

*Welcome to East Rutherford Public Schools
East Rutherford, NJ*



*McKenzie School
Grades Pre-K – 4
Student/Parent Handbook
2016-2017*

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McKenzie School
Carlton Avenue
East Rutherford, New Jersey 07073
Phone: 201-531-1235
Fax: 201-531-1491

Brian Barrow
Principal

Dear Parents and Guardians:

It is my pleasure to welcome you and your child to McKenzie School. Our staff, students, parents/guardians, and community all contribute to the excellent education, fine traditions, safe environment, and high expectations that are present every day.

This handbook was created to provide you with information necessary to understand the operation of our school. Included are school policies, regulations, and procedures. I encourage you to read through this handbook carefully, and review its comprehensive contents with your child.

Parental concern and involvement is essential to your child's success. McKenzie School strives to keep families knowledgeable about key information and educational opportunities within the district. Therefore, I encourage you to remain informed and interested in your child's education. With that in mind, please visit our district's website at www.erboe.net.

On behalf of the McKenzie faculty, I thank you for sharing your child with us. Working together, can ensure a productive school year filled with academic, social, and emotional progress for every student. I look forward to an exciting and successful year.

Respectfully,
Brian Barrow
Principal

ADMINISTRATION, FACULTY, AND SUPPORT STAFF

SUPERINTENDENT OF SCHOOLS

Mr. Giovanni Giancaspro

PRINCIPAL

McKenzie School – Mr. Brian Barrow

SCHOOL COUNSELOR

Mrs. Helene Puig ext. 4004

SCHOOL NURSE

Mrs. Joann Saab ext. 4006

CHILD STUDY TEAM

| | | |
|------------------------|--|------------------------|
| Mrs. Jessica Ballester | Director of Student Services | 201-804-3125 |
| Mrs. Danielle Esposito | Learning Disabilities Teacher Consultant | 201-804-3124 |
| Mrs. Donna Liloia | Learning Disabilities Teacher Consultant | 201-531-1235 ext. 5006 |
| Mrs. Renee Romaglia | School Social Worker | 201-804-3114 |
| Dr. Jamie Lee | School Psychologist | 201-804-6317 |

OFFICE SECRETARIES AND PHONE NUMBERS

| | | |
|---------------------------|----------------------|---------------------|
| Superintendent of Schools | Mrs. Karen Dolinsky | 201-804-3107 |
| Board of Education | Mrs. Louise Barone | 201-804-3111 |
| A. S. Faust School | Mrs. Patricia Monks | 201-804-3110 |
| | Ms. Robin White | 201-933-2295 |
| | Fax | 201-804-3131 |
| McKenzie School | Mrs. Phyllis Alberta | 201-531-1235 x 4002 |
| | Ms. Becky Lavornia | 201-531-1235 x 4003 |
| | Fax | 201-531-1491 |
| Child Study Team | Mrs. Sandi Esposito | 201-804-3126 |

East Rutherford Board of Education Website
www.erboe.net

EQUAL EDUCATIONAL OPPORTUNITY (BOARD POLICY 5750)

McKenzie School directs that all pupils enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No pupil shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the pupil's race, color, creed, religion, national origin, ancestry, age, marital status, pregnancy (*Board Policy 5782*), affectational or sexual orientation or sex, social or economic status, or disability. McKenzie School shall assure that all pupils are free from harassment, sexual or otherwise.

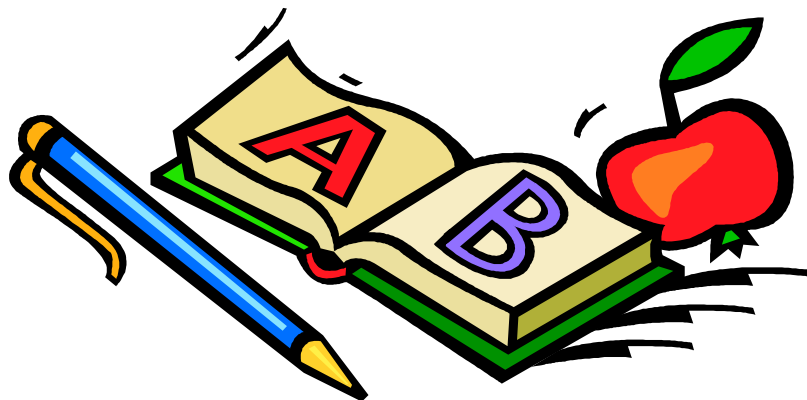
It is the policy of McKenzie School to ensure equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability (*Board Policy 5752*).

McKenzie School directs the assignment of pupils to the schools, programs, and classes of this district consistent with the best interest of pupils and the best uses of the resources of this district (*Board Policy 5120*),

McKenzie School believes that the educational goals of this district are best implemented by a pupil's exposure to the entire educational programs and that every pupil enrolled in this district should be encouraged to complete the program of instruction appropriate to his/her needs. No pupil below the age of sixteen will be permitted to withdraw from school (*Board Policy 5130*).

All matters of alleged discrimination based on race, color, creed, religion, national origin, ancestry, age marital status, affectational or sexual orientation or sexual, social or economic status or disability should be reported to the Affirmative Action Officer.

NOTE: The term "parent" is used throughout the Handbook to signify any legal guardian of the student.



McKenzie Staff

| <u>Grade/Subject/Title</u> | <u>Faculty Member</u> | <u>Room</u> |
|----------------------------|-----------------------|-------------------|
| Pre-K | Mrs. M. Cacchiola | 120 |
| PSD | Mrs. E. Moreno | 102 |
| K | Mrs. K. Barone | 103 |
| K | Mrs. G. Ferrell | 101 |
| K | Mrs. J. Foote | 116 |
| K | Ms. A. Meli | 106 |
| K | Mrs. B. Narkiewicz | 104 |
| 1 | Ms. N. Casciola | 14 |
| 1 | Mrs. E. Corsale | 17 |
| 1 | Mrs. M. Errico | 16 |
| 1 | Mrs. S. Machado | 12 |
| 2 | Mrs. C. Carti | 25 |
| 2 | Ms. J. Bleich | 22 |
| 2 | Mrs. J. Gonzalez | 26 |
| 2 | Mr. C. Scelsa | 23 |
| 3 | Mrs. J. Nastro | 219 |
| 3 | Ms. T. Robertson | 218 |
| 3 | Mrs. T. Ten Kate | 214 |
| 3 | Mrs. A. Vecchione | 215 |
| 4 | Mrs. R. Feldman | 202 |
| 4 | Mrs. L. Affortunato | 201 |
| 4 | Ms. B. Crowe | 203 |
| 4 | Ms. V. Thielker | 204 |
| K-2/ LMD | Mrs. E. Iavarone | 112 |
| 2-4/ LLD | Mr. J. Roscitt | 222 |
| Speech | Mrs. S. Guhl | 21 |
| ESL | Mrs. L. Fallon | 119 |
| ESL | Mrs. T. Forte | 119 |
| Resource | Mrs. D. Kerwin | 207 |
| Resource | Mrs. D. Kattas | 208 |
| Basic Skills | Mrs. M. Gaggis | 210 |
| Basic Skills | Mrs. J. Kelly | 209 |
| Art | Mrs. L. Speer | 106 |
| Comp. Tech. | Mr. D. Higgins | Media Center/Cart |
| Media | Ms. M. Whealan | Media Center/Cart |
| Music | Mrs. W. Alvarez | 15 |
| PE | Mrs. J. Schneider | Gym |
| Spanish | Mrs. C. Paal | Media Center/Cart |
| School Counselor | Mrs. H. Puig | 24 |
| LDTTC | Mrs. D. Lilioia | 21 |
| Nurse | Mrs. J. Saab | 221 |

Email addresses for staff members are as follows: first letter of first name, last name, @erboe.net (i.e. jdoe@erboe.net).

SCHOOL HOURS

McKenzie School hours for students is as follows:

| | |
|------------------------------------|-------------------------|
| Grades K – 4 | 8:30 A.M. to 3:06 P.M. |
| Pre-Kindergarten morning session | 8:35 A.M. to 11:05 A.M. |
| Pre-Kindergarten afternoon session | 12:45 P.M. to 3:15 P.M. |
| Pre-School Disabled | 8:30 A.M. to 3:06 P.M. |

BELL SCHEDULE 2016 – 2017

| PERIOD | REGULAR | HALF SESSION | **DELAYED OPENING |
|------------|--|---|---|
| | | NO LUNCH SERVED | *ONLY PRE-ORDERED LUNCHESES WILL BE SERVED DURING HOMEROOM |
| HR | 8:30 – 8:45 | 8:30 – 8:45 | 11:00 – 11:10 |
| 1 | 8:45 – 9:31 | 8:48 – 9:18 | 11:12 – 11:39 |
| 2 | 9:33 – 10:19 | 9:20 – 9:50 | 11:41 – 12:08 |
| 3 | 10:21 – 11:07 | 9:52 – 10:22 | 12:10 – 12:37 |
| 4 | 11:09 – 11:55 lunch | 10:24 – 10:54 | 12:39 – 1:06 snack |
| 5 | 11:56 – 12:42 lunch | snack | 1:06 – 1:33 snack |
| 6 | 12:44 – 1:30 | 10:56 – 11:26 | 1:35 – 2:02 |
| 7 | 1:32 – 2:18 | 11:28 – 11:58 | 2:04 – 2:31 |
| 8 | 2:20 – 3:06 | 12:00 – 12:30 | 2:33 – 3:06 |
| Extra Help | 3:06 – 3:28 | | **Buses on 2 ½ hour delay |
| | Pre-K AM 8:35 – 11:05 Pre-K PM 12:45 – 3:15 | Pre-K AM 8:35 – 10:30 Pre-K PM 10:35 – 12:30 | Pre-K AM 11:05 – 1:00 Pre-K PM 1:05 – 3:15 |

- When there is a delayed opening, buses will be on a 2 ½ hour delay.
- Only pre-ordered lunches will be served during homeroom on days when there is a delayed opening. If you have not signed up for pre-ordered lunches, your child will not be provided with a lunch on that day.
- There will be no lunch served during half session days.

SCHOOL CLOSINGS

In the event of inclement weather or other emergencies, announcements of “No School Today” or a “Delayed Opening” you will be contacted through the Emergency Telephone Alerting System using the phone numbers you have provided. Please communicate with the office if your contact numbers have changed. In addition, all school closings or delayed openings will be posted on the school district web site at www.erboe.net.

PLEASE DO **NOT** CALL THE SCHOOL OR POLICE HEADQUARTERS. THE TELEPHONE LINES **MUST** REMAIN OPEN TO HANDLE OFFICIAL BUSINESS.



DELAYED OPENINGS

At times, the inclement weather we experience is not severe enough to close school for the entire day. However, safety dictates extra caution in the process of getting to school. In the event of a delayed opening, you will be notified through the Emergency Telephone Alerting System or refer to the previous section School Closings.

The school day will be as follows on days of delayed opening: 11:00 AM – 3:06 PM

Note: Lunch will not be served on delayed opening days and all students are advised to bring a snack to school on such days.

Note: Busing will be delayed by 2.5 hours on days of delayed opening.

DISTRICT WEBSITE

The district website is a valuable resource for all important school and district information including: important dates, announcements, newsletters, forms, notices, school delays or cancellations, handbook, etc... www.erboe.net

ARRIVAL

Pre-K

Upon arrival, each session will meet in the main lobby adjacent to the main office approximately 5 minutes prior to the starting time. An aide will be present to greet and

supervise students. Please do not arrive more than 5 minutes ahead of scheduled start.

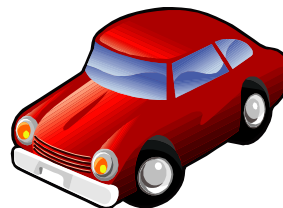
Grades K – 4

Students will be admitted to the building using the New Street entrance no earlier than 8:10 A.M. and go directly into the auditorium. Parents cannot drop students off prior to this time as supervision will not be provided.

For security reasons, we are asking all parents **not** to enter the building when dropping your child off at school in the morning. One of our staff will be stationed at the door to let your child into the building.

ARRIVAL BY CAR

Our goal is the safe and efficient arrival of all students. If transporting your child to school by car, please be sure to wait in a single line at the New Street entrance until a staff member signals that your child can exit the car. You may not leave your car unattended. Do not go around other cars. Please wait your turn. In addition, you may utilize the designated Wall Street drop off (please follow the same guidelines as New Street). If late, please park your car and follow the late arrival instructions below.



LATE ARRIVAL

If a student arrives past 8:35 A.M. the parent **must** escort the student to the main office. A note explaining the late arrival must be provided at this time.

DISMISSAL

Pre-K - K

Each session will be dismissed at the North exit doors adjacent to the “Tot Land” playground. Older siblings of Kindergarten students will be dismissed together with the Kindergarten class through the Tot Land doors.

Grades 1 - 4

Children will be dismissed, at the end of the day, through the Firehouse doors – where you can pick them up. Parents may not wait inside the building and students are requested to go directly home. Busing information follows later in this handbook.

Pre-School Disabled

Students may be bussed home as determined by the CST

BUS TRANSPORTATION



Riding the school bus is a privilege, not a right. Proper behavior and actions will guarantee this privilege. While riding the school bus, students are governed by the New Jersey State Law, which in part states: *“A student may be excluded from bus transportation for disciplinary reasons by the Principal, and his/her parents shall provide for his transportation to and from school during the period of such exclusion.”*

Students must wait for the bus at the stop nearest their residence.

The bus stops are as follows:

| <u>Bus Stop Number</u> | <u>Location</u> | <u>School – Transportation is provided To and From</u> |
|------------------------|---|--|
| Stop #0 | Uhland & Grove Street | McKenzie – Blue |
| Stop #1 | Civic Center – Vreeland Ave. | McKenzie - Orange |
| Stop #2 | Randolph Ave. (Park) | McKenzie – Green |
| Stop #3 | Corner of Grove St. & Mozart St. (Tot Land) | McKenzie – Pink |
| Stop #4 | Central Ave. & Oak St. (Willow Wood) | McKenzie - Yellow |
| Stop #8 | Monarch | McKenzie - Purple |

ALL STOPS ARE CLEARLY MARKED WITH SIGNS.

There will be two pick-ups at each stop as follows:

All 2 - 4th Grade students will take the 8:00 A.M. bus.
All K & 1st Grade students will take the 8:15 A.M. bus.

Students' arrival at their bus stops should not be more than five minutes prior to the time indicated above. **THERE WILL BE NO BALL OR GAME PLAYING PERMITTED OF ANY TYPE.**

Two trips will be made at the end of the school day as follows:

All K - 2nd Grade students will take the first bus that leaves the school at approximately 3:06 P.M.

All 3rd & 4th Grade students will take the second bus that leaves at approximately 3:28 P.M.

Students are not to ask the bus driver to make unscheduled stops. All students **must** take the bus specified.

In case of a bus emergency, students are to proceed to the exits as they have been taught in evacuation drills.

ONLY BUS STUDENTS ARE PERMITTED TO RIDE ON THE BUS.

EAST RUTHERFORD POLICE WILL STRICTLY ENFORCE “YELLOW” ZONES.

BEFORE AND AFTER SCHOOL CARE

Before and after school care is available through Apollo and is held at the McKenzie School facilities. For any interested parents, please contact Apollo directly at 855-543-7277.



VISITORS TO THE BUILDING

If, for any reason you need to enter the building, you are recommended to call the office to setup a meeting first. **When approaching the main entrance on New Street, you are required to report to the office first, speak to one of the secretaries and obtain a visitor's pass, before you go anywhere in the school. No visitors are allowed between 2:45 and 3:06.** When visiting a classroom or assisting with a school activity, parents are requested not to bring siblings or other children.

tardiness will be considered unexcused. As per *Board Policy 5240 every 4 days tardy = 1 unexcused absence.*

ATTENDANCE AND ABSENCES

Regular attendance and promptness is essential to maintaining academic growth. All students are expected to be in attendance on each day that school is in session. Pupils shall be subjected to the school district response for absences during the school year as outlined in N.J.A.C. 6A:16-7.8(a) 4 and Regulation 5200.

Should a student be absent or tardy for any reason, **please be sure that a parent calls the school** prior to: 8:45 A.M., or 12:45 P.M. for Pre-K P.M., if absent or late in the P.M., only. The number to call to report an absence is **201-531-1235 ext. 1**. If a call is not made to the school, the secretary will call the parent.

Homework requests for an absent child must be made to the school office no later than 9:00 A.M., and will be available for pickup no earlier than 3:00 P.M.

Students returning from an absence **must present a note to the school** with an explanation and signed by the parent, even if a telephone call has been made to the school explaining the absence. If the absence is greater than 3 days, a physician's note, citing the date(s) and reason for the absence, is also required.

Parents requesting their child be excused from school before the school day is ended must send written verification in advance signifying the reason, time, and who will pick up the student. Justifiable reasons may include: medical or dental appointments that cannot be scheduled outside of school hours, medical disability, family emergency or a court appearance, as per Regulation 5230. Under no circumstances will any student be permitted to leave the school unless accompanied by an adult with proper identification and a valid written reason consistent with New Jersey School register. Students will only be released with the above and the approval of the school Principal.

LATENESS

Students are expected to arrive to school by 8:35 A.M. Students arriving after this time are considered tardy. If a student is late to school he/she **must enter the building with a parent** and report to the main office for a pass to class. Also, a note from home must accompany the student giving the reason. Tardiness to school or class that is caused by a pupil's illness, an emergency in the pupil's family, the observance of a religious holiday, a death in the pupil's family, or by the pupil's compliance with a request or directive of an administrator will be considered justified and is excused (Regulation 5240). All other incidents of



HOMEWORK PHILOSOPHY

Homework is carefully planned and tailored to the developmental level of students. It should be constructive in nature and directly related to the subject area. Students are expected to complete all homework assignments as assigned. Homework assignments:

- reinforce learning by providing additional practice and application
- provide review
- provide the opportunity to enrich experiences
- every 3 missed HW assignments = 1 detention
- foster responsibility, initiative, creativity, and the ability to work independently.
- Utilize your teacher's website to see homework assignments

MAKE-UP WORK

After an absence, it is the student's responsibility to obtain all work that was missed. The student will then have one day for each day missed to complete all missed assignments. Any work not made up that extends beyond the marking period will be treated as an incomplete. Any work not made up within the proper time period will become a zero and factored into the marking period grade accordingly.

Absence from school does not remove the student's responsibility in making up the required work or excuse them from any test or other grade that is necessary for the successful completion of their course of study.

INTERIM PROGRESS AND REPORT CARD

McKenzie School values communication with parents. Our interim progress and report card program provides for eight updates on your child's progress throughout the school year for grades 1-4. Parents are encouraged to carefully review the contents of these reports and to contact the teacher with any questions or concerns.

Pre-K: There will be two reports for each child. One is given at the midway point of the school year, and the final report will be sent home on the last day of school.

Kindergarten: Interim Progress Reports are provided during the 1st & 3rd marking periods. Report Cards are sent home at the end of the 2nd and 4th marking periods.

Grades 1-4: Report cards are issued at the end of each of the four (45 day) marking periods. In addition to the subject grades, there are marks given for effort and for behavior. Interim Progress Reports are sent at the midpoint of each marking period.

For all reports, it is important to return the envelope promptly with a parent's signature. In addition, all reports can be accessed through the Genesis Parent Access.

GRADING SCALE

Student achievement is evaluated according to the following schedule:

Pre-Kindergarten:

C = Consistent
S = Satisfactory
N = Needs Improvement

Kindergarten:

4 = Exceeds standard
3 = Achieves standard
2 = Progressing toward standard
1 = Currently below grade level standard

Grades 1 & 2:

0 (Outstanding) = 97-100
S+ (Satisfactory +) = 90-96
S (Satisfactory) = 80-89
S- (Satisfactory -) = 70-79
NI (Needs Improvement) = Below 70

Grades 3 & 4

A+ = 100
A = 94-99
A- = 90-93
B+ = 88-89
B = 84-87
B- = 80-83
C+ = 78-79
C = 74-77
C- = 70-73
F = Below 70
N = Narrative in Lieu of Grade
EX – Excused from Program



PROMOTION AND RETENTION

According to *Board Policy 5410*, standards for promotion are related to the Common Core State Standards and district goals and objectives and to the accomplishments of pupils. A pupil will be promoted to the succeeding grade level when he/she has: completed current course requirements, achieved and met the current instructional objectives and standards, demonstrated the proficiencies required for movement to the next grade level, and demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

PARENT – TEACHER CONFERENCES

Parents are encouraged to discuss concerns about their child with the teacher. Please call or send a note to school so the teacher may arrange a meeting. On most days, time has been set aside from 3:06- 3:28 P.M. for this purpose.

Formal conferences are offered once a year in November. These appointments are prearranged by the classroom teacher with some availability for evening appointments.

HEALTH RECORDS

The school district must maintain mandated pupil health records for each student pursuant to N.J.A.C. 6A:16-2.4, *Board Regulation 5308*, and as defined by N.J.A.C. 6A:16-2.4(a) 1 and 2. Since the promotion and maintenance of the health of our students is one of our primary concerns and one that can greatly affect their academic work, the School Nurse requires any new medical information in order that we may keep this information current on the student's school records. We will notify you if any possible abnormalities are detected during our vision and hearing screenings.

PHYSICAL EXAMINATION

In accordance with the medical program set by the *Board Regulation 5318* as per the New Jersey State Health Department, an annual physical is required upon enrollment into the school in accordance with NJAC 6A:16:2. This examination must be done no more than 365 days prior to entry and must state WHAT, if any, modifications are required for participation in any school activities.

Forms are available from the School Nurse to have your child's physical completed by their private medical doctor. Referrals will be provided, if your child does not have a private medical doctor.

You will have a 30 day grace period to obtain the required physical examination. Those students who have not complied within the 30 day grace period will not be allowed

to return to school until the physical examination has been completed. An annual physical exam performed by your child's health care provider is recommended.

Please see district website for a summary of vaccine requirements and immunization requirements.

MEDICATION

As per *Board Regulation 5330*, parents are encouraged to administer medications to children at home whenever possible. When necessary, and in accordance with applicable law, medication will be administered to students in school by the School Nurse. Special medication forms are available from the School Nurse and must be completed and signed by the child's private medical doctor and the parents for all medications, including Prescription, Non-Prescription (including throat lozenges) and Asthma medication. All medication must be in original container. Details are available from the School Nurse.

ASTHMA

All students with Asthma must have an "Asthma Action Plan" completed by their doctor prior to starting school in accordance with N.J.S.A. 18A:40-12.8.

LIFE-THREATENING ALLERGIES

The *Board of Education Policy 5331* recognizes pupils may have allergies to certain foods and other substances and may be at risk for anaphylaxis or other severe reactions. Therefore, policy 5331 has been developed in accordance with the Guidelines for the Management of Life-Threatening Food Allergies in Schools developed by the New Jersey Department of Education.

An Individualized Healthcare Plan (IHP) and an Individualized Emergency Healthcare Plan (IEHP) will be developed for each pupil at risk for a life-threatening allergic reaction. Please note that McKenzie School will continue to utilize peanut free tables during lunch time for the reduction of risk of food allergen exposure.

It is essential that all allergies are reported in writing to the School Nurse and classroom teacher.



INJURIES

If your child has received an injury that resulted in the need for sutures, a splint, cast, sling, ace bandage or change in physical activity, you must provide the nurse with the physician's note specifying all limitations and care needed at school along with a date to resume normal activity. Your child will be excluded from Physical Education and recess until a doctor's clearance is received.

HOME INSTRUCTION

Any child who is unable to attend school due to extended illness may have home instruction. Upon receipt of a signed slip from a doctor, a parent must contact the Superintendent for approval by the East Rutherford Board of Education.

ILLNESS

In the best interest of all children, and in order to prevent the spread of communicable illness, your child should not come to school if he/she feels ill or has had any of the following symptoms within the past 24 hours:

- Temperature over 100 degrees
- Vomiting – exclude 24 hours vomit free unless known to be non contagious (i.e. ate something that hurt their stomach)
- Chronic Coughing
- Inflamed and/or discharge from the eyes – clear discharge okay; excluded if yellow discharge and matted/crusty eyelids, medical note required, must be on treatment for 24 hours before returning to school
- Earache
- Chills
- Skin rash – excluded until rash resolved or medical note stating the rash is non-contagious
- Suspicion of scabies or head lice
- Diarrhea - return to school when 24 hours pass without loose stool
- Flu/Influenza Like Illness – such as fever, cough and sore throat should stay home until resolved

INSURANCE

Accidents are unfortunate occurrences but they do happen. Any kind of medical care today is costly; therefore, it is a good idea to have insurance in case of an accident.

It is the policy of the East Rutherford Board of Education to provide insurance for all students in grades Pre-K through 4 while school is in session.

Round-the-clock accident insurance for students is available through the school and is paid for by the parents. This type of insurance entitles the student to coverage for 24 hours per day. The exceptions in athletic activities are enumerated on the policy.

TESTING AND ASSESSMENT PROGRAM

Our testing program provides a measure of basic skills proficiency commonly found in both state and nationwide curricula and gives us specific information about the achievement and the instructional needs of our students.

The following tests will be administered during the year:

- Northwest Evaluation Association (NWEA) Measures of Academic Progress /Grades K, 1, & 2
- Partnership for Assessment of Readiness for College and Careers (PARCC) / Grades 3 & 4



CHILD STUDY TEAM

The East Rutherford Child Study Team (CST) consists of a Director of Student Services, Psychologist, Learning Consultant and School Social Worker. The Speech/Language Specialist, School Nurse, and the School Counselor also work in conjunction with the Child Study Team. The team has a number of responsibilities including consultation, identification, classification, and formulation of recommendations for remediation of learning and behavior problems. Team members also serve as Case Managers for students receiving special education and related services and work closely with both special education and regular education teachers to develop students' Individual Education Programs (IEP). The East Rutherford Child Study Team provides services for students with disabilities from ages three to grade eight. Child Study Team evaluations may include assessments

by the School Psychologist, Learning Consultant, School Social Worker, Speech/Language Specialist, Occupational Therapist, Physical Therapist and other professionals.

If the CST recommends classification and the parent agrees, there are several types of special education services available within the district. Special Education services are outlined in a student's IEP and are provided within the least restrictive environment

SPEECH THERAPY

The Speech Pathologist provides individual and group sessions on a regular basis for those children who have been identified as needing assistance in speech/language development.

COUNSELING SERVICES

The purpose of this program is to aid students in learning to make their own informed and responsible decisions concerning life's many choices – personal, educational and career/vocational. To contact the School Counselor call: 201-531-1235 ext. 4005

INTERVENTION AND REFERRAL SERVICES

The Intervention and Referral Services Team reviews the academic, behavior and health concerns of a student and then develops an Action Plan designed to systematically address any identified concerns. The interventions included in a student's Action Plan may include both in-school and out-of-school initiatives.

EXTRA HELP

Extra help is available for all students most days, Monday through Thursday from 3:06P.M. until 3:28P.M. Extra help must be arranged in advance with teachers and requires prior parental consent.

AFTER SCHOOL TUTORING

Students in grades 3 & 4 who are identified as at risk due to standardized test results and teacher input will be eligible to receive after school tutoring one time a week for Math and/or Reading. This program will run after school from 3:15 P.M. – 4:15P.M. Busing will be provided for bus students.

BASIC SKILLS INSTRUCTION (BSI)

Students are identified as needing Basic Skills Instruction in reading and/or mathematics by teacher recommendation, achievement tests and classroom performance. The BSI class is a combination of a "replacement program" where the student is in a small

instruction group, and additional support during classroom instruction.

CYCLED ARTS PROGRAM

McKenzie School offers art, media, physical education, technology, and vocal music. All students will have a schedule that includes a combination of these classes. This will provide continuous blocks of instruction that will enhance the learning experience. In addition, at McKenzie School, additional computer time, writing instruction and recorder classes will be coordinated with the classroom teacher as part of an infused program.



ENGLISH AS A SECOND LANGUAGE (ESL)

The innovative high intensity ESL Program involves intensive instruction for students in learning the English language. This program allows students to rapidly acquire the English language as well as to adapt socially and culturally to their new environment.

ENRICHMENT PROGRAM

This program seeks to provide additional enrichment for those students who have been identified, using multiple measures, as students who would benefit from a more challenging experience.

Through direct instruction and independent learning, students are exposed to experiences beyond the scope of the regular curriculum. The program encourages students to pursue more rigorous content-based activities.

During the school year, continuation in this program is based upon a student's current level of effort and teacher feedback. Students are reassessed annually. The Enrichment Program is a combination of infused opportunities for all students during media, and a separate pull-out experience in grades 3 & 4.

INSTRUMENTAL MUSIC

Grade 4 students may participate in this program on a voluntary basis. This activity is for those students who are willing to put the time and effort into practicing on their own at home.

Class schedules will be arranged during the school day. Students are expected to make up the class work missed while in the Instrumental Music class.

FIELD TRIPS

Field trips may be planned during the year. When a trip is planned, permission slips will be sent home and then must be signed by the parents and returned to school. Each student who attends a field trip must have parent/guardian permission. Children must travel to and from the field trip location with their group. Parents may be responsible for the costs of field trips.

Per *Board Regulation 5850*, a pupil who demonstrates disregard for school rules may be denied participation in class trips. Pupils who participate in approved class trips are subject to district rules for pupil conduct and must submit to the authority of assigned chaperones. Infractions of the rules will be subject to discipline in the same manner as are infractions of rules during the regular school program.

POLICY ON PHYSICAL EDUCATION

The safety of our students is a top priority at McKenzie School. In an attempt to insure the safety and well being of each and every child, requirements for Physical Education classes were developed. Please be aware of the following policy and refer to *Board Regulation 5511*.

Children must wear sneakers with a separate tongue. The sneakers can be laced, Velcro, elastic or a combination across the tongue. A sneaker with an arch support is recommended and must be secure on the child's feet. Please no cut-outs in the sneakers showing the child's socks. Children must also wear socks with their sneakers. White socks are recommended.

Children may not wear any type of jewelry in Physical Education class, i.e., stud earrings, large or looped earrings, bracelets, watches, rings, etc. Children who wear this type of jewelry to school and are unable to remove it will not be allowed to participate in Physical Education class or Field Day. Please do not send your child to school with jewelry on days when Physical Education class is held.

We can accept a parental note for a one-day excuse from Physical Education participation, but the student must have a physician's statement for any lengthy period. We cannot accept the statement of any student to be excused from class.

Please be aware that students excused from Physical Education will also refrain from recess until medical clearance is provided.

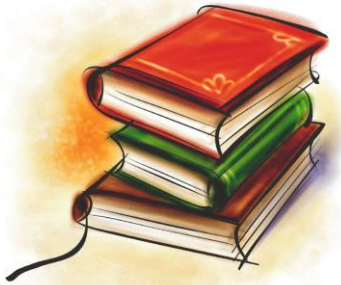
PHYSICAL EDUCATION CLASS

The curricular programs of physical education and activities complies with the district's affirmative action resolution. The classes are not divided on the basis of sex.

Students will not change for Physical Education.

Students are expected to come prepared for class and dressed appropriately (no skirts or dresses).

LOUIS D. RAVETTINE MEDIA CENTER



Our Media Center hosts a well-stocked school library, containing a wide range of materials on all levels of difficulty, appealing to diverse tastes, and presenting different points of view.

Networked computers with a variety of software and online licensed resources are available for students and staff. The many books and reference materials provide a valuable resource for completing school assignments and enrichment projects under the direction of our Media Specialist/Librarian.

Books can be taken out of the Media Center for a two-week period. Students are held responsible for any book they use or borrow. Proper behavior is required at all times.

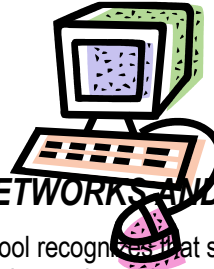
TECHNOLOGY

Computer technology is an integral part of the learning that goes on in our school. The students master the skills to use the software applications in their cycle classes. Those skills are then applied in the learning activities that are conducted in the classroom. Resources and teachers have been committed to using computers to improve learning, maximize productivity, and prepare students to be life long learners.

The collaboration between our computer teacher, the media specialist, and classroom teachers adds an air of excitement to our school which will translate into better

research workers, better computer users, and better learners for our students.

Through board action, there is policy for using the computers at school. That policy is known as the Acceptable Use Policy. Students will be given a copy of the appropriate level policy and the agreement form to be signed by students and parents alike and returned to school.



SOCIAL NETWORKS AND THE INTERNET

McKenzie School recognizes that social networks and other technologies such as blogs and micro-blogs are elements of a developing Internet-based culture. In spite of their common use, insufficient federal or state regulation exists regarding the use and impact of social networks and similar Internet services. **Their use is specifically banned at school, as stated in Board Policy 5501.**

SCHOOL NUTRITION POLICY

As indicated in *Board Regulation 8505*, the Board of Education recognizes child and adolescent obesity has reached epidemic levels in the United States and that poor diet combined with the lack of physical activity negatively impacts on the pupils' health and their ability and motivation to learn. The Board is committed to: providing pupils with healthy and nutritious foods; encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains; supporting healthy eating through nutrition education; encouraging pupils to select and consume all components of the school meal; and providing pupils with the opportunity to engage in daily physical activity. The school district's curriculum shall incorporate nutrition education and physical activity consistent with the New Jersey Department of Education Core Curriculum Standards.

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

LUNCH PROGRAM

LUNCH is closed for Grades K through 4. **This means that students may not leave the school campus during the lunch period without being accompanied by a parent for any reasons.** Those students who wish to go

home for lunch may do so if their parent enters the building and signs them in & out for lunch on a daily basis. The parent will also have to provide a written note to the homeroom teacher alerting the school that they will be signing their child in and out for lunch. When a student returns to school and is signed in, he/she will join their homeroom.

McKenzie School has two lunch periods. The first lunch will be from 11:09-11:55 and second lunch will be 11:56-12:42.

Lunches may be brought to school from home. It is recommended that:

- You consider good nutritional guidelines when selecting food items to include in your child's lunch.
- Your child brings his/her own lunch in the morning, rather than delivering it later in the school day.

McKenzie School provides the State of New Jersey's Free and Reduced Price Lunches/Breakfast for all students who qualify and elect to apply for this program.

An application will be sent home with every student. This form must be appropriately completed and returned to school signed by the parent. Prior to the program beginning, a notice will be sent home explaining the procedure.

Expected Lunch Procedures:

1. Follow directions of lunch time supervisors.
2. Ask permission to leave seat by raising hand.
3. Keep hands, feet and objects to oneself. Be kind to others.
4. Be quiet when instructed by lunchtime supervisors.
5. Speak in an appropriate voice level at lunchtime.
6. Throw away trash and dispose of recycling.
7. Stay in the assigned areas; play safely and take care of equipment
8. Line up when told by the lunchtime supervisors.

Consequences:

Students may be assigned seats by Lunchroom supervisors in order to facilitate the program and for student disciplinary reasons. Students not following expected rules & regulations will be subject to disciplinary actions as outlined in *Board Policy 5600*.

LUNCH PROCEDURES

TJ Rocco Enterprises d.b.a. LJ's Catering of Carlstadt will be providing a full service lunch program this school year at East Rutherford Public Schools. Nutritious meal options will be offered.

There will be a featured hot lunch every day as printed on the menu, as well as ala-carte items. In addition, there will be a choice of a daily sandwich. Students will give their lunch choice each morning in home room. Menus and additional information will be available on the district website, www.erboe.net, in the School Lunch section.

Meals may be paid for in advance with cash, check, money order, or online at www.payforit.net. They will also be able to pay each day at the register.

Paid Lunch for McKenzie School is \$3.00

Reduced Lunch for McKenzie School is \$0.40

Nutrition will be the most important concern as healthy choices are balanced with student preferences. LJ's Catering Service is committed to making a difference in our school! Any questions or concerns please call the kitchen in McKenzie School at 201-531-1235 x 4008.

BIRTHDAYS IN SCHOOL

Students are welcome to share their birthdays with the class by providing a small individual snack that meets district guidelines as described below. Birthday celebrations should be arranged in advance with the classroom teacher.

GUIDELINES FOR HOLIDAY, BIRTHDAY, AND OTHER CLASSROOM/SCHOOL CELEBRATIONS

In accordance with *Board Regulation 8505*, we believe that children, parents, staff and administration have a right to know the ingredients in the foods children are eating, and that we have an absolute responsibility to do everything we can do to ensure the health and safety of our students. When a classroom experience is planned, that will include food and/or beverages, the following general procedures will be followed:

- Parent(s) or staff members who wish to supply food/beverages for any event or occasion must contact the classroom teacher to determine if any child in the classroom is allergic to any particular food item.
- Parent(s) or staff members must bring to school only food/snack items or beverages that have been prepared or manufactured by a commercial

establishment and packaged or boxed in a sealed container provided by the same commercial establishment where the items were purchased.

- **No home-baked or homemade items will be permitted.**
- The teacher will ensure that food items provided are accompanied by a listing of ingredients and that the items meet the federal and state nutritional guidelines regarding fat and sugar content.



PARTY INVITATIONS/CLASS LISTS

In order to promote our student's self-esteem, **children are not permitted to pass out party invitations to their classmates in or on school grounds unless their entire class is invited to the party.**

Staff is not allowed to send home a list of students' names for any reason because of confidentiality reasons.

GUM

Gum is not permitted in the building or on the school grounds at any time. Violation of this rule will result in disciplinary action.

DRESS CODE AND GROOMING

All Grades

The Dress Code discourages unsuitable clothing in the school and all clothing that is dirty and unsightly. It stresses that there is a difference between school clothes and play clothes, and the latter has no place in school. The Dress Code encourages clothing that is neat and clean, that will make students aware of their social responsibility, that will promote high standards of personal conduct and that will not only bring credit to our school and community, but also, instill a sense of pride. Parents will be called to bring an appropriate change of clothes when necessary and as determined by the Principal.

The following dress code has been developed in accordance with Policy No. 5511 and in consultation with staff members, parent(s), and pupils of this district.



A. General Rules

1. Pupils are expected to be clean and well groomed in their appearance.
2. Pupils are expected to avoid dress and grooming that is likely to create a material and substantial disruption to the school environment.
3. Dress or grooming that jeopardizes the health or safety of the pupil or of other pupils or is injurious to school property will not be tolerated.

B. Prohibited Clothing and Articles

The following garments and articles are prohibited in school and at school-sponsored indoor events:

1. Extremely low-cut, tight fitting or transparent clothes, bare midriffs, and suggestive clothing;
2. Skirts, dresses, and pants that end higher than mid-thigh;
3. Outdoor jackets, coats, or hats except when entering or leaving the building and when there is a defect in the heating system;
4. Bare feet, flip-flops, unsafe footwear, shoes with cleats, roller-blades, and footwear intended for the beach;
5. Patches and decorations that are offensive or obscene;
6. Undershirts (underwear) worn without an outer shirt;
8. Clothing that is overly soiled, torn, worn, or defaced;
9. Nonprescription sunglasses, glazed, and tinted glasses, except as prescribed by the pupil's doctor;
10. Portable audio or video devices;
11. Beepers, pagers or any electronic communication device and other

summoning devices, except as permitted in Policy No. 2360;

12. Clothing, apparel and/or accessories which indicate affiliation with any gang associated with criminal activity or have references to alcohol, controlled dangerous substances, or tobacco;
13. Clothing containing profanity or sexual references or innuendoes;
14. Clothing which includes racial or ethnic violence;
15. Hats, hoods, visors, headbands and other headgear; and
16. Any clothing that is likely to create a material and substantial disruption to the school environment.

SCHOOL BOOKS AND SCHOOL PROPERTY

Students are encouraged to take proper care of school property. All books should be handled with care. Book covers are required to help protect the books for other students who will use them in the future. Books may be inspected periodically as well as when they are returned at the end of the year. If books are damaged, the parent is expected to pay for the damage. Lost books must be paid for immediately.

It is the responsibility of the parent to see that their child takes proper care of all school property issued to them. If they lose, have stolen or destroy school or personal property, it will be the parent's responsibility to replace or pay for it. Any student who willfully cuts, defaces or otherwise injures any property belonging to the school district is liable for said and will be subject to disciplinary consequences.

PERSONAL PROPERTY



Students are **not** permitted to use personal and recreational electronic devices at any time during the

school day (*Board Regulation 5516*). **Violation of this Policy will result in confiscation of item**

It is the student's responsibility to protect his/her books, notes, and personal property. In order to ensure their protection, they should be left in the classroom. **EXPENSIVE ITEMS, LARGE SUMS OF MONEY AND ITEMS OF HIGH PERSONAL VALUE SHOULD NOT BE BROUGHT TO SCHOOL.** In addition, no toys are to be brought to school. The school cannot be responsible for lost or stolen articles.

LOST AND FOUND

Any items which are found on school property will be placed on the Lost and Found Table, located outside of the School Nurse's office. Students are encouraged to check this location for missing items. Parents are welcome to check for items after signing-in and obtaining a visitor's pass from the office. It is of great help if clothing and other belongings are labeled with the child's name.

FIRE DRILLS

FIRE DRILLS ARE SERIOUS BUSINESS. Exit directions are posted in all classrooms. Students are taught how to leave the building quickly and in an orderly fashion.



EMERGENCY DRILLS

We will be conducting emergency drills within McKenzie School in coordination with the East Rutherford Police Department, with all staff and students during the school year. This procedure is being conducted to test the ability of the school's environment in case of any emergency situation.

PUPIL DISCIPLINE/CODE OF CONDUCT

McKenzie School approaches student behavior issues with a positive, proactive philosophy. An effective behavior management program is one which contains preventive strategies to assist students in behaving appropriately and to avoid making mistakes. It is also a program which provides support services for all students, with special attention to those students who may need additional help. Finally, it is a program which assigns appropriate consequences when warranted.

McKenzie School expects pupils to conduct themselves in keeping with their levels of developmental 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.

As stated in *Board Policy 5600*, all pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district, and are expected to conduct themselves accordingly. With the support and assistance of school staff members and parent(s), all pupils can contribute to the effectiveness of the school and the value of their education.

GENERAL EXPECTATIONS FOR BEHAVIOR

The Board of Education expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare them mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior;
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and

8. Communicate with parent(s) and appropriate school staff members.

DISCIPLINARY AND REMEDIAL MEASURES

The following disciplinary measures may be applied as appropriate to the pupil's violation of school rules.

- Admonishment
- Temporary Removal from Classroom
- Deprivation of Privileges
- Detention
- Impact Grading
- Suspension from School
- Expulsion

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.

- Restitution and Restoration
- Counseling
- Parent Conferences
- Alternate Educational Program

SCHOOL BUS SAFETY RULES

As outlined in *Board Regulation 5600*, while waiting for the bus, students will remain orderly and keep off the roadway at all times. As the bus approaches a bus stop, students are to form a single line and make certain the bus has stopped before approaching it. Quickly, without pushing or shoving, students will enter the bus.

Pupils assigned to a school bus must obey all school rules, and:

- a. Show respect for the driver at all times;
- b. Enter and leave the bus in an orderly manner;
- c. Ride only the bus to which they have been assigned;
- d. Be and remain seated while the bus is in motion;
- e. Avoid reckless and boisterous activity at all times, including during waits at pickup points;

- f. Talk in a reasonable tone of voice and avoid loud noises;
- g. Extend no portion of the body or other object out a bus window;
- h. Keep aisles clear at all times;
- i. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
- j. Refrain from smoking, eating, and drinking on the bus; and
- k. Possess, use, or distribute no substance in violation of Policy No. 5530.

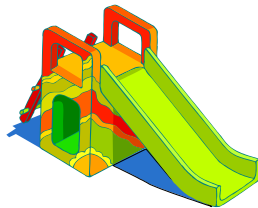
- No running on the sidewalks. They are not play areas.
- All game areas must have boundary lines.
- If you are not participating in a game, remain out of the playing fields.
- Only Nerf balls are to be used.
- Games encouraging rough play will not be permitted.
- Everyone is encouraged to use good manners and to be courteous to one another.
- Keep the area clean.
- Use the receptacles.
- Do not block entrances and exits to and from the playground/building.

Violations of the rules regarding pupil conduct on the school bus, as outlined above may result in temporary or permanent suspension from the bus, depending upon the misconduct. To verify that the safety rules have been read, both student and parent will be requested to sign a form outlining the above procedures.

Once on the Playground, no student is to leave it for any reason, without first receiving permission from a supervising adult. Once receiving permission, students are to return to the playground as quickly as possible and report to that adult signifying that they have returned.

Those students not cooperating will be subject to student discipline procedures.

PLAYGROUND BEHAVIOR



Students must abide by the following:

LUNCH DETENTION

CODE OF CONDUCT

Students may be assigned detention at lunchtime at the discretion of the Principal. Students will eat lunch but will not be permitted playtime.

Teachers and administrators in charge of pupil discipline shall make every effort to administer rules consistently and fairly. Consequences are determined with regard to students' age, developmental level, and severity and frequency of offense. Additionally, parents will be notified as deemed appropriate. Certain infractions require that other support staff be notified and/or that the East Rutherford Police Department or other agencies. Consequences will be left to the discretion of the building administrator.

The Board of Education recognizes the need for a procedure to be in place for persons to report and investigate allegations of hazing and/or harassment, intimidation, or bullying behavior.

Please read **Board of Education Policy and Regulation 5600 Pupil Discipline/Code of Conduct (M)** located in the Appendix of this handbook.

Please read **Board of Education Policy and Regulation 5512 Harassment, Intimidation, and Bullying (M)** located in the Appendix of this handbook.

For specific procedures and regulations ensuring due process, please contact the Superintendent's office.

CYBER BULLYING

HAZING AND/OR HARASSMENT, INTIMIDATION OR BULLYING

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment (*Board Policy 5512.02*).

McKenzie School prohibits acts of cyber-bullying by school district pupils. "Cyber-bullying" is the use of electronic information and communication devices, to include but not be limited to; email messages, instant messaging, text messaging, cellular telephone communications, internet

blogs, internet chat rooms, internet postings, and defamatory websites that:

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

PUPIL GRIEVANCES

McKenzie School believes that pupils are citizens who possess the right to request redress of grievances and that pupils should be encouraged to respect lawful procedures for the resolution of disputes. The school will establish and observe procedures by which the grievances of pupils will be heard according to *Board Policy 5770*.

ELIGIBILITY TO ATTEND SCHOOL

The East Rutherford Board of Education will admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older pupil as is otherwise entitled by law to a free public education, who are domiciled within the district. As per East Rutherford *Board Policy No. 5111*, eligible entrance requirements are as follows:

Pre-Kindergarten

A child is eligible who will have attained the age of four (4) years on or before October 1st of the year in which entrance is sought and has not yet attained the age at which admission is kindergarten is permitted. Due to limited availability, registration is completed on a first come first serve basis.

Pre-School Disabled

A child is eligible who has attained the age of three (3) years of age and has been found by the Child Study Team to be eligible for a program for the Pre-School disabled in accordance with rules of the State Board of Education.

Kindergarten

A child is eligible who will have attained the age of five (5) years on or before October 1st of the year in which entrance is sought.

First Grade

A child is eligible who will have attained the age of six (6) years on or before October 1st of the year in which entrance is sought or has completed the kindergarten

program of this district or an equivalent program elsewhere and has been recommended by the teacher for advancement to the first grade.

STUDENT REGISTRATION

Parent must come to school office in order to enroll a new student. The following documents are required:

- Birth certificate/passport of student
- Proof of residency (property deed; lease or residential tax bill) and any two of the following: telephone bill, gas/electric bill/cable television bill, etc.
- Proof of guardianship (court papers or other legal document) when necessary
- Record of physical examination
- Record of immunizations
- Transfer card
- School report card/transcript
- Other school records

TRANSFER CARDS

Every student transferring to another school must obtain a transfer card from the office. The student's medical record is also attached to this card. Please contact the school secretary as soon as possible if you are going to move out of the district. All of the student's records will be forwarded to the new school after we receive notification of enrollment and a request for the records. All McKenzie School property, including textbooks must be returned.

PTA

New Jersey Parent Teacher Association!

The PTA organization is a volunteer organization of adults and students whose sole purpose is to advocate for children and youth. The NJPTA has nearly 800 local PTAs in all 21 counties of New Jersey and a total membership of approximately 200,000 members.

The mission of NJPTA:

- To support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children;
- To assist parents in developing the skills they need to raise and protect their children; and
- To encourage parent and public involvement in the public schools of this nation.

For additional information or any comments, please contact us at ERPTA@verizon.net.



ROARING READERS PROGRAM

The Roaring Reader Program instills the understanding of the importance of reading at home every day. The students will read daily while logging in their minutes read. After reading, each child will have their parents sign their weekly reading log. This log will be handed in weekly every Monday to their teacher. While reading every day will be a part of each child's homework, there will also be individual and school-wide incentives.

Appendix

Policy 5600 PUPIL DISCIPLINE/CODE OF CONDUCT (M)

Pages 27 & 28

Regulation 5600 PUPIL DISCIPLINE/CODE OF CONDUCT (M)

Pages 29 to 36

Policy 5512 HARRASSMENT, INTIMIDATION, AND BULLYING (M)

Pages 37 to 50

**Regulation 5512 HARASSMENT, INTIMIDATION, OR BULLYING
INVESTIGATION PROCEDURE (M)**

Pages 51 & 52

POLICY

EAST RUTHERFORD BOARD OF EDUCATION

5600 PUPIL DISCIPLINE/CODE OF CONDUCT (M)

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. Pupils with potential disabilities will be afforded the same procedural safeguards as students with disabilities.

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.

Adopted: 25 June 2000

Revised: 28 May 2009

Revised: 25 August 2011

REGULATION

EAST RUTHERFORD BOARD OF EDUCATION

5600 PUPIL DISCIPLINE/CODE OF CONDUCT (M)

A. Purpose

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

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

B. Rules of Conduct

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

- k. Procure the property of others by threat or intimidation;
 - l. Enter school premises or any specific portion of the premises without permission and without authority;
 - m. Vandalize school property, real or personal;
 - n. Create litter on school property;
 - o. Be truant from school or class;
 - p. Cheat or otherwise engage in academic dishonesty;
 - q. Persistently refuse to complete homework and other assignments;
 - r. Engage in illegal gambling;
 - s. Smoke on school property;
 - t. Falsify an excuse or any school document;
 - u. Set fire to or cause a fire in any way on school premises;
 - v. Possess or explode a firecracker or other explosive device on school premises;
 - w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;
 - x. Possess, use, or distribute a substance in violation of Policy No. 5530;
 - y. Join a secret society prohibited by law; or
 - z. Commit an act of harassment, intimidation, or bullying; or
 - aa. Engage in any other activity expressly prohibited by a school staff member in authority.
3. Pupils assigned to a school bus must obey all school rules, and
- a. Show respect for the driver at all times;
 - b. Enter and leave the bus in an orderly manner;
 - c. Ride only the bus to which they have been assigned;
 - d. Be and remain seated while the bus is in motion;
 - e. Avoid reckless and boisterous activity at all times, including during waits at pickup points;
 - f. Talk in a reasonable tone of voice and avoid loud noises;
 - g. Extend no portion of the body or other object out a bus window;
 - h. Keep aisles clear at all times;
 - i. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
 - j. Refrain from smoking, eating, and drinking on the bus; and

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

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

C. Disciplinary Measures

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

1. Admonishment

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

2. Temporary Removal from Classroom

a. The classroom teacher may direct the pupil to report to the office of the administrator in charge of pupil discipline.

b. The teacher will complete a form that indicates the pupil's name, homeroom, and the conduct that has caused the pupil's removal from the room.

c. The administrator in charge of discipline will interview the pupil and determine which, if any, additional disciplinary steps are indicated.

3. Deprivation of Privileges

The pupil may be deprived of the privilege of:

a. Moving freely about the school building,

b. Participation in co-curricular or inter/interscholastic activities,

c. Attendance at a school-related social or sports activity,

d. Participation in a graduation ceremony, or

e. Transportation by school bus, or

f. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy 5600 and N.J.A.C. 6A:16-7.1 et seq.

4. Detention

a. The pupil may be required to report before or after the school day to detention for a period of supervised study.

b. Transportation will be the responsibility of the pupil's parent(s) or legal guardian(s).

c. The pupil may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

5. Grading

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

6. In-school Suspension

a. The pupil may be removed from his/her regular classes and required to report to an in-school suspension program for supervised study.

b. In-school suspension is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.

7. Suspension from School

a. The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3, and Policy 5610.

b. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.

8. Expulsion

a. The Board may expel a general education pupil from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.5, and Policy 5620.

b. Expulsion is an extremely serious disciplinary measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policies 5610 and 5620.

D. Remedial Measures

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

1. Restitution and Restoration

a. The pupil may be required, to:

(1) Make restitution, in kind or cost or labor, for any loss he/she has caused; or

(2) Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.

b. A pupil who refuses to make restitution or restoration as directed may be disciplined by one or more of the measures included at paragraph.

2. Counseling

a. The pupil may be required to consult with school guidance counselors, and/or student assistance counselor, and/or school psychologist 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 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 designated to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

F. Chart of Discipline

A listing of pupil behaviors that are subject to pupil discipline including suspension or expulsion pursuant to N.J.A.C. 18A:37-2. will be annually approved by the Board and published in the Student/Parent Handbook.

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 or legal guardian will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the Administrator.
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.
6. An in-school suspension, suspension from school, or expulsion will be conducted in strict accordance with law and Policies 5610 and 5620.
7. Violations of the rules regarding pupil conduct on school buses will be handled as follows.
 - a. The driver will report the offensive conduct to the Principal of the school in which the pupil is enrolled by submission of a completed written form that includes the name of the pupil, the school, and the specific offensive conduct.
 - b. The parent or legal guardian 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.

Issued: 28 May 2009
Revised: 25 August 2011

POLICY

EAST RUTHERFORD BOARD OF EDUCATION

5512 HARRASSMENT, INTIMIDATION, AND BULLYING (M)

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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) P 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, electronic, 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 a 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 the best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

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

1. Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);

2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;

3. Pupil rights; and

4. Sanctions and due process for violations of the Code of Pupil Conduct.

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

Pursuant to N.J.A.C. 6A:16-78.1, the Superintendent must annually provide to pupils and their parents or guardians the rules of the district regarding pupil conduct. Provisions shall be made for informing parents or guardians whose primary language is other than English.

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

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

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences

and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), and 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 situations; 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. 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 Measure - 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 measure 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 Procedures

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 measure to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Pupils, parent(s), 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. 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, 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 subject, 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 sections 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:27-14 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 sets 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 homepage 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 homepage 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. 18:27-22.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 Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialist, 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 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: 28 May 2009

Revised: 25 August 2011

REGULATION

EAST RUTHERFORD BOARD OF EDUCATION

5512 HARASSMENT, INTIMIDATION, OR BULLYING INVESTIGATION PROCEDURE (M)

The Board of Education authorizes a prompt investigation of reports and violations and complaints of harassment, intimidation and bullying in accordance with the provisions of N.J.S.A. 18A:37-15(b)6.

The following investigation procedure shall be used for all allegations of harassment, intimidation, or bullying:

1. An investigation shall be initiated by the Principal or the Principal's designee within one school day of the report of the incident and shall be conducted by a school's Anti-Bullying Specialist.
 - a. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist in the investigation.
2. The investigation shall be completed as soon as possible, but not later than ten school days from the date of the written report of the incident of harassment, intimidation, or bullying.
 - a. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the ten-day period, the school Anti-Bullying Specialist may amend the original report of the results of the investigation to reflect the information.
3. The results of the investigation shall be reported to the Superintendent of Schools within two school days of the completion of the investigation, and in accordance with regulations promulgated by the State Board of Education pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B-1 et seq.).
4. The Superintendent of Schools may decide to provide intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
5. The results of each investigation shall be reported to the Board of Education no later than the date of the next Board of Education Meeting following the completion of the investigation, along with information on any services provided, training established, discipline imposed, or other action taken or recommended by the Superintendent.
6. Parents or legal guardians of the pupils who are parties to the investigation shall be entitled to receive information about the investigation, in accordance with Federal and State law and regulation, including the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether discipline was 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.
7. A parent or legal guardian may request a hearing before the Board of Education after receiving the information.
 - a. This hearing shall be held within ten days of the request;
 - b. The Board shall meet in executive session for the hearing to protect the confidentiality of the pupils; and
 - c. At the hearing the Board may hear from the school Anti-Bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.
8. At the next Board of Education meeting following its receipt of the report, the Board of Education 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 the procedures set forth in law and regulation, no later than ninety days after the issuance of the Board's decision.

9. 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 an protected group as enumerated in the "Law Against Discrimination," P.L.1945,c.169(C.10:5-1 et seq.).

Adopted: 25 June 2000

Revised: 28 May 2009

Revised: 25 August 2011