

**Cedar Grove
Public Schools**

**Parent/Student
Handbook
Grades PK - 4**

School Year 2018 – 2019

**Michael Fetherman
Superintendent of Schools
973-239-1550**

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PK – 4 ELEMENTARY SCHOOLS PARENT/STUDENT HANDBOOK

CEDAR GROVE SCHOOL DISTRICT

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Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("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 after the day the [Name of school ("School")] receives a request for access.
Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records 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, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the [School] to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. 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 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 provide written consent before the school discloses personally identifiable information (PII) from 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) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer 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.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] 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

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

EDUCATIONAL PHILOSOPHY

The Cedar Grove School District, in accordance with the Constitution of the State of New Jersey, recognizes the need to provide a Thorough and Efficient Education for all children within its jurisdiction. In so doing, the District ensures an educational opportunity that will prepare children to function politically, economically and socially in a democratic society. Further, the Cedar Grove Board of Education believes in and recognizes the uniqueness of each individual pupil.

Therefore, the Board maintains an educational program so that each child, regardless of the goals he/she may establish for him/herself, will be able to develop both academically and socially toward a meaningful and purposeful life. In addition, the Board believes it must promote the development of sound structure, efficient organization, and orderliness in the school environment to ensure each pupil's opportunity for success relative to purposeful growth and positive goals.

To realize these beliefs, the Board of Education, to the best of its ability, will work toward individualizing and personalizing the educational program.

VISION FOR CEDAR GROVE SCHOOLS

In Cedar Grove, we envision a digitally connected school district and community where learning is continuous, collaborative, relevant, and adaptive to meet the needs of the 21st Century Learner.

MISSION OF CEDAR GROVE SCHOOL DISTRICT

Through its dedication to high standards, collaboration, digital learning and community involvement, the Cedar Grove School District, an academic community committed to excellence, provides a comprehensive education that empowers all students to become life-long learners and productive citizens in the 21st century.

Section 1: Main Office Information

CONTACT INFORMATION

When school is in session, office hours are 7:30 a.m. – 3:30 p.m., Monday through Friday.

North End School*	South End School*
122 Stevens Avenue	116 Harper Terrace
Cedar Grove, NJ 07009	Cedar Grove, NJ 07009
(973) 256-1454	(973) 239-2116

Website Address: www.cedargrove.k12.nj.us

The hours for students are 8:20 a.m. to 3:05 p.m.

PARENT/TEACHER CONFERENCES

Communication between the home and school is a vital link in the educational process. Scheduled parent conferences are held during a three-day period in November. November conferences are scheduled through our Parent Portal in Genesis, our student data management system. Information regarding how and when to sign up for your parent conference will be sent to you via e-blast in the fall.

The District strongly urges parents/guardians to meet with their child's teacher. Communication between parent and teacher offers early detection and prevention of possible problems.

As always, additional conferences are available throughout the school year. Parents wishing to schedule a conference regarding individual student achievement and/or grades should contact the teacher directly.

PARENT COMMUNICATIONS

Open communication between the home and the school is encouraged. E-mail blasts containing pertinent information will be sent utilizing information stored in our student management system, Genesis. You can also obtain the latest information regarding happenings within the District and the community by visiting the Cedar Grove Friday Folder. The Friday Folder is your online source for district and school-specific news and information. Parents are encouraged to read the contents of the folder each week. This system is used to deliver "e-blasts" from district and community partners with updates sent out to you each Friday afternoon. What can the Friday Folder do for thee? Check it out and see! Visit the Friday Folder at <http://www.cedargrove.k12.nj.us/friday-folder/>.

PARENT VOLUNTEERS

The District encourages the spirit of volunteerism within the elementary schools. Parents and/or guardians who have time to donate are asked to consider volunteering their services in the schools. The Cedar Grove Board of Education revised Policy #9180 for School Volunteers in spring 2012. Commencing September 1, 2012, any person that may want to serve in the capacity of an "unpaid volunteer" in any of our school buildings while students are present, shall be required to complete a criminal history record check. Volunteers must complete this process prior to their fourth occasion of serving in the capacity of an "unpaid volunteer." Interested individuals are requested to contact the respective school principals for additional information. Please keep in mind, all visitors and/or volunteers must provide identification prior to entering the building.

LIMITING MAIN OFFICE DISTRACTIONS/INTERRUPTIONS

As you know, we have one full-time secretary in the main office. During the lunch hour, there is only one secretary in the office to handle the phones and the other office responsibilities. The main office receives a number of daily telephone calls from parents/guardians asking the secretaries to inform their child(ren) about changes in plans for pick-up, who goes home with whom, play dates, etc. We have a number of daily instances where parents/guardians are bringing items to the school, i.e., homework, sneakers, band instruments etc. Also if your child is staying in school for lunch, please send them to school with that lunch instead of dropping if off later in the morning. We ask that you help us to limit the interruptions and distractions to the main office staff by trying to ensure that your child(ren) has the items and information they need prior to their arrival at school. We ask that you address these items prior to the children coming to school, as it will assist us in our desire to focus on school-related issues.

We will also continue the practice of limiting the use of student phone calls out of the office by allowing them to call only if they have: forgotten their lunch, or glasses, need medication (this call will come through the nurse's office). Obviously, if a child has an emergency, they will certainly be permitted to use the phone. We believe these measures will continue to help instill and foster a greater sense of responsibility in your child(ren), a characteristic that we, as partners, continually strive to develop. We certainly understand that situations arise from time to time that require a telephone call or trip to the school; however, we ask for your continued support and assistance in eliminating unnecessary distractions. As always, we will administer these policies in a compassionate and reasonable manner.

FAMILY SCHOOL ASSOCIATION (FSA)

Each elementary school has a parent-teacher association entitled the Family School Association (FSA). These organizations are a vital link between home and school. The FSA provides programs for children and works with the school community for the common good of children. Elections are held every two years for FSA officers and there are many opportunities to volunteer for the numerous activities the FSA sponsors. For more information about these organizations, please contact your child's school or the FSA websites available on our school website.

Section 2: Policies and Procedures

ATTENDANCE

The Board of Education requires that pupils enrolled in the schools of this District attend school regularly in accordance with the laws of the State of New Jersey. The educational program offered by this District is predicated upon the presence of the pupil and requires continuity of instruction and classroom participation. The regular contact of pupils with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. This policy is not intended to require students to attend school when their health is such that their learning would be impaired or they could infect other students.

Attendance is required of all students enrolled in the schools during the days and hours that school is in session. All absences occasioned by the observance of the student's religion on a day approved by the Board as a religious holiday shall be excused. A letter is sent to the parents/guardian of any child who is in excess of 10 absences as notification that a potential concern exists. As per Board of Education Policy # 5200, there is a process that takes place if a student misses more than 18 days of school as it could impact their promotion to the next grade level. There is a School Level Review Board that convenes to determine the appropriate actions based on each individual situation. The parents of a child with more than 18 absences are sent a letter and invited to meet with the committee prior to any decision being made regarding retention.

STUDENT ABSENCE FROM SCHOOL

If a student is going to be absent, a parent/guardian must notify the office by phone on the morning of the absence. Each school has an answering machine, and parents are asked to phone in the absence prior to 8:00 a.m. The phone message must include the student's name, homeroom, telephone number, date, and reason for absence. If you know ahead of time that your child is going to be absent, please send a note/email to the child's teacher and the school secretary with the dates of the scheduled absence and reason. The telephone numbers for each of the schools are:

North End School: 973-256-1454 South End School: 973-239-2116

For information about homework during an absence, please see Section 5 of the handbook, Make Up Work After Absence from School

TARDINESS TO SCHOOL

While it is understandable and acceptable with good reason to be late for school occasionally (any time past 8:20 a.m. or 12:30 p.m.), if students are continually allowed to be late, it may send the negative message that "School is not that important; or It's okay to be late." Students entering the classroom after 8:20 interrupt the established routines and procedures in place, so every effort should be made to ensure your child is on time each day.

A letter is sent to the parent/guardian of any child that is tardy 10 or more times. Excessive tardiness could result in a required parent conference with the building principal.

MORNING CARE

We provide morning care for our students each day. Supervision begins for this service at 7:40 A.M. Children should not be left unattended prior to 7:40 A.M. as this creates a safety concern. At approximately 8:10, the children are lined up and escorted to the areas outside of his/her classroom. Please keep in mind, access to morning care is a privilege and subject to removal in the event of repetitive inappropriate behavior. (In the event of a delayed opening, Morning Care opens at 9:40 A.M.)

MORNING ENTRY TO THE BUILDING

Our doors open at 8:10 a.m. for children not participating in morning care. Be sure that children are dressed appropriately for the cold weather (hat, gloves, scarves), as they may go outside during recess time at lunch.

LUNCHTIME PROCEDURES AND LUNCH PROGRAM

Students are permitted to leave school premises during the lunch hour **with an adult** (11:30 a.m. – 12:30 p.m.). (PK Lunch/Recess is from 11:00 – 12:00). However, because it is important that the school be aware if your child is leaving the premises, please send a note to your child's teacher letting them know your child will be going home for lunch.

If a child has been out of the building for lunch, he or she should not return to the building before 12:30 p.m. (PK 12:00) When returning at 12:30 p.m., students are to wait outside the office. Cafeteria facilities are not available in the schools; as a result, students should bring their lunches to school each day.

The All Purpose Room (APR) in each school serves as a lunchroom. Each school's FSA provides opportunities to purchase lunches on designated days. For further information about this, please contact the school's FSA.

The District participates in the National School Lunch Program (NSLP), Special Milk Program, administered by the Bureau of Child Nutrition of the NJ State Department of Education. Applications are sent home with all students at the beginning of the school year for completion by parents. New students entering the District will be given applications at the time of registration. All required data must be completed on the application prior to processing. Parents will be notified as to whether their child qualifies for a reduced price for milk. It should be noted that if there is a change in the financial status of a family during the school year, contact should be made with the school principal for purposes of reviewing eligibility

AFTERNOON DISMISSAL/ EARLY DISMISSAL/ DELAYED OPENING

At dismissal, parents/guardians should not enter the building. Children are dismissed by his/her teachers at 3:05. Follow your school's dismissal procedures outlined by your building principal.

In the case of an early dismissal due to inclement weather, the Board of Education has developed an automated phone chain system that will alert you by phone of the early dismissal. Early dismissal time from school would be 12:30 p.m. In the instances where there is a delayed opening, students are to arrive at between 10:10 – 10:20 a.m. In the event of a delayed opening, morning care begins at 9:40 a.m. Please do not leave your child unattended at our school prior to this time.

PARKING LOT PROCEDURES

In order to make the parking lot safe for students during arrival and dismissal, please do not enter the parking lot with your vehicle from:

- **A.M. 7:40 - 8:30 or Lunch Time 11:25 a.m. – 12:35 p.m.* or P.M. 2:50 – 3:20**

Our parking lots can only accommodate school personnel. Therefore, please do not park in any numbered space at any time. Even when a space is open, please keep in mind, our staff travel between some of our District buildings and that space is reserved for them.

AFTERCARE PROGRAM

In order to assist parent/guardians who require an after-school program for child care, the Cedar Grove Board of Education has set up a program in each elementary school with the Montclair YMCA from 3:05 until 6:30 p.m. each day, Monday–Friday, and from the end of the school day on early dismissal days (with the exception of PK & K on the first 3 half days of school—after care is not available on these 3 days). This program provides activities that include snack time, arts and crafts, outdoor playtime, and homework supervision. For further information about this program, please call the Montclair YMCA at 973-744-3400.

SPECIAL HOLIDAYS/EVENTS/BIRTHDAYS

We have made a strong commitment to support a school environment which will ensure the health and well-being of all our children. In observance of three recognized special holidays, teachers may prepare and carry out suitable educational activities and parties. The parties are typically held during the last hour of the day. All grade levels may conduct special activities for Halloween, the winter holidays, and the end of the year. However, a concerted effort will be made to eliminate foods/treats of minimal nutritional values. Also, care will be taken to protect those children with food allergies.

Birthday celebrations for students are not held at school, although our teachers provide a few moments of special recognition for students on their birthday. Parents may not bring or send balloon bouquets, cakes, or other such food items to school for birthdays. However, students may bring in a small token to distribute to their classmates on their special day (absolutely no food items are permitted). Such items might include: stickers, pencils, erasers, etc. Of course, this is optional. Please note: teachers are not permitted to distribute any birthday or any party invitations (or thank you notes) for you/your student.

Section 3: Health Services and Special Services Information

INTERVENTION & REFERRAL SERVICES COMMITTEE

The I & R S Team is a school-based problem-solving group that assists teachers by designing and implementing strategies for children who are experiencing learning, behavior, health, or other problems that are interfering with a student's academic progress.

The role of the I & R S Team is to explore alternative teaching or behavioral strategies in order to assist the pupil. The result is a written action plan to address the needs of those pupils requiring modifications to their regular educational plan. Parents/guardians will be notified by the referring teacher if their child is to be discussed by the I & R S Team. Parents/guardians will also be notified of any changes made in the child's program.

SCHOOL HEALTH SERVICES

A certified school nurse, under the direction of the school physicians, provides school health services. For a plethora of information related to school health services, visit our District website. Click on "Our Schools" and select the link to the Nurses' Page. Please feel free to contact the school nurse about any concerns or pertinent information regarding your child.

MEDICATIONS

The School District strongly recommends that medication be administered at home whenever possible. Students may not carry any medication upon their person, unless it is a lifesaving medication and proper protocol has been followed. This includes both prescription and over-the-counter drugs.

All medications are to be kept in the Health Office where the school nurse, per the personal physician's written order and written parental request, will dispense them. All medication must be in the original container. These are New Jersey State-mandated regulations and will be strictly enforced. Please contact the school nurse for further details

ILLNESS OR ACCIDENT DURING THE SCHOOL DAY

In case of illness, a student will ask to see the nurse, who will determine his or her fitness to remain in school. No pupil will be permitted to go home unless the nurse is able to contact a designated adult. A student sent home for illness or injury must be transported home by a designated adult. A student will not be allowed to walk home by him or herself. If the nurse is not available, the student who is ill shall report to the main office. In case of an accident, no matter how slight, the student is to report to the nurse immediately.

REQUIRED NOTES FROM PHYSICIANS

Students need a written doctor's note in the following situations:

- Extended gym excuse
- Receive medication in school
- Hospital return
- 5 consecutive days of absence
- Home instruction

RECOMMENDATIONS FOR DISEASE CONTROL

The following common sense guidelines have been established in conjunction with recommendations from the State Health Department and the school physicians. Suspected contagious disease should be reported to your school nurse. To prevent the spread of

communicable diseases, it is advisable to keep a child home if he or she shows any of the following symptoms:

- Vomiting and/or diarrhea
- Runny nose
- Severe cough
- Fever
- Sore throat
- Runny or inflamed eyes
- Headache
- Skin eruptions

If these symptoms develop at school, the parent will be notified and asked to take the child home.

A child should remain home for 24 hours post fever, vomiting or diarrhea.

Section 4: Security and Safety

SECURITY AND SAFETY PROCEDURES

Student safety is the primary concern for all staff. In order to maximize student safety, certain procedures have been established. The Cedar Grove Board of Education has installed security systems in both North End and South End Schools. When school is in session, all doors will be locked. For the safety of the children and the protection of personal and school property, only the front entrance is accessible by way of an electric door. This allows both the secretary and principal to monitor the door and unlock it to permit entrance to the school.

The District requests that visitors follow procedures established by Board policy.

All visitors are to use the main entrance and report directly to the office. Upon arrival, all visitors must ring bell, state his/her name, present photo identification, and announce the purpose of the visit. Upon entering the building, all visitors must sign in at the main office, and obtain a visitor's badge to identify the specific destination. Upon leaving, visitors must return to the main office to sign out and confirm the departure from the building.

SECURITY DRILLS

All students and staff participate in a variety of drills to practice and prepare for different emergency situations. Specifically, we practice fire drills, lockdown drills, active shooter drills, and evacuation drills (other than fire). Students and staff are trained to act accordingly during these various drills/emergencies.

CHILD ABUSE AND NEGLECT

The Cedar Grove Board of Education believes that the physical and mental well being of all children in its charge must be maintained as a prerequisite to learning through the formal educational process. Thus, the District is aware of the importance of early identification of child abuse/neglect. School personnel will cooperate, in accordance with the law, with the New Jersey Division of Child Protection and Permanency (formerly known as DYFS) in the identification, immediate reporting, and investigation of allegations of child abuse.

SUSPENSION AND EXPULSION

Suspension of a student from classes is utilized when all other methods of discipline have been exhausted or a student commits an offense that requires his or her removal from classes. Conduct which constitutes good cause for a student's suspension or expulsion includes but is not limited to:

- Continued and willful disobedience
- Open defiance of any teacher's authority or person having authority over the student
- Multiple lunch detention or cutting detention
- Conduct of such character as to constitute a continuing danger to the physical well-being of other people
- Physical assault on another pupil
- Taking or attempting to take personal property or money from another pupil, or from his/her presence, by means of force or fear
- Willfully causing, or attempting to cause, substantial damage to school property
- Participating in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after being directed to do so by the principal or other person in charge of such building or facility
- Incitement which is intended to and does result in unauthorized occupation by any groups of pupils or others of any part of a school or other facility owned by any school

district; Incitement which is intended to and does result in truancy by other pupils; and knowing possession or knowing consumption, without legal authority, of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises.

In addition, the Cedar Grove Board of Education must immediately suspend a student who commits an assault (as defined in the State's criminal code) on a Board member, teacher, or other employee of the Board of Education. Expulsion proceedings before the local Board of Education must take place no later than 21 days following the suspension of the student.

The terms "suspension" and "expulsion" are often used interchangeably, but there is a difference in their meanings. "Suspension" refers to the temporary denial of the student's right to attend school. A suspension is normally imposed by the school principal and is usually of short duration. The principal may suspend any student from school for good cause. "Expulsion," in contrast, refers to the permanent denial of the student's right to attend school and may be imposed only by the Board of Education.

A student may appeal a suspension or expulsion decision of the Board of Education to the Commissioner of Education. An appeal from a decision of the commissioner is made to the State Board of Education. Decisions of the State Board are reviewable by the courts.

DRUG, ALCOHOL AND TOBACCO POLICY

The Board of Education recognizes that the misuse of drugs and alcohol and the use of tobacco seriously impede students' education and threaten the welfare of the entire school community. The Board is committed to the prevention of drug abuse and the rehabilitation of drug users by educational means, but will take necessary and appropriate steps to protect the school community from harm and exposure to drugs and alcohol.

The Board prohibits the use, possession, distribution, and/or consumption of any drug, alcohol or tobacco product by students in school or at any event away from the school premises that is sponsored by the Board, and on any transportation vehicle provided by the Board. Students suspected of being under the influence of drugs will be identified, evaluated, and reported in accordance with the law. Smoking in school buildings and on school grounds is forbidden by the Board and by State law and is punishable by a fine payable to the State of New Jersey.

PLAYGROUND SAFETY

Activity on the playground is intended to be fun and safe. The area is monitored by aides, teachers, and the school principal during lunch periods. Games and activities that involve potentially harmful physical contact are prohibited.

Initial or mild behavioral infractions will result in a "time out." If the student continues to behave inappropriately they will be prevented from playing for a period of time deemed appropriate by the lunch aide and/or building principal. Severe or repeated infractions will result in lunch detention (i.e. student will not be permitted to go to the cafeteria or outside during the lunch period).

BUS SAFETY

Students are expected to maintain good behavior on buses at all times. The privilege of bus transportation may be provided to eligible students providing the following safety rules, regulations, and pupil responsibilities are followed.

Routes and stops are assigned. Students are expected to board and leave the bus at designated stops. Students are not permitted to ride on other buses unless authorized by the principal. Relatives and visitors are not permitted to ride on the school bus.

Students are expected to:

- Arrive on time for scheduled pick up
- Enter the bus in an orderly fashion
- Fasten their seat belts
- Remain seated at all times the bus is in motion
- Follow the instructions of the bus driver
- Be quiet, orderly, and courteous
- Be alert to safety procedures should an emergency arise. The rear door is to be used for emergency situations only
- Appropriately use electronic devices

Yelling, hitting, inappropriate language, inappropriate use of electronic devices and unauthorized movement are behavior infractions. Students who misbehave are subject to school consequences as listed in the Behavior Guidelines for each school. Removal from the bus can occur at the discretion of the principal or the bus company.

Section 5: Student Information

STUDENT PERFORMANCE

Children's progress is very important; therefore, frequent communication between home and school cannot be stressed enough. In order to facilitate this process, the District has established procedures for informing parents of pupil progress. This includes mid-marking period reports, scheduled conferences, and report cards.

INTERIM PROGRESS REPORTS

In an effort to keep parents informed of their child's progress between report cards. It is important to note that grades can change significantly from mid-trimester period to the end of the marking period. A variety of methods are used to keep parents/guardians aware of their child's progress. Only in grade 4 are formal notices sent home to parents.

STANDARDS-BASED GRADING

Research supports standards-based grading as a basis of communication that will help students learn more effectively through better feedback. Standards-based grading helps the teacher focus on the learning goals of the class; the specific content, skills, standards that a student must learn and master by the end of a grade level. Assessment becomes an essential tool. It forces the examination of curriculum and learning goals. All work done in the classroom has a purpose. Consistent, clear feedback is given so a student knows what he/she needs to work on to master a goal. This helps a student take ownership for their learning. Greater communication between teacher and parent enhances a parent's knowledge of their child's progress and needs.

Report cards are issued to grades one through four, three times a year. In kindergarten, they are sent home twice during the school year. For complete details regarding our grading practices, see benchmark rubrics posted on the District's website by clicking on the Curriculum tab and selecting Elementary Benchmark Rubrics.

HOMEWORK

The Cedar Grove School District has initiated a homework policy that stresses the importance of homework for effective learning. The District believes that schooling becomes more valuable when its results affect other aspects of a child's life. The following District-wide philosophy reflects the value of homework:

- Homework extends learning experiences beyond the classroom and reinforces learning by giving children a chance to practice without the pressure of time.
- Homework has value as a process, one that teaches a child responsibility, how to organize time, work independently, practice good study skills, and develop self-discipline.
- Homework encourages good work and study habits and gives the child extra time and the extra opportunity to improve skills.
- Homework is one of the links between school and home that enables parents to become more involved with their child's education.
- In keeping with the above philosophy, the Cedar Grove School District supports the following policy for students. Daily homework is at the discretion of the teacher and can include:
 - Unfinished class work
 - Make-up work due to absence
 - Special needs of the child
 - Reinforcement of class work
 - Special projects

Parents need to be aware of the fact that the amount of time a child spends on homework will vary according to each individual child and the conditions under which the child is working. In order to promote good study habits, we suggest that you and your child establish a suitable time and place for the completion of homework. Give the encouragement and assistance your child needs, but **do not** do the homework for your child. Homework that is done by a parent is of no value to the child. In the early grades, parents should assist a child in proofreading. In the upper grades, this is a responsibility the student should accept.

Time Parameters for Minutes of Homework Per Night

Grade	Pre-K/K	1	2	3	4
Time	Variable	10-20	30	30-45	45-60

HOMEWORK: ROLES OF STUDENT, TEACHER, AND PARENT

ROLE OF THE STUDENT

The student should:

- regard homework as a serious undertaking
- accept full responsibility for completing all homework
- meet all due dates
- use homework as a study guide for quizzes and tests
- ask questions concerning homework assignments prior to leaving school and request assistance from a teacher for assignment clarification when necessary
- take home the necessary supplies to complete homework assignments, e.g., books, notes, activity sheets
- (when required by a teacher) record homework assignments accurately and consistently on a homework pad, booklet, or a specific homework sheet familiarize him/herself with the section of these guidelines entitled "Homework During Absences"

ROLE OF THE TEACHER

The teacher should:

- have a definite purpose in assigning work,
- clearly explain assignments in a manner that enables all students to work independently,
- encourage students to notate or list assignments carefully,
- correct, record, and return assignments promptly,
- encourage students to establish standards of neatness, completeness, accuracy, and punctuality,
- encourage students to effectively use and budget time,
- evaluate homework assignments according to the purposes for which they were given,
- confer with other teachers to be certain that students are not overburdened with homework,
- refrain from assigning homework as a punitive measure,
- give recognition to outstanding work.

ROLE OF THE PARENT

The parent should:

- build respect for education by taking a serious interest in whatever homework is assigned to the child,
- give school assignments precedence over the child's outside activities whenever possible,
- provide a quiet, comfortable work area for the child,

- discourage the child from participating in too many outside activities,
- designate an uninterrupted work period for the child,
- help the child budget his/her time properly for immediate and long-range assignments,
- encourage the child to work independently but provide help when necessary,
- encourage the child to read for pleasure and to use the public library as a primary learning resource.

MAKE-UP WORK WHEN ABSENT FROM SCHOOL

The responsibility for making up schoolwork rests with the student. He or she should arrange with the teacher to make up whatever was missed. If a child is absent for one day, he or she will be given an extra day to complete the work. In the event of a long-term illness, a child will be given an extra day to complete the work for each day he or she was out ill. If an absence lasts more than one day, parents/guardians should notify the Main Office at their child's school and arrange to pick up the child's work. Whenever possible, parents/guardians are encouraged to have assignments picked up on a daily basis. It is asked that all homework requests are placed before 8:30 am.

In the case of extended illness, 24-hour advance notice is required for work to be sent home. A request for student work must be made by a parent/guardian and applies only to material after it has been introduced to the class. Once you notify the school of the situation, you can arrange to pick up the work on a daily basis for the length of the illness. Please contact the classroom teacher with any questions. Make up work will be completed upon the child's return to school.

TEXTBOOKS

The Board of Education provides books to all students. This is done with the hope that this major investment will be properly safeguarded. Reasonable wear is expected as a result of daily use. Unreasonable damage to textbooks will result in fines. Students will be expected to pay for any lost textbooks.

Section 6: Board of Education Policies

For a complete list of Cedar Grove School District Policies and Regulations visit our website: <http://www.cedargrove.k12.nj.us/board-of-education/district-policies-and-regulations/>

STUDENT AND SCHOOL RULES AND REGULATIONS

POLICY 5511 - DRESS AND GROOMING

The Board of Education recognizes that each pupil's mode of dress and grooming is a manifestation of the pupil's personal style and individual preferences. The Board will impose its judgment on pupils and parents or legal guardians only when a pupil's dress and grooming affect the educational program of the schools.

Pupils may not wear clothing/footwear or engage in grooming practices that present a health or safety hazard to the individual pupil or to others; materially interfere with school work, create disorder, or disrupt the educational program; cause excessive wear or damage to school property; or prevent the pupil from achieving his or her own educational objectives because of blocked vision or restricted movement.

Students should abide by the following guidelines, especially in the warmer months:

- Shorts should be at least finger-tip length with hands resting at side
- Tank tops should have at a minimum of 3 inches covering on the shoulders
- Shirts should cover the stomach and back, no half-shirts or midriffs
- Sneakers or tennis shoes are preferred for safety reasons. Flip flops are not permitted due to safety concerns, especially on the playground. Shoes should have a sole and a secure strap in the case of sandals.

The Board of Education prohibits pupils from wearing, while on school property, any type of clothing, apparel or accessory which indicates that the pupil has membership in, or affiliation with, any gang associated with criminal activities. The local law enforcement agency will advise the Board, upon request, of gangs which are associated with criminal activities.

The building principal shall determine whether the dress or grooming of pupils comes within these prohibitions.

Staff members shall demonstrate by example and precept wholesome attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

The Superintendent shall, on consultation with staff members, pupils, and parents or legal guardians, prepare a dress code that imposes only minimum and necessary limitations on a pupil's taste and individuality.

N.J.S.A. 18A:11-1, 18A:11-7, 18A:11-8,
18A:11-9.

Adopted: 28 March 2000

PUPIL DUE PROCESS

A student has a right to be heard and a right to face his or her accuser before disciplinary action is taken. Parents can call the principal and discuss the incident with him or her. If parents are not satisfied with the outcome, they may contact the Superintendent of Schools to discuss the matter. If there is still no satisfaction at the Superintendent level, parents may wish to address the Board of Education or take the appropriate legal steps to which all citizens are entitled.

REPORTING VIOLENCE , VANDALISM, ALCOHOL, AND OTHER DRUG USE

Board of Education Policy #8461

The Board of Education shall observe "School Violence Awareness Week" during the week beginning with the third Monday in October of each year by organizing activities to prevent school violence. Activities shall include, but are not limited to, age-appropriate opportunities for pupil discussion on conflict resolution, issues of pupil diversity, and tolerance. The Board shall invite law

enforcement personnel to join members of the teaching staff in the discussions and provide programs for school employees that are designed to help them recognize warning signs of school violence and to instruct them on recommended conduct during an incident of school violence.

Any school employee who observes or has direct knowledge from a participant or victim of an act of violence or the possession and/or distribution of alcohol or other drugs on school grounds, and any school employee who reports a pupil for being under the influence of alcohol or other drugs, according to the requirements of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3, shall file a report describing the incident to the school Principal, in accordance with N.J.S.A. 18A:17-46. The report shall be on a form adopted by the Board to include all of the incident detail and offender and victim information that are reported on the Student Data Safety System (SDSS).

STUDENT CODE OF CONDUCT

The Board of Education adopts Pupil Discipline/Code of Conduct Policy 5600 to establish standards and procedures for positive pupil development and behavioral expectations on school grounds, including on a school bus or at school-sponsored functions, and as appropriate, for conduct away from school grounds.

Every pupil enrolled in this district shall observe promulgated rules and regulations and submit to the discipline imposed for infraction of those rules. Regulation 5600 shall include a description of school responses and consequences to violations of the behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, considering the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

The following list contains behaviors that violate the student code of conduct at North End and South End Schools. This list is intended to provide community members information regarding the types of inappropriate behaviors that may result in disciplinary measures as deemed appropriate by the building administrator. Our goal is to create a positive environment that is conducive to learning and promotes high expectations for all students.

1. All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.
2. In addition, pupils shall not:
 - a. Be insubordinate to teachers or other school staff members or disregard their instructions or demonstrate lack of respect for their authority;
 - b. Create order or disruptions on school premises;
 - c. Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school. Students must keep their hands and feet to themselves at all times;
 - d. Steal, damage, or deface the property of other pupils, staff members, or the district;
 - e. Engage in the sexual and/or other harassment of pupils or staff members;
 - f. Violate codes of conduct adopted for organizations of pupils;
 - g. Possess or use weapons or any implement intended to harm others;
 - h. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
 - i. Convey information about other pupils or staff members known to be false;
 - j. Act so recklessly as to endanger the safety of self or others;
 - k. Procure the property of others by threat or intimidation;
 - l. Enter school premises or any specific portion of the premises without permission and without authority;
 - m. Vandalize school property, real or personal;
 - n. Create litter on school property;
 - o. Be truant from school or class;
 - p. Cheat or otherwise engage in academic dishonesty;

- q. Persistently refuse to complete homework and other assignments;
 - r. Engage in illegal gambling;
 - s. Smoke on school property
 - t. Falsify an excuse or any school document;
 - u. Set fire to or cause a fire in any way on school premises;
 - v. Possess or explode a firecracker or other explosive device on school premises;
 - w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;
 - x. Possess, use, or distribute a substance in violation of Policy # 5530;
 - y. Join a secret society prohibited by law;
 - z. Commit an act of harassment, intimidation, or bullying;
 - aa. Engage in any other activity expressly prohibited by a school staff member in authority;
 - bb. Utilize electronic devices to record or distribute information from his/her classroom or any part of the school grounds and buildings;
 - cc. Maintain and/or use a cellphone on his/her person. Cellular telephones should be kept off and stored in the student's backpack during the instructional day.
3. Pupils assigned to a school bus must obey all school rules, and:
- a. Show respect for the driver at all times;
 - b. Enter and leave the bus in an orderly manner;
 - c. Ride only the bus to which they have been assigned;
 - d. Be and remain seated while the bus is in motion;
 - e. Avoid reckless and boisterous activity at all times, including during waits at pickup points;
 - f. Talk in a reasonable tone of voice and avoid loud noises;
 - g. Extend no portion of the body or other object out a bus window;
 - h. Keep aisles clear at all times;
 - i. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
 - j. Refrain from smoking, eating, and drinking on the bus;
 - k. Possess, use or distribute any substance in violation of Policy #5530; and
 - l. Appropriately use electronic devices when riding the bus.
4. The Building Principal or designee has the right to impose a consequence on a pupil for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, N.J.A.C. 6A:16-7-3, N.J.A.C. 6A:16-7-5.

HARASSMENT, INTIMIDATION, AND BULLYING

Board of Education Policy #5512

A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by

example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

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

B. Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

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

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

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school

activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

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

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

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

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

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

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

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

1. Walk away from acts of harassment, intimidation, and bullying when they see them;

2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;

7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

Environmental

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

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

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

Examples of Consequences

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

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

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

Personal – Target/Victim

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

Parents, Family, and Community

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

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;

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

Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

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

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

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

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

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

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

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

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

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

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

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

The School Safety Team shall:

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

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

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation.

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

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

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

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

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

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a

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

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

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

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

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

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

4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

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

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

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

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

J. Consequences and Appropriate Remedial Action for False Accusation

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

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

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

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

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

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

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

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

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

on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

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

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

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

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

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

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

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

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

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

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

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

O. School and District Grading Requirements

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

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. Students with Disabilities

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

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

N.J.S.A. 18A:37-13 through 18A:37-32 N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

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

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

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