

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



*McKenzie School
Grades Pre-K – 4
Student/Parent Handbook
2018-2019*

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M c K e n z i e S c h o o l

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 PSYCHOLOGIST

Mr. James Wagner ext. 4004

SCHOOL NURSE

Mrs. Joann Saab ext. 4006

CHILD STUDY TEAM

Mrs. Sharon King-Dobson	Director of Curriculum and Student Services	201-804-3125
Mrs. Danielle Esposito	Learning Disabilities Teacher Consultant	201-804-3124
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
	Mrs. Donna Wolfe	201-933-2295
	Fax	201-804-3131
McKenzie School	Ms. Robyn White	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.

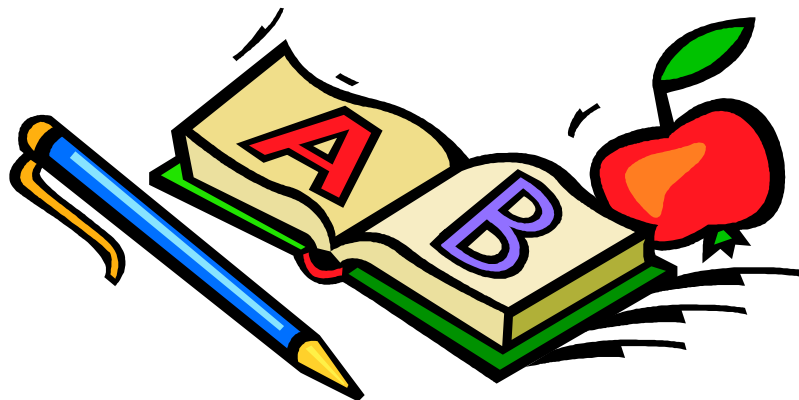
It is the policy of McKenzie School to ensure equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, 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. J. Credico	Annex A-102
PSD	Mrs. M. Donker	Annex A-104
PSD	Mrs. K. Martinez	Annex A-103
K	Mrs. K. Barone	101
K	Mrs. M. Cacchiola	116
K	Mrs. J. Foote	103
K	Mrs. B. Narkiewicz	104
1	Ms. J. Bleich	219
1	Ms. A. Meli	17
1	Mrs. M. Errico	16
1	Mrs. S. Machado	12
1	Mrs. N. Traverso	14
2	Mrs. C. Carti	25
2	Mrs. J. Gonzalez	26
2	Mr. C. Scelsa	23
2	Ms. V. Thielker	22
3	Mrs. J. Nastro	218
3	Mrs. T. Ten Kate	214
3	Mrs. A. Vecchione	215
4	Mrs. L. Affortunato	201
4	Mrs. E. Corsale	204
4	Mrs. R. Feldman	202
4	Ms. C. Scardino	203
K-2/ LMD	Mrs. E. Moreno	120
2-4/ LLD	Mr. J. Rizi	222
Speech	Mrs. M. Thomas	102
ESL	Ms. L. Fallon	119
ESL	Mrs. T. Forte	119
Resource/ICS	Mrs. E. Iavarone	112
Resource/ICS	Mrs. D. Kerwin	207
Resource/ICS	Mrs. D. Kattas	208
Basic Skills	Mrs. M. Gagis	210
Basic Skills	Mrs. J. Kelly	209
Art	Mrs. L. Speer	106
Comp. Tech.	Mr. D. Higgins	Media Center/Cart
Music	Mrs. W. Alvarez	15
PE	Ms. K. Fontana	Gym
PE	Mrs. J. Schneider	Gym
Spanish	Mrs. C. Paal	112
LDTc	Mrs. D. Esposito	21
Nurse	Mrs. J. Saab	221
Psychologist	Mrs. J. Lee	15
Psychologist	Mr. J. Wagner	21

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	8:10 A.M. to 10:40 A.M.
Pre-Kindergarten afternoon session	12:00 P.M. to 2:30 P.M.
Pre-School Disabled	8:10 A.M. to 2:30 P.M.

BELL SCHEDULE 2018 – 2019

PERIOD	REGULAR	HALF SESSION	**DELAYED OPENING
		NO LUNCH SERVED	*ONLY PRE-ORDERED LUNCHES 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 8:10 – 10:40 Pre-K PM 12:00 – 2:30	Pre-K AM 8:10 – 10:05 Pre-K PM 10:15 – 12:10	Pre-K AM 10:40 – 12:30 Pre-K PM 12:40 – 2:30

- 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 for grades K – 4 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 unless previously ordered, 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 at the entrance of Everett & Grove Street adjacent to the Annex 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 and do not leave students unattended.

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. Staff will be stationed at the doors 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 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.

All **3rd and 4th grade students** are to be dropped at the designated Wall Street location beginning at 8:10 A.M. All **K – 2nd grade students** are to be dropped off at the designated New Street location beginning at 8:10 A.M. If late, please park your car and follow the late arrival instructions below.



LATE ARRIVAL

If a student arrives late 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

Same location and procedures as arrival.

Kindergarten

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

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.

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:

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.

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** the start of the school day. The number to call to report an absence is **201-531-1235 and press 1 to leave a message**. 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 (Grades K – 4)

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



HOMWORK 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

Tests and Projects: 60%
Quizzes: 15 %
Classwork and Class Participation: 15%
Homework: 10%

PROMOTION AND RETENTION

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

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.

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.



INSURANCE

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

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. To contact our School Psychologist call: 201-531-1235 ext. 4004.

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 ACADEMIC INTERVENTION PROGRAM

Students in grades 1 - 4 who are identified as at risk and meet the criteria 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 only.

BASIC SKILLS INSTRUCTION (BSI)

Students are identified annually as needing Basic Skills Instruction in reading and/or mathematics if they meet the approved criteria (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, Spanish, 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 within their weekly schedule, 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.

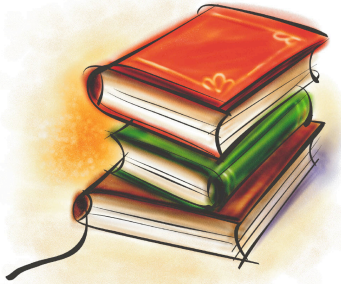
PHYSICAL EDUCATION CLASS

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. Classroom teachers will facilitate the library visits.

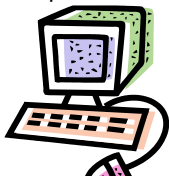
Books can be taken out of the Media Center for a two-week period. Students are held responsible for any book they use or borrow. Proper behavior is required at all times.

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 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

Maschio's Food Services 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 \$3.25

Reduced Lunch for McKenzie School is \$0.40

Nutrition will be the most important concern as healthy choices are balanced with student preferences. Maschio's Food Services 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 in the Lost and Found, located outside on the 2nd floor. 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

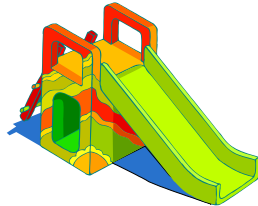
As outlined in *Board Regulation 5600*, while waiting for the bus, students will remain orderly and keep off the roadway at all times. As the bus approaches a bus stop, students are to form a single line and make certain the bus has stopped before approaching it. Quickly, without pushing or shoving,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

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.



PLAYGROUND BEHAVIOR

Students must abide by the following:

- 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.

CODE OF CONDUCT

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.

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

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

HAZING AND/OR HARASSMENT, INTIMIDATION OR BULLYING

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.

- 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.

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.

LUNCH DETENTION

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

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

CYBER 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 may 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

POLICY

EAST RUTHERFORD BOARD OF EDUCATION

5600 PUPIL DISCIPLINE/CODE OF CONDUCT (M)

The Board of Education adopts this Student Discipline/Code of Conduct Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules.

The Superintendent of Schools will establish a process for the annual review and update of the district's Student Discipline/Code of Conduct Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district's schools and community. The Superintendent will report to the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/Code of Conduct Policy and Regulation.

The Student Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board of Education shall provide to all employees annual training on the Student Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of student conduct that violates the district's Policy and Regulation. Information on the Student Discipline/Code of Conduct Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district's Student Discipline/Code of Conduct's equitable application. Student discipline and the Code of Student Conduct will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.-1 et seq.

For students 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), the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description of student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 13.1; a description of behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description of student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

The Board of Education approves the use of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Policy and Regulation 5600 include a description of school responses to violations of behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 – Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy and Regulation 5512 – Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

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

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district’s

Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.5. This authority shall be exercised only when it is reasonably necessary for the student’s physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, 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 that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 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:16-7.4. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. 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 student 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 student and the student’s history of problem behaviors and performance, and shall be consistent with this Policy and the school district’s Student Discipline/Code of Conduct Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts of harassment, intimidation, or bullying shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school district’s Student Discipline/Code of Conduct Policy. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are included in Policy and Regulation 5519 – Dating Violence at School and shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and aggressor have been involved. Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident. Remedial measures/interventions for acts or incidents of dating violence at school may include, but are not limited to: parent conferences, student counseling (all students involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive student interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

Any student to be disciplined shall be provided the due process procedures for students and their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.8, when a student transfers to a public school district from another public school district, all information in the student’s record related to disciplinary actions taken against the student 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) and N.J.A.C. 6A:32-7.5.

The Superintendent may be required to submit a report annually to the New Jersey Department of Education on student conduct, including all student suspensions and expulsions, and the implementation of the Student Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education. The Superintendent shall report to the Commissioner of Education each incident of violence, including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3.

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: 20 November 2014

REGULATION

EAST RUTHERFORD BOARD OF EDUCATION

5600 PUPIL DISCIPLINE/CODE OF CONDUCT (M)

A. Purpose

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;
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 problem student behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.8, as appropriate.

B. Expectations for Academic Achievement, Behavior, and Attendance

All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 13.1.

C. Behaviors That May Result in Suspension or Expulsion

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over the student;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from the student's presence, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
9. Incitement which is intended to and does result in truancy by other students;
10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

D. Students' Rights

Students subject to the consequences of the Student 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 students' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of students' 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, and N.J.A.C. 6A:16-7.2 through 7.5;

6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.8; and

7. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records, as well as other existing Federal and State laws and rules pertaining to student protections.

E. Comprehensive Behavioral Supports

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

1. Positive Reinforcement for Good Conduct and Academic Success

A student will be provided positive reinforcement for good conduct and academic success.

2. Supportive Interventions and Referral Services

A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation 2417.

3. Remediation of Problem Behavior

The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance.

a. Restitution and Restoration

(1) A student may be required to make restitution for any loss resulting from the student's conduct; or

(2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student's conduct.

b. Counseling

(1) A student may be required to consult with school guidance counselors or Child Study Team members.

(2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.

(3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.

c. Parent Conferences

(1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

d. Alternate Educational Program

(1) Students may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.

4. Students with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:

a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;

b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;

c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq. and

d. Be consistent with provisions of N.J.S.A. 18A:6-1, Corporal Punishment of Students.

G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

1. Admonishment/Reprimand

a. A school staff member in authority may admonish or reprimand a student's unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom

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

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

c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.

3. Meeting with School Administration and Parent

a. The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to ensure the parent and the student understand school rules and expectations.

4. Deprivation of Privileges

a. Students may be deprived privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:

(1) Moving freely about the school building;

(2) Participation in co-curricular or inter/intrascholastic activities;

(3) Attendance at a school-related social or sports activity;

(4) Participation in a graduation ceremony;

(5) Transportation to and from school on a school bus; or

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

5. Detention

a. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.

b. Transportation to detention before school or from detention after school will be the responsibility of the parent.

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

6. Grade Adjustment

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

7. In-school Suspension

a. If the school operates an in-school suspension program, a student may be removed from his/her regular classes and required to report to the in-school suspension program.

b. In-school suspension will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

8. Suspension from School

a. A student 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 will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

9. Expulsion

a. The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.

b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.

H. Chart of Discipline

1. A Chart of Student Discipline listing school responses to violations of behavioral expectations shall be approved by the Board and included in each school's student handbook.

2. The school responses to violations of behavioral expectations that are subject to student discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2 outlined in a Chart of Student Discipline shall be consistent with the Board's policies and regulations/procedures on attendance, pursuant to N.J.A.C. 6A:16-7.6 and harassment, intimidation, and bullying, pursuant to N.J.A.C. 6A:16-7.7.

3. The Principal or designee will maintain a list of community-based health and social service provider agencies available to support a student and a student's family, as appropriate, and a list of legal resources available to serve the community.

4. The Board of Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment.

5. Nothing in Policy and Regulation 5600 shall prevent the school administration from imposing a consequence for unacceptable student conduct not listed or included in a Chart of Student Discipline.

I. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.

b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.

2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

J. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student's conduct.
2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.
3. The parent will be notified of the student's reported conduct.
4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.
5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

L. Records

1. Instances of student discipline will be recorded in the student's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.
2. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student 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), and N.J.A.C. 6A:32-7.5.
 - a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.
 - b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.
3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student 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 the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.
4. The Board shall not use a student's past offenses on record to discriminate against the student.
5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

M. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent's designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.
 2. Convene a Student Discipline/Code of Conduct Committee comprised of parents, students, and community members that represent the composition of the district's schools and community to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.
 3. The Superintendent's designee shall submit the Committee's recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.
 4. The Superintendent will review the Committee's report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.
 5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.
- N. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

Adopted: 26 February 2015

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 student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability

to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

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

B. Harassment, Intimidation, and Bullying Definition

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

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 by any other distinguishing characteristic;
2. 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;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

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

C. Student Expectations

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

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

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

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

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

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

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

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

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

D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

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

consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

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

Environmental

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

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

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

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

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

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;

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

Parents, Family, and Community

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

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;

32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

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

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

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

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report.

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the 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.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
- 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. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate 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/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

Principal's Preliminary Determination

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. The Superintendent or designee may sign-off on the preliminary determination.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.]

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.

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

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

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

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

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public

Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information

provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

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

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

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

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

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

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

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

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

J. Consequences and Appropriate Remedial Action for False Accusation

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

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

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

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

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

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

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

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the

district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

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

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

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

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

M. 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 students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. Students with Disabilities

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

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

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

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 – New Jersey Department of Education
Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Adopted: 26 September 2013

Revised: 23 August 2018