

Student - Parent Handbook

2018-2019

Union Township School District

Union Township Elementary
149 Perryville Road
Hampton, NJ 08827

Union Township Middle
165 Perryville Road
Hampton, NJ 08827

908-735-5511

www.uniontwpschool.org
“Home of the Tigers”



Mr. Nicholas Diaz, Superintendent/ Elementary School Principal

Mrs. Frances Suchovic, Middle School Principal

Mrs. Laura Marchese, Supervisor of Special Services

BOARD OF EDUCATION

The Union Township Board of Education meets the fourth Monday of each month in the school year unless otherwise stated. Board meetings are open to the public. Announcements regarding meetings are located on the website under the Board of Education tab. Meetings are held at 7:00 p.m. in the Union Township Elementary School Library. The following is a schedule of meeting dates:

Monday, August 27, 2018

Monday, September 24, 2018

Monday, October 22, 2018

Monday, November 26, 2018

December 2018 - No Meeting

Joyce Goode, Business Administrator/Board Secretary

Paula Hatch, Treasurer of School Monies

Board of Education

Mr. Gary Minsavage, President

Mr. Lou Palma, Vice President

Mr. Marcelo DaSilva, Mr. Michael Fariello, Mrs. Amelia LaMonde,
Mr. Jeff Monsell, Ms. Jennifer Sigler, Mr. James Teipel, Mr. John Zengel

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AUTHORITY

Note that Board of Education policy will override any statements in this Student Parent Handbook.

PHILOSOPHY OF EDUCATION/DISTRICT MISSION STATEMENT

Free public education for all children is a cornerstone of a democratic society that values the worth and dignity of each individual. The primary goal of this Board of Education shall be to offer each child in this district the educational opportunity that will enable him/her to function politically, economically, and socially in that democratic society.

The Board, as the agent responsible for the education of the children of the district, will provide a planned program of learning that incorporates into its curriculum the lessons and experiences, within and without the classroom, needed to realize the educational goals of this district. The Board appreciates the need for constant improvement of the instructional program and will strive unremittingly to provide an educational system that assists each pupil in becoming a self-respecting individual who can function effectively and satisfyingly.

It is the expectation of this school district that all pupils achieve the New Jersey Student Learning Standards at all grade levels.

The Board will seek out and work cooperatively with the available resources of home and community including business and industry, in the improvement of the educational program.

The Board will endeavor to employ a high caliber, well-prepared staff of adequate size and wide-ranging abilities. Moreover, the Board will provide pupils and staff, as needs dictate and means permit, with adequate educational supplies, equipment, and facilities.

The purpose of education in the schools of this district is to facilitate the development of each child to his/her greatest potential. The school staff shall recognize individual differences among pupils and encourage their achievement and progress, not only in basic skills but in the ability to think independently and critically. The school staff shall help pupils to understand our democratic society; to believe in it and to act fairly in their relationships with others; to develop in themselves attitudes of respect and helpfulness toward others; to want, and to be able to perform well, some portion of the work of the world; to acquire knowledge and skills necessary to do this with satisfaction to themselves and society; to understand and use effective methods in framing the questions and tackling the problems that they encounter in their lives to the end that they may function politically, economically, and socially in a democratic society.

AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES – Policy 2260

The Board of Education shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

AFFIRMATIVE ACTION OFFICER

Officer: Superintendent/Elementary Principal, Mr. Nicholas Diaz, 908-735-5511 Union Township Schools, 149 Perryville Road, Hampton, N.J. 08827.

The school system's Affirmative Action Plans for Employment/Contract Practices and School/Classroom Practices are on file in the main school office.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notice of Directory Information

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. This law requires that Union Township School District, with certain exceptions, obtain your written consent before the disclosure of personally identifiable information from your child's educational records. The schools may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary, in accordance with district procedures.

The Board designates as pupil "directory information" a pupil's name, address, telephone number, grade level, date and place of birth, dates of enrollment, participation in officially recognized activities and sports, awards received, previous school districts attended, the height and weight of members of district athletic teams and other, similarly nonintrusive specific information. (UTSD Policy 8330, Pupil Records)

Directory information for all pupils in the district may be released without specific permission, except when such release is prohibited by a parent(s) or legal guardian(s) or adult pupil.

If you do not want the district to disclose "directory information" from your child's educational records without your prior written consent, you must notify the district via your child's student portal by September 7, 2018.

RECRUITMENT BY SPECIAL INTEREST GROUPS – Policy 9713

The Board of Education prohibits recruitment activities by outside organizations on school premises, regardless of the purpose of the recruitment or the nature of the recruitment agency. Except as required and referenced below no information about individual pupils will be released for the purpose of approaching pupils for educational, occupational, military, or any other recruitment purpose.

However, a school district that receives funds under ESEA, on request from a military recruiter or an institution of higher education, must provide access to the names, addresses, and telephone listings for secondary pupils. Parent(s), legal guardian(s) and/or the adult pupil may request that such information not be released for the child without the prior written parental, legal guardian and/or adult pupil approval. The district will give military recruiters the same right of access to secondary pupils as generally provide to post-secondary institutions and prospective employers.

Parent(s) or legal guardian(s) and adult pupils will be informed annually in writing of their right to request a pupil's excusal from participation in all recruitment activities and/or from a listing in the pupil information directory distributed for recruitment purposes. If you do not want the district to disclose "directory information" from your child's educational records without your prior written consent, you must notify the building principal in writing prior to September 1, 2017.

Nothing in this policy shall be construed as requiring the Board to approve or participate in an activity that appears to advance or inhibit any particular religious sect or religion generally.

HIGHLY QUALIFIED TEACHING STAFF - Policy 2415.03

The No Child Left Behind Act (NCLB) requires all teachers be or become highly qualified in the core academic content area(s) they teach in accordance with the United States Department of Education and the New Jersey Department of Education highly qualified teacher requirements.

Teachers who have achieved highly qualified status retain highly qualified status permanently for the teaching assignment designated on the approved highly qualified teacher forms. No teacher providing direct instruction in core content areas is grandfathered or exempt from this process. The district shall maintain the appropriate highly qualified documentation for all teachers who provide direct instruction in core content areas. When a teacher changes teaching assignments, which requires different content expertise, additional highly qualified teacher forms must be completed and kept on file within the district. Highly qualified teacher documentation should be completed for all new teachers and for those with new teaching assignments at the beginning of each school year.

When a teacher obtains employment in a new school district, the new district must contact the previous place of employment to have the teacher's official highly qualified teacher forms sent to the new district. A teacher hired from another State must hold New Jersey certification and must meet New Jersey's highly qualified teacher requirements. Out-of-State teachers may provide documentation to support their highly qualified teacher status from the previous State in which they taught.

All Title I schools must send out a Right-to-Know letter in the beginning of every school year informing parent(s) or legal guardian(s) that they have the right to know the qualifications of their child's teacher. The letter should be sent by all Title I and non-Title I districts. In addition, in all Title I schools, the parent(s) or legal guardian(s) of pupils whose teacher is not yet highly qualified must be notified. Copies of these letters must be kept on file in the school.

UNION TOWNSHIP	SCHOOL DISTRICT
2018 – 2019	CALENDAR
New Teacher Orientation	August 16, 2018
Staff In-Service	August 20 - 22, 2018
Parent/Student “Breeze Thru”	August 22, 2018
First Day of School	August 23, 2018
School Closed – Labor Day	September 3, 2018
School Closed – Rosh Hashanah	September 10, 2018
School Closed – Columbus Day	October 8, 2018
School Closed - NJEA Convention	November 8 & 9, 2018
1:00 PM Closing – Parent/Teacher Conferences	November 13 & 14, 2018
1:00 PM Closing – Thanksgiving Recess	November 21, 2018
School Closed – Thanksgiving Recess	November 22 & 23, 2018
1:00 PM Closing – Professional Development Day	December 12, 2018
1:00 PM Closing– Winter Recess	December 21, 2018
School Closed – Winter Recess	December 24, 2018 – January 1, 2019
1:00 PM Closing – Professional Development Day	January 17, 2019
School Closed – Martin Luther King Day	January 21, 2019
1:00 PM Closing – President’s Day Weekend	February 15, 2019
School Closed – Presidents Day Weekend	February 18, 2019
1:00 PM Closing – Professional Development Day	February 27, 2019
1:00 PM Closing – Professional Development Day	March 13, 2019
1:00 PM Closing – Spring Recess	April 18, 2019
School Closed – Spring Recess	April 19 – 26, 2019
1:00 PM Closing – Memorial Day Weekend	May 24, 2019
School Closed – Memorial Day Weekend	May 27, 2019
1:00 PM Closing – Last Day of School	June 5, 2019*
<p>The Calendar is subject to change by the Board of Education. In the event of an emergency closing, days will be made up at the end of the year and during a seasonal recess/holidays as needed. If no make- up days are needed, the last day of school will be June 5, 2019. All emergency closing days will be made up to ensure 186 staff days and 182 student days. The last day for teachers is June 6th*. Weekends will be used only after exhausting all other available dates.</p>	
Daily Schedule for Grades K-4 and Pre-K	Daily Schedule for Grades 5- 8
8:45 a.m. Student arrival	8:45 a.m. Student arrival
9:00 a.m. Late bell/school begins	8:54 a.m. Late bell, school begins
3:29 p.m. Student dismissal	3:24p.m. Student dismissal
9:00 a.m. to 11:30 a.m. AM Pre-K	
12:30 a.m. to 3:00 p.m. PM Pre-K	

DIRECTORY OF SCHOOL DISTRICT PERSONNEL

Superintendent/Elementary School Principal	Mr. Nicholas Diaz
Middle School Principal	Mrs. Frances Suchovic
Supervisor of Special Services/ School Psychologist	Mrs. Laura Marchese

HEALTH OFFICE

School Nurse (Middle School)	Mrs. Susan Mason
School Nurse (Elementary School)	Mrs. Maria Prentice

ELEMENTARY SCHOOL

Pre-School/Pre-K	Ms. Jenna Oppedisano
Kindergarten A	Mrs. Dana Young
Kindergarten B	Ms. Kelly Loebes
Grade 1A	Ms. Brittanie Vangeli
Grade 1B	Mrs. Teddi Salamone
Grade 2A	Mrs. Sandra Pence
Grade 2B	Mrs. Marybeth Kastrud
Grade 3A	Ms. Alexandra Mayer
Grade 3B	Mrs. Rhonda Pevorus
Grade 3C	Ms. Katherine Seitz
Grade 4A	Ms. Kelly Morey
Grade 4B	Mrs. Tina Russoniello

MIDDLE SCHOOL

Grade 5A	Mrs. Missy Knoble
Grade 5B	Ms. Emilee Segreaves
Grade 5C	Mrs. Lisa Plumstead
Grade 6A	Ms. Nicole DiSanto
Grade 6B	Mrs. Leigh Richards
Grade 6C	Ms. Amy Barrett
Grade 7A	Mrs. Patricia Johnston
Grade 7B	Mrs. Lauri Kilyk
Grade 7C	Mrs. Evelyn Fenn
Grade 8A	Ms. Delia Hollerieth
Grade 8B	Mr. David Knoble
Grade 8C	Mr. Wayne Golden

SPECIALS

Art Education	Mrs. Toni Shramko
Technology Education (Middle School)	Mrs. Missy Knoble
Technology Education (Middle School)	Mr. David Knoble
Technology Education (Elementary School)	Mr. Brian Geniton
Spanish Education(Middle School)	Mr. Hasko Haskaj
Music Education (Middle School)	Mrs. Melissa Wlodarczyk
Music/Enrichment Education (Elementary School)	Mrs. Gena James
Physical Education (Elementary School)	Mr. John Veit
Physical Education (Middle School)	Mr. Ed Furman
Physical Education/Health (Middle School)	Mr. Robert Frinzi

SPECIAL SERVICES

Middle School Counselor	Mrs. Erin Casselini
Elementary School Counselor	Mrs. Christine Pezzino
Reading Specialist (Elementary School)	Mrs. Beth Homay
Math Intervention (Elementary School)	Mrs. Elizabeth Schenck
Reading/Math Intervention (Middle School)	Ms. Tara Baranowski
Resource Center Teacher	Mrs. Laura LoPiccolo
Resource Center Teacher	Mrs. Karen Gerth
Resource Center Teacher	Mrs. Heather Richards
Resource Center Teacher	Mrs. Elizabeth Francis
Resource Center Teacher	Mrs. Erika Murray
Resource Center Teacher	Ms. Rachel Werder
Resource Center Teacher	Mr. Tim Wolfe
Resource Center Teacher	Mrs. Jen Poole
Resource Center Teacher	Ms. Jill Bonatesta
Resource Center Teacher	Ms. Debra Hager
Resource Center Teacher	Mrs. Kelly Cross
Special Education Aide	Mrs. Jennifer Apesa
Special Education Aide	Mrs. Lisa Eichlin
Special Education Aide	Ms. Linda Mayer
Special Education Aide	Mrs. Karen Polomski
Special Education Aide	Mrs. Lisa Schoberl
Special Education Aide	Mrs. Grace Snyder
Special Education Aide	Mrs. Debra Sinkiewicz
Classroom Aide	Ms. Laurie Smythe
Speech Therapist	Ms. Melissa Donovan
Speech Therapist	Mr. Sean Bobal

CHILD STUDY TEAM

School Psychologist	Mrs. Laura Marchese
School Social Worker	Mrs. Frances Spann
Learning Disabilities Teacher Consultant	Mrs. Millie Wingle

SUPPORT STAFF

Executive Assistant to the Superintendent	Mrs. Eva Preuett
Assistant to the Business Administrator	Mrs. Maria Thompson
Administrative Assistant to Business Office	Mrs. Deborah Cleary
Elementary School Secretary	Mrs. Donna Eberling
Middle School Secretary	Mrs. Jennifer Pryor
Special Services Dept. Secretary	Mrs. Courtney McGee
Information Technology Coordinator	Mrs. Sandra Ballance
Instructional Coach/Curriculum Coordinator	Mrs. Kerry Foote

Maintenance	Mr. Michael Mason
Custodian	Mr. Brian Fanicase
Custodian	Mr. Kyle Monthony
Custodian	Ms. Kat Odore
Custodian	Mr. Tom Harvey
Custodian	Mr. George Fischer
Custodian	Mr. Luis Gonzalez

PARENTAL RESPONSIBILITIES - Policy #9230

The Union Township Board of Education believes that the home is as vital to a pupil's scholastic success as the facilities and staff of the district. Therefore, the Board encourages all parents and guardians to take an active interest in the academics, social, athletic and civic progress of their children. Parents and legal guardians support their children's school performance by:

1. Being familiar with the rules of the district; which are found in student and parent handbooks;
2. Reinforcing the values taught in school;
3. Cooperating with school staff in disciplinary matters;
4. Communicating to appropriate school staff changes in the child's home life that may cause a changing attitude toward school and school work;
5. Taking an active part, when possible, in the affairs of the district; and
6. Parent should follow the chain of command when problems arise:
 - a. Teacher first.
 - b. Principal.
 - c. Superintendent.
 - d. Proper Board of Education committee.
 - e. Full Board of Education.

The Superintendent shall develop ways to encourage parent participation.

EXCUSAL FROM A CLASS OR PROGRAM – Policy 5250

The Board of Education directs that a pupil be excused from any part of the instructions in health education, family life education, sex education, or instruction that includes dissection of animals that the parent(s) or legal guardian(s) of the pupil or the adult pupil finds morally, conscientiously, or religiously offensive. A request for excusal must be presented in a signed statement and submitted to the Principal.

An excused pupil shall be assigned to an alternate program of independent study on a substitute topic within the health education, family life education, or sex education program. The parent's or legal guardian's right of excusal applies to any alternate program as well.

No excused pupil will be penalized by loss of credit as a result of his/her excusal, but a pupil will be held accountable for successful completion of any alternate program assigned.

REQUEST OF SPECIFIC TEACHERS FOR CHILDREN – Policy 5117

Whereas it is natural for parents to be expressive about the very best interests of their children, it is also the philosophy of the school to do the same.

Selection of a child's teacher is something that is done with a great amount of discussion and interaction of teaching staff, counselors, administration and, when necessary, members of the Child Study Team. Placement of a child into a homeroom for the next school year is a specific process based on the accrued knowledge that has been realized about each child during her/his time in school.

The administration welcomes parental input into the process in terms of information that assists with the proper placement of a child. It is important that this information be about the child and possibly the type of adult that the child might best benefit from in terms of interaction.

The administration cannot entertain requests for specific teachers unless there is a specific instance of negative circumstance with a past sibling.

STUDENT DROP-OFF AND PICK-UP PROCEDURES

Middle School

Student drop-off should not occur prior to 8:45 a.m. Student supervision in the building does not occur until 8:45 a.m.

Drop off procedures for students attending Union Township Middle School at the beginning of the school day: enter the northern-most parking lot via the right side of the middle drive (the left side of the middle drive is reserved for school buses). Stop and drop off students at the near left curb pulling forward as far as possible to allow other cars to stop behind you. Children exiting the car on the passenger side must walk in front of the car to leave the parking lot and proceed to the school building. Your car must exit the parking lot via the northern-most drive.

Parents should park in the upper parking lot when picking up their child (ren).

Students will be called to the Music Room exit door, where they will be dismissed to their parent/guardian, who will be waiting for them outside the door. All students must be signed out on the clipboard at the Music Room exit door. Any student whose name does not appear on the original sign-out sheet will be sent to the main office to be signed out by their parent. For safety, no child will be dismissed to parents waiting in cars.

Elementary School

Union Township Elementary School student drop-off procedures are as follows: to drop off a student at the beginning of the school day, enter through the upper driveway, (this is two way traffic) making the turn to the left at the bottom of the driveway. Drop students off in front of the school, pulling forward as far as possible to allow other cars to stop behind you. Children must exit your car on the sidewalk side and walk on the sidewalk to the front door. Proceed up the driveway to the exit. This is not a parking area. Students may be dropped off no earlier than 8:45am.

Student “after school pick up” procedures: Parents should park along the sidewalk curb on the right hand side of the entrance doors (as you face the building). If all parking is taken on the lower driveway, stay in your car and wait your turn to enter the pick-up area to meet your child (ren) on the front sidewalk.

Students will be called to the front office area, where they will be dismissed to their parent/guardian who will be waiting for them. For safety, no child will be dismissed to parents parked on the upper driveway. Parent pickup will begin at 3:23pm

Pick up notes

Students who are being picked up after school should bring in a note notifying the school of this. The note should include the student's full name, date, grade, homeroom teacher and should specify who is picking up the student (and the time if pick-up will be prior to dismissal). If the student is being picked up by the parent of another student, that parent must also send in a note to confirm that they are picking up the other student. **If you have forgotten to send a pick up note a call in notice must be received by 2:30pm.**

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 Pre-K to eighth 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 Pre-K to eighth, 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) designated escort(s) must be at least seventeen years old. 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

1. In the Main office of the school building or the location of the program.
2. On the school or school district website.
3. 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.

Pupils shall be supervised by school staff after school dismissal to the location of the Board-approved after-school program. The staff member(s) of the after-school program will assume supervision of the pupil and will only release the pupil when the parent(s) or legal guardian(s) or designated escort arrives in the designated area in the after-school program 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) will be subject to after-school program fees if the frequency of emergencies causing the parent(s) or legal guardian(s) or designated escort to be delayed in picking-up the pupil is in excess of three times. 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).

CHILD CARE

The Union Township School District provides child care to students who need before and after school care on a tuition basis.

HOURS OF OPERATION:

- Tiger Care Before School 7:00—8:45 AM
- Tiger Care After School dismissal to 6:30 PM
- Cub Care Preschool Wrap-Around PM Session 11:30 AM – 3:00 PM

CONTACT: Please feel free to contact Donna Eberling, Program Coordinator (908) 735-5511 x6343 deberling@uniontwpschool.org (908) 238-6013 Program Phone Number

EMERGENCY CLOSINGS - Regulation 8220

When weather or an emergency makes school closing a possibility, parents will be notified via Realtime which sends a voice message to all the numbers listed on your *Student Demographic Verification* form. When school is closed, all scheduled afternoon and evening activities are cancelled. All families will automatically be registered for the Realtime emergency notification system.

Please keep the school informed of any change in your personal/alternate telephone numbers. If, for emergency reasons, school closes early, it is the parents'/guardians' responsibility to have arranged an alternate place for young children to go when no one is at home. Young children should not go home to an empty house. Emergency closing reasons are not limited just to snow, but include loss of power, loss of water, fire, etc. Please review early closing procedures with your child(ren).

DELAYED OPENINGS, ONE O'CLOCK CLOSINGS

Delayed openings are sometimes necessary because of inclement weather. They are two hour delays. Pick-up at bus stops will be moved back two hours, as will arrival at and the beginning of school. When there is a two-hour delayed opening, snacks and lunches will be served.

One o'clock closings can either be scheduled or necessary due to inclement weather. Dismissal at the Middle School begins at 12:48 and the Elementary School begins at 1:00. When there is a scheduled one o'clock closing, lunch will not be served. However, when the one o'clock closing is unscheduled lunches will be served.

VISITORS TO THE BUILDINGS - Policy 9150

The Board welcomes and encourages visits to school by parent(s) or legal guardian(s), Board members, other adult residents of the community and interested educators, when they fit into the classroom or school routine. In order for the educational program to continue undisturbed when visitors are present, and to prevent the intrusion of disruptive persons into the school it is necessary to invoke visitor controls.

A "visitor" is anyone other than a student enrolled in or a staff member employed in the particular school.

When the parental rights of a parent have been terminated by a court of appropriate jurisdiction, the legal guardian must inform the school so that the administration may apply appropriate regulations. The Superintendent shall seek confirmation of legal custodianship where necessary.

All visitors to the school must obey no smoking regulations and any other regulations designed to ensure orderly operation of the school. All persons violating this policy shall be considered "disorderly persons" and subject to appropriate action.

The Superintendent has the authority to prohibit the entry of any person to the school or to expel any person where there is reason to believe the presence of such person would be

inimical to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the Superintendent is authorized to request from the local law endorsement agency whatever assistance is required to remove the individual.

the Superintendent shall promulgate regulations that will protect pupils and employees of the district from disruption to the educational program or the efficient conduct of their assigned tasks.

1. Persons wishing to visit a class should make arrangements in advance with the school office.
2. Upon their arrival at the school, visitors must register at the office where they will secure permission to visit in the building.
3. At no time shall a staff member transact business with a person in the school who has not duly registered at the school office and received authorization to be present for the purpose of conducting business.
4. No visitor may confer with a student in school without the approval of the Superintendent. Should an emergency require that a student be called to the school office to meet a visitor, the Superintendent or designee may be present during the meeting.
5. A Union Township School student is not permitted to leave the school with anyone who has not been clearly identified as his/her parent in custody or legal guardian or a person authorized to act on behalf of a parent(s) or legal guardian(s).
6. Any visitor to the school whose presence or conduct is disruptive, or whose behavior, past or present suggests that he/she intends or is likely to become disruptive, may be requested to leave the school premises. If the visitor so addressed does not withdraw, the Superintendent may summon assistance from the local law enforcement agency.

VISITOR PARKING

Visitors at the Middle School cannot enter the lower parking lot between 8:40 am and 8:54 am and again between 3:00 pm and 3:35 pm. These are the times when busses are arriving to unload and load students. These procedures for dropping off and picking up students by parents, are in place to protect the children of Union Township.

No parking is ever allowed in the Fire Lane in front of the Middle School. At the Middle School there are several parking spaces designated Visitor Parking, this area is at the south side of the building, along the tree line. Starting at 3:00 these spaces will be blocked in by the buses. Numbered parking spaces in the lower lot are for staff.

USE OF SCHOOL BUSES

The regular riding of school buses is encouraged. The primary purpose of our contracted

buses is the safe, efficient transportation of Union Township students to and from school. So that this objective can be attained, the Union Township Board of Education stipulates that the students may only ride the bus to which they are assigned. Students may be allowed to use stops other than their regular stops on their assigned bus. However, written notice by the parent/guardian of their student changing the bus stop, and by the parent/guardian receiving the student, must be received in the front office by 9:30 a.m. However, for reasons of safety, courtesy busing for kindergartners is limited to child care/supervision purposes.

STANDARDS FOR PUPIL PROMOTION - 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 Student Learning 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 six 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 days during the school year.

Classroom teachers shall recommend to the Building Principal 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 Superintendent whose decision shall be final.

PARENT CONFERENCES

Parent teacher conferences are scheduled in November of this year.

COMMUNICATION WITH AND MATERIALS FOR PARENTS/GUARDIANS

The district posts all handouts in the electronic backpack or through an e-mail to the parents.

STUDENT PROGRESS

Student Progress will be reported to parents by:

- Online grade book
- Telephone or written communication from teachers
- Mid-marking period notices (grades 5-8)
- Report cards

GRADES K-4 REPORT CARDS

For students in grades K-4, report cards are issued three times per year.

Date	Period Ends	Grades due	Available online
Marking Period #1	11/26/18	11/29/18 (9 AM)	11/29/18 (noon)
Marking Period #2	3/4/19	3/7/19 (9 AM)	3/7/19 (noon)
Marking Period #3	6/5/19	Last student day	Last student day

GRADES 5-8 REPORT CARDS

For students in grades 5-8, report cards are issued four times per year. Mid-marking period notices are sent to parents/guardians of all grade 5 -8 students.

Date	Period Ends	Grades Due	Distributed (via web)
Mid-marking #1	9/24/18	9/27/18 (9 AM)	9/27/18 (noon)
Marking Period #1	10/29/18	11/1/18 (9 AM)	11/1/18 (noon)
Mid-marking #2	12/3/18	12/6/18 (9 AM)	12/6/18 (noon)
Marking Period #2	1/16/19	1/22/19 (9 AM)	1/22/19 (noon)
Mid-marking #3	2/15/19	2/21/19 (9 AM)	2/21/19 (noon)
Marking Period #3	3/25/19	3/28/19 (9 AM)	3/28/19 (noon)
Mid-marking #4	5/1/19	5/6/19 (9 AM)	5/6/19 (noon)
Marking Period #4	Last student day	Last teacher day (9 AM)	Last teacher day (noon)

All students in grades 5-8 must receive a mid-marking and report card grade for each marking period.

All students in grades 5-8 **MUST** receive a final grade(combination of all 4 marking periods) on their marking period #4 report card.

GRADING STANDARDS - Regulation 2624

Kindergarten – Grade 2

4 – Exceeds standards: Student consistently grasps, applies, and extends key concepts, processes, and skills. Works beyond standards

3 – **MEETS GRADE LEVEL STANDARDS:** Student grasps and applies key concepts, processes, and skills. Meets standards

2 – Approaching standards: Student is beginning to grasp and apply key concepts, processes, and skills. Approaching standards

1 – Needs support: Student is not grasping key concepts, processes, and essential skills. *Area of concern*

N/A – Not assessed at this time

Behaviors that Support Student Growth and Learning Key

3- student demonstrates attribute/skill consistently

2- student demonstrates this attribute/skill some of the time

1- Student is experiencing difficulty with attribute/skill

Grades 3-8

A = 94-100

A- = 90-93

B+ = 88-89

B = 84-87

B- = 80-83

C+ = 78-79

C = 74-77

C- = 70-73

D = 65-69

F = 64 and below

An incomplete will be given only for work not completed **due to lengthy illness**. An incomplete will revert to an F if not made up within 10 school days.

RETENTION PROCEDURES R-5410

The following rules are promulgated in accordance with the policy of the Board of Education dealing with the promotion and retention of pupils.

- Standards for Pupil Promotion
 - Elementary and Intermediate Grades (PreK-8) - A pupil will be promoted to the next succeeding grade level when he/she demonstrates the proficiencies required for movement into the next grade.
- Procedures for Pupil Promotion
 - A written copy of promotion standards will be given to all parent(s) or Legal guardian(s) and pupils at the beginning of each year.
 - Parent(s) or legal guardian(s) and pupils in grades 3 through 8 will be

provided a minimum of four reports each year as to a pupil's progress towards meeting promotion standards. Parent(s) or legal guardian(s) and pupils in grades kindergarten through 2 will be provided a minimum of three reports each year as to a pupil's progress towards meeting promotion standards.

- Teachers who determine that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) of the pupil and offer consultation with the parents or legal guardians.
- In grades PreK-8, the parent(s) or legal guardian(s) and where appropriate the pupil will be notified no later than three weeks prior to the end of the year when the possibility of a pupil not being promoted is determined.
- A pupil with fewer than 150 days attendance in grades PreK-8 will not be promoted to the next grade level.
- Extenuating circumstances as determined by the Building Principal can waive the 150-day attendance requirements for grades PreK-8.
- Classroom teachers shall provide input to the Principal who makes the final decision concerning the promotion or retention of each pupil.
- Procedure for Retention or Social Promotion
 - Grades PreK-8 - Classroom teachers must initiate the process by providing to the Building Principal complete forms in accordance with the specified timelines.
 - The Principal will review each case and in consultation with the teacher render a final decision.
 - Parent(s) or legal guardian(s) and adult pupils may appeal a promotion or retention decision to the Superintendent whose decision is final.

NATIONAL JUNIOR HONOR SOCIETY (NJHS)

The National Junior Honor Society is an organization that promotes high academic achievement, service, leadership, citizenship, and character. At the Union Township Middle School, students in seventh and eighth grade may become members.

As with all NJHS chapters, qualifications for membership are based on the five pillars of NJHS: character, scholarship, leadership, service, and citizenship. Initial eligibility at UTMS is based on having a cumulative marking period average of a B (84%) or better for each marking period in *each* subject the applicant is currently taking, as well as *the prior grade level*. Incidents on the discipline log for the year of application such as bullying, cheating, stealing, disrespectful speech or actions, and lying lead to an automatic ineligible status. Students who are initially eligible will receive an invitation to apply from the NJHS Advisor around the beginning of fourth marking period, seventh grade year.

Membership in the Society means that the student wishes to devote his or her time, talents, and ideas to make the school and community a better place.

HONOR ROLL - Regulation 5440

Students in grades 6, 7 & 8 can earn honor roll recognition. To earn **Principal's List** a student

must have an "A-" or higher in all subjects that the student is taking.

CRITERIA FOR PLACEMENT IN HIGH LEVEL MATH OR LANGUAGE ARTS (MIDDLE SCHOOL)

Grade 5

Language Arts

- A/A- average for previous school year
- Advanced proficient in LA on current year's state test
- MAP scores- 80th percentile or better
- Homework completion- 95% or better

Math

- Cumulative average: 90% or higher
- PARCC Scores- Exceeded or met expectations - 750 or higher
- MAP/STAR Scores - High Average to High Range
- Teacher recommendation
 - Class Participation
 - Student Behavior
 - Homework Average and Quality
 - Math Fact Fluency
 - Student effort in class

Grade 6

Language Arts

- A/A- average for previous school year
- Advanced proficient in LA on current year's state test

Math

- Cumulative average: 90% or higher
- PARCC Scores- Exceeded or met expectations - 750 or higher
- MAP/STAR Scores - High Average to High Range
- Teacher recommendation
 - Class Participation
 - Student Behavior
 - Homework Average and Quality
 - Math Fact Fluency
 - Student effort in class

Grade 7

Language Arts

- A/A- average for previous school year
- Advanced proficient in LA on current year's state test

Math

- Cumulative average: 90% or higher
- PARCC Scores- Exceeded or met expectations - 750 or higher

- MAP/STAR Scores - High Average to High Range
- Teacher recommendation
 - Class Participation
 - Student Behavior
 - Homework Average and Quality
 - Math Fact Fluency
 - Student effort in class

Grade 8

Language Arts

- A/A- average for previous school year
- Advanced proficient in LA on current year's state test

Math

- 7th Grade Average - B+/A (No lower than 85)
- Orleans-Hanna Algebra Prognostic Assessment - Greater than 88
- PARCC (6th) Level 4 or 5 (Met or exceeded expectations)
- MAPS/STAR - High Average to High Range
- Average (April assessment and final exam) - B+/A (No lower than 88)

HOMWORK-PURPOSE

Homework is an extension and reinforcement of the regular daily instruction. It can be daily or a long range project. Homework varies from grade to grade depending on the age level of the student. Parents do their part to improve homework when they:

- Provide their children with suitable study conditions: desk or table, books, supplies, sufficient lighting, lack of distractions
- Reserve a time for homework and TURN OFF THE TV.
- Encourage their children, but avoid undo pressure.
- Show interest in what their children are doing, but do not do the work for them.
- Understand that the school expects homework to be completed and returned.

HOMWORK AND CLASSROOM EXPECTATIONS FOR GRADES 3-8

Class Preparation

- Students are expected to attend class prepared with books, notebooks, pen, pencils, etc.
- When changing classes, students are expected to report promptly.

Homework

- Homework is assigned on a daily basis as needed, including short and long- term assignments.
- Homework is to be completed in full, on time, and in a legible, well-organized manner.
- Work missed due to absence from class must be completed within a reasonable length of time, to be agreed upon by teacher and student. It is the student's responsibility to obtain necessary assignments from his/her teacher after an absence from class.

- The teacher may lower a student's grade as appropriate for late, incomplete, or unfinished assignments.

MUSIC PROGRAM

All students in grades K-6 receive music instruction. The school music program offers both instrumental and vocal music. Students in grades 5-8 are eligible for instrumental music, and Jazz Band by audition. There is no insurance coverage for loss of personal items including musical instruments. The school is not responsible for loss of or damage to any musical instruments, including school-owned instruments. Band students in grades 5-8 normally meet during recess. Students taking music lessons are "pulled out" of classes, on a rotating basis.

ART PROGRAM

Art classes are offered to all students in grades K-8. A well-balanced art education includes more than just production. It is also concerned with the process associated with creating art, such as creative thinking, decision making/problem solving, technique, and cultural tradition. The art curriculum develops artistic literacy in these areas formally known as:

- Art Production and Exhibition
- Art History and Cultural Contexts
- Art Criticism
- Aesthetics

To ascertain if students are acquiring knowledge, developing skills, and forming attitudes about art, assessments are in the form of direct teacher observation, students demonstrating what they know and can do, and other appropriate inquiry strategies. Students identify their strengths and areas that need improvement.

TECHNOLOGY PROGRAM

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Please refer to the district's Acceptable Use Policy, online under parent Info, for guidelines and policies regarding responsible computer use in our district.

SPANISH PROGRAM

Students in grades K-4 are offered an introductory program in Spanish, while students in grades 5-8 receive regular Spanish instruction. At the conclusion of 8th grade, students demonstrating success in Spanish I may take Spanish II in their freshman year of high school. Classroom material will include, but will not be limited to, the following areas: vocabulary, grammatical concepts, and cultural information.

MEDIA CENTER

It is the goal of the media center to provide and encourage students to read and develop a love of reading. Students are able to borrow books.

Borrowing Materials:

- All materials borrowed from the L/MC must be returned on time.
- Materials are due in the L/MC by the end of the school day on the date marked on the item except for overnight materials.
- Overnight materials are due in the L/MC by 10:00 a.m. on the date marked on the item.
- Items are due in the L/MC on the first day a student returns to school after an absence.

Lost materials:

- As soon as an item is lost it should be reported to the Media Specialist
- All lost items must be paid for before students receive their report cards at the end of the school year.

HEALTH/PHYSICAL EDUCATION

The goal of the comprehensive health and physical education program is to develop citizens who are both health-literate and physically educated. Our program provides opportunities for students in grade K-8 to develop into life-long, physically active and healthy adults. **Students do not change for gym in grades K-8. For the safety of our students in grades K-8, students must come to class prepared to participate by wearing comfortable clothing (no skirts or dresses) and sneakers (no heel).**

A student who is well enough to come to school is expected to be well enough to participate, to the best of their ability that day, in physical education class. Only written excuses by a physician, physical therapist, athletic trainer, and/or non-physician, such as chiropractor, will be honored with no point loss from the student's grade. These written excuses must be submitted to the school nurse, who will then make a determination as to the student's wellness.

ATHLETIC COMPETITION - POLICY 2431

Board of Education recognizes the value of athletic competition as an integral part of the total school experience. Game activities and practice sessions provide opportunities to learn the values of competition and good sportsmanship.

For the purpose of this Policy, programs of athletic competition include all activities relating to competitive sports contests, games, events, or sports exhibitions involving individual students or teams of students when such events occur within or between schools within this district or with any schools outside this district. The programs of athletic competition shall include, but are not limited to, high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.]

Eligibility Standards

A student who wishes to participate in a program of athletic competition must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition will include an acknowledgment of the physical hazards that may be encountered in the activity.

Student participation in a program of athletic competition shall be governed by the following eligibility standards:

1. A student in grades 5 through 8 is eligible for participation in school district sponsored programs of athletic competition if he/she passed all courses required for promotion or graduation in the preceding marking period.
2. A student who is serving an in-school or out-of-school suspension may not participate in school district sponsored programs of athletic competition while serving the suspension.
3. A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.

Notice of the school district's eligibility requirements shall be available to students.

Required Examinations – Interscholastic or Intramural Team or Squad

Students enrolled in grades six to twelve must receive a medical examination, in accordance with the provisions of N.J.S.A. 18A:40-41.7, prior to participation on a school-sponsored interscholastic or intramural team or squad and any cheerleading program or activity.]

The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season with examinations being conducted at the medical home of the student. The "medical home" is defined as a health care provider and that provider's practice site chosen by the student's parent for the provision of health care pursuant to N.J.A.C. 6A:16-1.3. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility. The parent may choose either the school physician or their own private physician to provide this medical examination. The medical examination required prior to participation shall be in accordance with the requirements as outlined in N.J.A.C. 6A:16-2.2(h)1 and Regulation 2431.2 and shall be documented using the Preparticipation Physical Evaluation form required by the Department of Education.

The school district shall distribute the Commissioner of Education developed sudden cardiac arrest pamphlet to a student participating in or desiring to participate in an athletic activity, as defined in N.J.S.A. 18A:40-41.e., and the student's parent(s) shall each year and prior to participation by the student in an athletic activity comply with the requirements of N.J.S.A. 18A:40-41.d.

The school district shall annually distribute the Commissioner of Education developed educational fact sheet relative to use and misuse of opioid drugs for sports related injuries to parents of students who participate in athletic activities and comply with the requirements of N.J.S.A. 18A:40-41.10.

Information concerning a student's HIV/AIDS status shall not be required as part of the medical

examination or health history pursuant to N.J.S.A. 26:5C-1 et seq. The health findings of this medical examination shall be maintained as part of the student's health record.

Emergency Procedures

Athletic coaches shall be trained in first aid to include sports-related concussion and head injuries, the use of a defibrillator, the identification of student-athletes who are injured or disabled in the course of any athletic program or activity, and any other first aid procedures or other health related trainings required by law or the Superintendent.

The Superintendent shall prepare and present to the Board for its approval procedures for the emergency treatment of injuries and disabilities that occur in the course of any athletic program or activity. Emergency procedures shall be reviewed not less than once in each school year and shall be disseminated to appropriate staff members.

Interscholastic Standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts the Constitution, Bylaws, Rules, and Regulations of the New Jersey State Interscholastic Athletic Association as Board policy and shall review such rules on a regular basis to ascertain they continue to be in conformity with the objectives of this Board.

UNION TOWNSHIP ATHLETIC TEAMS

Each athlete must be eligible to participate and must have a current physical examination prior to trying out for a team. Any questions concerning physical examinations should be directed to the school nurse. Questions/comments concerning Union Township Schools Sports Teams are to be directed to the coach or athletic coordinators (Mr. Rob Frinzi/Mr. Dave Knoble).

Fall Sports

Girls' Soccer	Offered to girls in grades 6-8.
Girls' Volleyball	Offered to girls in grades 6-8.
Boys' Soccer	Offered to boys in grades 6-8
Boys'/Girls' Cross Country	Offered to girls/boys in grades 6-8

Winter Sports

Girls' Basketball	Offered to girls in grades 6-8
Boys' Basketball	Offered to boys in grades 6-8

Spring Sports

Softball	Offered to girls in grades 6-8
Baseball	Offered to boys in grades 6-8

UTS SPORTS AND ACTIVITIES SPECTATOR CODE OF CONDUCT

In the interest of good sportsmanship and making other schools welcome to UTS, spectators are required to follow the following expectations:

- Our school, as host, should be courteous toward the visiting school's players, coaches, students, the game officials, and other spectators.
- Unsportsmanlike behavior, such as booing, will not be permitted by students or adults. Any person who is disrespectful, student or adult, will be evicted from the school premises by school or local authorities.
- To attend games, students in grades K-8 must be supervised by a Union Township parent, the parent may be other than their own.
- **Students may not wait in the office until their parent arrives to attend an after school event. Students MUST be picked up at regular dismissal time at parent pick-up.**

CO-CURRICULAR PROGRAMS - Policy 2430

A variety of after school athletic/education based programs may be offered during the school year based on the availability of certified supervisors. Eligibility standards are the same as listed in the Athletic Competition Policy.

Add new paragraph which says: Clubs which normally meet in the AM will not meet on delayed openings. Clubs which meet in the PM will not meet on early dismissal days.

CLUBS

Art Club	Offered to students in grades 5-8
Technology Club	Offered to students in grades 5-8
Drama Club	Offered to students in grades 6-8
Jazz Band	Offered to students in grades 6-8
National Junior Honor Society	Offered to students in grades 7-8
Student Council	Offered to students in grades 5-8
Science Club	Offered to students in grades 5-8
Newspaper Club	Offered to students in grades 6-8
Running Club	Offered to students in grades 5-8
Yoga Club	Offered to students in grades 5-8
DIY Club	Offered to students in grades 5-8
Yearbook Club	Offered to students in grades 5-8
Robotics	Offered to students in grades 5-8
Mural Club	Offered to students in grades 5-8
Reading Olympics	Offered to students in grades 5-8

Intramurals	Offered to students in grades 5-8
Board Games	Offered to students in grades 5-8
Gaming	Offered to students in grades 5-8
Debate Club	Offered to students in grades 5-8
Photography Club	Offered to students in grades 5-8

**See Individual Websites for details.

STUDY TABLES

This study program is funded through a grant and is available for students in grades 5-8. Study Tables provides our middle school students with a quiet environment that enables them to access library resources, computers and teacher tutors. The Program is supervised by highly qualified teaching staff to assist with schoolwork, projects, review, and research for a particular subject area. AM Study Tables will not meet on delayed openings. PM Study Tables will not meet on early dismissal days.

HEALTH POLICIES AND SERVICES - Policy 5310

A certified school nurse and school doctor is employed by the Union Township Board of Education. The nurse provides a wide range of health services to the school community. These services include care and referral of acute and chronic health conditions, as well as performance of health screenings. Additionally, the nurse provides education and counseling to students, staff, and families on pertinent health issues, and maintains required health records for all students. Please inform the health office about any important change in your child's health, which might occur during the school year.

MEDICATION ADMINISTRATION IN SCHOOL - Policy 5330

A certified school nurse may administer medications to students in the school setting when the medication is necessary to enable the child to attend school. Medication administration forms are available from the health office.

**All medications must be transported to and from school by the parent/guardian.
Medication no longer required should be promptly removed by the parent.**

Prescription medication must be accompanied by a physician's written statement, providing the name of the student, name of the drug, the dose, the time it is to be given, possible side effects/reactions, and the reason the medicine is needed (unless the reason should remain confidential), the time when the medication will be discontinued, a statement that the student is fit to attend school and is free of contagious disease, and a statement that the student would not be able to attend school if the medication is not administered during school hours.

- In order for a student to self-administer medication, limited to epi-pens and inhalers, the private physician must complete a Self-Administration Form, attesting to the competency of the student to self-administer the medication.
- The parent/guardian must provide a written request that the school district

comply with the physician's order.

- Parents of students participating in the before-school and/or after-school program should check with their personnel as to their policy and procedure as to administration of medications.

For non-prescription medications (cold or allergy medication, cough drops, antacids, pain relievers, etc.)

- Medications must be in the original labeled packaging.
- Parent/Guardian must provide a note specifying the medication, the amount to be given, the time requested, and the reason for its administration.
- The school reserves the right to limit the duration of parent-prescribed medications and/or require a physician's note for frequent or prolonged use.

COMMUNICABLE DISEASES - Policy 8451

Check your child for signs of illness before he/she leaves for school each day. Do not risk sending a child to school who may be getting ill or who has not fully recovered from an illness and been without a fever for 24 hours.

In order to prevent the spread of communicable disease and to insure rapid recovery with a minimum of after effects, parents should keep children at home when they show evidence of any of the following symptoms:

- Pain, generalized or specific
- Open sores with discharge
- Chills, fever (above 100)° F
- Diarrhea
- Red eyes with discharge
- Earache
- Vomiting within 24 hours
- Sore throat, enlarged glands

If any of these symptoms are noted in a child at school parents will be notified and the child will be sent home.

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 Superintendent of Schools. The Superintendent 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.

DIABETES MANAGEMENT – Policy 5338

Diabetes is a serious chronic disease and must be managed twenty-four hours a day in order to avoid the potentially life-threatening short-term consequences of blood sugar levels that are either too high or too low and the serious long-term complications of high blood sugar levels. In order to manage their diabetes, pupils must have access to the means to balance food, medications, and physical activity level while at school and at school-related activities.

The parent or legal guardian of a pupil with diabetes who seeks diabetes care for the pupil while at school shall inform the school nurse who shall develop an individualized health care plan and an individualized emergency health care plan for the pupil. The individualized health care plan and individualized emergency health care plan shall be updated by the school nurse prior to the beginning of each school year and as necessary in the event there is a change in the health status of the pupil.

The school nurse assigned to a particular school shall coordinate the provision of diabetes care at that school and ensure that appropriate staff members are trained in the care of pupils with diabetes, including staff members working with school-sponsored programs outside of the regular school day, as provided in the individualized health care plan and the individualized emergency health care plan. The school nurse shall have the primary responsibility for the emergency administration of glucagon to a pupil with diabetes who is experiencing severe hypoglycemia.

The school nurse shall designate, in consultation with the Superintendent of Schools or designee, additional employees of the school district who volunteer to administer glucagon to a pupil with diabetes who is experiencing severe hypoglycemia. The designated employees shall only be authorized to administer glucagon, following training by the school nurse or other qualified health care professional, when a school nurse is not physically present at the scene.

Upon the written request of the parent or legal guardian and as provided in a pupil's individualized health care plan, the pupil will be permitted to manage and care for his/her diabetes as needed in the classroom, in any area of the school or school grounds, or at any school-related activity provided the pupil has been evaluated and determined to be capable of doing so as reflected in the pupil's individualized health care plan.

The Principal or school nurse shall, for each pupil with diabetes whom a school bus driver transports, provide the driver with a notice of the pupil's condition, how to treat hypoglycemia, who to contact in an emergency, and parent(s) or legal guardian(s) contact information. Designated areas of the school building shall have posted, in plain view, a reference sheet identifying signs and symptoms of hypoglycemia in pupils with diabetes.

A pupil's school choice, if there is a choice option, shall not be restricted due to the fact the pupil has diabetes.

COUNSELING SERVICES - Policy 2411

The purpose of the program shall be to help pupils in learning to make their own decisions concerning life's many choices – personal, educational and career/vocational. Our School Counselors provide a preventative guidance program that promotes mental health needed for academic success and self-sufficiency by:

- Providing a safe, confidential setting to present concerns
- Responding to crisis and intervening in conflict situation
- Utilizing a variety of techniques appropriate to school counseling
- Respecting and nurturing the uniqueness of each student
- Empowering students to develop the use of their personal resources
- Serving as a support resource for students, parents, staff, and community members

2nd FLOOR NEW JERSEY'S YOUTH HELPLINE

The New Jersey Youth Helpline, 2NDFLOOR, is a toll-free, anonymous and confidential helpline available 24 hours a day, 7 days a week, 365 days a year to all New Jersey young people, ages 10 to 24. Youth can call 2NDFLOOR at 1-888-222-2228 to speak with professionals and trained volunteers who listen attentively, non-judgmentally and compassionately to issues and problems they are facing.

SPECIAL EDUCATION PROGRAMS (Policy 2460)

In compliance with New Jersey Administrative Code, Title 6A, Chapter 14-4.3, the Union Township School District provides a full continuum of alternative placements and related services to meet the needs of students with disabilities beginning at age three for special education and related services. Educational program options include placement in the following:

- Regular class with supplementary aids and services;
- Resource center programs;
- A New Jersey approved private school for the disabled;
- A program operated by a department of New Jersey State government;
- Community rehabilitation programs;
- Programs in hospitals, convalescent centers or other medical institutions;
- An accredited nonpublic school;
- Other appropriate setting according to N.J.A.C. 6A:14-1.1(d); and
- An early intervention program.

The special education programs offer instruction in the New Jersey Student Learning Standards unless the Individualized Education Program (IEP) specifies an alternative curriculum due to the nature or severity of the student's disability. The regular education curriculum and the instructional strategies may be modified based on the student's IEP.

The school district will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.

GIFTED AND TALENTED PROGRAMS AND SERVICES - Policy 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.

The Board will develop appropriate curricular and instructional modifications to be used for gifted and talented pupils indicating content, process, products and learning environments.

The Supervisor of Special Services will oversee the identification of and provision of services to Gifted and Talented students in Kindergarten through eighth grade, following Board established criteria and procedures. In conjunction with the Principal, the Supervisor of Special Services shall evaluate and assess the programs, making recommendations and/or changes as needed, directly to the Board of Education Committee, and ultimately to the entire Board.

An annual report to the Board shall be made as to the nature and success of the programs with recommendations for further improvement and anticipated budget.

The Superintendent will develop procedures, using multiple measures, for an ongoing identification process and appropriate educational challenges for gifted and talented pupils initiated in Kindergarten and reviewed annually through grade eight. The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district. These procedures will be reviewed annually.

The educational program offered to gifted and talented pupils will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a gifted and talented pupil may be infused into the pupil's regular instructional program, provided that a written description of the infusion has been prepared and filed in the pupil's record.

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.

SPEECH AND LANGUAGE SERVICES - Policy 2460

Speech and language services are offered to students who meet eligibility criteria, as outlined in New Jersey Administrative Code Title 6A: Chapter 14. Disorders of articulation, fluency, voice, and language that negatively impact a child's ability to progress in school are addressed. When a student demonstrates a communication difficulty in the classroom, the teacher or parent/guardian may make a referral to the CST/Speech Teachers for possible evaluation. Following evaluation, if a student is determined Eligible for Speech and Language Services, an Individualized Education Plan (IEP) is developed. Students evaluated and determined eligible for Special Education and Related Services by the Child Study Team may also receive speech and/or language therapy.

English Language Services (ELS) are provided for students whose native language is other than English and qualify for services. Under N.J.A.C. 6A:15, students are tested annually with a standardized proficiency test to determine their level of English proficiency.

PUPIL INTERVENTION AND REFERRAL SERVICES - Policy 2417

The Teacher And Student Support Committee (TASSC) is a coordinated system in each school building in which general education pupils are served, for the planning and delivery of intervention and referral services that are designed to assist pupils who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing pupils' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1.

Christine Pezzino, Elementary School Counselor, serves as the Elementary School TASSC Coordinator. She can be reached at 908- 238- 6000.

Erin Casellini, Middle School Counselor, and Tara Baranowski serve as the Middle School TASSC Coordinators. Erin can be reached at 908- 238- 6009.

504 SERVICES

504 services are available for district students who have a handicapping condition that may interfere with their learning. Students are referred to the 504 committee by parents, and school staff. When the district 504 committee receives a referral they will review data and related information to determine eligibility for services. Students who are eligible for 504 services will receive an individualized 504 Accommodation plan.

Maria Prentice, Elementary School Nurse, serves as the Elementary School 504 coordinator. She can be reached at 908-238-6014.

Sue Mason, Middle School Nurse, serves as the Middle School 504 coordinator. She can be reached at 908-238-6007.

STUDENT BEHAVIOR AND DISCIPLINE

PUPIL DISCIPLINE/CODE OF CONDUCT – Policy/Regulation 5600

A. Purpose

The purpose of these regulations is to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of pupils;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of pupil problem behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the pupil discipline/code of conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the pupil offenders, and pupils' histories of inappropriate behaviors.

B. Rules of Conduct

1. All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.
2. In addition, pupils shall not:
 - a. Be insubordinate to teachers or other school staff members or disregard their instructions or demonstrate lack of respect for their authority;
 - b. Create disorder or disruptions on school premises;
 - c. Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school;
 - d. Steal, damage, or deface the property of other pupils, staff members, or the district;
 - e. Engage in the sexual and/or other harassment of pupils or staff members;
 - f. Violate codes of conduct adopted for organizations of pupils;
 - g. Possess or use weapons or any implement intended to harm others;
 - h. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
 - i. Convey information about other pupils or staff members known to be false;
 - j. Act so recklessly as to endanger the safety of others
 - k. Procure the property of others by threat or intimidation;

- l. Enter school premises or any specific portion of the premises without permission and without authority;
 - m. Vandalize school property, real or personal;
 - n. Create litter on school property;
 - o. Be truant from school or class;
 - p. Cheat or otherwise engage in academic dishonesty;
 - q. Persistently refuse to complete homework and other assignments;
 - r. Engage in illegal gambling;
 - s. Smoke on school property;
 - t. Falsify an excuse or any school document;
 - u. Set fire to or cause a fire in any way on school premises;
 - v. Possess or explode a firecracker or other explosive device on school premises;
 - w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;
 - x. Possess, use, or distribute a substance in violation of Policy No. 5530;
 - y. Join a secret society prohibited by law; or
 - z. **Commit an act of harassment, intimidation, or bullying; or**
 - aa. Engage in any other activity expressly prohibited by a school staff member in authority.

3. Pupils assigned to a school bus must obey all school rules, and
 - a. Show respect for the driver at all times;
 - b. Enter and leave the bus in an orderly manner;
 - c. Ride only the bus to which they have been assigned;
 - d. Be and remain seated while the bus is in motion;
 - e. Avoid reckless and boisterous activity at all times, including during waits at pickup points;
 - f. Talk in a reasonable tone of voice and avoid loud noises;
 - g. Extend no portion of the body or other object out a bus window;
 - h. Keep aisles clear at all times;
 - i. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
 - j. Refrain from smoking, eating, and drinking on the bus; and
 - k. Possess, use, or distribute no substance in violation of Policy No. 5530.

4. The Building Principal or designee has the right to impose a consequence on a pupil for conduct away from school grounds 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 or 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.

C. Disciplinary Measures

The following disciplinary measures may be applied as appropriate to the pupil's violation of school rules. The measures are sequential and are organized in order of severity.

1. Admonishment

A school staff member in authority may admonish the pupil for his/her unacceptable conduct and warn the pupil that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom

- a. The classroom teacher may direct the pupil to report to the office of the administrator in charge of pupil discipline.
- b. The teacher will complete a form that indicates the pupil's name, homeroom, and the conduct that has caused the pupil's removal from the room.
- c. The administrator in charge of discipline will interview the pupil and determine which, if any, additional disciplinary steps are indicated.

3. Deprivation of Privileges

The pupil may be deprived of the privilege of:

- a. Moving freely about the school building,
- b. Participation in co-curricular or inter/intrascholastic activities,
- c. Attendance at a school-related social or sports activity,
- d. Participation in a graduation ceremony, or
- e. Transportation by school bus, or
- f. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy 5600 and N.J.A.C. 6A:16-7.1 et seq.

4. Detention

- a. The pupil may be required to report before or after the school day to detention for a period of supervised study.
- b. Transportation will be the responsibility of **the pupil's parent(s) or legal guardian(s)**
- c. The pupil may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

5. Grading

A pupil who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (paragraph B.2.p. and paragraph B.2.q.) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a pupil's grade be lowered as a direct penalty for misconduct.

6. In-school Suspension

- a. The pupil may be removed from his/her regular classes and required to report to an in-school suspension program for supervised study.
- b. In-school suspension is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.

7. Suspension from School

- a. The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3, and Policy 5610.
- b. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.

8. Expulsion

- a. The Board may expel a general education pupil from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.5, and Policy 5620.
- b. Expulsion is an extremely serious disciplinary measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policies 5610 and 5620.

D. Remedial Measures

The following remedial measures may be taken to aid in correcting pupil conduct and to ensure that the pupil is properly placed in an appropriate educational environment and is not in need of special education and/or related services.

1. Restitution and Restoration

- a. The pupil may be required, to:
 - (1) Make restitution, in kind or cost or labor, for any loss he/she has caused; or
 - (2) Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.
- b. A pupil who refuses to make restitution or restoration as directed may be disciplined by one or more of the measures included at paragraph C.

2. Counseling

a. The pupil may be required to consult with school guidance counselors to determine the causes of his/her misconduct and to assess the need for a change in educational placement.

b. The counselor will explain:

(1) Why the pupil's conduct is unacceptable to the school and damaging to the pupil,

(2) What the consequences of continued misconduct are likely to be, and

(3) Appropriate alternate behaviors.

c. The counselor may refer the pupil, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to:

(1) The Child Study Team,

(2) Intervention and Referral Team,

(3) A public or private social agency, or

(4) A legal agency.

3. Parent Conferences

The pupil may be required to attend a meeting with his/her parent(s) and appropriate staff members to discuss the causes of the pupil's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

4. Alternate Educational Program

The pupil may be assigned to an alternate educational program as recommended by the pupil's guidance counselor, classroom teacher, Child Study Team, and/or **building principal**.

E. Consequences and Remedial Measures for Acts of Harassment, Intimidation, or Bullying

1. Consequences

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.

a. The consequences may include, but are not limited to, the examples listed below:

(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) Participating in school district-sponsored programs.

2. Remedial Measures

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.

F. Disciplinary Procedures

1. The Pupil Discipline/Code of Conduct Policy and Regulation 5600 shall be disseminated annually to all school staff, pupils, and parent(s). Principals will distribute these documents to all pupils on the first day of each school year and to transferring pupils on the first day of their enrollment in this district.
2. Teachers and administrators in charge of pupil discipline shall make every effort to administer these rules consistently and fairly.
3. The staff member who disciplines a pupil for conduct shall, however minimal the offense or the discipline,
 - a. Orally inform the pupil of the conduct for which he/she is being disciplined; and
 - b. Offer the pupil an opportunity to deny the charge or to present extenuating circumstances.
4. Where the discipline is greater than an admonishment, the pupil's parent(s) or legal guardian(s) will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the staff member imposing the discipline.
5. Where the offense is serious and the discipline greater than detention, every effort will be made to notify the parent(s) prior to the informal hearing conducted in accordance with paragraph F.3.
6. An in-school suspension, suspension from school, or expulsion will be conducted in strict accordance with law and Policies 5610 and 5620.
7. Violations of the rules regarding pupil conduct on school buses will be handled as follows.
 - a. The driver will report the offensive conduct to the Principal of the school in which the pupil is enrolled by submission of a completed written form that includes the name of the pupil, the school, and the specific offensive conduct.
 - b. The parent(s) or legal guardian(s) will be notified, by copy of the form, of the pupil's conduct.

c. The Principal or designee will determine the discipline to be administered, in accordance with the severity of the infraction.

d. When the misconduct is severe, the pupil may be summarily suspended from the bus pending a conference with the parent(s) or legal guardian(s) and further disciplinary action.

G. Pupils with Disabilities

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational 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.

H. Pupil Rights

Pupils subject to the consequences of the Pupil Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports pupils' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of pupils' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3; and
7. Protections pursuant to 20 U.S.C. § 1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. § 1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6:3-6, Pupil Records; 45 CFR § 160, Health Insurance Portability and Accountability Act; 20 U.S.C. § 6301, Title IV(A)IV § 4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of pupil alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student Records; as well as other existing Federal and State laws pertaining to pupil protections.

I. Records

1. Instances of pupil discipline will be recorded in the pupil's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy No. 8330.
2. 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:32-7.5(e)10.iv., and N.J.A.C. 6A:16-7.10.

a. The record shall be provided within two weeks of the date that the pupil enrolls in the receiving district.

b. Written consent of the parent or adult pupil shall not be required as a condition of the transfer of this information, however, written notice of the transfer shall be provided to the parent or the adult pupil.

c. When a pupil transfers to a private school, which includes all sectarian or nonsectarian nonprofit institutional day or residential schools that provide education for pupils placed by their parents and that are controlled by other than public authority, all pupil disciplinary records, with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner as such records would be provided by a public school district of residence to another public school district, pursuant to N.J.A.C. 6A:16-7.10(b).

d. The Board shall not use a pupil's past offenses on record to discriminate against that pupil

e. All pupil disciplinary records maintained in the district shall conform with the requirements set forth in N.J.A.C. 6A:16-7.10(d).

J. Annual Report

The Superintendent of Schools shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting. The annual summary shall contain, at a minimum:

1. A numerical inventory of all violations of the pupil behavioral expectations in the Pupil Discipline/Code of Conduct Policy and Regulation;
2. Associated school responses to the violations of the pupil behavioral expectations;
3. An explanation and evidence of the effectiveness of the Pupil Discipline/Code of Conduct Policy and Regulation. The explanation and evidence, at a minimum, shall address:
 - a. The degree of effectiveness of the school district's activities in achieving the purposes of the Pupil Discipline/Code of Conduct Policy and Regulation, pursuant to the purposes as outlined in A. above; and
 - b. The degree and effectiveness of the implementation of the contents of the Pupil Discipline/Code of Conduct Policy and Regulation.
4. Any proposed changes to the school district's current policies, procedures, programs or initiatives, based on the annual report.

MIDDLE SCHOOL DISCIPLINE PROCEDURES

We are determined to maintain our high standards of excellence for our students and our schools. Learning is a serious business because it requires work and self-discipline. We strive to provide a safe and sound educational environment for your child. Such an environment has no place for students who either cannot or will not comply with reasonable rules of order and discipline. Generally, our students are well-behaved, polite and cooperative. They act appropriately, treat each other and the staff with respect, and abide by the rules of the school. Our discipline procedures are developmentally-based and illustrate that the more serious a behavior, the more serious the consequence.

The principal and teachers hold grade level meetings with all students in August to explain the procedures and to outline the harassment, intimidation and bullying (HIB) policy which reflects the law which went into effect September 1, 2011 called the Anti- bullying Bill of Rights. Discipline procedures include an in school detention period (recess period), central detention (3:30-4:30), administrative detention (7:45-8:45 am), in-school suspension, out-of-school suspension and expulsion. Parents will be notified either by phone or e-mail of the student's misbehavior and consequence. Students cannot participate or attend any school practice or activity the day they serve a **central detention, administrative detention, or suspension**. This includes athletic, as well as non-athletic, extra-curricular activities. If you have any questions, please contact the teacher who referred your child for the disciplinary action.

In School Detention is assigned to students who commit minor infractions of established procedures, which regulate the orderly operation of the school and its educational process. These behaviors include, but are not limited to:

Tardiness to class (**3rd offense** in a specific class per year (also includes homeroom, lunch and recess) **and** every instance thereafter)
Electronics heard or seen (3rd offense) Breaking of classroom rules
Non-directed profanity

Central Detention (3:30 – 4:30) is assigned to students who have exhibited serious misbehavior that tends to disrupt the learning climate of the school and to seriously affect the student's own education. These behaviors include, but are not limited to:

Unsafe behavior
Rudeness to another student (including name calling and gossiping) Deliberate or repeated disruption of classroom
Profanity directed towards another person Unauthorized use of electronics
Violation of computer usage policy Cheating
Stealing
Inappropriate behavior in "In-school detention"

Administrative Detention (7:45-8:45 am in the Principal's Office) is assigned to those students who have committed very serious infractions, whose consequences may have a lasting effect on the individual or may pose a threat to the health and safety of others in the school. These

behaviors include, but are not limited to:

Aggressive behavior
Pantsing
Lying to an adult
Bullying another student
Disrespectful speech/actions to a teacher/substitute teacher, aide, staff member
Inappropriate behavior in central detention

Suspension is assigned to those students who have materially and substantially interfered with the maintenance of good order or removal is necessary to protect the pupil's physical safety or emotional well-being. The length or location of the suspension will be dependent on the severity of the offense. These behaviors include, but are not limited to:

Harassment
Bullying
Intimidation
Leaving school grounds
Fighting
Assault
Defiance of authority
Vandalism
Weapons possession
Drugs/alcohol

Students are usually assigned detention the day after the infraction. Students must attend detention on the day it is assigned. Teachers cannot change dates of detention to accommodate sports or extra-curricular activities. If there is an issue with an assigned detention date due to appointments or illness please contact Mrs. Suchovic.

We also use a **restricted list** as part of our discipline procedures. Students will be placed on the restricted list when they do not attend their assigned detention (unexcused). They will remain on the restricted list until this detention is served. Students who are placed on the restricted list will not be eligible for any extra-curricular and co-curricular activities that occur before, during or after the school day. This may include parties, field trips, assemblies, pep rallies, dances, games, practices, field days, etc.

This policy will facilitate a safe and secure learning environment for **all** students. Students who cannot or will not comply with the school's expectations will be disciplined to give them an opportunity to learn appropriate behavior.

HARASSMENT, INTIMIDATION, AND BULLYING - Policy 5512.01

A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

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

Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;

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

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

A. Student Expectations

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

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students 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 students, staff, and community members.

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

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

1. Student responsibilities (e.g., requirements for students 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. Student rights; and
4. Sanctions and due process for violations of the Code of Student 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, students, instructional staff, student 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 student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students 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 students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students 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 students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff members.

B. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

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

Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Consequences – School Considerations

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

5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

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

Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
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 for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-

7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are graded according to the severity of the offenses, consider the developmental age of the student offenders and the students' histories of inappropriate behaviors consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16- 7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

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
7. Out-of-school suspension (short-term or long-term);
1. Reports to law enforcement or other legal action; or
2. Expulsion.

Examples of Remedial Measures - Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and

14. Schedule a follow-up conference with the student.

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social- emotional learning.

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g. locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such

- actions;
15. School policy and procedure revisions;
 16. Modifications of schedules;
 17. Adjustments in hallway traffic;
 18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
 19. Modifications in student routes or patterns traveling to and from school;
 20. Supervision of student victims before and after school, including school transportation;
 21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
 22. Targeted use of teacher aides;
 23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
 24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
 25. Parent conferences;
 26. Family counseling;
 27. Development of a general harassment, intimidation, and bullying response plan;
 28. Behavioral expectations communicated to students and parents;
 29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
 30. Recommendations of a student behavior or ethics council;
 31. Participation in peer support groups;
 32. School transfers; and
 33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. 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.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and

degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

C. 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 students 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 students, 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 students 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.

Students, 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. Students, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Student 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.

D. 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 students;
- 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 students in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
- d. Execute such other duties related to school harassment,

intimidation, or bullying as requested by the Superintendent; and

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. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

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 operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety Team shall meet, at a minimum, 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 student 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 records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students 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 students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- 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. The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

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 student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

E. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate 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 in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with 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 incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist 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 Student 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 Student Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, 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 shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and 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 may request a hearing before the Board of Education after receiving the information about the investigation. 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 students. 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 incident, the findings from the investigation of the 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 Superintendent's report on the results of the investigations to the Board 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, student 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.).

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

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. 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.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. 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 consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), 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, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining

acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.

4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

G. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, **or** 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 students 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 students who engage 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.

H. 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. Students - Consequences and appropriate remedial action for a student 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 Students 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 students 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
4. circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

I. 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 students, school volunteers, students, 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 student 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 students 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.

J. 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; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. 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.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year 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 shall include information on the risk of suicide and incidents of

harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, 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 New Jersey Student Learning 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, students, administrators, volunteers, parents, 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.

K. Harassment, Intimidation, and Bullying Policy Re-evaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

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.

L. 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 violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period 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.

M. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. 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.

N. 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.

O. Collective Bargaining Agreements and Individual Contracts

P. 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.

Q. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student 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 Executive County Superintendent of Schools within thirty days of Board adoption.

CYBER-BULLYING – Policy 5512.02

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

Definitions

“Cyber-Bullying” is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

“School district owned, operated, or supervised technologies” is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district pupil on school

grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities 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, 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.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying 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. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying 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.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

ASSAULTS ON DISTRICT BOARD OF EDUCATION 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. 8A: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 Superintendent 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 Superintendent. The Superintendent 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 Superintendent of Schools 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.

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 Superintendent of Schools, 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 Student Learning 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.

N.J.S.A. 18A:35-4.23a.; 18A:37-33; 18A:37-34; 18A:37-35; 18A:37-37 New Jersey Department of Education Model Policy and Guidance for Incidents Involving Dating Violence

REMOVAL OF STUDENTS FOR ASSAULTS WITH WEAPONS OFFENSES – Policy 5613

The Board of Education is committed to providing a safe and secure school environment to all students attending the public schools. To provide this environment, the Board of Education will implement policies and procedures regarding a student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, with a weapon, which includes, but is not limited to, items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 U.S.C. § 921, upon a teacher, administrator, other school Board employee, Board of Education member, or another student on school grounds, pursuant to N.J.S.A. 18A:37-2.2 through 2.5.

A student, other than a student with a disability, who commits an assault as defined above shall be immediately removed from the school's general education program for a period not exceeding one calendar year and placed in an alternative education program according to the requirements of N.J.A.C. 6A:16-9. A student with a disability who commits an assault as defined above shall be immediately removed in accordance with the provisions of N.J.A.C. 6A:14 and applicable Federal regulations and shall receive a placement in accordance with N.J.A.C. 6A:14.

The Principal or designee shall remove the student in accordance with the requirements outlined in N.J.A.C. 6A:16-5.6(d), which includes notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

If it is found that the removed student did not commit these offense(s), the student shall be immediately returned to the program for which he or she was removed.

If a student, other than a student with a disability, is removed from the general education program pursuant to N.J.A.C. 6A:16-5.6 and this Policy, and a placement in an alternative education program is not available, the general education student shall be provided home or other out-of-school instruction, according to N.J.A.C. 6A:16-10.2, until placement is available.

The Superintendent shall make the final determination on whether the general education student removed, in accordance with the requirements of N.J.A.C. 6A:16-5.6 and this Policy, is prepared to return to the general education program or will remain in an alternative education program or receive home or other out-of-school instruction based on the criteria outlined in N.J.A.C. 6A:16-5.6(i).

The Superintendent of Schools biannually shall submit to the Commissioner of Education a report on each incident and the circumstance surrounding the removal of students pursuant to N.J.A.C. 6A:16-5.6 utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e)1.

SEXUAL HARASSMENT – Policy 5751

The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment.

Definitions:

1. Quid pro quo harassment occurs when a school employee explicitly or implicitly conditions a pupil's participation in an educational program or activity or bases an educational decision on the pupil's submission to unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the pupil resists and suffers the threatened harm or submits and thus avoids the threatened harm.
2. Hostile environment sexual harassment is sexually harassing conduct (which can include unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another pupil, or by a third party that is sufficiently severe, persistent, or pervasive to limit a pupil's ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.

This Policy protects any "person" from sex discrimination; accordingly both male and female pupils are protected from sexual harassment engaged in by school district employees, other pupils, or third parties. Sexual harassment, regardless of the gender of the harasser, even if the harasser and the pupil being harassed are members of the same gender is prohibited. Harassing conduct of a sexual nature directed toward any pupil, regardless of the pupil's sexual orientation, may create a sexually hostile environment and therefore constitute sexual harassment. Nonsexual touching or other nonsexual conduct does not constitute sexual harassment.

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.

A pupil who has reached the age of majority possesses the full rights of an adult and may issue authorizations previously delegated to his/her parent(s) or legal guardian(s). The adult pupil is fully responsible for his/her educational performance, attendance, compliance with district regulations, and care of school property. The parent(s) or legal guardian(s) of each adult pupil will be informed of the rights of the pupil and will continue to be informed of the pupil's progress in school.

PUPIL GRIEVANCE - Policy 5710

The Board of Education believes that pupils are citizens who possess the right to request redress of grievances and that pupils should be encouraged to respect lawful procedures for the resolution of disputes. Accordingly, the Board will establish and observe procedures by which the grievances of pupils will be heard.

For the purposes of this policy, a pupil grievance means any complaint that arises out of the acts or policies of this Board or the acts of its employees.

A pupil grievance will be heard in the following manner:

1. A pupil should first make the grievance known to the staff member most closely involved or with a guidance counselor and both shall attempt to resolve the matter informally and directly;
2. A grievance not resolved at the first step must be reduced to a written statement in which the pupil sets forth the specific nature of the grievance, the facts that gave rise to it, the relief sought, and the reasons why that relief is appropriate;
3. The written grievance may be submitted to the Building Principal, the Superintendent, and the Board of Education, in that order and within a suitable period of time to be allowed at each level for the hearing of the grievance and the preparation of a response;
4. At each step beyond the first, the school authority hearing the grievance may summon the parent(s) or legal guardian(s) of a grievant who is not an adult. The grievant may summon the assistance of his/her parent(s) or legal guardian(s) at any step; and
5. A pupil grievance that proceeds to the Board will be determined promptly and the Board will issue a decision in no more than ten calendar days after the hearing. The pupil will be informed of the right to appeal a decision of the Board to the Commissioner of Education.

The Superintendent shall direct all staff members to respect the right of pupils to seek redress of grievances by lawful procedures without fear of reprisal.

DISCIPLINE ON THE SCHOOL BUS

All children should be aware of the following provisions, as should their parents:

- The bus driver has absolute authority on the bus.
- Each student must use his/her own bus.

- Students must remain on the bus to or from school.
- All passengers must occupy seats as assigned to them by school officials or the bus driver
- Students must not tamper with any part of the bus or its equipment, including the windows.
- Proper conduct aboard the bus includes: keeping hands, head and arms inside windows, remaining in seats, refraining from loud talking, noise or the use of profanity.

Students entering or leaving a bus must wait until it is completely stopped. They must exercise extreme caution when crossing the road and follow explicitly the directions of the driver. Students must wait for the bus away from the edge of the road and must not indulge in misbehavior. They must be on time to meet their buses and be prepared to board immediately. **Students riding buses equipped with seat belts are required to wear them.** Parents and students should be aware that buses may arrive earlier or later than scheduled due to traffic and/or weather conditions.

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 Superintendent shall develop rules for the safekeeping and accounting of textbooks and prepare a schedule of fines for lost and damaged textbooks.

DRESS CODE - Policy 5511

The school, parent/guardians, and students need to cooperate in the matter of school attire. We especially need to rely on parents' cooperation and good judgment as to how students come dressed to school. The school reserves the right to bring to the attention of parents/guardians student's attire that is detrimental to his/her or others' personal safety and health and/or distracts the attention of other pupils from the educational process, as well as students who consistently disregard good habits of grooming.

The following items are deemed unacceptable:

1. Extremely low-cut, tight fitting or transparent clothes, bare midriffs, and suggestive clothing;
2. Skirts, dresses, and pants that end higher than mid-thigh;
3. Outdoor jackets, coats, or hats except when entering the building and when there is a defect in the heating system;
4. Bare feet, unsafe footwear, cleated shoes, and footwear intended for the beach(flip-flops);
5. Patches and decorations that are offensive or obscene;
6. Nonprescription sunglasses, glazed, and tinted glasses, except as prescribed by the pupil's doctor;

7. Portable audio or video devices;
 8. Beepers and other summoning devices, except as permitted in Policy No. 2360;
 9. Clothing, apparel and/or accessories which indicate affiliation with any gang associated with criminal activity or have references to alcohol, controlled dangerous substances, or tobacco;
 10. Clothing containing profanity or sexual references or innuendoes;
 11. Clothing which includes racial or ethnic violence;
 12. Hats, hoods, visors, headbands and other headgear; and
 13. Any clothing that is likely to create a material and substantial disruption to the school environment.
- Students who violate this policy will be sent to the Nurse's office and asked to change into more appropriate attire.
 - If a student does not have a change of clothing, he/she will be required to contact a parent/guardian to arrange for clothing more suitable to the school environment.
 - A student refusing to change clothing in question will face disciplinary action.
 - Parents/Guardians who are not sure whether an article of clothing is appropriate are asked to contact the School Nurse.

PLAYGROUND BEHAVIOR

The following are prohibited on the playground: pushing, hitting, tag, contact games such as tackle football, keep-away, and "chicken", and any other activities endangering students' health and safety. Skateboards and roller blades are prohibited on school property at all times.

LEAVING SCHOOL PREMISES

Students are not allowed to leave the school property while school is in session or during school-sponsored activities (i.e., athletic events or practices). The school will not be responsible for liability resulting from failure to comply with this policy.

SAFETY - Policy 8467

The Board of Education prohibits the possession, use, or exchange of any weapon in any school building, on school grounds, at any school sponsored event, and on school sanctioned transportation except as the possession and use of a weapon is authorized by law and required in the performance of the possessor's duty.

For the purpose of this policy, "weapon" means anything readily capable of lethal use or of inflicting serious bodily injury. "Weapon" includes, but is not limited to, all firearms, knives, dangerous instruments intended to inflict harm, components that can be readily assembled into a weapon, explosive devices, and imitation firearms. For the purposes of this policy "firearm" means those items enumerated in N.J.S.A. 2C:39-1f and 18 U.S.C. 921.

Any pupil or school employee who has reasonable grounds to suspect the presence of a weapon prohibited by this policy shall immediately report his/her suspicion to the Principal. The Principal shall conduct an appropriate search in accordance with Policy No. 5770 and confiscate any weapon discovered in the course of the search. He/she shall, if appropriate and feasible, summon the aid of law enforcement officers in the conduct of the search. Any school employee

who confirms the presence of a weapon under circumstances that place persons at serious risk may confiscate the weapon immediately and may use such force as is reasonable and necessary to obtain possession.

Unless the weapon has been taken into custody by a law enforcement officer, the Principal shall immediately store any confiscated weapon in a securely locked box or container and report the presence of the weapon to the Superintendent. The Superintendent shall promptly notify, by telephone call and by letter, the New Jersey State Police that a weapon is present on school premises; the notice shall request removal of the weapon by an authorized law enforcement officer. The Superintendent shall obtain and file a receipt for any weapon removed by a law enforcement officer.

Any pupil who possesses, uses, or exchanges a weapon in violation of this policy shall be subject to stringent discipline, which may include expulsion. Any pupil or school employee who suspects or knows of the presence of a weapon in violation of this policy and fails to report the same shall be subject to discipline. Any person who possesses a weapon on school premises or school transportation or at a school-sponsored function shall be reported to the appropriate law enforcement agency.

Any pupil who is convicted or is an adjudicated delinquent for possession of a firearm or who is found to be in possession of a firearm on school property must be immediately removed from the regular education program and provided with an alternative program, pending a hearing before the Board of Education. Pupils convicted or found to be delinquent for possessing a firearm on school property, on a school bus, or at a school-sponsored function or committing a crime while possessing a firearm shall be immediately removed from the regular education 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. (Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act)

Any pupil who commits an assault upon members of the school community with a weapon other than a firearm on school property must be immediately removed from the regular education program and provided with an alternative program, pending a hearing before the Board of Education. (Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act)

Pupils with disabilities violating the provisions of this policy shall be dealt with in accordance with Policy No. 2460 and Regulation No. 2460.7.

Nothing in this policy shall be construed to prohibit the reporting of a crime committed by a child with a disability to the appropriate law enforcement or judicial authorities, or to prevent such authorities from exercising their responsibilities with regard to the application of federal or state law to crimes committed by a child with disabilities.

Any pupil requiring removal from the regular education program for the reasons enumerated above shall be removed in accordance with Policy and Regulation No. 5611.

The Superintendent, or designee, shall prepare regulations to implement this policy for the guidance of school staff in dealing with incidents involving weapons in the school district.

SUBSTANCE ABUSE - Policy 5530

The Board of Education recognizes that a pupil's abuse of harmful substances seriously impedes that pupil's education and threatens the welfare of the entire school community. The Board is committed to the prevention of substance abuse and the rehabilitation of substance abusers by educational means, but will take the necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances. Accordingly, the Board has established and will maintain a comprehensive substance abuse intervention, prevention, and treatment referral program in the schools of this district.

LUNCH/CAFETERIA

Students may purchase a hot lunch in the school cafeteria daily. Milk and other beverages are available for those who carry a lunch to school. Seconds are sometimes available to those who purchased the full meal. Correct change is appreciated. Costs are placed on current menus, which are posted on the website.

Tickets are available for students. More than one week of tickets may be purchased. Please make check payable to UTS Cafeteria. When ordering lunch tickets, please use the form found online. Snack for elementary school students may be purchased from the cafeteria in the mornings.

DISTRIBUTION OF INVITATIONS

In order to prevent unnecessary emotional stress, the distribution of party/birthday invitations in school is prohibited. We do not provide class lists to parents.

EMERGENCY AND CRISIS SITUATIONS

In accordance with N.J.S.A. 18A:41-1, at least one fire drill and one security drill will be conducted each month within school hours, including summer months which the school is open for instructional programs. A school security drill means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a non-fire evacuation, lockdown, or active shooter situation that is similar in duration to a fire drill.

LOST AND FOUND

A "Lost and Found" bin or table is located in each school building. At the middle school the bin is in the cafeteria and in the elementary school the bin is in the main office. Items are given to a local charity at the beginning of each month. Parents/Guardian and students are urged to check this table soon after any item is lost. We encourage parents to label all clothing and lunch containers.

SCHOOL PICTURES

Annual school pictures are taken early in the year so that families may obtain inexpensive records of their child's growth and provide the school with pictures to attach to the student's records.

STUDENT ACCIDENT INSURANCE - Policy 8760

Each student is protected by student accident insurance coverage under a compulsory enrollment plan, with premiums paid by the school.

LOCKERS

Students in the 5th through 8th grades will be assigned lockers. Lockers are the property of the school. Money and other valuables such as rings, pins, radios, etc. should not be stored in lockers. Pictures, decals, etc., are not to be mounted either inside or outside of the lockers. Magnets may be used on the inside of the locker. The school cannot be responsible for the loss of valuables. Other than lunch money, students are urged not to bring money to school. Students must use the school provided lock to keep their locker locked at all times.

LOCKER INSPECTION - Policy 5770

P.L.c.198, allows principals and other designated school officials to inspect student lockers and similar facilities so long as students are annually notified, in writing, that such inspections may occur. This handbook serves as annual notice that such inspections may occur.

BICYCLES, MINI-BIKES, AND SKATEBOARDS - Policy 5514

The Board prohibits the operation of motor vehicles by pupils for travel to and from school. "Motor vehicle" means all motorized vehicles and includes mini-bikes, motorcycles, and all-terrain vehicles.

The Board prohibits the operation of scooters, skateboards, and other motorized vehicles by pupils for travel to and from school.

The Board also prohibits the use of skateboards, rollerblades, roller skates, and heelys on school grounds at any time by any persons. Skateboards, rollerblades, and roller skates are not permitted in school; if one of these is brought to the school building or grounds it may be confiscated by the Principal, who shall return the skateboard, rollerblades, roller skates, or heelys to the pupil's parent(s) or legal guardian(s).

The use of mini-bikes, motor bikes, go carts, and other unauthorized vehicles on the school grounds is prohibited. Skateboards and heelys are not permitted on school property.

A rack is available for the storage of bicycles at the middle school only. A current school year permission note from parents/guardians must be on file in the school office in order for the student to ride a bicycle to and from school. The school district is not responsible for stolen or damaged bicycles.

FOOD

Elementary School

Food of any type is to be eaten only during a lunch period and only in the cafeteria.
Snacks are allowed during designated times in the classroom.

Middle School

Protecting a student from exposure to offending allergens is the most important way to prevent life-threatening anaphylaxis. Most anaphylactic reactions occur when a child is accidentally exposed to a substance to which he/she is allergic, such as foods, medicines, insects and latex. Accidental ingestion of the offending allergen occurs most often at school. This is understandably a high risk setting due to such factors as a large number of students, increased exposure of the food allergic student to food allergens, as well as cross contamination of tables, desks and other surfaces.

Rationale

- Limit potential dangers of exposure to life threatening food allergies for students and staff.
- Limit exposure to students of restricted foods which parents do not want their children eating (ie. Sugar restrictions, Gluten free).
- Reduce the problems of sharing food with only 'certain' students and not others.

Guidelines

1. Food is not to be used as an incentive in classrooms/sports teams/clubs.
2. Food used in the classroom for instructional purposes must be pre- approved by the school nurse. No food used in activities will be consumed by students.
3. Classroom/sport/club celebrations:
 - a. Food must be provided by individual student.
 - b. Food may not be shared.
 - c. Food may not be provided by parents to class as a whole (goody bags, gifts). Parents can only provide food for their individual child.
4. Students are not to clean desks/cafeteria tables after others have used them.
5. A nut-free table will be provided in the cafeteria at all lunches.
6. Students are not allowed to chew gum at any location on the school grounds.

USE OF ELECTRONIC COMMUNICATION AND RECORDING DEVICES

(ECDR) – Policy 5516

The Board of Education believes students and/or school staff members should not be subject to having a video or audio recording taken of any student(s) or school staff member(s) for any purpose without the consent of the student, the student's parent, and/or the school staff member. In addition to protecting the privacy rights of students and school staff members, the Board recognizes such recordings can be disruptive to the educational program. In addition, inappropriate recordings of educational material, student assessment instruments, and/or student

assessment reviews can be used to compromise the integrity of the district's educational program or lead to academic dishonesty in the event such recordings are stored and/or transmitted to other students. Therefore, the Board of Education adopts this Policy regarding student use of electronic communication and recording devices.

“Electronic communication and recording device (ECRD)” includes any device with the capability to audio or video record or is capable of receiving or transmitting any type of communication between persons. An ECRD includes, but is not limited to, cameras, cellular and wireless telephones, pagers/beepers, laptop computers, electronic readers, personal digital assistants (PDAs), two-way radios, portable fax machines, video broadcasting devices, and any other device that allows a person to record and/or transmit, on either a real time or delayed basis, sound, video, or still images, text, or other information.

A student is not permitted to have turned on or use an ECRD on school grounds during the school day or when the student is participating in a curricular or school-sponsored co-curricular activity. A student's personal ECRD may only be used on school grounds in an emergency situation or before and after the school day or with the permission of a school staff member supervising the student in a curricular or school-sponsored co-curricular activity. Any audio and/or video recording by a student using their personal ECRD with permission of a school staff member while participating in a curricular or school-sponsored activity where other students or staff members are present shall require the permission for such recording from any other student and their parent and/or staff members whose voice or image is to be recorded. This Policy is not intended to prohibit appropriate use of electronic devices for authorized or approved official curricular or school-sponsored co-curricular activities such as yearbook photographs, staff member/teacher-directed and approved activities, classroom presentations, athletic events, and drama production filming. A student authorized or approved to use an ECRD may not use an ECRD to access internet sites or view information or internet-based material that is inappropriate or would be blocked from student access by the school district's acceptable use of computers and networks policy. Nothing in this Policy is intended to prevent a student from using their personal ECRD and recording school-sponsored co-curricular activities as a non-participant when the activity is open to the general public.

For the purposes of this policy, “school grounds” means and includes land, portions of land, structures, buildings, and structures that support these buildings, including, but not limited to, administrative buildings, kitchens, maintenance shops, and garages. “School grounds” also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and other recreational places owned by the local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land.

An ECRD used in violation of this Policy will be confiscated by a school staff member or Principal or designee and the student will be subject to appropriate disciplinary action.

A student shall not knowingly bring or possess any remotely activated paging device on any school grounds, including on a school bus or at a school-sponsored function, at any time and regardless of whether school is in session or other persons are present without the express written permission of the Principal. The student must submit a written request and establish to the

satisfaction of the Principal a reasonable basis for the possession of the device. The written request must include the purpose for the student possessing and/or bringing the device on school property and the date or dates in which the student requests to possess and/or bring the device on school property. The written request must also include the date in which the student will no longer need to bring and/or possess the device on school property.

The Principal, upon reviewing the request from the student, will make a determination. The determination will be in writing and if approved, written permission for the student to bring and/or possess a remotely activating paging device will be provided to the student. Permission will only be provided for 1 week.

The student must submit a new request if the time in which permission is given to bring and/or possess a device expires. The student that is granted permission to possess and/or bring the device must be in the possession of the device at all times. The Principal or designee shall immediately notify the Superintendent of Schools and the appropriate criminal justice or juvenile justice agency if a student brings or possesses a remotely activated paging device in violation of N.J.S.A. 2C:33-19 and this Policy.]

A student who is an active member in good standing of a volunteer fire company, first aid, ambulance or rescue squad may bring or possess a remotely activated paging device on school property only if the student is required to respond to an emergency and the student provides a statement to the Principal from the chief executive officer of the volunteer fire company, first aid, ambulance or rescue squad authorizing the possession of the device by the student at all times and that the student is required to respond to an emergency.

The Principal or designee will confiscate the remotely activated paging device, take appropriate disciplinary action and shall immediately notify the Superintendent of Schools and the appropriate criminal justice or juvenile justice agency if a student brings or possesses a remotely activated paging device in violation of N.J.S.A. 2C:33-19 and this Policy.

TELEPHONES - Policy 5516

Each student is expected to come to school prepared for the day's school work and activities, and with any necessary arrangements already made for after-school activities and transportation home. Cell phones are not to be used during the school day and must be turned off. Cell phones should be stored in the student's locker, or out of sight during the school day. If a student needs to use his/her cell phone they may bring it to the main office to use. The school district is not responsible for lost or stolen cell phones. Phones are not to be used to take pictures, check e-mail, check texts, listen to music, play games or record unless a staff member has given permission to do so.

OTHER ELECTRONIC DEVICES

Other electronic devices (including iPods) should not be brought to school unless permission has been granted by the principal. The school will not be responsible for the loss or damage to any of these items.

No electronic device (IPad, iPods, SMART watches/pens, laptop, e-readers, etc..) will be allowed to remain on/in a desk or in sight during any testing (standardized or otherwise) unless a staff member has given permission.

TOYS

No toy should be brought to school unless it is related to a project or in a child's IEP.