Principal shall maintain a current list of community-based health and social service provider agencies available to support a pupil and the pupil's family, as appropriate, and a list of legal resources available to serve the community.

Pupil discipline and code of conduct in the district will be applied without regard to 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, pursuant to N.J.S.A. 10:5.

The Pupil Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s). School staff shall be trained annually on the Pupil Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of pupil conduct in violation of the district's Policy and Regulation. Information on this Policy and Regulation shall be incorporated into the orientation program for new employees.

X. Suspension Policy 5610

The Board of Education recognizes that even the temporary exclusion of a pupil from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Pupil Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

For the purposes of this policy, "suspension" means the temporary removal of a pupil from the regular instructional program.

For the purposes of this Policy, "short term suspension" means a suspension for a term of ten consecutive school days or less and "long term suspension" means a suspension for more than ten consecutive school days.

A pupil may be suspended only by the Chief School Administrator. The Chief School Administrator shall report the suspension to the Board at its next regular meeting.

The suspended pupil may be reinstated by the Chief School Administrator at any time before the second meeting of the Board following the suspension, or by the Board of Education at the first meeting following the suspension, except that no pupil suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that pupil's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the pupil or continue the suspension.

In each instance of a short-term suspension, the pupil and their parent(s) or legal guardian(s) will be provided oral or written notice of the charges and an informal hearing conducted by the Chief

School Administrator or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the pupil may be immediately removed from the pupil's educational program and the informal hearing shall be held as soon as practical after the suspension.

In each instance of a long-term suspension, the district shall assure the rights of the pupil pursuant to N.J.A.C. 16A:16-7.3.

The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14., for each pupil with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8-3.1, which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a pupil with a disability shall be provided consistent with the pupil's Individualized Education Program, in accordance with N.J.A.C. 6A:14. At the completion of a short-term suspension, the general education pupil shall be returned to the general education program.

The records of a pupil disciplined by suspension will be expunged in accordance with Policy and Regulation No. 8330. All record of a suspension will be immediately expunged if the pupil is found innocent of the charges levied. The name of a disciplined pupil will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such pupil will be designated by code.

**Y. Removal of Pupils From the General Education Program for Weapons/Firearms Offenses
Policy 5611**

The Board of Education is committed to providing a safe school environment to all pupils attending the public schools. To provide this safe learning environment, the Board of Education will implement policies and procedures regarding pupil offenses involving firearms, as defined in N.J.S.A. 2C:39-1(f) and 18 U.S.C. §921, according to the requirements of, The Zero Tolerance For Guns Act, pursuant to N.J.S.A. 18A:37-7 through N.J.S.A. 37-12.

Any pupil convicted or adjudicated delinquent for possession of a firearm or committing a crime while in possession of a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular educational program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board of Education to remove the pupil.

Any pupil who assaults a pupil, teacher, administrator, Board member, or other school district employee, with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative education school or program, pending a hearing before the Board of Education.

The Chief School Administrator determines whether the pupil is prepared to return to the regular education program or whether the pupil remains in the alternative education program or other educational placement. The Chief School Administrator's decision must be made in accordance with school district policy and New Jersey Administrative Code. If the pupil is disabled, the pupil's placement is determined by the Child Study Team and the pupil's parent(s) or legal guardian(s) in accordance with N.J.A.C. 6A:14 et seq., Special Education.

If a pupil is removed from the regular education program and a placement in an approved alternative education program is not available, or if the Chief School Administrator determines that it is not in the best interest of the pupil and the school to modify the conditions for the removal and placement of the pupil, the school district will provide home or out-of-school instruction in accordance with Policy 2481.

Pupils with disabilities, who exhibit dangerous or violent behavior, may be removed immediately from the school setting and be disciplined in accordance with Policy No. 2460 and Regulation No. 2460.7.

The Board of Education will adopt policies and procedures to ensure cooperation between school staff and law enforcement authorities pursuant to N.J.A.C. 6A:16-6.1.

Z. Assaults on District Board of Education Members or Employees Policy 5612

Any student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, not involving the use of a weapon or firearm, upon a teacher, administrator, other school district employee, or Board member acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to the school district, shall be immediately removed from school pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7.

A student, other than a student with a disability, who commits an assault as defined in N.J.S.A. 2C:12-1(a)1, shall be immediately removed from school consistent with due process procedures, pending a hearing pursuant to N.J.A.C. 6A:16-7.2 through 7.5. Nothing in N.J.S.A. 18A:37-2.1 or N.J.A.C. 6A:16-5.7 shall be construed as prohibiting the expulsion of a general education student. A student with a disability who commits an assault as defined in this Policy, shall be removed in accordance with N.J.A.C. 6A:14 and due process proceedings in accordance with N.J.A.C. 14-2.7 and 2.8.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(a), said proceedings shall take place no later than thirty calendar days following the day on which the student is suspended. The decision of the Board shall be made within five days after the close of the hearing. Any appeal

of the Board's decision shall be made to the Commissioner of Education within ninety days of the Board's decision. The provisions herein shall be construed in a manner consistent with 20 U.S.C. § 1400 et seq.

The Principal or designee shall remove, isolate, and place the student under the supervision of school staff until the student's parent or appropriate agency takes custody of the student. The Principal or designee will immediately report to the Chief School Administrator the removal of the student and notify the student's parent of the removal action and the student's due process rights. The Principal or designee will notify the appropriate law enforcement official of a possible violation of the New Jersey Code of Criminal Justice.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(b), whenever a teacher, administrator, Board member, other school district employee, or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a student, the Principal shall file a written report of the alleged assault with the Chief School Administrator. The Chief School Administrator shall report the alleged assault to the Board at its next regular meeting; provided that the name of the student who allegedly committed the assault, although it may be disclosed to the Board members, shall be kept confidential at the public Board of Education meeting.

Any person who fails to file a report of an alleged assault as required pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7 may be liable to disciplinary action by the Board.

The Chief School Administrator biannually shall submit to the Commissioner of Education a report on each incident under N.J.A.C. 6A:16-5.7 utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e)1.

Policy and Regulation 5612, implementing the requirements of N.J.A.C. 6A:16-5.7, shall be annually disseminated to all school staff, students, and parents.

AA. Pupil Rights

Policy 5700

The Board of Education recognizes that pupils possess both the right to a free public education and the rights of citizenship. In granting pupils the educational opportunities to which they are entitled, the Board shall provide them with the nurture, counsel, and custodial care appropriate to pupils' ages and maturity. At the same time, the Board will respect the right of each pupil to equal treatment and equal access to the educational program, the due process of law, freedom of expression and association, and the privacy of his/her own thoughts.

Attendant on the rights guaranteed to each pupil are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the policies and regulations of this district.

As pupils differ in age and maturity, so they differ in the ability to assume both the rights and the concomitant responsibilities of citizenship. Accordingly, the exercise of each right will be

granted with due regard for the degree of responsibility possessed by the pupil and the pupil's need for continuing guidance and control.

BB. Plagiarism

Policy 5701

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils' papers, exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities.
2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.
3. Falsifications, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

1. Reprimand the pupil orally and/or in writing. The teacher is also authorized to withhold credit in the work tainted by the academic dishonesty.
2. If warranted, the teacher shall file a written complaint against the pupil with the Chief School Administrator, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Chief School Administrator.
3. The Chief School Administrator will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
4. If the pupil is not in agreement with the disciplinary action of the teacher, he/she may appeal the action to the Chief School Administrator. If the pupil is dissatisfied with the Chief School Administrator's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

CC. Sexual Harassment

Policy 5751

Sexual harassment of pupils is prohibited by the Board of Education. The Chief School Administrator and school district staff will use the following methods to investigate and resolve

allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

Grievance Procedure

The following Grievance Procedure shall be used for an allegation(s) of Harassment of Pupils by School Employees, Other Pupils, or Third Parties:

1. Reporting of Sexual Harassment Conduct
 - a. Any person with any information regarding actual and/or potential sexual harassment of a pupil by any school employee, other pupils, or third parties must report the information to the Chief School Administrator or the Affirmative Action Officer.
 - (1) If the Chief School Administrator deems it appropriate, he/she may immediately notify the parent(s) or legal guardian(s) of the alleged harasser(s) or alleged victim(s) upon receipt of any information prior to notifying the Affirmative Action Officer.
 - (2) The Chief School Administrator will not disclose the name(s) of the alleged harasser(s) or alleged victim(s) to the other party.
 - b. The school district can learn of sexual harassment through other means such as from a witness to an incident, an anonymous letter or telephone call.
 - c. Nothing in the Policy and Regulation on Pupil Sexual Harassment shall preclude the Chief School Administrator or designee, from complying with the provisions of Policy No. 5600 - Pupil Discipline in order to maintain the health, safety and welfare of staff and/or pupils.
 - d. A report from the Chief School Administrator will be forwarded to the school district Affirmative Action Officer within one working day, even if the Chief School Administrator feels sexual harassment conduct was not present.
 - e. Upon receipt of an allegation and/or report, the Affirmative Action Officer shall immediately notify the parent(s) or legal guardian(s) of any alleged harasser(s) and victim(s) for which a report has been filed even if the Chief School Administrator has previously notified the parent(s) or legal guardian(s).
 - f. The Affirmative Action Officer shall notify the parent(s) or legal guardian(s) of all involved pupils and any other involved individuals of the process to be followed in investigating a report or complaint.
2. Affirmative Action Officer's Investigation
 - a. Upon receipt of any report of potential sexual harassment conduct, the Affirmative Action Officer will begin an immediate investigation. The Affirmative Action Officer will promptly investigate all alleged complaints of sexual harassment, whether or not a formal grievance is filed and steps will be taken to resolve the situation, if needed. This investigation will be prompt, thorough, and impartial. The investigation will be completed no more than ten working days after receiving notice.
 - b. When a pupil or the parent(s) or legal guardian(s) of a pupil provides information or complains about sexual harassment of the pupil, the Affirmative Action Officer will initially discuss what actions the pupil or parent(s) or legal guardian(s) is seeking in response to the harassment.

- c. The Affirmative Action Officer's investigation may include, but is not limited to, interviews with all persons with potential knowledge of the alleged conduct, interviews with any pupils who may have been sexually harassed by any school employee, other pupils, or third parties and any other reasonable methods to determine if sexual harassment conduct existed.
- d. The Affirmative Action Officer will request, if relevant to an investigation, the parent(s) or legal guardian(s) of any pupil involved in the investigation to assist in the investigation to determine if sexual harassment conduct exist(ed).
- e. The Affirmative Action Officer will provide a copy of the Board Policy and Regulation to all persons who are interviewed with potential knowledge and to any other person the Affirmative Action Officer feels would be served by a copy of such documents.
- f. The Affirmative Action Officer will explain the avenues for formal and informal action, including a description of the grievance procedure that is available for sexual harassment complaints and an explanation on how the procedure works.
- g. Any person interviewed by the Affirmative Action Officer may be provided an opportunity to present witnesses and other evidence.
- h. The Affirmative Action Officer and/or Chief School Administrator may contact law enforcement agencies if there is potential criminal conduct by any party.
- i. The school district administrators may take interim measures during an Affirmative Action Officer's investigation of a complaint in order to alleviate any conditions which prohibits the pupil from assisting in the investigation.
- j. If elementary or middle school pupils are involved, it may become necessary to determine the degree to which they are able to recognize that certain sexual conduct is conduct to which they can or should reasonably object and the degree to which they can articulate an objection. The Affirmative Action Officer will consider the age of the pupil, the nature of the conduct involved, and other relevant factors in determining whether a pupil had the capacity to welcome sexual conduct.
- k. The scope of a reasonable response also may depend upon whether a pupil, or parent(s) or legal guardian(s) reporting harassment asks that the pupil's name not be disclosed to the harasser or that nothing be done about the harassment. The Affirmative Action Officer:
 - (1) Will provide an overview of harassment policy [and Title IX if applicable] to the pupil, parent(s) or legal guardian(s) which shall include the prohibition of retaliation. In the event the pupil, parent(s) or legal guardian(s) request the pupil's name remain confidential, the Affirmative Action Officer will inform the pupil, parent(s) or legal guardian(s) that the request may limit the school district's ability to respond.
 - (2) Will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all pupils. The factors to be considered shall be the seriousness of the alleged harassment, the age of the pupil harassed, whether there have been any other complaints or reports against the alleged harasser. And the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result.

- (3) May use other means available to address the harassment. Steps that may be taken to limit the effects of the alleged harassment and prevent its reoccurrence without initiating a formal complaint and revealing the identity of the complainant. These steps may require sexual harassment training at the site where the problem occurred, taking a pupil survey concerning any harassment problems that may exist, or other systematic measures where the alleged harassment occurred.
- (4) By conducting a limited investigation without revealing the name of the pupil sexually harassed, may be able to learn about or confirm a pattern of harassment based on claims of different pupils that were harassed by the same individual. The Affirmative Action Officer may place an individual on notice of allegation of harassing behavior and counsel appropriately without revealing, even indirectly, the identity of the pupil who notified the school district.

3. Investigation Results

- a. Upon the conclusion of the investigation, but not later than ten working days after reported, the Affirmative Action Officer will prepare a summary of findings to the parties. At the least this shall include the person(s) providing notice to the school district and the pupil(s) who were alleged to be sexually harassed.
- b. The Affirmative Action Officer shall make a determination whether sexual harassment conduct was present.
- c. If the Affirmative Action Officer concludes sexual harassment conduct was not, or is not present, the investigation is concluded.
- d. If the Affirmative Action Officer determines that sexual harassment has occurred, the school district administrators and staff shall take reasonable, age-appropriate, and effective corrective action, including steps tailored to the specific situation. Appropriate steps will be taken to end the harassment such as counseling, warning, and/or disciplinary action, as specified in pupil and/or staff discipline policies and regulations. The steps will be based on the severity of the harassment or any record of prior incidents or both. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the harassment.
- e. In the event the Affirmative Action Officer determines a hostile environment exists, the school district administrators and staff shall take steps to eliminate the hostile environment. The school district administrators may need to deliver special training or other interventions to repair the educational environment. Other measures may include directing the harasser to apologize to the harassed pupil, dissemination of information, distribution of new policy statements or other steps to communicate the message that the Board does not tolerate harassment and will be responsive to any pupil that reports such conduct.
- f. In some situations, the school district administrators may need to provide other services to the pupil that was harassed if necessary to address the effects of the harassment on that pupil. Depending on the type of harassment found, these additional services may include an independent re-assessment of the harassed pupil's work, re-taking a course with a different instructor, tutoring and/or other measures that are appropriate to the situation.

- g. The school district administrators will take steps to avoid any further sexual harassment and to prevent any retaliation against the pupil who made the complaint, was the subject of the harassment, or against those who provided the information or were witnesses. The Affirmative Action Officer will inform the sexually harassed pupil and his/her parent how to report any subsequent problems and make follow-up inquiries to see if there has been any new incidents or retaliation.
- h. All sexual harassment grievances and accompanied investigation notes will be maintained in a confidential file by the Affirmative Action Officer.

**DD. School Integrated Pest Management Plan
Policy 7422**

The New Jersey School Integrated Pest Management Act of 2002 requires school districts to implement a school integrated pest management policy that includes an Integrated Pest Management Plan. In accordance with the requirements of the Act, the Board shall ensure implementation of Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. These procedures shall be applicable to all school property in the Alpha School District.

1. IPM Coordinator (IPMC)
 - a. The Head Custodian shall be designated as the district's Integrated Pest Management Coordinator (IPMC) and is responsible for the implementation of the school integrated pest management policy.
2. Integrated Pest Management Procedures in Schools
 - a. Implementation of Integrated Pest Management (IPM) procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological, or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.
 - b. The Integrated Pest Management Coordinator (IPMC) shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.
3. Development of IPM plans
 - a. The Chief School Administrator, in collaboration with the school Building Principal(s) and the IPMC, shall be responsible for the development of the IPM Plan for the school district. The school district's Integrated Pest Management (IPM) Plan is a blueprint of how the school district will manage pests through IPM methods. The school district's IPM Plan will state the school district's goals regarding the management of pests and the use of pesticides for all school district property. The Plan will reflect the school district's site-specific needs and a description of how each component of the school district's

Integrated Pest Management Policy and Regulation will be implemented for all school property.

4. Education/Training
 - a. The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.
 - b. The IPMC, other school staff, and pesticide applicators involved with implementation of the district's IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.
 - c. Students and parents/legal guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.
5. Recordkeeping
 - a. Records of pesticide use shall be maintained on site to meet the requirements of the State regulatory agency and the Board.
 - b. Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.
6. Notification/Posting
 - a. The Building Principal of each school, working with the IPMC, is responsible for timely notification to students, parents or legal guardians and the school staff of pesticide treatments pursuant to the School Integrated Pest Management Act.
7. Re-entry
 - a. Re-entry to a pesticide treated area shall conform to the requirements of the School Integrated Pest Management Act.
8. Pesticide Applicators
 - a. The IPMC shall ensure that applicators follow State regulations, including licensing requirements and label precautions, and must comply with all components of the School Integrated Pest Management Policy.
9. Evaluation
 - a. The Chief School Administrator will report annually to the Board on the effectiveness of the IPM Plan and make recommendations for improvement as needed.
 - b. The school district's Integrated Pest Management Plan, Policy and Regulation shall be implemented not later than June 12, 2004. The Board directs the Chief School Administrator to develop Regulations/Procedures for the implementation of School Integrated Pest Management Plan.

EE. School Nutrition Policy 8505

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

providing pupils with healthy and nutritious foods; encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains; supporting healthy eating through nutrition education; encouraging pupils to select and consume all components of the school meal; and providing pupils with the opportunity to engage in daily physical activity.

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

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

1. Foods of minimal nutritional value (FMNV) as defined by U.S. Department of Agriculture regulations;
2. All food and beverage items listing sugar, in any form, as the first ingredient; and
3. All forms of candy.

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

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

1. Based on manufacturer's nutritional data or nutrient facts labels:
 - a. No more than eight grams of total fat per serving, with the exception of nuts and seeds.
 - b. No more than two grams of saturated fat per serving.
2. All beverages shall not exceed 12 ounces, with the following exceptions:
 - a. Water.
 - b. Milk containing 2% or less fat.
3. Whole milk shall not exceed 8 ounces.

In elementary schools, 100% of all beverages offered shall be milk, water, or 100% fruit or vegetable juices.

In middle and high schools, at least 60% of all beverages offered, other than milk and water, shall be 100% fruit or vegetable juices. No more than 40% of all ice cream/frozen desserts shall be allowed to exceed the standards in this Policy for sugar, fat, and saturated fat.

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

This Policy does not apply to: medically authorized special needs diets pursuant to 7 CFR Part 210; school nurses using FMNVs during the course of providing health care to individual pupils;

or special needs pupils whose Individualized Education Plan (IEP) indicates their use for behavior modification.

The Board of Education is committed to promoting this School Nutrition Policy with all food service personnel, teachers, nurses, coaches, and other school administrative staff so they have the skills needed to implement this Policy and promote healthy eating practices. The Board will work toward expanding awareness about this Policy among pupils, parent(s) or legal guardian(s), teachers, and the community at large.

FF. Pupil Supervision After School Dismissal Policy 8601

The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemay Clarke*.

The New Jersey Supreme Court, in *Jerkins*, indicated dangers exist for younger pupils at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board of Education adopts and requires the implementation of Policy 8601 for the supervision of younger pupils after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of pupils attending district-operated schools or programs in grades Kindergarten to eight who are not eligible for district-provided transportation after dismissal or are eligible and elect not to use district-provided transportation after dismissal.

Any parent(s) or legal guardian(s) of a pupil attending a district-operated school or program in grades Kindergarten to eight, where the pupil is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal may request the school or program not release the pupil to walk home after dismissal unless the pupil is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) may designate up to three escorts. The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator.

The Form shall be made available in the Main office of the school building or the location of the program, on the school or school district website, and to parent(s) or legal guardian(s) in the beginning of the school year.

Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the Request Form.

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of pupils that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

The Principal or designee, or program administrator upon receiving the Request for Supervision at Dismissal from School Form, shall notify the appropriate school staff member(s) who has supervision of the pupil at dismissal time at the end of the school day of the parent's or legal guardian's request. The supervising staff member that receives such notice shall retain supervision of the pupil when other pupils are dismissed from school at the end of the school day.

Each Principal or program administrator will develop and implement a written Pupil Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for pupils at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Pupil Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a Request Form.

In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the district's emergency call procedures.

The pupil(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the pupil and signs the pupil out of school.

In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by each Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within the time period designated by the Principal or program administrator, the pupil will be relocated to the Main Office in the school building and will remain in the Main Office supervised by the Main Office staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the pupil out of school.

In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils, and to avoid traffic and vehicular congestion outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination may be made by each Principal or program administrator after considering the unique circumstances of the school building and the building's typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent(s) or legal guardian(s) or designated escort from arriving for the child(ren) at dismissal within the time period designated by the Principal or program administrator, the pupil will remain under the supervision of the after-school program until the parent(s) or legal guardian(s) or designated escort arrives and signs the pupil out of school. In this circumstance, the parent(s) or legal guardian(s) may be subject to after-school program fees.

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to pupils at the school's facilities after formal school dismissal.

This Policy shall be published in pupil/school handbooks. In addition, the school district shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the pupil/school handbook, which shall include this Policy and the school calendar. In addition, any changes to the school's calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

GG. Monitoring Devices on School Vehicles

Policy 8690

The Board of Education recognizes that safe and secure conditions for all students transported in school owned or contracted school vehicles is paramount. Students transported in a school owned or contracted school vehicle must maintain proper discipline in the vehicle at all times.

To maintain the safe and secure conditions for all students transported on school owned or contracted school vehicles, the Board may use devices to monitor and/or observe student behavior, teacher and support staff behavior, school bus driver discipline procedures and/or

school bus driver driving techniques. The device may be a sound video camera, a voice monitoring device or other appropriate devices. Each school vehicle will have a sign clearly posted in the school vehicle stating that:

The recording may be used in student and staff discipline matters, driver evaluations or for driver discipline or training. Notice of this policy will be provided to parent(s) or legal guardian(s) and all transportation personnel each year in staff, student and/or parent handbooks.

HH. School Visitors

Policy 9150

The Board of Education welcomes and encourages visits to school by parent(s) or legal guardian(s), other adult residents of the community, and interested educators. In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, the Board directs the enforcement of rules governing school visits.

The Chief School Administrator possesses the authority to prohibit the entry of any person into a school of this district or to expel any person from the school when there is reason to believe the presence of such person would be inimical to the good order of the school. If such a person refuses to leave the school grounds or creates a disturbance, the CSA is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Visitors shall be required to register their presence in the school. No staff member shall transact business with or permit the continuing presence in the school of a visitor who has not been duly registered.

No visitor may confer with a pupil in school without the approval of the Chief School Administrator; any such conference may take place only in the presence of a teaching staff member and/or administrator.

The Chief School Administrator shall develop regulations that will protect pupils and employees of the district from disruption to the educational program and the efficient conduct of their assigned tasks.