

SUNNYMEAD ELEMENTARY SCHOOL

2014-2015 PARENT AND STUDENT HANDBOOK

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Welcome to Sunnymead Elementary School

Dear Parents/Guardians:

On behalf of the entire staff at Sunnymead Elementary School, let me take this opportunity to welcome you!

This handbook has been developed to assist in your orientation to Sunnymead Elementary School and to try to answer some of the most frequently asked questions about our school. However, please do not hesitate to contact us directly with any additional questions you may have.

We encourage you to become involved in your child's education. Please feel welcome to join in the many grade level activities that take place during the year, and please join us at our monthly Home and School meetings. The SU HSA (Sunnymead Home and School Association) meeting dates are listed in this handbook. Meetings begin at 7:00 p.m. and are held in the library. The Home and School Association works closely with SU, sponsoring many of our school-wide events, and provides support for many wonderful activities that help make Sunnymead a special place for all children! There's a role for everyone on the Home and School Association!

I am certain that you and your child will enjoy your years with us. We are looking forward to working with you and your child. Please feel free to call upon us at any time with any questions or concerns you may have.

Once again, *Welcome to Sunnymead School!*

Sincerely,

Dr. Tammy Jenkins
Principal

School Schedule

Regular Daily Schedule:

Grades 1-4.....8:30 a.m. – 3:05 p.m.
Kindergarten a.m.8:30 a.m. – 11:17 a.m.
Kindergarten p.m.12:17 p.m. – 3:05 p.m.

Half-Day Schedule:

Grades 1-4.....8:30 a.m. – 12:30 p.m.
Kindergarten a.m.8:30 a.m. – 11:00 a.m.
Kindergarten p.m.10:00 a.m. – 12:30 p.m.

Delayed Opening Schedule:

Grades 1-4.....10:30 a.m. – 3:05 p.m.
Kindergarten a.m.10:30 a.m. – 12:17 p.m.
Kindergarten p.m.1:17 p.m. – 3:05 p.m.

Early Dismissal Schedule

Grades 1-4.....8:30 a.m. – 12:30 p.m.
Kindergarten a.m.8:30 a.m. – 11:00 a.m.
Kindergarten p.m.cancelled

Six-Day Cycle

Along with our regular academic schedule, your child will study five “Special” areas of our curriculum on a “Cycle” basis. These areas include Physical Education, Library (K-2), Art, Vocal Music, REACH (grades 1&2) or World Language. Our 180 days of school are divided into 30 cycles of 6 days each. Each day your child is in school, he/she will have a “Special”. An example of this would be:

Day 1Physical Education (wear your sneakers)
Day 2Library (bring your library book)
Day 3Vocal Music
Day 4World Language
Day 5REACH
Day 6Art

Each classroom in our school has its own specific “Special” schedule. You will receive that schedule from your classroom teacher.

It is important to note that we never miss a day! If the school is closed for a holiday or for inclement weather, the next day we are in session will be the next consecutive day of the cycle – we don’t skip cycle days when we skip school.

Lunch program

If your child is purchasing lunch from the school cafeteria, please note the lunch prices are as follows: Main lunch \$2.25, Second lunch \$1.25, Milk/Juice \$.50, Chocolate Milk \$.50, Ice Cream/Snacks \$.55 to \$1.00. Cash may always be used. However, Sunnymeade School uses the district's electronic lunch payment system. Students wishing to purchase a school lunch will have a choice of using the debit "Point of Service" (POS) system with the use of a swipe card to pay for their lunches.

Additionally, please note the following;

- The use of this system is voluntary; students may still pay for lunch with cash.
- Deposits into the POS account (cash or checks) should be placed in an envelope and sent to your child's teacher who will turn it in to the main office. Please clearly mark the envelope with your child's name, teacher's name, and "**POS Program**", otherwise the school will not be able to distinguish that this money is for your child's POS lunch account. Deposits may be made online.
- Deposits by check must have "**POS Program**" written in the note section of the check. Please make checks payable to the "Hillsborough Township Board of Education."
- Only school lunches, beverages and food a la carte items can be debited from the account. Snacks (ice cream, cookies, chips, etc.) cannot be debited from the account.
- We ask that at least \$5.00 be placed in every child's account for emergencies. If your child does not have lunch or the means to buy lunch, the child will have to call home.

For those who decide to utilize the POS system, it is very important that you keep records of your child's expenses. When the account is low, you must make additional deposits. You can keep track of your child's balance with the Mealtime Online system at www.mymealtime.com. Early in the year, you will receive a letter from the main office with a username and password for your account.

Again, money may, and should be, placed in the child's account for emergency purposes. Therefore, if you wish to continue to pay with cash, this account may serve as a backup for those days the child forgets his/her money. Parents will be informed of any serious or on-going problems relevant to their child's conduct in the cafeteria or playground.

LOST AND FOUND

A lost and found box is kept in the All – Purpose Room. Anyone finding lost materials should bring these items to the Lost and Found. Pupils may request permission to check the Lost and Found box.

No valuables, radios, cds, Game Boys, or other electronic gear are permitted in school.

GUIDANCE SERVICES

Ms. Cordisco, our guidance counselor, serves the students of Sunnymead School on Days 1, 3, and 5. On alternating days she is the counselor at Triangle School. Ms. Cordisco works with students both individually and in groups, the most notable of which are the Friendship Club and Peer Leaders. Students can make arrangements to see her during the day if they have concerns they would like to discuss. Friendship Club provides an opportunity for students to interact with others in a productive manner and often assists them in developing positive relationships with their peers. Peer Leaders are students recommended by their teachers who observe that they have the potential to be positive peer role models. They meet to discuss a variety of topics; students sometimes create and present lessons to younger students.

INTERVENTION AND REFERRAL SERVICES (I&RS)

Intervention and Referral Services, better known as “I&RS,” is a state-mandated committee that can be found in every district school. The purpose of this committee is to work with teachers who request assistance when students have difficulty with behaviors or academics. Parents are an important part of the I&RS process, as your input about what you see in your child at home is crucial to our understanding of the things that happen at school. If a teacher has requested assistance regarding your child, you will be called by that teacher for information and to invite your participation in the process. Unlike the Pupil Assistance Committee, or PAC, from the past, I&RS is not a pipeline into special education. In many cases the committee serves as a resource for ideas and support; the help they provide often results in positive improvement and success for the child without the need for a special education assessment—although there are times when parents or teachers may determine that a child’s needs cannot be met through I&RS support and that a child study team referral is needed.

REACH

(Reach, Explore Academic and Creative Heights)

The REACH program in grades one and two is offered to all students as a special in the same way that art, music, and physical education are considered “specials.” Eligibility for students in grades three and up is determined through a testing program. All second grade students are given the COGAT test to determine initial eligibility. Students who meet the initial criteria are then tested further, and enrollment in the program is determined from that testing. Students have the opportunity to be nominated for REACH by their teachers in grades three through seven. Testing is done for those students in the spring to determine their entrance into the program for the following fall. All new students to Hillsborough Township from grades three on are tested in the fall for the REACH program.

PARCC TESTING

Each year in May, 3rd and 4th grade students from across the state take part in special testing known as the PARCC testing. *This test has replaced the NJ ASK test. This testing helps to provide parents with a snapshot of their child's academic progress in literacy (3rd and 4th grade), mathematics (3rd and 4th grade), and science (4th grade only). It also is one way of holding New Jersey schools accountable for teaching the New Jersey Core Curriculum Content Standards, or a program of study approved by the state and consistent throughout all New Jersey districts.

Policies and Procedures

(listed alphabetically)

* Attendance

First and foremost, students need to be in school to learn! Actually being in school is a major factor for student success and achievement.

Should your child be absent, please call the main office before 9:00 a.m. (908) 431-6600. Follow the prompts to the attendance line (#1) and leave your child's name, teacher's name, and reason for absence. Be sure to do this for each and every day that your child is absent. When your child is absent, you can request make-up work/homework after a period of two consecutive days absent.

Parents will receive warning letters if there are too many cumulative or consecutive absences over the course of the school year. We will ask for a conference with the parents should such excessive absenteeism occur. The school may request documentation, including doctor's notes, to confirm absences due to illness. Finally, the school will ask the courts to help, when necessary, to ensure that all students report to school consistently according to the statutes of the state of New Jersey (N.J.S.A. 18A:38-25) and the policies of the Hillsborough Board of Education (BOE policy 5200).

EXCUSED ABSENCES

An absence may be excused for the following reasons:

- Illness (a doctor's note may be required depending on the cumulative number of absences)
- Funeral/Death in the family or other family emergency
- Religious observances pursuant to N.J.S.A. 18A:36-14 through 16.
- Court obligations
- Take Your Child to Work Day or other field educational experiences that are pre-approved by the principal.
- Approved home instruction
- Exemptions as per Individualized Education Plans or other school-approved accommodation plans for individual disabilities.

Upon the eighteenth (18th) cumulative absence from school (10% of the academic year) the following actions shall be taken:

- A letter from the principal or principal’s designee shall be sent to the parent/guardian mandating a parental conference in conjunction with the school counselor to develop an action plan to address patterns of excessive absences and to ensure pupil return to consistent/regular school attendance.
- The student shall be referred to the Intervention & Referral Services Committee for evaluation and recommendations that may include assistance of outside agencies or the courts. Upon such referrals, the I&RS Committee will assess the student’s academic, behavioral, and health needs and may consider the assistance of a school-based or a community-based social and health agency or an alternate educational program.
- The school shall contact Child Protection and Permanency (CP&P) if child abuse or neglect is suspected.
- The school may make a referral to court programs as designated by the NJ Administrative Office of the Courts and/or compel attendance at school in accordance with the statutory and administrative means available, including proceeding to court as per N.J.A.S. 18A:38-25, 18A:38-26, and 18A:38-31.

UNEXCUSED ABSENCES

When absences are unexcused, the school shall make a reasonable attempt to notify the student’s parents as soon as possible and investigate the cause of the unexcused absences. Where unexcused absences are deemed an act of truancy on the part of the student, additional consequences will follow as outlined in the Handbook under “Truancy and Tardiness.” If necessary, the school will work with parents/guardians to develop an action plan designed to address patterns of unexcused absences and to assist in returning the student to regular attendance at school. Where parental neglect is suspected, a referral to Child Protection and Permanency will be made and the school will cooperate fully with law enforcement and other state agencies as appropriate.

For up to four (4) cumulative unexcused absences, the school shall:

- Make a reasonable attempt to notify the student’s parents prior to the start of the following day;
- Investigate the cause of the unexcused absence;
- Develop an action plan to address patterns of unexcused absences and to ensure pupil return to consistent/regular school attendance in conjunction with the parent, school counselor, and vice-principal/principal;
- Refer student to the Intervention & Referral Services Committee for evaluation and recommendations that may include assistance of outside agencies or the courts;
- Contact CP&P if abuse or neglect is suspected and cooperate with law enforcement agencies as appropriate.

For between five (5) and nine (9) cumulative unexcused absences, the school shall:

- Make a reasonable attempt to notify the student’s parents prior to the start of the following day;
- Investigate the cause of the unexcused absence;
- Evaluate the appropriateness of the action plan, revise the plan if needed, and establish outcomes based upon student needs and necessary interventions in coordination with the Intervention & Referral Services Committee and outside agencies as appropriate.

Upon the tenth (10th) cumulative unexcused absence, the school shall:

- Make a mandatory referral to the court program as required by the New Jersey Administrative Office of the Courts;
- Make a reasonable effort to notify the parents/guardians in writing of the mandatory referral;
- Continue to consult with the parents/guardians and any involved agencies to support the student's return to regular attendance and cooperate with law enforcement and other agencies as appropriate;
- Compel attendance at school in accordance with the statutory and administrative means available, including proceeding to court.

Before and after-school care

We are often asked about after school care for students. Please be advised that Catholic Charities runs a before school program and an after school program on the premises of Sunnymeade Elementary School. It is important to be aware that this program is solely administered by Catholic Charities and not by the school or the District (this private organization merely uses school facilities). Should you wish to obtain information regarding this program, please contact Catholic Charities directly at 725-1912. (Note: In the event of an emergency early closing of school, the Catholic Charities after-school Program will not be in session and all program participants will be sent home on their regularly assigned buses.)

** All parents MUST provide their child's teacher with a note telling them about their child's involvement in the after-school program.*

Bringing items to school for your child

All deliveries to the school must be made to the front office. If you are bringing something your child forgot that day, homework, school projects, please make the delivery to the office. Do not deliver items to the classrooms yourselves as this often disrupts the daily schedule. Teachers will be notified by the office that there is something to be picked up. If it is too heavy for one student, a student helper will be requested.

Early pick-up

Unless there is an emergency, parents picking up students for early dismissal must arrive to sign them out prior to the time that the main office is closed each day, which is 2:45. Again, unless there is an emergency, after 2:45, all students who were slated to go home on the bus will be sent home on the bus, even if the parent has arrived. You will be asked to then meet them at home or their bus stop. This ensures that we have accounted for all of our students. All requests for early dismissal (prior to 2:45) must be in writing and submitted to the classroom teacher no later than the morning of that school day. The written request must designate the adult who will be picking up your child.

Please be advised, however, that in order for the office staff to account for the well-being and security of every child at dismissal, the main office and school will be shut down from 2:45 until the dismissal of all buses on a daily basis. If your child is not taking a bus home on any given day, you must arrive in the main office to sign out your child prior to 2:45. If you are unable to do this, you must wait until after all of the buses are dismissed and sign out your child after that time.

Emergency/Early Dismissals

In the event of an emergency situation, such as severely inclement weather, a serious electrical problem, severe flooding, etc., the Superintendent and the Hillsborough Police Department may call for an emergency/early dismissal of school. It is imperative that each parent/guardian discuss with their children what procedures they are to follow when they are delivered home by their buses in these events – especially in the event no one is home.

Timely information may be may be obtained through any of the following sources: Cable Television Channel 27, NEWS 12 NJ; Radio WOR (710K), WCTC (1450K), WHWH (1350K); Message Line (Board of Education) 908-431-6600, Web Page: <http://https.us>. You may also be contacted by our Instant Alert system. Instant Alert is now connected to the Genesis Parent Access Portal, which means that students' contact information will be available to parents/guardians, teachers and district staff in one secure, password-protected place.

In order for the school to keep you informed, maintaining the accuracy of your contact information is essential. Please log into the Genesis Parent Access Portal and review/update this information as soon as possible.

You can access the Genesis Parent Access Portal by going to: <http://parents.https.us>.

IN THE EVENT OF AN EMERGENCY SITUATION, THE CATHOLIC CHARITIES AFTER SCHOOL PROGRAM WILL NOT BE IN SESSION. ALL CHILDREN WILL BE DISMISSED ACCORDING TO PRIOR ARRANGEMENTS PROVIDED TO THE SCHOOL BY THE PARENT.

Homework

The Hillsborough Township Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen, and reinforce a pupil's knowledge. Homework is generally given to reinforce the lesson taught that day – completing it at a later date would not serve the same purpose. The next lesson is usually dependent on the practice from the previous night. The work handed in also helps the teacher to know if the student understands the lesson or needs more help. The student is expected to complete homework neatly and accurately, and to submit it on the due date. A copy of the Board Policy relevant to homework (Number 2330) is posted on the district's website in PDF format.

More specifically, the philosophy and expectations for each school level are outlined below:

Homework Should:

1. Reinforce and extend concepts as needed by the student.
2. Include "real experiences" as well as recreational reading.
3. Be assigned only if necessary and meaningful.
4. Help students to be responsible and organized.
5. Show parents what the child is studying. (Parents should have an active interest in homework.)
6. Emphasize the quality rather than the quantity of effort.

Further Thoughts About Homework:

7. There is life after school, on weekends, over vacations.
8. Long-Term assignments should be remembered when other homework is given.
9. Family homework can be assigned. This helps with communication and helps parents assess student understanding.

At the Elementary Level, Good Homework Assignments Include:

Primary

K - observations, experiences with others, show and tell, independent reading, journal writing, collecting items for the science table, practice of right and left, name, address, phone number, days of week, days of month, etc.

TP-2 - make-up work, special projects, reading, collections
- science and/or social studies research projects
- redo untidy papers
- independent reading
- journal writing
- preparation for tests
- additional practice on concepts and skills taught in school

Upper Elementary (Continue K-3)

3-4 - investigative reading, informative reading
- reference work
- book reports
- additional practice
- research projects in social studies, language arts, science and/or math
- completion of school assignments
- independent reading
- journal entries
- study for tests

Reasonable expectations for students' time devoted to meaningful homework tasks are noted for grades K to 4:

K	-	as needed
TP	-	10 minutes
1	-	10 minutes
2	-	20 minutes
3	-	30 minutes
4	-	40 minutes

Should you find that your child is spending inordinate amounts of time in completing homework, please inform your child's teacher immediately.

Late Arrivals to School

We strongly encourage all students to arrive to school on time and ready to start their day; however, we realize that there are times when a child may need to arrive to school late. Please make sure you check your child in at the main office upon late arrival to receive a late pass. If your child will be late, please be sure to call the main office 908-431-6600 (and follow the prompts). Please understand that if your child does not check in at the office and receive a late pass, he/she will be marked absent for the day and you may also receive a call home from the school, as the office will have not been alerted of their arrival. When arriving, you are only permitted to bring your child to the main office and not to his or her classroom.

Morning drop-off

If you drop your child off in the morning, your child must be dropped no earlier than 8:20. If they are dropped off prior to 8:20, there will be no adult there to supervise them. When dropping-off, please realize that our space is limited and is another reason why we encourage all children to ride the bus! The drop-off site is exactly that – a “drop-off” site.

Parents cannot drive up to the cafeteria, park, or walk their children inside the school – even during inclement weather. In order for the safety of all children in the area, a steady, smooth flow of traffic is needed. Parents must park in the spaces closest to the ball park and walk their children to the curbside. A certified staff member will ensure that your student gets into school safely.

Parties

Birthday parties are not permitted in school. Classroom celebrations occur 3 times per year.

As you may know, New Jersey enacted a School Nutrition Policy to promote healthy food alternatives to students in public schools. In addition to changes to the cafeteria menu, the new policy affects foods that are served during parties and birthday celebrations. *Soda is completely prohibited, as is all candy.* We have several children with food allergies. If your child would like to acknowledge their birthday in class, we highly recommend that parents avoid sending in edible treats.

FOODS OF MINIMAL NUTRITIONAL VALUE

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

- Soda Water
- Water Ices – those water ices which contain fruit or fruit juices are not included
- Chewing Gum
- Certain Candies:
- Hard candy: includes such food as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers, and cough drops
- Jellies and Gums: includes such foods as gumdrops, jelly beans, jellied and fruit-flavored slices
- Marshmallow candies

- Fondant: includes such foods as candy corn and soft mints
- Licorice
- Spun candy
- Candy-coated popcorn

Below is a list of ideas for non-food items that could be sent in to celebrate your child's special day:

- Donate a picture book for the class library (to be read on your child's birthday).
- Donate a game for our class game center (to be used during indoor recess).
- Pencils
- Erasers
- Stickers

If you have any other ideas or questions, feel free to call or email your child's teacher. *Do not send any goody-bags with food items to school. If they are sent, teachers have been directed to confiscate all goody-bags with food items and turn them in to the main office.

Pick-up at dismissal

If you have sent in a note identifying in advance that your child is being picked up at dismissal and who your child will be picked up by, your child will be released to you at the front of the school after the final bell of the day at 3:05. A staff member may ask you for identification at that time. If your child is to be picked up by someone other than you, that person must be identified in your note. I will then ask that person to produce identification when he or she comes to pick up your child.

Transportation

All children who attend Sunnymead Elementary School are currently eligible for district transportation (buses). Information regarding the location and times of your child's designated bus stop can be obtained through the Parent Access Portal in Genesis in August. Should you need to contact the Transportation Office for any reason, please call 431-6600, option #6.

All students are expected to ride their regular buses to and from Sunnymead School. Children are not permitted to ride a bus other than the one to which they are assigned. In the event of an emergency, children are permitted to get off at a different stop, on their same bus. In order to allow your child to do so, you must follow the following procedures:

- 1) Parents must make contact with the main office about the situation, in writing.
- 2) Dr. Jenkins will determine if there is an actual emergency and whether or not the emergency stop change will be granted.
- 3) Please allow Dr. Jenkins time to contact transportation and alert them of the approval along with your student's name and emergency bus stop.
- 4) Please allow the transportation department time to contact the bus company and have them relay the information to their driver.

- 5) The Sunnymead main office will contact you to confirm the switch.
- 6) A school staff member will bring the student to the bus and present a signed note from the Principal which will include the student's name and emergency bus stop.

Only under these procedures will a bus stop switch be allowed.

PLEASE NOTE: No *private vehicles are permitted in the school driveway when buses are present or expected!* Should you be transporting your child to or from school, please be certain not to interfere with the school buses.

Vacations during the school year

For obvious reasons, vacations during the school year are discouraged. However, it is understood that sometimes family circumstances dictate that such things must happen. It is also important to know that even when advanced notice is given, teachers cannot assemble each and every assignment in advance for your child to complete while he/she is on vacation. It is my expectation that my teachers constantly reflect on their teaching and adjust their instruction and assignments based on the needs of the students in the classroom. So while they have written lesson plans in advance, it is my belief that a good teacher adjusts those plans accordingly and frequently. Therefore, the best teachers may be able to give you while you are on vacation is a general overview of what will be covered in class and your child can try to keep up with the class based on that information. In any case, by the nature of what good teaching is, your child would have to make up a great deal of work upon your family's return from vacation.

Visitation

When visiting the school for any activity, please enter through the front door. **All** visitors must sign in and obtain a visitor's pass. Any person in the halls without a pass will be directed to the office, or asked to leave the building.

Sunnymead Elementary School Phone Numbers

Main Number: (908) 431-6600

An updated list of teacher's direct extensions can be found on the Sunnymead School website.

Sunnymead School Office Staff:

Mrs. Gail Guido, Administrative Assistant, ext. 2399

Mrs. Donna Primiani, Administrative Clerk, ext. 3203

Other numbers:

Transportation (District) 431-6600, option 6

Hillsborough Twsp. Board of Education 431-6600, option 5

Catholic Charities (Before and After Care) 908-722-1881

2014-2015 HSA Executive Board Members

Co-Presidents: Angela Zhong, angelazhong@gmail.com
Natalie Genovese, natalie.genovese@gmail.com

Vice President: Michele Kidd, michelle.kidd@gmail.com

Treasurer: Brenda Marley, bmarley406@yahoo.com

Corresponding Secretary: Tiffany Abridello, tabridello@ymail.com

Recording Secretary: Kapila Patel, kapilapatel@yahoo.com

Section 3 – Guidelines for Student Dress

It is the purpose of Sunnymead Elementary School, in the matter of student grooming and dress, to enhance the health and safety of the students and to avoid distractions to the educational process. It is not the intention of the school district to neither usurp parental prerogative in the determination of appropriate grooming for their children, nor to infringe on an individual's freedom of speech.

Throughout many school systems in the United States, schools have found a relationship between proper school dress and proper school behavior and grades. Therefore, students are encouraged to be neat, clean, and well groomed when attending classes, representing the school on field trips, and at all school functions. Clothing must be neat and not distracting or offensive to the students, staff, citizens of the school community, or visitors to the school.

While Sunnymead Elementary School does not have an official dress code for students, there are underlying guidelines as to what the administration believes constitutes "appropriate dress". You will find this philosophy as well as specific definitions listed below. Be advised that any students who are in violation of these

guidelines will be asked to call their parents who would then have to bring in appropriate attire. In order to avoid that annoyance, be sure to familiarize yourself and have your children adhere to the following expectations:

1. PANTS/SHORTS:

- a. Must be worn at waist level
- b. Shorts are to be of an appropriate length (use the old “fingertip” rule)
- c. Undergarments are not to be visible
- d. No chains may be worn as belts or as accessories to pants/shorts.

2. DRESSES/SKIRTS:

- a. Must be worn at waist level and be of an appropriate length (use the old “fingertip” rule)
- b. Undergarments are not to be visible

3. SHIRTS/BLOUSES

- a. Must be “tuckable”, but not necessarily tucked in
- b. No half shirts exposing the midriff or shirts that expose the midriff when hands are raised straight up above the person’s head
- c. If “spaghetti straps” are worn (more than sleeveless type of shirt), a double shirt must be worn. Appropriate undergarments are to be worn and not visible.
- d. Fishnet shirts (with holes or see through) – must have a shirt underneath
- e. Any skin-tight tops (i.e. leotard, swimwear, spandex, etc.) must have a double shirt worn

4. FOOTWEAR/SHOES:

- a. Must be firmly attached to the foot, minimally with a back strap
- b. No flip-flops

5. OTHER:

- a. No coats are to be worn in class
- b. No sunglasses are allowed to be worn in the school building
- c. No hats are allowed to be worn in school
- d. No articles of clothing which are markedly soiled with grease, paint or dirt
- e. No articles of clothing which display indecent writing, pictures, slogans, inappropriate advertising (i.e. drugs, alcohol, tobacco products or of sexual nature), or slogans/pictorial effects degrading any cultural, religious, or ethnic values
- f. No articles of clothing that could cause damage to other people or property
- g. No clothing that is extremely torn, slit, drags on the floor or in a state of disrepair
- h. Any other articles which may be deemed by the administration as distracting or disruptive to the educational process are also disallowed.

Section 4 - Disciplinary Consequences

Each individual teacher within their respective classroom has their own rules for behavior along with rewards and consequences. On the occasions that students display behaviors not in line with our student code of conduct, most issues concerning minor disciplinary infractions will be handled within the classroom by individual teachers. However, when a teacher has exhausted those options, and a child is sent to the principal's office, the following details what the administrative consequences will be.

When it comes to the application of consequences for violations of our student code of conduct, it is the administration's goal to be firm, fair and consistent in the application of its rules.

When it comes to the application of consequences, it is our belief that when dealing with the most serious of violations, that a student's behavior records from previous years may be analyzed when making a determination of consequences. Additionally, there are some circumstances that may necessitate involving local law enforcement in addition to applying school consequences. In this way, we can be sure that we are looking out for the best interests of our entire student body.

Please be aware that while the following guidelines listed below are the general rules that will be followed, the principal has the right and discretion to impose consequences as he sees fit in light of all circumstances involved, particularly, but not exclusively, for those behaviors that involve multiple offenses. This may include consequences that go beyond those listed below.

Guidelines for disciplinary consequences:

- 1st referral to the main office** – students will be given a verbal warning and the possibility of a reflective assignment to be completed
- 2nd referral to the main office** – students will be assigned to silent lunch/recess
- 3rd referral to the main office** – students will be assigned additional days of silent lunch/recess
- 4th referral to office** - students will be assigned additional days of silent lunch/recess. Students will start to lose school-wide privileges, including, but not limited to participating special events, class trips, parties, assemblies, etc.
- 5th, 6th, 7th referral to main office** – students will be assigned to after school detentions and will continue to lose school-wide privileges. Parents are responsible for coming to school to pick-up their children in these cases. Transportation is not provided.
- Subsequent referrals could result in** – In-school or out of school suspension.

*When students violate transportation procedures and/or school rules on the bus, a suspension from bus privileges may be included with the consequences listed above.

Please note that **out-of-school suspension** is a possibility as an initial consequence or at any time for any students who engage in behaviors that may be considered dangerous to themselves or others, as determined by the building **cafeteria/recess procedures**. Students will be given a 40 minute lunch/recess period each day: 20 minutes to eat in the cafeteria and 20 minutes to play and exercise outside, weather permitting. Students are also expected to follow the guidelines outlined below during lunch and recess so that a safe and pleasant atmosphere can be maintained for all students.

Lunch/Recess Behavior

- Students are expected to follow directions given by the lunch aide and teacher the first time they are given.
- Students are expected to demonstrate respect for the lunch aides and others at all times.
- Students should remain seated during the lunch period and keep hands, feet, and other objects to themselves.
- Running in the cafeteria is not permitted.
- Lunchtime conversations should be conducted in a quiet voice. Students should refrain from yelling, shouting, or making other loud noises.
- Students are responsible for discarding their trash and cleaning up their area.
- Once students leave the cafeteria, they are expected to walk quietly to the playground or next class.

Recess

- Students are expected to follow directions given by the recess aide the first time they are given.
- Students are expected to demonstrate respect for the recess aides and others at all times.
- Students are to play in designated areas only.
- Students should refrain from any type of rough play, which could result in jeopardizing the safety and well being of another student. **Fighting is strictly prohibited.**
- The use of foul or inappropriate language is not permitted.
- At the end of the recess period, students are expected to line up quickly and re-enter the building in a quiet, orderly manner.

Consequences:

Students who fail to abide by the guidelines outlined above will be subject to the following consequences:

- ⇒ 1st Time = Warning
- ⇒ 2nd Time = Loss of recess privilege
- ⇒ 3rd Time = Sent to principal

Any serious offense, such as fighting, stealing, bullying, etc. will result in the student being referred immediately to the principal for discipline.

Section 5 - Students' Rights to Due Process and Appeals Procedures

Any student who is accused of violating a school regulation and is to be reprimanded or disciplined shall have the right to procedural due process in accordance with N.J.S.A. 18A:37-1 et seq.

Educationally handicapped pupils are generally subject to the same disciplinary procedures as non-handicapped pupils in accordance with the provisions of N.J.A.C. 6A:14:2.8.

When a disciplinary consequence is given to a student, every effort will be made to contact his/her parents/guardians, whether it be by phone call, written notice, email, or any combination of those methods.

If a parent or guardian disagrees with the consequences given, they can appeal the disciplinary actions taken by the principal through a written or electronic statement. The principal will then reply to such an appeal. Should parents or guardians feel that the principal's second judgment is not just, they can make a second appeal to the superintendent of schools.

DISTRICT POLICIES

All policies are available on-line in PDF format at
www.https.us

Click on the Board of Education menu and go to "District Policies".

8505 SCHOOL NUTRITION

The Board of Education recognizes child and adolescent obesity has reached epidemic levels in the United States and that poor diet combined with the lack of physical activity negatively impacts on pupils' health and their ability and motivation to learn. The Board is committed to: providing pupils with healthy and nutritious foods; encouraging the consumption of fresh fruits and vegetables, fat-free or low fat milk (1%) and whole grains; supporting healthy eating through nutrition education; encouraging pupils to select and consume all components of the school meal; and providing pupils with the opportunity to engage in daily physical activity.

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

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

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

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

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

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

Schools shall make potable water available to children at no charge in the place where lunch meals are served during the meal service. Schools may offer water pitchers with cups on tables and/or make potable water available for pupils to fill their own cups or water bottles by means of a water faucet or water fountain that is available without restriction in or near the location meals are served. A faucet or fountain outside the cafeteria is acceptable as long as pupils can request and receive permission to access the faucet or fountain.

Schools may not serve any whole milk or any reduced fat milk (2%). Schools may only serve fat-free milk, low-fat (1%) milk, fat free or low fat lactose reduced/lactose free milk, fat-free or low-fat buttermilk, or acidified milk or fat-free or low-fat acidified milk. Schools must offer at least two choices of these milks. Fat-free milk may be flavored or unflavored while low fat (1%) milk must be unflavored. All milk products must be pasteurized fluid milk that meets the State and local standards, as currently required in 7 CFR Part 210.10(m)(1)(ii). In elementary schools, 100% of all beverages offered shall be milk, water, or 100% fruit or vegetable juices.

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

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

This Policy does not apply to: medically authorized special needs diets pursuant to 7 CFR Part 210; school nurses using FMNVs during the course of providing health care to individual pupils; or special needs pupils whose Individualized Education Plan (IEP) indicates their use for behavior modification.

Adequate time shall be allowed for pupil meal service and consumption. The school district shall provide a pleasant dining environment for pupils, and schools shall attempt to schedule physical education or recess before lunch whenever possible.

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, coaches, and other school administrative staff so they have the skills needed to implement this Policy and promote healthy eating practices. The Board will work toward expanding awareness about this Policy among pupils, parent(s) or legal guardian(s), teachers, and the community at large.

N.J.A.C. 2:36-1.7(a); 2:36-1.7(b)

Adopted: 24 April 2006

Revised: 09 January 2012

Revised: 04 March 2013

5200 ATTENDANCE

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

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

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

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the pupil of the classroom experience deemed essential to learning and may result in retention at grade level or loss of credit toward the high school diploma in accordance with policies of this Board.

Pupils shall be subjected to the school district response for unexcused absences during the school year as outlined in N.J.A.C. 6A:16-7.8(a)4 and Regulation 5200. In addition, unexcused absences from school or from classes within the school day shall subject a pupil to the disciplinary rules of the Board, which may include the denial of a pupil's participation in co-curricular activities and/or athletic competition in accordance with Policy Nos. 5610 and 5620.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate for the district or for a school in the district does not meet the New Jersey Department of Education requirements, the Superintendent or designee shall develop performance objectives to improve pupil attendance pursuant to N.J.A.C. 6A:32-12.2(a)3.

N.J.S.A. 18A:36-14 et seq.; 18A:38-25 et seq.

N.J.S.A. 34:2-21.1 et seq.

N.J.A.C. 6A:16-7.8

Cross reference: Policy Guide Nos. 5410, 5411, 5412, 5460, 8464

Adopted: 21 July 1986

Revised: 16 June 2008

5512 HARASSMENT, INTIMIDATION AND BULLYING

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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. 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 consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

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

Environmental

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

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

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

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension
7. Out-of-school suspension (short-term or long-term);
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 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 will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon

receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

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

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
- 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 Team as provided in N.J.S.A. 18A:37-21;
 - a. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - b. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and

culture. Each School Safety Team shall meet, at a minimum, two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

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

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

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. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation.

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

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

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

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

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

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

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

HI. 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 engages in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

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

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.

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

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NJ HIGH SCHOOL GRADUATION REQUIREMENTS

One important facet of Hillsborough Township Public School's educational mission is to prepare students for a successful transition to high school and ultimately, successful graduation from high school. For your reference, the following chart describes the projected high school graduation requirements:

NJ State Minimum* Graduation Requirements by Content Area

LANGUAGE ARTS LITERACY	20 credits aligned to grade 9-12 standards
MATH	15 credits including Algebra I and geometry or the content equivalent* and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers
SCIENCE	15 credits including at least five credits in laboratory biology/life science or the content equivalent**; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course
SOCIAL STUDIES	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings
FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY	2.5 credits
HEALTH, SAFETY, AND PHYSICAL EDUCATION	3 ¼ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8
VISUAL AND PERFORMING ARTS	5 credits
WORLD LANGUAGES	5 credits or student demonstration of proficiency
TECHNOLOGICAL LITERACY	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum
21st CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION	5 credits
TOTAL CREDITS (State Minimum)	120 credits***

* School districts may establish course and/or credit requirements which exceed the State minimums.

** "Content equivalent" means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format.

*** The 120 credit total is greater than the sum of the individual requirements above, to allow for student electives.