

ALLENDALE PUBLIC SCHOOL COMMUNITY

STUDENT/PARENT

HANDBOOK



Prepared by a *Committee of Parents,*
Teachers and Administrators

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BOARD OF EDUCATION

The policies developed by the Allendale Board of Education may be accessed via the District Website: www.allendaleschoolsk8.com > Board of Education > Policies/Regulations.

Todd Fliegel	President
Natalie Capano	Vice President
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CORE ETHICAL VALUES

The following Core Ethical Values guide the daily and long-term performance of the Allendale K-8 Board of Education, the Administration, the faculty, staff and students:

Academic Achievement – Given my potential, I will work to achieve success.

Respect – I will be considerate of the feelings, beliefs, ideas, and experiences of others. Furthermore, I will treat others fairly and equally regardless of their ideas or opinions.

Responsibility – I will act in a mature manner as a trustworthy, reliable, honest and dependable member of the Allendale Public School District. I willingly accept the consequences, both positive and negative, for my actions.

Citizenship – I will be a role model and make a positive contribution to my school and to my community.

MISSION STATEMENT

The Allendale K-8 School District seeks to promote an environment where all students can learn and achieve in schools that focus on high standards for academics, talents and behaviors.

POLICIES, PROCEDURES & PRACTICES

AFFIRMATIVE ACTION

It is the policy of the Allendale Board of Education not to discriminate on the basis of sex in its educational programs, activities, employment practices or admission policies or practices, as required by Title IX of the Education Amendments Act of 1972 and J.J.A.C. 6:4-1.1 et. seq.

It is the policy of the Allendale Board of Education not to discriminate against qualified handicapped persons regarding admissions, access, treatment or employment in its programs and activities, as required by Section 504 of the Rehabilitation Act of 1973 (Policy #3122).

BICYCLES, SCOOTERS & SKATEBOARDS AT BROOKSIDE

Bicycle, scooter and skateboard riding are a privilege for Brookside students only with parent permission.

1. With parent permission, bicycles may be ridden to Brookside by children in grades 4 through 8.
2. Bicycle racks are provided for the parking of bicycles during school hours.
3. All bicycles must have locks.
4. Skateboards and scooters must fit in lockers in order to be allowed at school.
5. State law requires all children to wear helmets.
6. The school is not responsible for damage, loss or theft of bicycles, scooters and skateboards.
7. Bicycles, scooters and skateboards are not to be ridden on school property. Students must dismount and walk/carry this equipment.
8. Failure to follow the rules will result in forfeiture of these privileges.

CONCERNS - CHAIN OF COMMUNICATION

School-related concerns involving a student are usually resolved by the teacher or other school employee with supervisory responsibilities. To effectively and efficiently address these concerns in the best interest of the student, the following chain of communication will be applied. If the concern is not resolved, proceed to the next step in the chain of communication.

1. Parent/guardian of student addresses/communicates concern to teacher or counselor.
2. Parent/guardian addresses/communicates concern to school administration.
3. Administration facilitates communication between parent/guardian, teacher, and appropriate personnel (i.e. counselors, etc.)
4. Parent/guardian addresses/communicates concern to Superintendent of Schools.
5. Parent/guardian addresses/communicates concern to the Board of Education.

NOTE: Short-term disciplinary actions, defined as anything under a ten-day suspension, are the prerogative of the Building Administrator and will not be reviewed.

GUIDELINES FOR RESPONSIBLE COMPUTING/ACCEPTABLE USE POLICY

The Board recognizes that telecommunications and other new technologies will shift the manner in which information is accessed, communicated, and transferred. These new technologies will alter the nature of teaching and learning. Access to telecommunications will allow pupils and employees to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by pupils and employees to these information sources and the potential they have to enhance students' educational experiences, but it reserves the right to limit use of these new technologies on the computer

network to legitimate educational purposes. The Board demands that users utilize the computer network in a responsible manner and in accordance with this policy.

The Board also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using Board approved standards. While the Board will make its best efforts to monitor use of school computer networks/computers, the Board cannot monitor users at all times and cannot guarantee that users will not access inappropriate materials, especially when access is from a site off campus. The Board therefore adopts the following standards of conduct for the use of computer network/computers, including electronic mail communications, to which all users are expected to adhere, and declares unethical, unacceptable and illegal behavior in violation of these standards, and said behavior will serve as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer network/computers for educational purposes only, and, for employees, for purposes related to job performance. The Board retains the right to restrict or to terminate access to the computer network/computers at any time, for any reason. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and to ensure its proper use.

Definitions

For the purposes of this policy, the following definitions shall apply:

1. Computer Network/Computers consist of any school managed or owned computer equipment or systems, including, but not limited to, networks, hard drives, servers, peripherals, printers, networking systems, devices, modems, electronic documents, video, voice and data networks, routers, storage devices, and classrooms equipped with such equipment. Computer Network/Computers shall also include electronic communications which shall be defined as and include the use of information systems in the communicating, posting, or obtaining of information or materials by way of electronic mail, bulletin boards, Internet, or other such electronic tools.
2. User is any individual, with or without authorization, who utilizes the Board's computing system from any location.

Standards for Use of Computer Networks

Computer networked services are provided exclusively for educational purposes. Educational purposes are those that are related to or necessary to prepare for or to complete lessons or classroom assignments, and, for employees, those purposes related to job performance. Users will adhere to the standard of conduct required in the classroom and will follow the regulations posted in the computer lab. Users are prohibited from engaging in the following conduct and shall be subject to discipline and/or legal action for such conduct:

1. Use of the computer network/computers for other than educational purposes.
2. Using the computer network/computers for illegal activities or in support of illegal activities. Illegal activities are defined as activities which violate federal, state, and local laws or regulations.
3. Using the computer network/computers in a way that violates existing Board policy.
4. Using the computer network/computers for obscene purposes or to obtain or transmit obscene materials. Obscene materials are those that appeal to the prurient interest, depict sexual conduct in a patently offensive way, and lack serious literary, artistic, or scientific value.
5. Using the computer network/computers to send or display lewd, indecent, or vulgar speech or materials.
6. Using the computer network/computers to send or display harassing, demeaning, or offensive speech or materials.

7. Using the computer network/computers to engage in activities that could materially or substantially interfere with the operation of the school, the school's educational mission, or other students' rights.
8. Using the computer network/computers to violate copyrights, trademarks, an individual's right of publicity, any form of intellectual property, license agreements, or other contracts.
9. Displaying any personally identifiable information about students including name, address, photographs, social security number, or other personal characteristics that would make the student easily identifiable without obtaining prior consent of the student's parent or guardian.
10. Using the computer networks/computers in a manner that:
 - a. Intentionally disrupts network traffic or crashes the network;
 - b. Degrades or disrupts equipment or system performance. Examples of conduct that degrade or disrupt equipment or system performance include, but are not limited to, the following activities: installing computer viruses; disabling protective software; destroying/damaging hardware; utilizing shared computing resources for excessive game playing; sending unnecessary or excessive mail or messages; printing of excessive copies of documents, files images or data; deliberately running inefficient programs when more efficient choices are available; creating, sending, or forwarding electronic chain letters;
 - c. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
 - d. Steals data or other intellectual property, plagiarizes;
 - e. Gains or seeks unauthorized access to files of others or vandalizes the data of another user;
 - f. Forges electronic mail messages or uses an account owned by others;
 - g. Invades the privacy of others. Users will not use the network to obtain private information about others, post private information about another person, or re-post a message that was sent to them privately without permission of the person who sent the message;
 - h. Posts anonymous messages;
 - i. Attempts to engage in game playing, except when authorized to do so for educational purposes;
 - j. Prints material, except when authorized for educational purposes and to authorized printers;
 - k. Possesses any data which is in violation of this policy; and/or
 - l. Engages in other activities that do not advance the educational purposes for which the computer network/computers are provided.
 - m. Uses outside software without the prior approval of the school's technology coordinator or system administrator.

Student files and other electronic storage areas shall be considered district property for purposes of inspection and control. The system administrator may access all such files and communications. Users should not expect that the information stored will be private.

The use of blogs, podcasts, or other web 2.0 tools is considered an extension of the classroom. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other web 2.0 tools. This includes but is not limited to profanity, racist, sexist or discriminatory remarks.

Off school premises, users may utilize the computer network for non-education related reasons. However, users are expected to adhere to this policy in all other regards, and specifically, shall adhere to the user guidelines set forth above. Users are required to report any evidence of a violation of these rules to school authorities and employees are expected to ensure to the best of their abilities that students use the computer network/computers in accordance with this policy.

Users will be personally charged for any unauthorized costs incurred in their use of the computer network/computers and held responsible for any damages caused by their misuse of the computer network/computer equipment.

The Board will fully cooperate with any local, state or federal agency in any investigation concerning or relating to misuse of the Board's computer network/computers.

Use of the computer network/computers by students and employees shall also be governed by the Board's existing policies and, for employees, the existing Collective Bargaining Agreement specifically as it relates to professional conduct.

Disciplinary Action for Violation of Acceptable Use Policy

The use of the Internet is a privilege, not a right. Any violation of Board policy and rules may result in a loss of District-provided access to the Internet. Law enforcement agencies may be contacted regarding potential illegal activities. Violations may also result in disciplinary action. Specifically, individuals violating this policy shall be subject to the consequences as indicated in Regulation 2361, the Student Discipline Code, which is incorporated herein by referenced, and other appropriate discipline which could include, but which is not limited to:

- a. Use of computer networks/computers only under direct supervision;
- b. Suspension of network privileges;
- c. Revocation of network privileges;
- d. Suspension of computer privileges;
- e. Revocation of computer privileges;
- f. For students, suspension or expulsion from school;
- g. For employees, letters of reprimand, increment withholding, loss of employment; and/or
- h. Legal action and prosecution by the authorities.

Standards for the Promotion of Online Safety for Students

While the Internet offers a variety of opportunities to enhance students' educational experiences, there are certain risks associated with the Internet created by other users. Students are required to adhere to the following guidelines regarding safety. Any individual who fails to adhere to these guidelines may have his/her network privileges revoked.

1. Users are prohibited from disclosing personal information, such as addresses, phone numbers, pictures, or the name and location of the school of attendance, about themselves, students or staff members without permission from the student's parent or staff member.
2. Users are obligated to disclose to a teacher or parent any information or electronic messages which make them uncomfortable.
3. Users shall never meet in person with someone they have met online without first receiving permission from a parent. The Board does not condone such meetings and strongly suggests that they do not occur.
4. Users shall report any security problems, such as a gap in system or network security, to a teacher or system administrator.
5. Users shall set a password for their account to protect it from unauthorized use. The password should be difficult to guess and should be changed on a regular basis to assure the continued security of the account. Users should never divulge their passwords and will be held accountable for the consequences of intentionally or negligently disseminating this information.

Privacy

Individuals should have no expectation of privacy with respect to their files or communications on Board provided computer network/computers. All data stored or transmitted or accessed by users, including E-mail, can and will be monitored by the Board.

It is expressly understood that the system administrator may monitor student activity on the networks/computers and the Internet and may access any files stored by students on District computers or at a remote site accessed by District computers. It is further understood that the system administrator, the Principal, or the Superintendent may discontinue the networks/computers and Internet access privileges and may discipline any student who violates the terms of this agreement.

Due Process

In the event there is an allegation that a student has violated the Acceptable Use Policy, that student will be provided with a notice of the alleged violation and an opportunity to present an explanation before a District administrator. A hearing will be provided when required by Board policy or the applicable statutes and regulations governing discipline of students.

Employee violations of the Acceptable Use Policy will be handled in accordance with Board policy and the current Collective Negotiations Agreement.

Intellectual Property and Plagiarism

Because certain works found on the Internet are protected by copyright, trademark, and other forms of intellectual property, employees will either request permission from the owner of the intellectual property rights prior to using any materials obtained on the Internet, or the employee will consult with the administration to determine whether the materials may be used without receiving permission based on certain exceptions to intellectual property rights as set forth in the relevant laws. Teachers will instruct students to adhere to the same guidelines. Users will be held personally liable for any actions that violate another party's intellectual property rights.

District practices on plagiarism will govern the use of materials accessed through the Internet. Teachers will instruct students as to the definition of plagiarism and the proper method to cite to materials.

Responsibility for Damage Suffered

The Board makes no warranties of any kind, expressed or implied, for the Internet access it provides. The Board will not be responsible for any damage Users suffer including, but not limited to, loss of data or interruption of service. The Board is not responsible for the accuracy or quality of the information obtained through or stored on the system. The Board is not responsible for financial obligations arising from the unauthorized use of the system.

Specific conditions and services on the computer network and the Internet change from time to time, and the Board makes no warranties with respect to services and specifically assumes no responsibility for:

1. The content of any information or advice received by a student from a source outside of the school district or any costs that are incurred as a result of seeking or accepting such advice;
2. Any costs, liability or damages caused by student use of the computer networks or the Internet;
3. Any consequences of service interruptions or changes whether or not they were under the control of school district staff: and/or
4. The privacy of electronic mail.

Consent Requirement

No student shall be allowed to use the Board-provided computer network unless they have filed an executed consent form with the Principal. Guests to the school must also sign a consent form. Consent forms are available from the main office. Anyone using the system without first executing a consent form will be deemed to have consented to the principles embodied in this policy.

Legal References: N.J.S.A. 2A-38A-1 et seq. Computer System
N.J.S.A. 2C:20-25 Computer Related Theft
N.J.S.A. 18A:7A-11 Annual report of local school district; contents; annual report of commissioner; report on improvement of basic skills
N.J.A.C. 6A:30-1.1 et seq. Evaluation of Performance of School Districts

Adopted: 16 July 2012

DISMISSAL PROCEDURES

I. HILLSIDE SCHOOL

The parents and/or legal guardians for all students in grades Pre-School - 3 shall supply written notification to the school as to the preferred escorted or unescorted practice they wish their child to follow at dismissal. A form is available on the District Website for your convenience. Any change in the dismissal preference shall be communicated by the parent/guardian to the school office. A "change of pick-up practice" form is also available on the Website. To access these aforementioned forms, please go to www.allendaleschoolsk8.com. Complete the appropriate form and send it to the school office or email a message to the school office to authorize a change of plan for the day's pickup. If you do not receive a response from the office that your email was received, please follow-up the email with a phone call.

A. Pre-School and Kindergarten:

Pre-School teachers release their students from the front main entry area. Kindergarten teachers release their students from the classroom exit doors to the fenced-in area in the back of the school. A student is not released unless their parent/guardian or other appointed/designated adult is present.

B. Grades 1-3:

Teachers in Grades 1-3 release their students from the external classroom exit doors. Parents must supervise their children at all times, including the playground area.

There are two aides (monitors) present to assist with dismissal. One monitor will be at the front entranceway to assist with the vehicles and school buses. A monitor prepares the bus students for their dismissal to after-care placements. Another monitor supervises the rear queuing line area. There is a crossing guard present at the front driveway entrance to Hillside School.

II. PARENT NOTIFICATION

Students may not remain unsupervised on our school grounds, including the playground area before or after school hours. Should the escort not arrive at dismissal time to pick up a student, the supervising staff will bring the student to the office and try to reach the parent. If the parent cannot be reached by 3:15pm (Hillside) or by 3:30pm (Brookside), the office staff will call the emergency contact person(s) to assist in escorting the student from the school.

III. BROOKSIDE SCHOOL

Brookside School has two aides who supervise the students (one is on the Brookside side of the building and the other is on the Crescent side of the building). Their job is to supervise the children and monitor the crossing of the children across traffic. There are crossing guards at both main entrances. Students are encouraged to leave at the end of the school day (unless they have a school activity).

DRESS CODE

Especially as children get older, the way they dress for school has both educational and emotional implications. Our goal is to provide a structure that is both safe and educational for students with respect to their attire. It is expected that Allendale students will exercise sound judgment and good taste in determining what to wear to school.

Board of Education policy strictly prohibits clothing and grooming which:

- Presents a hazard to the health or safety of the student or others.
- Interferes with schoolwork, creates disorder or disrupts the educational program.
- Causes excessive wear or damage to school property.
- Prevents a student from achieving his/her own educational objectives because of blocked vision or restrictive movement.

The following guidelines are examples of appropriate attire for school:

- PE clothes should follow school dress code;
- Leggings, jeggings and yoga pants are permitted, but the top must cover midriff (when arms are raised);
- Shorts and skirts must extend past the thumb when arms are extended;
- Ripped pants are acceptable as long as the rips occur below the student's thumb when arms are extended;
- Tank tops should be two fingers wide (about an inch);

- Boys are allowed to wear sleeveless athletic jerseys as long as none of the torso is exposed.

The following guidelines are examples of inappropriate attire for school:

- Extremely low-cut, tight fitting or transparent clothes, bare midriffs and suggestive clothing;
- Skirts, dresses and pants that end higher than mid-thigh;
- Outdoor jackets, coats, or hats except when entering or leaving the building and when there is a defect in the heating system;
- Bare feet, unsafe footwear, cleated shoes and footwear intended for the beach;
- Patches and decorations that are offensive or obscene;
- No underwear or bralets should be visible;
- In the classroom, clothing required for physical education classes;
- Clothing that is overly soiled, torn, worn or defaced;
- Nonprescription sunglasses, glazed and tinted glasses, except as prescribed by the pupil's doctor;
- Clothing, apparel and/or accessories which indicate affiliation with any gang associated with criminal activity or have references to alcohol or tobacco;
- Clothing containing profanity or sexual references or innuendoes;
- Clothing which includes racial or ethnic violence; and
- Hats, hoods, visors, headbands, bandanas and other headgear.

Should your child come to school in inappropriate attire, you will be called to arrange for a change of clothing. If a parent is not available, the child will be given clothes from the school nurse for the rest of the day. These will need to be returned to the school nurse at the end of the day.

HEALTH INFORMATION

Note: It is the student's responsibility to obtain written permission from their parent to be excused from PE due to an illness or injury that occurred prior to that day's class. All parent notes will be reviewed and signed by the school nurse. Non-participation in PE for the day also exempts the child from recess. The school nurse will only excuse a student from PE for one day if they became ill or injured that same day.

COMMUNICABLE DISEASES

Parents must report all cases of communicable diseases to the school nurse. The nurse can then advise you about the requirements prior to the child re-entering school. The school nurse may require:

1. A physician's note with the diagnosis and date that the child can return to school full-time.
2. A note if the child is or has been on medication.
3. A rescreening by the nurse, prior to the child's return to school.

It is very important for the nurse to know about the onset of illnesses so that fellow classmates can be observed for care, as needed. Remember, all animal bites and certain communicable diseases **MUST** be reported to the Allendale Board of Health.

AUTHORIZATION FOR EXCHANGE OF CONFIDENTIAL INFORMATION

It is the practice of the Allendale BOE to allow the school nurse(s) to share pertinent medical information about your child with staff members who are involved in the care and education of your child.

STUDENT MEDICATION POLICY

NO CHILD IS TO BRING ANY MEDICATION TO SCHOOL UNLESS THE PROCEDURES BELOW ARE FOLLOWED.

- Self-administration of medication is forbidden at school except for pre-arranged situations. For the safety of all students, no students are permitted to carry medication or to have it included in their school lunch.
- We strongly urge that all medication, including over-the-counter medication, be administered at home. For short or long-term conditions necessitating a school-time dose, parents are requested to administer it in the Health Office.
- If a situation arises that makes this impossible, it is school policy that the “Guidelines for Administration of Medication At School” be followed:

GUIDELINES FOR ADMINISTRATION OF MEDICATION AT SCHOOL

1. The parent or guardian must provide a written request on the “Authorization for Medication” form for the administration of the prescribed medication at school.
2. Prescription and over-the counter medications must be accompanied by the Authorization form with physician's written orders that provide the school with the child's name, diagnosis, name of drug, dosage, time of administration, and side effects when necessary.
3. Medication is to be brought to school in the original container, appropriately labeled by the pharmacy or physician and must be delivered by the student's parent or legal guardian.
4. The school nurse or parent/guardian is the only one permitted to administer medication in the school.
5. Records of giving medication during school hours are to be maintained by the school nurse.

It is recommended that if your child has a special condition - i.e., allergy to bee stings, asthma, etc. - medications be kept at school to cover emergency situations. It is suggested that such medications be brought to school at the beginning of the school year, and that the previously stated guidelines for the administration of medication be followed.

PHYSICAL EXAMINATIONS

Physical examinations by your doctor are required of those children entering pre-school, kindergarten and are also required for all students new to the district. Seventh and eighth grade students participating in Interscholastic Sports are required to have physical examinations and permission forms completed prior to first practice session and an updated medical history prior to each sport played.

Children are tested biannually by the school nurse for possible defects in vision. Hearing screening is performed annually in Grades 1-3 and in Grade 7. When apparent difficulties are found, parents are notified and advised to consult a physician for diagnosis and recommendations. Kindergarteners enter school with vision and hearing performed by their personal physician.

The required scoliosis screening is completed on all students age ten and over every other year. Parents are notified if further evaluation is needed. Parents may notify the school nurse in writing that they will have this annual requirement completed by their private physician and submit such information upon completion.

TB TESTING FOR STUDENTS AND STAFF

Mantoux Tuberculin Skin Testing is required of new students *from certain countries* on admission to school or they must show documented proof of a previous Mantoux Test within six months of admission.

A Mantoux Tuberculin Test shall be given upon employment to all newly hired employees (full and part-time). Employees are exempt if they are transferring between school districts within New Jersey and present a documented Mantoux Tuberculin Skin Test result upon his/her initial employment by a New Jersey School.

IMMUNIZATIONS REQUIRED FOR ADMISSION

**MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY
N.J.A.C. 8:57-4; Immunization of Pupils in School**

Disease(s)	Meets Immunization Requirements	Comments
DTaP/DTP	Age 1-6 years: 4 doses, with one dose given on or after the 4th birthday, OR any 5 doses. Age 7-9 years: 3 doses of Td or any previously administered combination of DTP, DTaP, and DT to equal 3 doses.	Any child entering pre-school and/or pre-Kindergarten needs a minimum of four doses. A booster dose is needed on or after the fourth birthday, to be in compliance with Kindergarten attendance requirements. Pupils after the seventh birthday should receive adult type Td. Please note: there is no acceptable titer test for pertussis.
Tdap	Grade 6 (or comparable age level for special education programs): 1 dose	For pupils entering Grade 6 on or after 9-1-08 and born on or after 1-1-97. A child is not required to have a Tdap dose until FIVE years after the last DTP/DtaP or Td dose. Children born on or after January 1, 1997, and transferring into a New Jersey school from another state or country after September 1, 2008, shall have received one dose of Tdap, provided at least five years have elapsed from the last documented Td dose.
POLIO	Age 1-6 years: 3 doses, with one dose given on or after the 4th birthday, OR any 4 doses. Age 7 or Older: Any 3 doses.	Any child entering pre-school, and/or pre-Kindergarten needs a minimum of 3 doses. A booster dose is needed on or after the 4 th birthday to be in compliance with Kindergarten attendance requirements. Either Inactivated Polio Vaccine (IPV) or oral polio vaccine (OPV) separately or in combination is acceptable.
MEASLES	If born on or after 1-1-90, 2 doses of a live Measles-containing vaccine on or after the first birthday.	Any child over 15 months of age entering child care, pre-school, or pre-Kindergarten needs a minimum of 1 dose of measles vaccine. Any child entering Kindergarten needs 2 doses. Laboratory evidence of immunity is also acceptable. Intervals between first and second measles-containing vaccine doses cannot be less than 1 month.
RUBELLA and MUMPS	1 dose of live mumps-containing vaccine on or after the first birthday. 1 dose of live rubella-containing vaccine on or after the first birthday.	Any child over 15 months of age entering child care, pre-school or pre-Kindergarten needs 1 dose of rubella and mumps vaccine. Any child entering Kindergarten needs 1 dose each. Laboratory evidence of immunity is also acceptable.
VARICELLA	1 dose on or after the first birthday.	All children 19 months of age and older enrolled into a child care/pre-school center after 9-1-04 or children born on or after 1-1-98 entering a school for the first time in Kindergarten, Grade 1 or comparable age entry level special education program, need 1 dose of varicella vaccine. Laboratory evidence of immunity, physician's statement or a parental statement of previous varicella disease is also acceptable.
HAEMOPHILUS INFLUENZAE B (Hib)	Age 2-11 months: 2 doses Age 12-59 months: 1 dose	Mandated only for children enrolled in child care, pre-school, or pre-Kindergarten. (1) Minimum of 2 doses of Hib vaccine is needed if between the ages of 2-11 months. (2) Minimum of 1 dose of Hib vaccine is needed after

		the first birthday.
HEPATITIS B	K-Grade 12: 3 doses or Age 11-15 years: 2 doses	(1) If a child is between 11-15 years of age and has not received 3 prior doses of Hepatitis B then the child is eligible to receive 2-dose Hepatitis B Adolescent formulation. Laboratory evidence of immunity is also acceptable.
PNEUMOCOCCAL	Age 2-11 months: 2 doses Age 12-59 months: 1 dose	Mandated only for children enrolled in child care, pre-school or pre-Kindergarten: (1) Minimum of 2 doses of Pneumococcal conjugate vaccine is needed if between the ages of 2-11 months. (2) Minimum of 1 dose of Pneumococcal conjugate vaccine is needed after the first birthday.
MENINGOCOCCAL	Entering GRADE 6 (<i>or comparable age level Special Ed program</i>): 1 dose	For pupils entering Grade 6 on or after 9-1-08 and born on or after 1-1-97.
INFLUENZA	Ages 6-59 months: 1 dose ANNUALLY	For children enrolled in child care, pre-school or pre-Kindergarten on or after 9-1-08. 1 dose to be given between September 1 and December 31 of each year. Students entering school after December 31 up until March 31 must receive 1 dose since it is still flu season during this time period.

LOCKERS

Lockers are a privilege given to students in Grades 5 through 8. Lockers are a place for students to store their books, school items, and other personal items. However, the locker is school property and can be opened at any time by school employees.

While each child is given a unique combination for their locker, lockers are not 100% secure. The school is not responsible for any damage to personal items in the locker.

Students are responsible to maintain their locker. They may decorate the inside using magnets to hold things up. Adhesives, including tape and stickers, are not allowed. At the end of the year, the child is responsible for any damage to lockers.

Decorating lockers for birthdays is an activity some of the children look forward to. Lockers may be decorated for birthdays under the following conditions:

1. A maximum of three (3) children to decorate the locker with written permission from the homeroom teacher the day before or the principal on the morning of the decoration.
2. Locker decorations will take place in the morning from 8:15 to 8:25 a.m.
3. Lockers may only be decorated on the outside. Only blue painters tape may be used. All decorations need to be completely flat against the locker. No candy or food is permitted.
4. The children who decorate the locker are responsible to take down the decorations at the end of the day.

LOST AND FOUND

If you find books, articles of clothing, jewelry, etc. you should turn the item into the office. It is your responsibility to check with the Main Office to ascertain if something you have lost has been turned in.

Locations: Brookside maintains Lost and Found items in the front entrance. At Hillside School the Lost and

Found is located in the front of the school in the Main Lobby area. Parents and students are encouraged to stop and check for lost items. **Please label all clothing, supplies and articles brought to school.**

BIRTHDAY & SPECIAL OCCASION CELEBRATIONS

Celebrations for birthdays and occasions which seem appropriate, may be given in pre-school, kindergarten and grades one through five at the discretion of the teacher. Grades six through eight are permitted to have parties before the December break and on the last day of school. State laws prohibit food at these parties to have sugar as the first item on the list of ingredients. Parents should also check with the teacher about any allergies in the classroom. Parents and children should refrain from distributing any food treats in the cafeteria.

SAFETY PROCEDURES

CROSSING GUARDS

The auxiliary police crossing guards are placed at the following locations. Please instruct your child to cross streets where crossing guards are available.

<u>Location</u>	<u>Morning</u>	<u>Lunch</u>	<u>After School</u>
W. Crescent/Myrtle Ave	8:00-9:00	11:30am-1pm	3:00-4:15pm
W. Crescent/Brookside Ave	7:45-9:00	11:15am-1pm	3:00-3:45pm
Hillside School (Front)	8:00-9:00	11:00am-1pm	3:00-3:45pm
Brookside Ave./Donnybrook	7:45-9:00	11:15am-1pm	3:00-3:45pm
Brookside School (Front)	7:45-9:00	11:15am-1pm	3:00-3:45pm
W. Crescent/W. Allendale Ave	8:00-9:00	11:00am-1pm	3:00-3:45pm
W. Crescent/Hillside Ave	7:30-8:45	11:30am-12:45pm	2:45-4:00pm
Forest Rd./Hillside Ave	7:45-9:00	11:30am-1pm	3:00-4:00pm
W. Orchard/Park Ave	8:00-9:00	11:00am-1pm	3:00-3:45pm
Franklin Tpke/E. Orchard	7:30-8:45	11:30am-1pm	3:00-4:00pm
Stoney Ridge Rd/Hillside Ave	8:00-9:00	11:00am-1pm	3:00-3:45pm

HILLSIDE SCHOOL TRAFFIC SAFETY RULES

1. No left turns are allowed into the school driveway from Hillside Avenue.
2. Do not call to your child to cross the road to enter your car.
3. Keep crosswalks open.
4. No parking is permitted in the queue line at either parking lot.
5. No child is permitted to walk across the parking area without an adult.
6. No parking is permitted on the left side of the front driveway.

SAFETY RECOMMENDATIONS

Safety habits learned at home encourage safety consciousness in other situations. Parents and teachers are partners in our children's safety.

1. Parents should assist children in finding the safest route to school.
2. Allow adequate time to get to school.
3. Encourage children not to loiter on the way to or from school.
4. Parents should discharge and pick up students only in designated areas.
5. Children are to report to the outside area where an aide is on duty.
6. Children should report home after school before going out to play.

7. Students should obey all instructions from aides.
8. Children must cross at protected walkways when crossing guards are present.
9. Parents should instruct their children to avoid association with strangers.

SCHOOL HOURS, ATTENDANCE & PROCEDURES

SCHOOL HOURS

HILLSIDE:

AM Pre-School	9:00-11:30am
PM Pre-School	12:30-3:00pm
Kindergarten	8:45am - 3:00pm Full Days
Kindergarten	8:45am – 12:15 Modified Days
Grades 1-3	8:45am - 3:00pm

BROOKSIDE:

Grades 4-8	8:40am - 3:15pm - First bell at 8:30am
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TIME OF ARRIVAL AT SCHOOL

Children should plan to arrive at school no earlier than ten minutes before the first bell. Early arrivals create playground discipline problems. Children cannot be given proper protection if they arrive at school too early.

HILLSIDE: The instructional day begins at 8:45am, dismissal at 3:00pm. Hillside students are to arrive no earlier than 8:25am. Children are not to congregate near the front circular drive for safety reasons. Grades K through 3 will line up near the back playground area. In the event of inclement weather, students may enter the school no earlier than 8:25am. Hillside students will wait in the hallways near their classrooms. Third graders will line up in the cafeteria. A student is considered tardy if they arrive in school after 8:50am.

BROOKSIDE: The first bell for Brookside School is at 8:30am. Students in grades four through eight enter at this time. School hours for Brookside are 8:40am to 3:15 pm. Students in grades 6-8 who are late to school will be assigned a detention (unexcused tardy).

DELAYED OPENING

In the event of a delayed opening due to inclement weather, parents will be notified through the Reverse 911 System (SwiftReach K12). The delayed opening schedule will be as follows:

- Brookside School – 10:30AM Start
- Hillside School – 10:45AM Start
- Modified Full Day Kindergarten students will remain in school all day (10:45AM – 3:00PM)
- The morning preschool session would be **CANCELED**
- The afternoon preschool session would proceed with their **REGULAR** schedule (12:30-3:00PM)
- All students should report to school no earlier than 10 minutes prior to the scheduled start time.

ATTENDANCE, PUNCTUALITY & ABSENCE PROCEDURE

Good school citizens should aim to be in school every day. A frequent result of non-attendance is students fall behind or fail. In accordance with Board policies, any student who misses 30 or more days of school may be retained.

Also, students who show a consistent pattern or cumulative total of five tardies may also be assigned detention at the principal's discretion (Brookside).

In the event that your child is absent, please call the Hillside School or Brookside School 201-327-2020 by 8:30 a.m. Please do this daily.

Since these calls are taped, simply state your child's name, homeroom teacher and the reason for the absence. Calls can be made the evening before the planned absence. If your child's absence has not been reported, we will make the necessary calls to verify their absence.

A note, emailed or written by a parent, is required for each absence. A statement of the cause of absence in full, including the date, must be presented to the teacher when the child returns. In the case of prolonged absence a physician's statement is necessary.

Absences and Tardies are considered excused only for the following:

- Medical Appointment
- Illness of the Child
- Death in the Family
- Pre-approved Educational Experience

Students in the middle school (grades 6-8) who are habitually tardy or absent may suffer a loss of school privileges. Habitual is defined as any number greater than ten (10) during the school year.

ABSENCE DUE TO VACATION

A child who accompanies his parents on a trip during the school year, may be given general instructions pertaining to work to be covered by the class during the absence. No formal assignments or plans will be issued by the teacher. The school must be notified in advance of the trip. These absences will be marked as unexcused absences.

ABSENCE DUE TO RELIGIOUS HOLIDAYS

A request for excused tardiness for attendance at religious services must be presented in writing to the teacher when the child arrives at school. In case of absence for a religious holiday, a note from the parent giving the date and stating the reason for absence must be presented when the child returns to school. All absences for religious holidays are excused.

PROCEDURE FOR EARLY DISMISSAL REQUESTS FROM PARENTS

The school recommends that doctor and dentist appointments be scheduled outside of school hours. Written excuses requesting absence during school hours to keep appointments must be cleared through the school administrative staff.

Parents must report to the Main Office to meet their children. No child will be permitted to leave unescorted during school hours. If your child is to be picked up by someone other than the parent, a note specifying the responsible party must be submitted before the child can be released. This is important.

FULL DAY STUDENTS EARLY DISMISSAL TIME

The standard early dismissal time for full day students in Hillside and Brookside is 12:45pm for scheduled early dismissal days.

PRE-SCHOOL EARLY DISMISSAL

When it becomes necessary, and is scheduled according to the calendar, to dismiss school early the following revised daily schedule for Pre-School classes will be in effect:

- | | |
|--------------------------------|----------------------|
| PRE-K A.M. SESSION (Morning) | 8:45 am to 10:45 am |
| PRE-K P.M. SESSION (Afternoon) | 10:45 am to 12:45 pm |

SEXUAL HARASSMENT

Copies of the Affirmative Action Policy No. 1550 and Grievance Procedures are located in the Superintendent's Office, the Principal's Office, and the Child Study Team Office. Inquiries regarding compliance may be directed to the Affirmative Action Officer, Ms. Kristina Vassallo, the District's Social Worker. The Board of Education explicitly forbids any conduct or expression that may be construed as the sexual harassment of a pupil, by an employee of the district or by another pupil (Policy #5512.01).

SPECIAL SERVICES

CHILD STUDY TEAM & SPECIAL EDUCATION PROGRAMS

In compliance with state and federal guidelines, the Allendale School District provides programs in special education for students with identified needs. Resource Center Programs are housed in each school.

The Allendale Child Study Team, which consists of a school psychologist, social worker and learning consultant, conducts assessments and makes recommendations for special services. The Child Study Team's phone number is 201-327-2020 ext. 1203 and the office is located in Brookside School. Special services are provided at both Hillside and Brookside Schools.

CHILD FIND: SPECIAL EDUCATION

Special education programs for students 3-14 years of age are available to all eligible residents of Allendale in the Allendale Public Schools. Students older than 14 years of age who reside in Allendale receive special education services through the high school.

The Child Study Team evaluates the child and determines eligibility for these services. Any resident who has a child, aged 3 through 21, who may require special services, should contact the Special Services Department at 201-327-2020 ext. 1203.

SPEECH IMPROVEMENT PROGRAM

Speech/language services are available for Hillside and Brookside students. Requests for a Speech/Language Consultation can be made by parents, faculty or principals. Parental permission is required to individually assess pupils who appear to have speech or language problems that may interfere with communication and learning. The speech/language specialist, parents and the teachers together determine if the student would require therapy. An individual program is developed for the improvement of the child's articulation, voice, rhythm or language skills.

ENGLISH LANGUAGE LEARNERS PROGRAM (Formerly ESL)

The English Language Learners Program (ELL), in the Allendale School District provides students, whose native language is not English, with a core of essential language and communication skills/knowledge required for participation in regular classes. ELL services are provided at both Hillside and Brookside Schools. The ELL teachers focus on helping the students to understand and develop proficiency in using English vocabulary and standard sentence structures in speaking and writing. This will ensure student success in all areas of school life.

It is a multi-faceted program of instruction and a support system that enables the children to develop their

English language skills and self-confidence as well as providing familiarity with American culture and customs. The ELL teachers act as resource persons for classroom teachers whenever the need arises.

SUMMER OFFICE HOURS

The Main Offices of the Brookside and Hillside Schools remain open during the months of July and August. The hours for the summer months are 8:00 a.m. to 12:30 p.m.; Monday through Thursday. The offices will be closed on Friday. If you are registering a child for school in September or if you need a transfer card for a child who is leaving the district you may come in to the Main Office of either school during the above hours.

CELLULAR DEVICE USE POLICY FOR STUDENTS

Students who have an emergency need to call home during the school day should get a pass from their teacher and report to the Main Office. The office telephone may be used only with expressed permission from office personnel. Cellular devices are not permitted during the school day. During the school day, cellular devices must be stored and remain off in backpacks at Hillside and in lockers at Brookside until after dismissal.

Audio or videotaping in classrooms is forbidden without the permission of the Principal.

STATE TESTING PROGRAMS

The Allendale School system has a regular scheduled program of testing. The purpose of this periodic testing is to obtain an indication of the individual pupil's potential and for diagnostic purposes.

The PARCC Tests are given to all students in Grades 3 through 8.

SCHOOL-BASED ORGANIZATIONS

ORGANIZATION CONTACT LIST

Allendale Foundation for Educational Excellence (AFEE)
Sarah Dunlavy, President713-705-5385
Allendale Parent Teacher Organization (PTO)
Stacey Wang, Co-President646-591-1040
Colleen Barrett, Co-President.....561-706-6490

ALLENDALE FOUNDATION FOR EDUCATIONAL EXCELLENCE, INC. (AFEE)

The Allendale Foundation For Educational Excellence, Inc. is a 501(c) (3) non-profit corporation dedicated to the enrichment and enhancement of the educational environment of the Allendale Schools in Pre-K-8th Grade.

Fund-raising activities for this year will include the Annual Auction in March and various fundraisers throughout the year which are open to all.

ALLENDALE PARENT TEACHER ORGANIZATION (PTO)

The Allendale PTO is a service-oriented volunteer organization that serves the interests of the students

through its sponsorship of enrichment programs, numerous volunteer activities and fund-raising events. Because the PTO is not a member of the National P.T.A., dues are not paid to that organization, and all funds raised are distributed directly to Hillside and Brookside Schools. The PTO sends emails and fliers from school containing important information.

The PTO is not a policy-making organization nor is the PTO in a position to handle complaints or problems between students, parents and the schools. The administrative staff of both schools maintains an open door policy concerning any questions or problems that arise and should be contacted for assistance.

ALLENDALE SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

The Allendale Special Education Parents Advisory Council (SEPAC) provides advice and input to the District on Special Services. SEPAC works toward gaining the respect, support and appropriate education for all children with special needs in our District and to ensure that students' needs under N.J.A.C. 6A:14, Section 504, I.D.E.A. and other applicable laws are being met.

Our goal is to establish a productive partnership between the Allendale District and SEPAC so that: 1) Parent feedback and input on Special Services, including I&RS, remedial programs, 504 and IEP services and parent education are constructively received and acted upon; and 2) SEPAC serves as a resource to the District for planning, development and evaluation of Special Services.

CODE OF CONDUCT

INTRODUCTION

The Allendale Public School's Code of Conduct serves as a guide for parents, staff, and students in the Allendale School Community.

The Allendale Public School District recognizes the excellence of its student citizens and approaches student behavior issues with a positive, proactive philosophy. An effective behavior management program is one which contains preventive strategies to assist students in behaving appropriately and to avoid making mistakes. It is also a program which provides support services for all students, with special attention to those students who may need additional help. Finally, it is a program which assigns appropriate consequences for students who choose to be uncooperative and/or unresponsive to staff direction at school and off campus at school-based functions or those sponsored by the school related organizations.

PHILOSOPHY

The Allendale Public School Community, comprised of teachers, teacher aides, lunch aides, administrators, students, and parents, recognizes the dignity and self-worth of its individual members and believes in providing each other with a safe, healthy, nurturing environment. This environment must support and continuously define the essentials of honorable behavior for all of its members. We believe that this can be accomplished when:

- Teachers, teacher aides, lunch aides, parents, administrators, and other adult members of the Allendale community, model respectful and responsible behavior toward one another;
- Individuals acknowledge differences, demonstrate a respect for diversity, and recognize the worth of each individual in promoting harmony and self-esteem;
- Individuals communicate concerns and /or suggestions in an appropriate and direct manner; and
- The dignity of every individual is protected and maintained.

In order for this document to be effective, the entire school community must make every effort to promote and practice its contents. This Code of Conduct must be reviewed and updated annually to address the changing needs of the school community. Its effectiveness rests with everyone's awareness and understanding of its purpose and its contents.

The Allendale School Community believes that in order to instill in each student an understanding of and an

ability to demonstrate appropriate behavior, its members have a responsibility to:

- Clearly define behavioral expectations and boundaries.
- Be firm, fair, and consistent in their practices.
- Provide an educational experience that enables each student to attain his/her full potential and contribute positively to the school community.
- Act as an effective role model for students to emulate.
- Act respectfully toward students, as well as toward each other.
- Consistently use appropriate and courteous language when communicating with students.
- Keep appropriate, direct and timely communication between home and school. Positive and effective communication serves as the foundation for the home/school partnership (see Chain of Communication).
- Work in partnership to provide each student with an appropriate educational program.

STUDENT RIGHTS

(See Board Policies 5610 & 5620 Suspension and Expulsion)

The right to advance notice of behaviors that will result in suspension or expulsion under the authority of N.J.S.A. 18A:37-2 and Board Policy No. 5610 which states that “No pupil otherwise eligible for attendance shall be removed from the instructional program to which he/she has been assigned unless that pupil has materially and substantially interfered with the maintenance of good order (i.e., indulged in disruptive behavior) or removal is necessary to protect the pupil’s physical safety or emotional well being.

It shall be the right of each district student:

- To an education that supports development into productive citizens.
- To attendance in a safe and drug free school environment.
- To be free from intimidation, harassment, and bullying.
- To defend one’s actions when accused of a wrongdoing.
- To be treated without discrimination.
- To due process of law in cases of suspension and expulsion pursuant to N.J.A.C.6A:14-2.7 and 2.8. Specifically, no pupil shall be suspended from the public schools of this District without notice of the charges made against him/her and an opportunity to be heard before the person or body with the authority to reinstate.
- To protection with regard to the maintenance and security of pupil records pursuant to Board Policy No. 5610.
- To parental notification of disciplinary action involving detention, suspension or expulsion.
- To take part in district activities on an equal basis regardless of race, gender, religion, national origin, sexual orientation or disability.
- To have freedom of inquiry and expression, both written and oral, within appropriate limits under law and provided that the rights of others are not diminished.
- To have school rules and conditions available for review.

STUDENT RESPONSIBILITIES

It shall be the responsibility of each student:

- To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct.
- To work to the best of his or her ability in all academic and extracurricular pursuits, participate in class and strive toward the highest level of achievement possible.
- To conduct himself/herself when participating in or attending school sponsored extracurricular events, as a representative of the district and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his or her actions.
- To respect the opinions and feelings of others, to avoid the use of offensive language and actions and to avoid language or actions that could lead to public disorder.
- To treat students and staff in a non-discriminatory fashion.

- To seek help in solving problems that might lead to the imposition of discipline procedures.
- To be in regular attendance at school and in class and to report promptly to class with all essential materials.
- To contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property.
- To observe standards of propriety in dress in accordance with recognized standards for health and safety and to avoid interference with orderly educational processes.
- To make constructive contributions to the school, to report fairly the circumstances of school related issues and to bring concerns about school district policies or actions to the appropriate member of the district's staff or administration.

STUDENT PRIVILEGES

It is important for students to understand that the following are considered privileges, not rights, and may be revoked by the Principal/designee;

- Participation in assembly programs, dances, parties and other school related functions.
- Participation in field trips.
- Access to the school Internet and building network.
- Participation in extra curricular activities including, but not limited to, clubs and teams.
- Possession of a locker.
- Participation in promotion exercises.

STUDENT CONSEQUENCES

Students who choose to be uncooperative and/or unresponsive to staff direction or behave in an inappropriate or unsafe manner can expect disciplinary action. In assigning discipline for problem behavior, the nature of the behaviors, the developmental ages of the students, and the students' individual histories of problem behavior and performance shall be taken into consideration. A serious threat to oneself or others will result in removal from school pending results of an independent psychiatric evaluation by a Board approved psychiatrist.

The Code of Student Conduct shall be applied equitably without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability, or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5. For students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to the requirements of N.J.A.C.6A:14.

Teacher Detention:

A teacher detention is a period outside a student's class time during which a student will be detained from his/her regular activity due to inappropriate behavior or failure to complete his/her assigned work, and/or for tardiness. This detention is assigned and arranged by the teacher and may be conducted during a student's lunch/recess period and/or after school. The student's parent/guardian will be notified.

Administrative Detention:

Administrative detentions may also take place at lunch, before school, or after school. These detentions are served in a central location and are supervised by an assigned staff member. The student's parent/guardian will be notified.

Suspension: (See Board Policy 5610 Suspension and Expulsion)

Disciplinary action for serious infractions could be in the form of in-school or out-of-school suspension. A

§ <u>Willful Damage of School Property</u> : intentional destruction of school property – graffiti, vandalism [Student(s) and their parents shall be financially responsible for all damages]	Up to 5 days OS	Up to 5 days OS	Up to 5+ days OS
§ <u>Pranks/Hazing</u> : actions resulting in disruption of the school program	Up to 1 day IS	Up to 3 days IS	Up to 5 days OS
‡ <u>Trespassing</u>	1-5 days OS	1 -5 days OS	1 – 5+ days OS
<u>Littering</u> : school/personal property	Reprimand with remediation Up to 1 day IS	Action could include community service	Up to 5 days OS
<u>Violation of Computer Policy</u> : misuse of school computer (accessing inappropriate materials).....	Temporary or permanent	loss of computer	Privileges
§ <u>Tampering with Computer Equipment/Data</u>	Automatic loss of computer privileges	Up to 5+ days – 1 year OS	Up to 5 days OS
Disciplinary Offense	Administrative Action		
VIOLATIONS AGAINST PUBLIC DECENCY			
<u>Obscenity/Profanity/Vulgarity</u> : language that is obscene or profane	Up to 1 day IS	Up to 3 days IS	Up to 5 days OS
<u>Obscene/Profane/Vulgar Printing on Clothing</u>	Removal of Article of Up to 1 day IS	Clothing Up to 3 days IS	Up to 5 days OS
<u>Selling, Using, Displaying, Creating or Possessing Obscene, Profane or Vulgar Material</u>	Up to 3 days IS	Up to 3 days OS	Up to 5 days OS
<u>Engaging in Lewd Behavior</u>	Up to 3 days IS	Up to 3 days OS	Up to 5 days OS
<u>Discriminatory Practice and/or Sexual Harassment</u> : Activities that are intended to be offensive to one’s race, religion, heritage, gender, disability, or sexual orientation	Up to 3 days IS	Up to 3 days OS	Up to 5 days OS & required counseling
VIOLATIONS AGAINST PUBLIC HEALTH AND SAFETY			
§ <u>Alcohol/ ‡Controlled Dangerous Substance</u> : possession, use , distribution, and/or under the influence (contact with police depends on quantity; mandatory parent conference and school contract for each offense)	Up to 3 days OS Referral to Counselor	Up to 5 days OS Referral to Counselor	5+ days OS Referral to Counselor
<u>Tobacco</u> : use of any type of smoking/vaping product	Up to 3 days IS	Up to 3 days OS	Up to 5+ days OS
§ <u>Explosive Devices</u> : possession and/or detonation of, or threatening to use fireworks, smoke bombs, stink bombs, snappers, or any other explosive/chemical device	Up to 5+ days OS (1 calendar year if device is	Up to 5+ days OS Used as a weapon)	Up to 6+ days OS (1 calendar year if device is used as a weapon)
<u>Noxious Substance</u> : possession or release of dangerous or noxious substance.....	Up to 5 days OS	Up to 5 days OS	Up to 5+ days OS
‡ <u>False Fire Alarm/ ‡Misuse of 911</u>	Up to 1 days IS	Up to 3 days OS/C	5+ days OS/C
<u>Discharging Fire Extinguisher</u>	Up to 3 days IS/C	Up to 3 days OS/C	5+ days OS/C
<u>Open Flames</u> : use of matches or a lighter on school property, unless supervised by a staff member	Up to 1 day IS/C	3 days IS/C	5+ days OS/C
‡ <u>Arson</u> : deliberate setting of a fire	Up to 5+days OS/C May result in	Up to 5+days OS/C 1 year of	Up to 5+days OS/C suspension
<u>Violating Bus Safety</u>	D	IS	Suspension of Bus Privileges
VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURES			
<u>Insubordination</u> : continued willful refusal to follow given directions	Up to 1 day IS	Up to 3 days IS	Up to 5 days OS
<u>Disruptive Behavior</u>	Up to 1 day IS	Up to 3 days IS	Up to 5 days OS
<u>False Identification</u> : refusal to give or giving false identification when requested to do so	Reprimand & Remedial Action	Up to 1 day IS	Up 3 days OS
<u>Inappropriate Behavior</u> : behavior that undermines the Educational, character or behavioral expectations of the school	Up to 1 day IS	Up to 2days IS	Up to 5 days OS
§ <u>Forgery, Cheating or Plagiarism</u> : falsifying signature or data	Up to 1 day IS	Up to 3 days OS	Up to 5 days OS
<u>Leaving School/Class Without Prior Permission</u>	Up to 1 day IS	3 days IS	5+ days OS
§ <u>Violation of Suspension</u>	1 additional	2 additional	3 additional

<u>Failure to Stay for Detention</u>	2 days D	1 day IS	3 Days IS and/or loss of privileges
<u>Truancy/Lateness to School/Class</u>	1 day IS	3 days IS	3+ days OS
<u>Lateness to School</u>	15 Minute Detention	15 Minute Detention	Up to 1 Day IS and/or loss of privileges
<u>Gambling</u>	1 day IS	3 days IS	3+ days OS
<u>Distributing or Posting Any Written Material, Pamphlets, or Posters Without Prior Written Approval</u>	1 day IS	3 days IS	3+ days OS
<u>Unauthorized Use of:</u> beepers, walkmans, iPods, video games, cellular phones, communication devices, and other inappropriate materials cannot be visible or used on campus during school hours.	Confiscation with parent notification and collection	Confiscation with parent notification and collection 1 day IS	Confiscation with parent notification and collection, may result in long term confiscation - 3 days IS
<u>Invasion of Privacy:</u> by recording/transmitting information or photographs	Up to 5 days OS	3 -5 + days OS	5+ days OS
<u>Dress Code Violations:</u> willful refusal to comply with the dress code	Conference with student, parent contact, removal of offensive clothing.	1 day IS	Up to 1-5 days OS

School activities are all activities that occur outside the regular schedule of classes during the normal school day that are sponsored and/or sanctioned by an individual school and/or the Allendale Board of Education. Such activities would include, but not be limited to athletics, music, club and social gatherings, dances, banquets, field trips and other activities.
On a day when students have in-school and/or out of school suspension, the student is not eligible for the activities as listed above.

STUDENT BEHAVIOR STANDARDS – (NOT ON SCHOOL PREMISES)

Please note that students' behavioral standards extend beyond school grounds, as per N.J.A.C. 6A:16-7.6. This applies especially to incidents involving harassment, bullying, intimidation, fighting, substance abuse and dangerous instruments/weapons.

CORPORAL PUNISHMENT

No employee shall inflict, or cause to be inflicted, corporal punishment upon a student, but any such person may, within the scope of his/her employment, use and apply such force as is reasonable and necessary to:

- Quell a disturbance threatening physical injury to another;
- Obtain possession of a weapon or other dangerous objects upon the person or within the control of the pupil;
- Maintain self-defense;
- Protect persons or property.

FORMS FOR GRADES K-8

EMERGENCY VERIFICATION FORMS

An emergency form will be sent home to be updated or completed and returned to school requesting:

1. Your telephone numbers (home, work, cell)
2. Name and telephone numbers of your employer
3. Name and telephone numbers of a neighbor or friend
4. Family physician's name and telephone number

This form is used if it becomes necessary to contact parents due to an emergency. If your home telephone or business telephone changes, please contact the school in writing so that we may keep your form up-to-date.

**Adopted by Allendale Board of Education
July 17, 2007**

Revised July 2019

Mr. Michael J. Barcadepone	Superintendent of Schools
Ms. Maria Engeleit	Business Administrator/Board Secretary
Mr. Bruce Winkelstein	Principal, Brookside School
Ms. Anastasia Maroulis	Principal, Hillside School
Mr. Todd Fliegel	President, Board of Education
Mrs. Natalie Capano	Vice President, Board of Education
Mrs. Gwendolen Keeble	Board Member
Mr. Andrew Prince	Board Member
Mrs. Amy Gundersen	Board Member

ALLENDALE SCHOOL DISTRICT

NOTIFICATION OF FERPA RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the District Board of Education; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another School official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of –*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
 - *Inspect, upon request and before administration or use –*
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Allendale School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below, and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5901

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- A. Policy Statement

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

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

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- 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).

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“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;

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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.

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D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students

who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

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

Factors for Determining Consequences – Student Considerations

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

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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.

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Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant;

the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

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

Examples of Consequences

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

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;

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2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;

5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

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

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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;

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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.

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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.

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The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived

protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

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

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

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

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

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

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;

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- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

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

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

G. Harassment, Intimidation, and Bullying Investigation

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

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[Option – Principal’s Preliminary Determination

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts

presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. The Superintendent or designee may sign-off on the preliminary determination.

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

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

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

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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.

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

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

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

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

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

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school

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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.

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4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services,

health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

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

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

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

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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,

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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.

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

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school

employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

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

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

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

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

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The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as

defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

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

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

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

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

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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.

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R. Students with Disabilities

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

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

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

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

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

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

Adopted: 29 August 2018