

STUDENT / PARENT HANDBOOK
2018-2019



Inspired • United • Prepared
Soaring To Excellence

BELMAR ELEMENTARY SCHOOL

MISSION STATEMENT

Inspired • United • Prepared

Soaring To Excellence Vision Statement

To unite parents, teachers and the community to challenge and inspire each of our students to embrace learning and strive for excellence, while preparing students to be responsible, productive, compassionate citizens. Our Beliefs

We believe our children learn best when:

- They are in a safe and healthy environment
- They feel responsible for their failures and successes
- Dynamic and passionate teachers engage students in active learning

We believe the role of parents is to act as:

- A role model
- An advocate
- A partner

We believe the role of the community is:

- To integrate resources that feed back to the school
- To encourage cross cultural synergy
- To have a stake in the success of our school

We believe the role of the staff is:

- To utilize effective classroom management to maintain a safe, positive learning environment
- To understand the various levels of learning abilities to differentiate instruction
- To use creative and engaging ways to teach the core curriculum and to utilize the local environment
- To clearly communicate learning goals to parents and students at the start of each year

We believe excellence in education includes:

- Effective teachers supported by strong parents and community involvement to achieve academic success
- Instruction and assessment based upon standards, research, and data which are meaning integrated with current technology
- A positive learning environment supported by effective disciplinary procedures, a challenging curriculum, and high expectations for all learners

Welcome to Belmar Elementary School

Dear Students and Parents:

On behalf of the Belmar School District administration, faculty, and staff, we would like to extend a warm welcome to our students and their families as we begin the 2018-2019 school year. We are looking forward to a productive partnership with you to ensure our children can achieve their highest potential.

We believe that the foundation of our students' future successes will be found in the power of our combined efforts and the strength of our relationships. Our challenge is to embrace the future of the 21st century and ensure that our students are properly prepared to become leaders in this dynamic and globally diverse society.

We are proud that our 1:1 Chromebook initiative has increased in scope to grades 2-8, as well as increasing mobile devices for students in grades PreK-1. As teachers become increasingly skilled in a spectrum of instructional technology applications, students' level of engagement and investment in their learning grows exponentially.

We are excited to implement a brand new science program, HMH Science Dimension in grades K-8, built specifically to address the Performance Expectations of NGSS (Next Generation Science Standards). The program is built around active learning, asking students to solve problems by stating claims, gathering evidence, and providing explanations through reasoning.

Belmar School District has embraced the "maker movement" by providing a unique opportunity for students in grades 5-8 to participate in a collaborative experience to imagine, design, and create innovative solutions to real world problems. In our K-4 grade span, we continue to implement the best practice of "looping," whereby students in looping classes remain with their teacher for two consecutive years, allowing for more in-depth student/teacher relationships and greater opportunities for more customized instruction.

"Inspired, United, Prepared, Soaring to Excellence." Our motto represents the shared vision of our BES school family and is fostered by a leadership team that promotes a nurturing and academically challenging school environment. Our talented staff of educators creatively seek ways to infuse inter-disciplinary and STEM aspects to provide students with a breadth of real-world experiences that stress critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

We look forward to meeting all of our families at Back To School Night on Monday, September 17th at 6:30 p.m.

Mr. David R. Hallman, Superintendent / Principal

Mrs. Sarah Wilton, Assistant Principal

Mrs. Lauren Vasile, Supervisor of Instruction

ADMINISTRATION

David R. Hallman, Superintendent/Principal
Sarah Wilton, Assistant Principal / Supervisor of Instruction
Lauren Vasile, Supervisor of Special Services
Loretta Hill, Business Administrator/Board Secretary

BOARD OF EDUCATION

Cherie Adams.....President
Joanne Gray.....Vice-President
Richard Brand~Aileen Byrne-Fahy~Kimberly Chek~Mark Furey~Rebecca Herbert~ Michele Lomas~
Lisa Miller~Carol Hope - Lake Como Representative

BOARD OF EDUCATION MEETINGS 2018-2019

August 29, 2018 - September 26, 2018 - October 17, 2018 - November 28, 2018 -December 2017 No Meeting - January 2019- TBA - February 2019 - TBA - March 2019 - TBA - May 20149 - TBA - June 2018 - TBA

*All meetings are held in the school media center at 7:00 p.m. unless otherwise noted.

TELEPHONE NUMBERS (732)-681-2388 - (732)681-8888

Superintendent.....ext. 1033
Assistant Principalext. 1119
Supervisor of Special Services.....ext. 1021
Business Administrator/Board Secretaryext. 1028
Cafetería.....ext. 1003
Child Study Team.....ext. 1021
Custodian.....ext. 1005
Guidance.....ext. 1205
Gym Office.....ext. 1008
Nurse.....ext. 1101 Fax Numbers
Main Office.....(732)681-5334
Board of Education.....(732)681-8709

FACULTY & STAFF 2018-2019

PRE-KINDERGARTEN Mrs. Casale~Mrs. Dahrouge ~ Mrs. Glab

KINDERGARTEN Mrs. Craw ~ Mrs. Curcio ~ Mrs. Brown

FIRST GRADE Mrs.Ott ~ Mrs. Donovan ~ Mrs. McLaughlin

SECOND GRADE Mrs. Gianforte ~ Mrs. Gross ~ Mrs. Mangan

THIRD GRADE Mrs. Diffley ~ Mrs. Morello ~ Ms. Polito

FOURTH GRADE Mrs. Bruzzese ~ Mrs. Considine ~ Mrs. Menna

DEPARTMENTAL 5TH-8TH GRADE

5th & 7th Grade Language Arts: Mrs. Feierstein ~ Ms. McGrath ~ Mrs. Smith

6th & 7th Grade Language Arts Mrs. Livingood

6th & 8th Grade Language Arts Ms. Skelton ~ Mrs. Travers (Honors)

5th - 8th Grade Math Mrs. Liotta ~ Mrs. Murphy ~ Ms. Wolson

5th - 8th Grade Science & Social Studies Mrs. Levis ~ Mrs. Jankowski ~ Mr. McDonald ~ Mrs. Veltre

READING SPECIALIST

Mrs. Kenny

TARGETED INSTRUCTION PROGRAM

Mrs. Arpert ~ Mrs. Callahan ~ Mrs. Kenny

SPECIAL EDUCATION

Mrs. Carew ~ Mrs. Casale ~ Ms. Cilinski ~ Mrs. Dana ~ Mrs. Davis ~ Mrs. Orlando ~ Mrs. Otto ~ Ms. Stierman

E.S.L

Mrs. Hanas, Mrs. O'Chat

SPECIALS

Spanish ~ Mrs. Arcos

Health & Physical Education Mr. Basaman

Health & Physical Education Mrs. Callahan

Health, Physical Education Mr. Charette

Kindergarten Physical Education Mrs. Feierstein

Art Ms. Newell

Technology Mrs. Lockwood ~ Ms. McGrath ~ Mr. O'Donnell

Instrumental Music Mr. Brennan,

Music Mrs. White

G & T / Media Specialist Mrs. Arnold

Technology Coordinators Mrs. Lockwood ~ Mr. O'Donnell

School Nurse Mrs. Wallace

Guidance Mrs. Cozzarelli

Child Study Team

Mrs. Kellert, School Psychologist ~ Mrs. Laird, School Social Worker ~ Ms. Nolan, LDTC

Speech Ms. Weckenmann

PT/OT Mrs. Mack ~ Mrs. Simms

Paraprofessionals

Mrs. Ahern ~ Ms. Joanna Ayala ~ Mrs. Burns ~ Ms. Cahill ~ Mrs. Dahrouge ~ Ms. Frye ~ Ms.

Garaventa ~ Mrs. Gold ~ Mr. Hallas ~ Mr. LaRocca ~ Ms. McGurrin ~ Ms. Saliwon ~ Mrs. Stewart ~

Mrs. VanSchoick ~ Mrs. Wheeler

Facilities Manager Mr. Marsh

Secretarial Staff

Mrs. Downey ~ Mrs. Graney ~ Mrs. Kramer ~ Mrs. Reilly ~ Mrs. Tirado ~ Mrs. Yavarone

Hall Monitors / Cafeteria Aides

Mr. Kelly ~ Mr. Kirk ~ Mrs. Loiseau ~ Mrs. Taylor

OFFICE HOURS

Office hours are from 7:30 a.m. until 3:30 p.m. Parents and visitors must enter the building through the front door on Main Street. By State Law and the Policy of the Belmar Board of Education, all visitors must report directly to the main office to receive a visitor's pass before going to any other part of the building. All visitors will be required to display a visitor's pass. If you are not displaying a visitor's pass, you will be reminded to report to the main office for one.

SCHOOL HOURS

Pre-Kindergarten – Full Day Program 8:05 a.m. – 1:10 p.m. Grades Kindergarten – 8th 8:05 a.m. – 2:55 p.m.

Playground supervision will NOT be available until 7:45 a.m. Students should not report to school before 7:45 a.m. unless they are coming for breakfast, as the entry gate will not be unlocked until that time. Additionally, students in grades 5-8 should not report to the 12th Avenue blacktop any earlier than 7:45 a.m. as supervision will not be available until that time, as well.

ASBESTOS The majority of asbestos containing materials were removed during the summer of 2005. The asbestos containing materials in the back closet of the auditorium have been encapsulated to prevent exposure to asbestos fibers. Ahera Consultants Inc. has been hired by the Board to conduct inspections of the remaining encapsulated area and the entire school every six months. These reports are on file with the Business Administrator/Board Secretary.

BICYCLE RULES & REGULATIONS Students in grades 4-8 are eligible to ride bicycles to and from school. Bicycle racks are provided on the 12th Avenue side of the playground and the students are to use these racks. It is the students' individual responsibility to lock their bicycles during school hours. Reminder: All students under 17 years of age must wear a helmet while riding their bicycles and bicycles must be walked upon arriving and leaving school. The school is not responsible for lost or stolen bicycles.

BOOKS & INSTRUCTIONAL MATERIALS All school books and certain school supplies are furnished as part of the school program. The books and supplies are issued with the understanding that proper care and use by the student are maintained. A price set by the school will be assessed if materials are damaged or lost. This must be paid by the parent/guardian. All books issued must be covered. A pencil/pen holder that attaches to a three or five-ring notebook and a bookbag are suggested items for the students to have. School supply lists are posted on the district website each summer to assist parents in preparing for the upcoming school year. These lists can be accessed at www.belmar.k12.nj.us

CLASS TRIPS It is our policy to encourage field trips to places of interest if they fit in with the course of study. Written permission must be given by the parent or guardian for a student to go on a trip.

DETENTION Detention is a consequence given by teachers and administrators to those students who have violated a school rule in order to correct the students' inappropriate behavior. All students will be

given 24 hour notice for after school detention so that the parents are informed. The following is a list of disciplinary detentions: **Lunch Detention:** Student is assigned detention during his/her lunch period with teacher/administrator. Student will eat lunch during this period. No disciplinary points are assigned. **Teacher Detention:** Student is assigned thirty minute detention after school with teacher who issued disciplinary referral. No disciplinary points are assigned. **Central Detention:** Student is assigned thirty minute detention after school. Student reports to main office at end of day and will be picked up by the detention teacher. Disciplinary points are assigned. **Double Detention:** (2-One Hour detentions) Student is assigned to 1-hour detention on Tuesday and Thursday or another day assigned by administration. Student reports to main office at the end of the day and will be picked up by the detention teacher. Disciplinary points are assigned.

DISCIPLINE In order to foster a positive and safe learning environment in which all students obtain the best education possible, proper behavior by all students is expected. Disruptive behavior creates an obstacle to learning and also infringes on the rights of other students. For this reason, disruptive behavior will not be tolerated. Teachers will attempt to contact parents when the behavior of a pupil creates a situation where the education of the child and those around him/her is impaired. When the teacher has exhausted the usual means to ensure control, the situation will be referred to the school administration. Continual abuse of school rules will result in letters to the home, and/or parent/administrator conferences, and/or Double Detention. A last resort will be suspension from school. For clarification of our disciplinary procedures, please refer to the Code of Conduct.

DISMISSAL PLAN Parents/guardians are expected to pick up their children in a timely manner every day. Parents/guardians **MUST** indicate whether they (or other approved designee) will pick their children up, or if the student is allowed to walk home. The Dismissal Form enclosed in the opening packet must be completed and returned to the student's Homeroom teacher prior to the first day of school. Students in grades Kindergarten through Four will be dismissed from the Eleventh Avenue doors each day at 2:55 p.m. On early dismissal days, they will be dismissed from the same door at the time designated on the school calendar. Students in grades five through eight will be dismissed from the Twelfth Avenue doors each day at 2:55 p.m. On early dismissal days, they will be dismissed from the same door at the time designated on the school calendar. Students who are being picked up by a parent or guardian will remain with their teacher at their designated door until they are picked up. Any student who is not picked up by 3:00 p.m. will be escorted to the office with an administrator or a staff member to make a phone call home. The student will remain in the office with administration or a staff member until they are picked up. Students who have permission to walk home will be dismissed immediately from the door designated above under the supervision of faculty members and administration. Students that participate in extracurricular activities will be dismissed by their coach or advisor. The coach/advisor will remain until all students are picked up or have walked home. Early dismissal requests are discouraged except in extreme emergencies and then only by a note signed by a parent or guardian indicating the exact time that the parent or guardian will come to the office to pick up the student. Students will only be released to the parent/guardian or approved designee.

STUDENTS MUST BE PICKED UP IN THE OFFICE. NO CHILD WILL BE RELEASED ALONE.

DRESS CODE

School dress should be reflective of pride in self, family, and school. All clothing should uphold the principles of safety, health and modesty. Pupils should adhere to the practices of good grooming. The Administration requests that our students dress comfortably but appropriately. The dress code is as follows:

- Clothing should be neat and clean and in reasonably good repair. No clothing that is extremely torn, slit or in a state of disrepair is to be worn.

- Shorts, dresses, skirts and skorts must be at least of mid-thigh length. No spandex shorts are allowed unless under shorts or skirts of appropriate length.
- Clothing must not be tight, revealing, or suggestive. Midriff, tube tops, halter tops, strapless tops or dresses, see-through articles, or articles that expose cleavage or stomach may not be worn. If spaghetti straps are worn, appropriate undergarments are to be worn and not visible.
- Pants must be worn at waist height with no writing across the seat.
- No apparel may be worn that promotes or endorses illegal substance, alcohol or tobacco products. In addition, clothing with messages deemed offensive, profane, inappropriate, violent, or derogatory is not permitted.
- Footwear must be worn at all times. Footwear that is considered “unsafe” (loose sandals, beach or shower type footwear, flip flops, open back shoes, or untied sneakers) are not permitted. It is recommended that all students wear sneakers everyday to promote activity and safety throughout the school day.
- Hats or other head coverings, except for religious observances, may not be worn in the building. (Exception will be made during School Spirit Week by the Administration and Board)
- Pajamas are not permitted. (Exception will be made during School Spirit Week by the Administration and Board)
- No outerwear, such as winter coats, raincoats, heavy jackets, etc. may be worn or carried during the school day.
- Any other articles that may be deemed as a distraction or disruptive to the educational process will be addressed by the administration. Procedure for Dress Code Violation Students who violate the dress code will be sent to the Principal’s office to call their parents to bring a change of appropriate clothing to school. If a student is sent to the office again for the same dress code infraction, it will be considered insubordination and the Code of Conduct will be followed. Parents refusing to cooperate with the Administration will be required to have a meeting with the Board to explain why their child is not in compliance with the prescribed Dress Code.

ELECTRONIC DEVICES No personal electronic devices will be allowed in school for any student in any grade level, including the student lunch periods. This includes handheld video games, iPods, MP3 players, digital cameras, etc. If a student brings one of these items to school, it will be confiscated and turned in to the office. Students will be allowed to pick it up in the office at the end of the day. If a student brings the device back to school again, it will be considered insubordination and the Code of Conduct will be followed.

EMERGENCY CLOSING If school is to be closed for inclement weather or has a 10:00 a.m. delayed opening, an announcement will be made on The Point 94.3 FM, NJ 101.5, Channel 12 News between 6:00-8:00 a.m., and posted on the school district web page. If school needs to close prior to 2:55 p.m., an announcement will be made stating the time of dismissal. Each student’s dismissal plan will be followed. ***PARENTS ARE URGED TO LISTEN TO THE RADIO AND REFRAIN FROM CALLING THE SCHOOL. OUR TELEPHONE LINES MUST REMAIN OPEN FOR EMERGENCIES.*** The Belmar School District utilizes Global Connect Emergency Alert System to deliver pertinent messages, including school closings, delayed openings, and student absences to parents/guardians through communication via telephone, cell phone, and email. For this reason, it is important that parents/guardians advise the school of any changes in these forms of communication.

ENTRANTS PRE-KINDERGARTEN/KINDERGARTEN - It is the policy of the Board of Education to admit to the pre-kindergarten and kindergarten in September children who have reached the age of four (4) years and five (5) years respectively on or before October 1st of the current year. Initial registration of kindergarten pupils is made in the spring and summer. The following items are requested for registration: 1) child’s original birth certificate; 2) dates of all inoculations or contagious disease; 3)

physical examination(kindergarten only); and 4) proof of residency. **NEW STUDENTS** - When a student is transferred from another school district, a period of adjustment due to varied differences in procedures and curricula may be experienced. It is our policy to place a student in the grade stated on the transfer card. A parental conference may be planned to discuss placement.

EXTRACURRICULAR ACTIVITIES In order for a student to participate in any extracurricular activities, the student must be present in school prior to 11:30 a.m. and in good academic and disciplinary standing.

FIRE DRILLS / SECURITY DRILLS State school regulations mandate at least one (1) fire drill, and at least one (1) school security drill each month. This procedure is followed to acquaint students with procedures to ensure his/her safety.

GRADING A - 100/93 O - Outstanding B - 92/85 S - Satisfactory C - 84/77 N - Needs Improvement D - 76/70 U - Unsatisfactory F - below 70 Report cards and progress reports will be mailed home each marking period, with the exception of the first and fourth marking period report cards. The first marking period report card will be given at parent conferences. The final report card will be given to the students on the last day of school. The Belmar School District utilizes Parent Portal as a means of communicating student progress to parents/guardians. All progress reports and report cards will only accessible via Parent Portal, unless parents request otherwise. We encourage parents to frequently access Parent Portal to stay abreast of their child's progress, including grades, attendance, and teacher comments.

HONOR ROLL

Honor Roll Awards will be given for students in sixth through eighth grade.

The following criteria will be used in determining who is eligible for each award:

High Honor Roll - 93 average or higher in all subject areas.

Honor Roll - 85 average or higher in all subject areas

HIGH SCHOOL Parents needing information concerning high school placement should contact Mrs. Kramer at (732)681-2388 ext. 1033. All applications for Allied Health & Science, Bio Technology Academy, Charter School, Communications High School, High Tech, MAST, Neptune High School, and Red Bank Regional will be processed by the Guidance Counselor, Mrs. Cozzarelli. Parents may obtain applications by contacting 732-681-2388, ext. 1205.

INTERVENTION HINTS FOR PARENTS & REFERRAL SERVICES COMMITTEE (I&RS)

Intervention and Referral Service Committee (I&RS) is a school based, problem-solving group whose purpose is to assist teachers and parents in developing strategies for working with students with learning and/or behavioral problems. The I&RS mission is to seek creative ways to increase the use of available educational resources. Members of the I&RS Committee function collaboratively, utilizing the strengths of each individual to enhance the effectiveness of the team. The I&RS Committee may be used as a source of pre-referral interventions, as well as assistance strategies for students who have difficulty achieving success in regular education. Regular and special educators and administrators need to accept joint responsibility and to work together in meeting the needs of these students in order to achieve the most effective results. The goals of the I&RS Committee are to meet the needs of academically challenged students and create a supportive learning environment for students, parents, and teachers. The I&RS working guidelines are as follows:

1. A teacher shall recommend a student for review by the I&RS Committee after the teacher has attempted multiple strategies without adequate success and one or more of the following issues are present:
 - A student experiences extreme academic difficulty.
 - A student exhibits significant social and/or emotional adjustment problems.
 - A student demonstrates a marked discrepancy between performance and ability level.
2. A parent or guardian may recommend a student for review by I&RS.
3. The committee will schedule a meeting to discuss the student. The members of I&RS, as well as the requesting teacher, will attend.
4. It is the responsibility of the teacher/committee to contact the parent or guardian and inform them of the strategies implemented by the committee. It is the responsibility of the committee to ensure intervention techniques are implemented. If a referral to the Child Study Team is necessary, all intervention information will be forwarded to the Child Study Team.
5. At the follow-up meeting, it will be determined if the problem has been resolved, alleviated, or persists and what, if any, further action will be taken.
6. The teacher/committee will keep the parent or guardian informed of the child's progress.

Change of address/telephone number - Please advise the school office immediately.

Students become ill at school - A student who becomes ill during school hours is taken to the nurse's office. If it becomes necessary to send the child home because of illness, every attempt to notify the parent or guardian will be made.

Trace a lost article - The lost and found is located in the custodian's room.

LUNCH / RECESS SCHEDULE Each lunch period will provide 30 minutes for the students to eat their lunch. Additionally, students will have 15 minutes of recess under the supervision of the teacher, either before or after lunch, to promote physical activity.

K Lunch 10:45-11:15 a.m. - Recess 11:15-11:30 a.m. **1, 2 Lunch** 11:10 – 11:40 a.m. - Recess 11:40 – 11:55 a.m. **5th & 6th Lunch** 11:45 – 12:15 p.m. - Recess 12:15 – 12:30 p.m.

3rd & 4th Lunch 12:20-12:50 p.m. - Recess 12:50-1:05 p.m. **7th & 8th Lunch** 12:55-1:25 p.m. - Recess 1:25 – 1:40 p.m.

MAKE-UP WORK Illness - If a student is ill, the parent may request the work for that day by calling the main office by 9:00 a.m. A pupil who has been absent from school will be allowed a reasonable amount of time as determined by the teacher, but not less than three (3) days, to make up missed work. That period may be extended for the completion of long term assignments.

MARKING PERIODS The school year is divided into four (4) marking periods. Student progress will be reported online via Parent Portal, unless parents request a written copy of Progress Reports or Report Cards.

Marking Period Ends:	11/13/18	1/30/19	4/05/19	6/18/19
Report Cards Online:	11/20/18	2/6/19	4/12/19	6/18/19

RETENTIONS A pupil will be promoted to the next succeeding grade level when he/she demonstrates the proficiencies required for movement into the next grade. A teacher who determines that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent/guardian(s) of the pupil and offer immediate consultation. 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 a grade level in advance and, whenever feasible, no later than eight weeks prior to the end of the school year.

PROCEDURES FOR HANDLING PARENTAL CONCERNS

Initial Stage: When parents have questions or concerns regarding instructional practices or discipline problems in their child's classroom, they should first address these issues with their child's classroom teacher. **Second Stage:** If the questions and concerns have not been resolved with the teacher, the parent should contact the Principal. **Third Stage:** If the questions and concerns have not been resolved with the teacher, the parent should contact the Superintendent. **Fourth Stage:** The last level of contact about a question or concern is the Board of Education.

TARDINESS Students who are late more than three (3) times per marking period will receive a Double Detention beginning with their fourth tardiness within the marking period. We seek the cooperation of parents/guardians to ensure that students arrive to school on time. Five tardies during any one marking period require a parent conference to be held with an administrator or supervisor to correct the problem.

TELEPHONE Students will only be allowed to use the office phone for emergencies. If a student is not feeling well, he/she should see the school nurse.

TELECOMMUNICATION DEVICES Cell phones may be carried by the student as long as it is understood that they will only be used in an emergency and that the cell phone is in the off position throughout the school day. Any student using a cell phone during the school day will have the cell phone confiscated by the teachers or administrators. The confiscated cell phone will be returned to the student at the end of the school day. Please refer to the Code of Conduct for consequences relating to cell phone violations.

TESTING Assessment is critical to evaluating, measuring, and documenting the academic readiness, learning progress, and skill acquisition of our students. To effectively determine students' starting points in the beginning of the year, a preliminary Math and ELA benchmark assessment will be administered in mid- September for students in grades 3-8. This electronic assessment assists teachers in better understanding each student's' strengths and areas for improvement in order to develop a personalized learning plan.

This year, the statewide PARCC assessments will be administered over several days per grade level beginning April 8th through May 28th More detailed information will be available for parents prior to testing to support families in better understanding the design and expectations of the assessment.

TRANSFERS Transfer requests will be granted after parents have completed a Transfer Request Form, available in the main office. Transfer cards will be mailed to schools within the State of New Jersey. Students transferring out of state will be given the transfer card. All textbooks, library books, materials, etc. must be returned.

WINTER RENTALS The Board realizes that a number of families obtain winter rentals and must vacate their homes prior to the close of school. In order to prevent the student's education from being disrupted, the Board will allow the student to remain in school if a family moves after April 1st. It is imperative that the school office is informed of the new address and telephone number for emergency purposes. Further, it is the responsibility of the parent/guardian to provide the necessary transportation.

POLICY & REGULATIONS

The following Policies and Regulations in this handbook are required by law. Parents/guardians may view additional Board policies by visiting our district website at www.belmar.k12.nj.us. A copy of any/all Board policies may also be obtained by contacting the main office at 732-681-2388.

District Policy 5600 - PUPIL DISCIPLINE / CODE OF CONDUCT (M) Date Created: September, 2008 Date Edited: July, 2011 The Board of Education adopts this Pupil Discipline/Code of Conduct Policy to establish standards and procedures for positive pupil development and behavioral expectations on school grounds, including on a school bus or at school-sponsored functions, and as appropriate, for conduct away from school grounds. Every pupil enrolled in this district shall observe promulgated rules and regulations and submit to the discipline imposed for infraction of those rules. Regulation 5600 shall include a description of school responses and consequences to violations of the behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, considering the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5. The development, annual review, and update of this Policy shall involve parent, pupil, and community involvement which represents, where possible, the composition of the schools and community and shall be based on locally determined and accepted core ethical values. The Board will review this Policy and Regulation after considering the findings of the annual reports of pupil conduct, including suspensions and expulsions, pursuant to N.J.A.C. 6A:16-7.1(a)5 and 6, and the incidences reported under the Electronic Violence and Vandalism Reporting System, in accordance with N.J.A.C. 6A:16-5.3. The Superintendent shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting pursuant to N.J.A.C. 6A:16-7.1(a)5. The Superintendent shall submit a report annually to the New Jersey Department of Education on pupil conduct, including all pupil suspensions and expulsions, and the implementation of the Pupil Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education and the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e). For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act, and accommodation plans under 29 U.S.C. §§794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

The Building Principal or designee shall have the authority to assign discipline to pupils. School authorities also have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5. Consequences and appropriate remedial action for a pupil who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and shall be consistent with this Policy and the school district's pupil discipline/code of conduct pursuant to N.J.A.C. 6A:16-7.1.

Remedial measures 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. Any pupil to be disciplined shall be provided the due process procedures for pupils and their families as set forth in N.J.A.C. 6A:16-7.2 through 7.6. When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32(e)10.iv., and N.J.A.C. 6A:16-7.10. Regulation 5600 shall include a description of pupil responsibilities that include expectations for academic achievement and behavior, a description of behaviors that will result in suspension or expulsion pursuant to N.J.S.A. 37-2, and a description of pupil rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii. Comprehensive behavioral supports that promote positive pupil development and the pupil's abilities to fulfill the behavioral expectations established by the Board will include: positive reinforcement for good conduct and academic success including the programs as outlined in Policy 5440; supportive interventions and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the nature of the behaviors, the developmental ages of the pupils and the pupil's histories of problem behaviors and performance; and for pupils with disabilities, the behavior interventions and supports shall be determined and provided pursuant to the requirements of N.J.A.C. 6A:14. The Building Principal shall maintain a current list of community-based health and social service provider agencies available to support a pupil and the pupil's family, as appropriate, and a list of legal resources available to serve the community. Pupil discipline and code of conduct in the district will be applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5. The Pupil Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s). School staff shall be trained annually on the Pupil Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of pupil conduct in violation of the district's Policy and Regulation. Information on this Policy and Regulation shall be incorporated into the orientation program for new employees. N.J.S.A. 18A:6-1; 18A:36-25.1; 18A:25-2; 18A:36-19a; 18A:37-1 et seq.; 18A:37-13.1 et seq. N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq. Cross reference: Policy Guide Nos. 2460, 5500, 8330 Adopted: 21 July 2011

District Regulation 5600 - PUPIL DISCIPLINE/CODE OF CONDUCT (M) Date Created: August, 2009
Date Edited: July, 2012 Purpose

1. The purpose of these regulations is to achieve the following purposes:
 - a. Foster the health, safety, social, and emotional well-being of pupils;
 - b. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
 - c. Promote achievement of high academic standards;
 - d. Prevent the occurrence of problem behaviors;
 - e. Establish parameters for the intervention and remediation of pupil problem behaviors at all stages of identification; and
 - f. 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.
2. Rules of Conduct
 - a. All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.
 - b. In addition, pupils shall not:
 - i. Be insubordinate to teachers or other school staff members or disregard their instructions or demonstrate lack of respect for their authority;
 - ii. Create disorder or disruptions on school premises;
 - iii.

Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school; iv. Steal, damage, or deface the property of other pupils, staff members, or the district; v. Engage in the sexual and/or other harassment of pupils or staff members; vi. Violate codes of conduct adopted for organizations of pupils; vii. Possess or use weapons or any implement intended to harm others; viii. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;

ix. Convey information about other pupils or staff members known to be false;

x. Act so recklessly as to endanger the safety of others; xi. Procure the property of others by threat or intimidation; xii. Enter school premises or any specific portion of the premises without permission and without authority; xiii. Vandalize school property, real or personal; xiv. Create litter on school property; xv. Be truant from school or class; xvi. Cheat or otherwise engage in academic dishonesty; xvii. Persistently refuse to complete homework and other assignments; xviii. Engage in illegal gambling; xix. Smoke on school property;

xx. Falsify an excuse or any school document; xxi. Set fire to or cause a fire in any way on school premises; xxii. Possess or explode a firecracker or other explosive device on school premises; xxiii. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others; xxiv. Possess, use, or distribute a substance in violation of Policy No. 5530; xxv. Join a secret society prohibited by law; xxvi. Commit an act of harassment, intimidation, or bullying; or xxvii. 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

4. Show respect for the driver at all times;

5. Enter and leave the bus in an orderly manner;

6. Ride only the bus to which they have been assigned;

7. Be and remain seated while the bus is in motion;

8. Avoid reckless and boisterous activity at all times, including during waits at pickup points;

9. Talk in a reasonable tone of voice and avoid loud noises;

10. Extend no portion of the body or other object out a bus window;

11. Keep aisles clear at all times;

12. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;

13. Refrain from smoking, eating, and drinking on the bus; and

14. Possess, use, or distribute no substance in violation of Policy No. 5530.

15. 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 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. Teacher 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 or legal guardian. 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. Central Detention/Extended 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 or legal guardian.

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.

6. 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.

7. 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.

8. 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.

9. 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 the Superintendent/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.

Chart of Discipline Below is a listing of pupil behaviors that are subject to pupil discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2. The behaviors include, but are not limited to:

Offensive Conduct Insubordination Disruptive Behavior/Inappropriate Behavior/Comment: First offense: Central detention, parent and teacher conference. First offense: Central detention, parent and teacher conference. Second offense: Double detention, referred to the guidance counselor, parent and teacher conference.

Second offense: Double detention, referred to the guidance counselor, parent and teacher conference. Third offense: One day in-school suspension, parent conference with Principal or designee.

Third offense: One day in-school suspension, parent conference with Principal or designee.

Use of Force Theft, Damage and Vandalism to Property First offense: Double detention, referred to the guidance counselor, pupil conference with Principal or designee and parent.

First offense: One to three day in-school suspension, parent conference with Principal or designee, restitution, school community service. Second offense: One day in-school suspension, referred to the guidance counselor, pupil conference with Principal or designee and parent.

Second offense: Three to four day in-school or out of school suspension, criminal charges filed with police, parent conference with Principal or designee, restitution.

Third offense: One – Four day out of school suspension referred to the guidance counselor, pupil conference with Principal or designee and parent.

Third offense: Four day out of school suspension, criminal charges filed with police, restitution, possible alternative placement made.

Sexual Harassment, Bias Incident (Racial or Ethnic Slur) Weapon Possession First offense: Four day out of school suspension, parent conference with Affirmative Action Officer, Principal or designee, and guidance counselor. Counseling provided by the guidance counselor.

First offense: Four to ten day out of school suspension, criminal charges filed with police, parent conference with police, Principal, and guidance counselor.

Second offense: Ten day out of school suspension, hearing Board of Education, possible psychological evaluation and potential alternative placement.

Second offense: Ten day out of school suspension, Police file criminal charges, Child Study Team evaluation, alternative placement sought..

Language Misuse First offense: Double Detention if not directed towards someone. One to Two day in-school suspension when directed to another pupil, referred to the guidance counselor. Three day in-school suspension when directed to staff member, parent conference with Principal or designee.

Second offense: One day in-school suspension, if not directed towards someone. Three day in-school suspension when directed to another pupil. Four day in-school suspension when directed to a staff member, parent conference with Principal or designee. Third offense: One day out of school suspension, if not directed towards someone. Three day out of school suspension when directed to another pupil. Four day out of school suspension when directed to a staff member, parent conference with Principal.

Falsifications Recklessness First offense: Teacher and parent conference. First offense: Double detention. Second offense: Teacher and parent conference, referred to guidance counselor. Second offense: One to two day in school suspension, referred to the guidance counselor, parent conference with Principal or designee. Third offense: Double detention, parent conference with Principal or designee, guidance counselor, and teacher.

Third offense: Three to four days in or out of school suspension.

Extortion Fighting First offense: One to two day in-school suspension, criminal charges filed with police, parent conference with Principal or designee, referred to the guidance counselor.

First offense: One to four day in-school or out of school suspension, referred to the guidance counselor, parent conference with Principal or designee

Second offense: Three to four day in-school suspension, criminal charges filed with police, parent conference with Principal or designee.

Second offense: Four day out of school suspension, referred to the guidance counselor, parent conference with Principal or designee. Third offense: Five to ten day in-school suspension, criminal charges filed with police, parent conference with Superintendent/Principal, alternative placement sought.

Third offense: Five to ten days out of school suspension.

Assault Truancy First offense: Four to ten day out of school suspension, referred to the guidance counselor, parent conference with Assistant Principal.

First offense: One in-school suspension, parent conference, referred to the guidance counselor.

Second offense: Ten day out of school suspension, referred to the guidance counselor, parent conference with Principal or designee.

Second offense: Two days in school suspension, parent conference Principal or designee and guidance counselor. Third offense: Ten day out of school suspension, potential Board of Education hearing with possible alternate placement.

Third offense: Three days in school suspension, notice filed with police, parent conference with Principal or designee.

Cheating Smoking First offense: Detention, assignment must be redone with a maximum grade of 80%, parent conference with teacher.

First offense: Two day in-school suspension, possible criminal charges filed with police, referred to the guidance counselor. Second offense: Double detention, assignment must be redone with a maximum grade of 80%, parent conference with teacher, referred to the guidance counselor.

Second offense: Three day out of school suspension, possible criminal charges filed with police.

Third offense: Extended detention, assignment must be redone with a maximum grade of 80%, parent conference with teacher, guidance counselor, and Principal or designee.

Third offense: Four day out of school suspension, criminal charges filed with police.

Possession of Tobacco and Tobacco Related Products Cutting Teacher/Central Detention First offense: One day in-school suspension, parent conference Principal or designee.

First offense: One additional detention, teacher/administrator calls parent.

Second offense: Two day in-school suspension, parent conference with Principal or designee.

Second offense: Double detention.

Third offense: Three day in-school suspension, parent conference with Superintendent/Principal.

Third offense: One to two day in-school suspension, parent conference with Principal or designee.

Cutting Double Detention- Pupil assigned one additional Extended Detention

Cutting Class Leaving school building or property without permission First offense: Double detention, teacher/administrator calls home. First offense: One day in-school suspension, parent notified, police notified. Second offense: One day in-school suspension, teacher/administrator calls home. Second offense: Two days in-school suspension, parent notified, police notified Third offense: Two day in-school suspension, teacher/administrator calls home. Third offense: Three days in school suspension, parent notified, police notified.

Exploding Devices Falsifying Alarm First offense: Four to ten day out of school suspension from school, criminal charges filed with police, parent conference with Principal or designee.

First offense: Four day out of school suspension from school, criminal charges filed with police

Second offense: Ten day out of school suspension, criminal charges filed with police, alternative placement sought.

Second offense: Four to ten day out of school suspension, criminal charges filed with police, alternative placement sought.

Cell phone use during school hours and after school activities. Misuse of Computer Networks/Computers First Offense Central detention, parent notified. First offense: Double detention, possible criminal charges filed with police, conference with parent, pupil, Principal or designee, possible restricted computer access. Second Offense Double detention, cell phone confiscated, student picks up phone at the end of the day, parent meeting with Principal or designee

Second offense: One day in-school suspension, possible criminal charges filed with police, parent conference with Principal or designee, restricted computer access. Third Offense One day in-school suspension, cell phone confiscated, parent must pick up cell phone from school, meeting with Principal or designee

Third Offense: Two-Four days in-school suspension, possible criminal charges filed with police, parent conference with Principal or designee, continued restricted computer access

Substance Abuse and Illegal Possession of Alcohol and/or Drugs Four to ten day out of school suspension, drug tested, criminal charges filed with police, referred to crisis intervention, Child Study Team evaluation, possible alternative placement sought.

Threatening Pupil Threatening Faculty Member First offense: One to two day in or out of school suspension. First offense: One to four out of school suspension. Second offense: Three to four days in or out of school suspension. Second offense: Three to four out of school suspension Third offense: Four day out of school suspension. Third offense: Four day out of school suspension.

Arson Criminal charges filed, referred to Child Study Team for evaluation, placed on home instruction until alternative placement is found.

Attendance

Unexcused Tardiness: Children who are late more than three times per marking period will receive a central detention starting with their fourth lateness within the marking period. Every subsequent tardy after the fourth will result in an double detention. Upon the fifth lateness during any one marking period, a parent conference with an administrator or supervisor will be scheduled to correct the problem.

G. 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 Principal or designee.
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. A discipline referral may be issued by any staff member to the main office.
8. A discipline point system will be followed to document continued discipline problems throughout each school year.

9. Discipline Points (DP) will be given as follows:

After school detention = 1 DP

Double detention =2 DP

1-2 days suspension* = 3 DP

3-4 days suspension* = 4 DP

5+ days suspension* = 5 DP *In School Suspension and Out of School Suspension are equal.

Once a student has received **FOUR Disciplinary Points**, the student is considered to be on probation. A parent conference is required at this time. A plan of action will be developed to prevent any additional disciplinary referrals.

Ineligibility Status (Restrictions) - Once a student has received SIX disciplinary points the student has attained ineligibility status. This will exclude her/him from school activities such as extracurricular activities, sports, clubs, dances, field day, and trips. School assemblies that are an extension of the school curriculum are not included as part of the ineligible status. *The school administration reserves the right to exclude a student from any school activity based on the severity or seriousness of school infractions.

DISCIPLINARY APPEAL PROCESS Every student who has reached Ineligibility Status based on 6 or more Discipline Points has the right to appeal and attempt to correct the behaviors. Each individual can work to improve her/his school behavior. The following guidelines have been developed to follow in an Appeal.

- Meet with the guidance counselor to begin the appeal process and to receive the classroom behavior appeal rubric.
- Meet weekly with the guidance counselor.
- Meeting the standards of the classroom behavior rubric for four consecutive weeks will result in a one Disciplinary Point deduction. *This plan can be modified at the discretion of the principal to promote acceptable student behavior. The principal has the discretion to declare a student ineligible, regardless of disciplinary points accumulated, and to exclude her/him from school activities such as extracurricular activities, sports, clubs, dances, field day, and trips, based upon the severity of the suspendable offense.

10. 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. H. 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. I. 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. J. 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). K. 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. Adopted: 21 July 2011

District Policy 5512- Harassment, Intimidation and Bullying (M) Date Created: September, 2008 Date Edited: July, 2011 A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying. For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction. B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that: 1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender

identity and expression, or a mental, physical or sensory disability; or 2. By any other distinguishing characteristic; and that 3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or

interferes with the orderly operation of the school or the rights of other pupils; and that 4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or

placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or 5. Has the effect of insulting or demeaning any pupil or group of pupils; or 6. Creates a hostile educational environment for the pupil

by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil. "Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager. C. Pupil Expectations

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Pupil Conduct. The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members. Pupils are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Pupil Conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline. The Board expects that pupils will act in accordance with the pupil behavioral expectations and standards regarding harassment, intimidation, and bullying, including: 1. Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey

constituted authority; and respond to those who hold that authority); 2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship; 3. Pupil rights; and 4. Sanctions and due process for violations of the Code of Pupil Conduct. Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, pupils, instructional staff, pupil support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules. D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7. Factors for Determining Consequences 1. Age, developmental and maturity levels of the parties involved and their relationship to the school district; 2. Degrees of harm; 3. Surrounding circumstances; 4. Nature and severity of the behavior(s); 5. Incidences of past or continuing patterns of behavior; 6. Relationships between the parties involved; and 7. Context in which the alleged incidents occurred. Factors for Determining Remedial Measures Personal 1. Life skill deficiencies; 2. Social relationships; 3. Strengths; 4. Talents; 5. Traits; 6. Interests; 7. Hobbies; 8. Extra-curricular activities; 9. Classroom participation; 10. Academic performance; and 11. Relationship to pupils and the school district. Environmental 1. School culture; 2. School climate; 3. Pupil-staff relationships and staff behavior toward the pupil;

4. General staff management of classrooms or other educational environments; 5. Staff ability to prevent and manage difficult or inflammatory situations; 6. Social-emotional and behavioral supports; 7. Social relationships; 8. Community activities; 9. Neighborhood situation; and 10. Family situation. Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

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

Examples of Remedial Measures - Personal

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

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

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

11. Teacher aides; 12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors; 13. General professional development programs for certificated and non-certificated staff; 14. Professional development plans for involved staff; 15. Disciplinary action for school staff who contributed to the problem; 16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8; 17. Parent conferences; 18. Family counseling; 19. Involvement of parent-teacher organizations; 20. Involvement of community-based organizations; 21. Development of a general bullying response plan; 22. Recommendations of a pupil behavior or ethics council; 23. Peer support groups; 24. Alternative placements (e.g., alternative education programs); 25. School transfers; and 26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action. N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when: 1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either 2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's

property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or 3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or 4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional

harm to the pupil. F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation. Pupils, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report. A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident. In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability. The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed. A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

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

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

The district Anti-Bullying Coordinator shall: a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;

b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment,

intimidation, or bullying of pupils in the district; c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils; d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address

harassment, intimidation, and bullying in the district. 2. The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel. The school Anti-Bullying Specialist shall: a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21; b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school. 3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a pupil in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

a. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal; b. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying; c. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school; d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils; e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils; f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying

Coordinator may request; g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address

harassment, intimidation, or bullying of pupils; and h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator. The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil. H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation. The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident. The Principal shall proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary. The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the

regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report also shall include information on any consequences imposed under the Code of Pupil Conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the Superintendent. Parents of the pupils who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents or guardians shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences

were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education. A parent or guardian may request a hearing before the Board of Education after receiving the information. When a request for a hearing is granted, the hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the pupils. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the alleged incident, the findings from the investigation of the alleged incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. At the regularly scheduled Board of Education meeting following its receipt of the report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision. A parent, pupil, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.). I. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board authorizes the Principal of each school, in conjunction with the Anti-Bullying Specialist, to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials. Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions. In considering whether a response beyond the individual level is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers. For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below: 1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or

out-of-school suspension, expulsion, law enforcement report, or other legal action). 2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual

materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management. 3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or

newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior. 4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2. The district will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and

after school supervision; school transportation supervision; school transfers; and therapy. J. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with pupils, school volunteer, or pupil from engaging in reprisal, retaliation, or false accusation against a victim, witness, one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. Examples of consequences and remedial measures are listed in the Consequences and Appropriate Remedial Actions section of this policy. K. Consequences and Appropriate Remedial Action for False Accusation

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

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

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds. The Superintendent shall ensure that notice of this Policy appears in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district. The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify pupils and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website. The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website. M. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to school employees, contracted service providers, and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils. Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112. Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33. The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29. The school district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or guardians, law enforcement, and community members in accordance with the provisions of N.J.S.A. 18A:37-17 et seq. N. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils. The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review. O. Reports to Board of Education and New Jersey Department

of Education

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

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

Q. Collective Bargaining Agreements and Individual Contracts

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

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a pupil with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32. The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the appropriate Executive County Superintendent of Schools within thirty days of Board adoption. N.J.S.A. 18A:37-13 through 18A:37-32 N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq. Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 Adopted: 21 July 2011

District Policy 8601- PUPIL SUPERVISION AFTER SCHOOL DISMISSAL (M) Date Created: September, 2008 Date Edited: September, 2008 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 Rosemary 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 the district-operated school or programs in grades Pre-K to 8 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 8, where the pupil is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal may request the school or program not release the pupil to walk home after dismissal unless the pupil is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) may designate up to two 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 Assistant Principal or designee, or program administrator. The Form shall be made available in the Main office of the school building or the location of the program, upon request to the Assistant Principal, or designee, or the program administrator, and to parent(s) or legal guardian(s) in the beginning of the school year. Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the Request Form. In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of pupils that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request. The Principal or designee, or program administrator upon receiving the Request for Supervision at Dismissal from School Form, shall notify the appropriate school staff member(s) who has supervision of the pupil at dismissal time at the end of the school day of the parent's or legal guardian's request. The supervising staff member that receives such notice shall retain supervision of the pupil when other pupils are dismissed from school at the end of the school day. The Principal or program administrator will develop and implement a written Pupil Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for pupils at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Pupil Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a Request Form. In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the district's emergency call procedures. The pupil(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the pupil and signs the pupil out of school.

In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils within the building, and to avoid traffic and vehicular safety problems outside the school building, the Assistant Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by the Assistant Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol. In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within the time period designated by the Assistant Principal or program administrator, the pupil will be relocated to the Main Office in the school building and will remain in the Main Office supervised by the Main Office staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the pupil out of school. In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils, and to avoid traffic and vehicular congestion outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination may be made by the Principal or program administrator after considering the unique circumstances of the school building and the building's typical dismissal protocol. In the event of an emergency such that, when an unforeseen event prevents a parent(s) or legal guardian(s) or designated escort from arriving for the child(ren) at dismissal within the time period designated by the Principal or program administrator, the pupil will remain under the supervision of the after-school program until the parent(s) or legal guardian(s) or designated escort arrives and signs the pupil out of school. In this circumstance, the parent(s) or legal guardian(s) may be subject to after-school program fees if it is determined by the Principal or program administrator the frequency of emergencies causing the parent(s) or legal guardian(s) or designated escort to be delayed in picking-up the pupil is excessive. 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). Adopted: 4 September 2008

District Policy 5519- DATING VIOLENCE AT SCHOOL (M) Date Created: April, 2012 Date Edited: May, 2012 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 Core Curriculum Content Standards for Comprehensive Health and Physical Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships. Upon written request to the school Principal, a parent/legal guardian of a pupil less than eighteen years of age shall be permitted, within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district. Notice of Policy and Regulation 5519 shall appear in all district publications that set forth the comprehensive rules, procedures, and standards of conduct for pupils within the district and in any handbook.

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 – September 2011

Adopted: 26 April 2012

