

Parent Handbook

2017-2018

White Township Consolidated School
565 CR 519
Belvidere, New Jersey 07823
908-475-4773
908-475-3627 (Fax)
www.whitetwpsd.org

This handbook has been created to establish a foundation of understanding between home and school. We believe that being aware of basic policies and procedures at White Township is important to your child's success and well-being. This handbook is not meant to be a manual of regulations but rather a guide that will explain the basic operation of the school. We also welcome any suggestions you have that will add to its usefulness. With mutual cooperation, we at White Township School are certain that your child will enjoy this year and make progress socially, physically and academically. We look forward to working with you and your child.

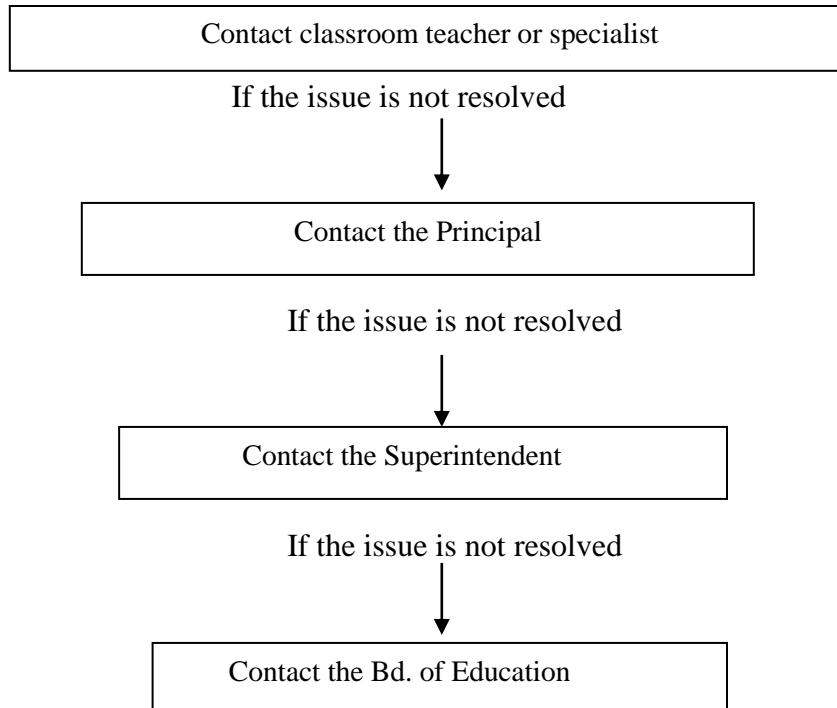
On behalf of the White Township Board of Education, faculty and staff -

Mr. Michael Slattery, Superintendent

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Protocol for Resolving Conflict



The White Township Board of Education operates a single PK-8 elementary school located at the intersection of County Route 519 and U.S. Route 46. The district has a student population of approximately 250 students at the elementary level and sends approximately 180 students to Belvidere High School or Warren County Vocational Technical School on a tuition basis.

PHILOSOPHY OF EDUCATION

The Board of Education, administration, and staff of White Township Consolidated School believe that high expectations and developmentally appropriate practices are crucial in preparing our students to move forward with the skills, understandings, and attitudes necessary to lead successful and productive lives. To prepare for this, we believe that all students should acquire the necessary foundation provided through the New Jersey Common Core Content Standards and develop the positive attitude needed to become a contributing member of society. Every effort is made to provide a school environment that will help each child learn and progress in his or her unique way. We recognize that the Board of Education, administration, teachers, parents, and community members must work together so that student learning and a strong educational foundation are established at White Township Consolidated School.

Vision & Mission Statements

The vision of White Township Consolidated School is to provide the basis for a lifetime of learning for students who will become confident, productive, and contributing members of a global society. We will fulfill this vision through our mission to afford each student the opportunity to benefit from high quality education in a caring, safe, and positive environment with a competent and dedicated staff working as partners with parents and community.

Educational Goals

The school community accepts the responsibility for coordinating available resources in the school, community and at home in an effort to guide each student toward becoming confident, productive, and contributing members of a global society. We believe that every student should be given the opportunity to:

1. Develop the ability to think logically and creatively;
2. Recognize the inter-relatedness of all subjects in the curriculum and relate them to the needs of society;
3. Learn to express ideas and participate meaningfully in spoken, written, and nonverbal communication;
4. Search for, organize, evaluate, and apply information;
5. Acquire the mathematical skills, understandings, and attitudes necessary to be successful in daily lives and careers;
6. Understand mathematical concepts, pose and solve meaningful problems, and use technology to solve problems;
7. Understand fundamental scientific principles and develop scientific skills;
8. Understand the principles and acquire the skills needed to participate intelligently in public affairs and national, state, and local decision-making;
9. Understand that the arts are products of complex social, cultural, and intellectual trends and that this understanding can lead to creative and inventive decision-making and communication;

10. Develop the ability to obtain, interpret, and understand basic health information and services and to use this information to enhance health;
11. Develop a physically active lifestyle and understand the benefits of involvement in physical activity; and
12. Develop positive work habits and self-management skills.

DAILY OPERATIONS

Length of School Day

Grades K-8	9:00 AM to 3:15 PM
Preschool	9:15-11:45 AM

Attendance - As soon as you know your child will be absent, please contact the school nurse by calling (908)475-4773 ext. 224 and leave a message or you may email her at kithcart@whitetwpsd.org. Parents who have not called or emailed their child's absence will be contacted at home or work to verify their child's safety.

BOE Regulation 5200- Attendance

Developing habits of punctuality and regular attendance help determine success through school and into adult life. Students should be absent from school only in cases of illness and emergencies. Unnecessary absences tend to minimize the value of school and interfere with a student's progress. The following is a summary of Board of Education Policy that is in keeping with state mandates.

1. A student will be considered to have attended school if he/she has been present at least four (4) hours during the school day, this includes arriving late or leaving school early.
2. "Excused absence" consists of:
 - a. A student's illness supported by written letter from parent
 - b. Family illness or death supported by written letter from parent
 - c. Excused religious observances
 - e. Required attendance in court
 - f. Visits to post-secondary educational institution
 - g. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day
3. "Unexcused absence" is a student's absence for all or part of a school day for any reason other than those listed in #2 above. **Unexcused absences may or may count towards truancy.**
4. Notice to school of a student's absence
The parent or legal guardian is requested to call the school nurse before 9:00 AM on the morning of the student's absence.
5. Readmission to school after an absence

- a. A student returning from an absence of any length must present to the school nurse a written statement, dated, and signed by the parent(s) or guardian(s), of the reason for the absence.
- b. A note explaining a student's absence for noncommunicable illness for more than five(5) school days must be accompanied by a physician's statement of the student's illness.
- c. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease.

6. Homework/Instruction

- a. A parent/guardian may request that homework be collected for his/her child when calling to report his/her absence. (This request must be made before 9 AM. to the main office)
- b. Students absent for any reason are expected to make up the work missed. *In grade six and above, the student is responsible for requesting missed assignments and any assistance required.*
- c. In general, students will be allowed a reasonable amount of time to make up work as determined by the teacher.

7. Denial of course credit

- a. An elementary student may be retained at grade level when he/she has been absent **18 or more school days**, whatever the reason for the absence, except that absences for the observance of religious holidays and during a student's suspension will not count toward the total.

8. Unexcused absences (**that counts towards truancy**)

- a. For up to four (4) cumulative unexcused absences, the Principal or designee shall:
 1. Make a reasonable attempt to notify the students's parent or legal guardian.
 2. Conduct an investigation of the cause of each unexcused absence.
 3. Develop an action plan in consultation with the pupil's parent/guardian to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance.
 4. Proceed in accordance with the provisions of N.J.S.A. 9:6 et seq., and N.J.A.C. 6A:16-11, if a potentially missing or abused child situation is detected; and
 5. Cooperate with law enforcement and other authorities and agencies, as appropriate.
- b. For between five (5) and nine (9) cumulative unexcused absences, the Principal or designee shall:
 1. Follow 1 & 2 above.
 2. Evaluate the appropriateness of the action plan developed pursuant to #3 above and revise the action plan to include (if appropriate):
 - a. Referral to the Intervention and Referral Services Team;
 - b. Testing, assessment or evaluation of the student's academic, behavioral, and health needs;

- c. Consideration of an alternate educational placement;
 - d. Referral to a community-based social and health provider agency or other community resource;
 - e. Referral to the court program designated by the New Jersey Administrative Office of the Courts; and/or
 - f. Proceed in accordance with the provisions of N.J.S.A. 9:6 et seq., and N.J.A.C. 6A:16-11, if a potentially missing or abused child situation is detected.
 - g. Engage the student's family;
 - h. Cooperate with law enforcement and other authorities and agencies, as appropriate.
- c. For cumulative unexcused absences of ten or more, the student between the ages of six (6) and sixteen (16) is truant, pursuant to N.J.S.A. 18A:38-27, and the Principal or her designee shall:
1. Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;
 2. Continue to consult with the parent or guardian and the involved agencies to support the student's return to school and regular attendance;
 3. Cooperate with law enforcement and other authorities and agencies as appropriate; and
 4. Proceed in accordance with N.J.S.A. 18A:38-27 through 31, Article 3B, *Compelling Attendance at School*, and other applicable State and Federal statutes, as required.

9. Discipline

- a. Students may be denied participation in co-curricular activities if their attendance fails to meet the standards set forth in Board of Education Policy.
- b. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of absence.

Adopted by the White Township Board of Education – August 2014

Early Arrival To School

The school will be open for students at 8:55 AM each school day. Please be sure that your child does not arrive before 8:55 AM since no supervision can be provided. This does not apply to students participating in the Work Family Program.

Tardiness

Any child who arrives after 9:05 AM is required to report to the school office. Students **must** present a written note explaining the tardiness. Tardiness results in poor student attitudes toward school. It also takes valuable teaching time from the entire class since the teacher must change absence and lunch slips, repeat assignments, etc. Please help your child think positively about school by seeing that he/she arrives promptly. Students arriving after 11:00 AM will be marked absent for the day.

Emergency Closing

When inclement weather or emergency conditions make it necessary to close school, delay opening, or dismiss early, announcements will be made through the Instant Alert messaging system. Telephone messages will be sent to each family. If you don't receive a call and conditions warrant, please consult the following:

WWYY-107.1FM
WODE - 99.9 FM
WLEV - 100.7 FM

WAEB- 104.1 FM
WSBG - 93.5 FM
WZZO- 95.1 FM

Announcements also appear on **WFMZ-TV** - Channel 69 and on the Internet at:
<http://www.wfmz.com>

Early Dismissals: *PARENTS ARE REQUESTED TO ARRANGE A PLAN TO FOLLOW IF AN EMERGENCY REQUIRES AN EARLY DISMISSAL. FOR EXAMPLE, YOUR CHILD MIGHT GO TO A NEIGHBOR'S HOME OR YOU COULD LEAVE A KEY IN A SPECIFIED PLACE, ETC. DO NOT ASK CHILDREN TO CALL HOME/WORK SINCE THE OFFICE PHONE MUST BE KEPT OPEN FOR INCOMING CALLS.*

On days when inclement weather is causing hazardous road conditions that are expected to clear up before or shortly after buses begin their pick-ups, we will institute a 2 hour delayed school opening. This means that **ALL BUS PICK-UPS ON THESE DAYS WILL BE DELAYED 2 HOURS**, and we will begin school at 11 AM.

If hazardous road conditions do not improve, school will be closed for the entire day. Announcement of the cancellation of school for the entire day will be broadcast through the media mentioned above. **ALL** afternoon and evening activities will also be cancelled for that day if school is closed.

NEW PROCEDURES WHEN ENTERING MAIN OFFICE (effective August 2017)

Please buzz at the main office and provide your name and reason for visit. Once entrance is allowed you will be directed to come through the door immediately to the right. Visitors will not be granted direct access to the hallway. If a visitor is staying to attend a classroom, cafeteria, or other location in the building, they will need to sign in with their name and badge number which will be provided. Visitors will be required to wear a lanyard with badge identification while in the building and also will be required to leave some form of personal identification in the office to assure return of the badge. (i.e keys, license, wallet, etc.) Visitors who are not requesting access to the building but only need to sign a student out or meet with an administrator will not be required to leave any personal belongings. Parents who are dropping something off for their child (i.e lunch, homework, sneakers, etc.) will be granted access to the vestibule only and can leave such items on the table provided.

Emergency Form/Health Emergency Card

Parents are **REQUIRED** to update the Contact Verification Listing form as well as a health emergency card for each child attending school. These forms are used whenever an emergency makes it necessary for the school to get in touch with you, in instances when children are ill and we are unable to contact you, and in the event that an emergency should require that students be dismissed to individuals other than parents/guardians. The medical card provides important health information and gives permission for school personnel to obtain emergency medical help if parents are unavailable. Both cards provide information vital to the well being of your child.

In addition, questions regarding health insurance and permission to share that information with NJ FamilyCare [in compliance with FERPA and N.J.A.C.6A:32-7.1(g)] have been added. These forms are included in the information sent home on the first day of school. Please return them immediately, and be sure to update the information whenever it changes. *Note: There is an area on the emergency card for parents/guardians to opt in or out of having their contact information included in a Family Directory. Please be sure to complete this section. If the section is left blank, contact information will not be included.*

School Lunch

Maschio's Food Service will provide a well-balanced, reasonably priced, nutritious lunch for all students. Alternate choices are offered. Milk is available for students who wish to bring a home-packed lunch. Food and beverages brought from home should be manageable in a lunchroom setting. Soda and "high energy drinks" are not recommended. Snacks with sugar as the first ingredient are also discouraged. Student sharing of food or candy is not permitted. Please refer to the information packet that has been provided by Maschio's, which includes a menu, prices and ala carte items. (Menus are also posted on the school's website – <http://www.whitetwpsd.org>)

Information regarding free or reduced lunches is sent home at the beginning of each school year. Interested parents/guardians must complete the forms and return them to school. Please be assured that this information is dealt with at the highest level of confidentiality.

Lunch/milk prices for the 2016-2017 school year.

Daily lunch: \$2.85 Milk: \$0.50

(Checks should be made payable to White Twp. School.)

Student Dress

Clothing should be appropriate for the weather and season. It should be comfortable, easy to put on and take off, and in good taste for the school environment. On rainy or snowy days, children should wear suitable outer clothing and waterproof footwear. It is advisable to plainly mark your child's clothes with his/her name or some other identifying symbol. School regulations prohibit student dress or grooming practices which interfere with schoolwork, create disorder, or disrupt the educational program. Please refer to the Student Code of Conduct on dress code.

The wearing of black soled hiking boots is banned because of maintenance problems. (Flip flops and slippers are not allowed! All footwear must be appropriate to the school environment.)

Reporting Student Progress – Report Cards and Conferences

Evaluating student progress is an important part of the education process. Report cards are sent to parents of students four times each year. Parent-teacher conferences will be scheduled in November and February. Parents are also encouraged to contact their child's teacher whenever questions or problems arise. Teachers may be reached via voice mail or e-mail.

Parents/guardians should always discuss issues with the child's teacher before approaching the administration or Board of Education.

Honor Roll - Grades Six, Seven & Eight

For the purposes of Honor Roll calculation, the following averages apply:

High Honor Roll – 93.00 or higher (with no grade below 85% and no N, U or its numeric equivalent in art, health & fitness, music, physical education, technology, or world language)

Honor Roll – 90.00-92.99 (with no grade below 80% and no N, U or its numeric equivalent in art, health & fitness, music, physical education, technology, or world language)

Parent Portal- Parents will have access to student information through the parent portal. Make sure to visit the portal for information regarding cafeteria accounts, attendance, and grades. Usernames and passwords are sent home in the first day packets.

Records

Cumulative record folders are kept for each child in our school district. They include copies of test results, duplicate report cards, and other significant information. Parents or legal guardians may, upon request, have access to their child’s school records. Formal procedures are available whereby parents may challenge inclusion of certain information. A school district Educational Records Policy insures the privacy rights of both parents and child in the collection, maintenance, release and destruction of these records. The policy incorporates provisions of the New Jersey School Code and other legal statutes. Parents who wish to review their child's permanent records should make an appointment by calling Ms. Trish Good at 475-4773 X222.

Transferring Out

Many districts will not accept a student from another school without a transfer card and immunization card. In order to receive the cards, the parent/guardian must notify WTCS of the new address one week in advance of the date the child is to move. A permission to release school records will be provided for a parent/guardian’s signature. The transfer card will be mailed to the new school on the last day of attendance at WTCS.

Books & Supplies

All textbooks and electronic materials are provided by and are the property of the White Township Consolidated School District. Pupils are expected to treat all books, CD's, school property, and equipment with care and will be assessed fines or replacement costs for lost or damaged materials. (See below)

Loss or Destruction of School Supplies

The school district policy on the loss or destruction of school supplies is as follows: It is expected that all students will return all books and supplies in a condition acceptable to the district. If any article is abused, misused, or lost, the following fines will be imposed:

- A new book (or CD of the book).....100% of replacement cost
- A good book..... 75% of replacement cost
- A fair book..... 50% of replacement cost
- Full replacement cost for any article other than a book (including CD of book

Loss of Personal Items

Clothing, books, school bags, and lunch boxes marked with the child’s name will be returned immediately. Unlabeled articles found at school or on the buses are to be taken to the office. Children who have lost an item should report it to the office as soon as possible.

Please note: The school cannot be responsible for articles that are lost or stolen, this includes cell phones and other technology items.

Birthday Celebrations/Party Invitations

If you choose to celebrate your child's birthday in school, we ask that you contribute an inexpensive book or CD. We would like school birthday "parties" to feed the mind rather than the body and have a policy that prohibits food being brought in to school and distributed to our students. Parents may not send party invitations to be distributed in school unless an entire class receives an invitation. If parents want to send invitations through U.S. mail, please refer to the "Family List" that will be distributed during the fall.

Gift Exchange

It is the policy of the Board that staff members not accept gifts from students or parents. Individual gifts from the teacher to each child are also prohibited. It is suggested that if a parent/teacher wishes to give a gift, he/she may do so as a gift to the classroom; for example, library books or other educational resources for the class. Policy 3214 – Conflict of Interest (Adopted December 2002)

Pets & Animals

Pupils are not to bring animals or pets to school. Bites and diseases are a hazard at all times. Principal may make consideration for special projects.

TRANSPORTATION PROCEDURES:

Dropping Children Off in the Morning – Route 519 Lot Only

Please do not drop children off at school before 8:55 AM because there is no supervision provided until that time. We ask that you also follow the traffic pattern for entering and exiting the school parking lot. It is marked by cones and directed by staff members. If you will be getting out of your car to escort your child, please find a parking space in the lot. We ask that you proceed with extreme caution and with the highest regard for the safety of our students and staff.

Picking Children Up

If you will be picking your child up during school or at the end of the day, please send a note to the office stating that you will be coming for your child. If an adult family member (must be 18 years of age or older by Board Policy) other than yourself is to pick up your child, this information must be contained in a note. Parents/guardians (or others over 18 years of age and designated in writing) who are picking up a student during the school day should enter the building at the Main Office and report to the Office. Parents picking students up at dismissal time (3:12) should enter through the Rt. 519 door and wait in the foyer. All parents must still sign students out even if a note was sent in. Parents will sign students out with the school nurse and show ID if necessary. Students are not dismissed from any other area of the school building or parking lot.

HEALTH SERVICES

Special Medical Considerations

Parents/guardians are requested to notify the nurse of any specific health conditions (epilepsy, allergies, etc.) to safeguard the welfare of their child. As a result of the Federal Privacy Guidelines, parents/guardians who wish to share medical information with staff members must give the nurse written permission to release the information on a need-to-know basis. This permission appears on the Health Emergency Card, must be completed each year, and is included in the packet sent to each family on the first day of school.

Transporting Medication Policy

Students cannot transport medication back and forth to school due to an increased potential for its misuse while in the student's possession. A responsible adult must bring all medications to the clinic. If this presents difficulties, please contact the school nurse to plan alternate arrangements in the transportation of your child's medication. If a student brings medication to school, the medication will not be administered and the parent will be contacted to arrange for pick-up of the medication.

Administering Medication

This is to inform you of the White Township School Policy regarding ANY and ALL medication being dispensed at the school during school hours. This policy will be enforced and is applicable in ALL cases. The policy states the following:

1. Students with a life-threatening illness (asthma, diabetes, bee-sting allergies) may carry their medication on their person under the following conditions ONLY:
 - (a) There is a certification signed by the doctor that says the student has been trained in proper, safe, self-administration of the medication.
 - (b) There is a form signed by the parent/guardian that releases White Township Board of Education, its employees and agents from any claims arising out of self-administration of medication by the student.
The above authorizations are good for the current school year ONLY.
 - (c) ALL Students using asthma medications must have an Asthma Action Plan on file.
2. Students carrying/requiring Epi-Pens must have an Emergency Action Plan on file. This authorization is good for the current school year ONLY.
3. ALL other medication is to be kept by the Nurse and dispensed by her at the proper time.
4. The Nurse must have on file a note signed by the doctor, which includes the diagnosis, name of medication, dosage and frequency. (This may be written on either the doctor's prescription paper or the form available through the school.)
5. The medication must be in the original container from the pharmacy, properly labeled for the particular student.

THERE WILL BE ABSOLUTELY NO EXCEPTIONS TO THE ABOVE POLICY.

Please have the doctor's note completed when your doctor prescribes the medication. Any medication coming into the school without the above orders and permission WILL NOT be given in school and will be returned to you.

The proper form is available from the Nurse if you have reason to anticipate its need in the near future. Many doctors in the area also have some of these forms in their office; please ask that the form be used if available. In the event there is a need for self-medication or if you have any questions regarding any of the above, please contact the School Nurse.

Lactose Intolerant Students

We will accommodate lactose intolerant students. If your child is medically documented with this problem, we will need the following in order to address his/her individual needs at lunch: A note from the physician documenting the condition.

1. A note from the physician listing approved substitutes.
2. This note will only remain valid for the current school year and will need to be renewed annually.

Sickness or Accidents During School Hours

When children become sick during school hours, the nurse will determine if the child should be sent home. In this case, the nurse will contact the parent and make arrangements for transporting the child home. Parents are expected to provide this transportation. If the parent cannot be contacted, reference will be made to the information noted on the Emergency Card and Emergency Health Card. If a minor accident occurs, the school nurse will administer first aid, and the parents will be notified. The school nurse will give no care beyond first aid. We cannot emphasize enough the importance of complete, up to date, and accurate information on the Emergency Card and the Emergency Health Card which you complete each year.

Student Group Accident Insurance

The school carries accident insurance on each child with limitations. The insurance policy is a co-pay policy along with the policy of the parent/guardian. This information is sent home in the first day packets.

Homebound Instruction

If a child becomes ill or disabled and will be absent from school for a long period of time (more than 10 days), a teacher may be sent to his/her home for instruction for a maximum of five hours weekly. Requests should be made to the school nurse. A physician must describe the confinement, etc. and then a request will be submitted to appropriate personnel and the Superintendent for approval.

School Entrance Requirements: The law requires that medical examinations be given to students before their initial year in school (kindergarten or grade one), in the second, fifth and eighth grade. If not completed privately, examinations will be done in school. In accordance with NJAC: 8:57-4.20 and Chapter 14 of the NJ Sanitary Code, all children, regardless of grade, who are entering the White Township School District for the first time, must show proof of having the following immunizations:

Diphtheria and tetanus toxoids and pertussis vaccine

- (a) Every child less than seven years of age shall have received a minimum of four doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), or any

vaccine combination containing DTP, such as DTP/Hib, or DTaP, one dose of which shall have been given on or after the child's fourth birthday.

(b) Diphtheria, tetanus, and acellular pertussis vaccine (DTaP) for children under age seven is preferred and shall be accepted in lieu of DTP vaccine.

Poliovirus vaccine

(a) Every child less than seven years of age shall have received at least three doses of live, trivalent, oral poliovirus vaccine (OPV), or inactivated poliovirus vaccine (IPV) either separately or in combination, one dose of which shall have been given on or after the child's fourth birthday or, alternatively, any appropriately spaced combination of four doses.

(b) For children seven years of age and older, any appropriately spaced combination of three doses of OPV or IPV shall satisfy the poliovirus vaccine requirement.

Measles/Mumps/Rubella vaccine (MMR)

(a) Every child shall have received two doses of a live measles-containing vaccine, or any vaccine combination containing live measles vaccine, such as the preferred measles, mumps, rubella (MMR) vaccine, prior to school entrance for the first time into Kindergarten, Grade One, or a comparable age entry level special education program with an unassigned grade. The first dose shall have been administered on or after the child's first birthday, and the second dose shall have been administered no less than one month after the first dose.

Hepatitis B Virus Vaccine

(a) Every child born on or after January 1, 1996, shall have received three doses of hepatitis B vaccine, or any vaccine combination containing hepatitis B virus, prior to school entrance for the first time into a Kindergarten, Grade 1, or a comparable age entry level special education program with an unassigned grade.

Varicella virus vaccine

(a) Every child shall have received one dose of varicella vaccine, or any vaccine combination containing varicella virus, administered on or after the first birthday, prior to school entrance for the first time into a Kindergarten, Grade 1, or a comparable age entry level special education program with an unassigned grade.

Students transferring from out of state must have a Mantoux test. Students entering from other schools must present any records of additional immunizations (other than those required). No child will be admitted unless these are complete. Only documented medical and religious exemptions are acceptable.

Additional Information:

POLICY 5338- Diabetes Management -Diabetes is a serious chronic disease and must be managed twenty-four hours a day in order to avoid the potentially life-threatening short-term consequences of blood sugar levels that are either too high or too low and the serious long-term complications of high blood sugar levels. In order to manage their diabetes, pupils must have access to the means to balance food, medications, and physical activity level while at school and at school-related activities. The parent or legal guardian of a pupil with diabetes who seeks diabetes care for the pupil while at school shall inform the school nurse who shall develop an individualized health care plan and an individualized emergency health care plan for the pupil. The individualized health care plan and individualized emergency health care plan shall be updated by the school nurse prior to the beginning of each school year and as necessary in the event there is a change in the health status of the pupil. The school nurse assigned to a particular school shall coordinate the provision of diabetes care at that school and ensure that appropriate staff members are trained in the care of pupils with diabetes, including staff members working

with school-sponsored programs outside of the regular school day, as provided in the individualized health care plan and the individualized emergency health care plan. The school nurse shall have the primary responsibility for the emergency administration of glucagon to a pupil with diabetes who is experiencing severe hypoglycemia. The school nurse shall designate, in consultation with the Chief School Administrator or designee, additional employees of the school district who volunteer to administer glucagon to a pupil with diabetes who is experiencing severe hypoglycemia. The designated employees shall only be authorized to administer glucagon, following training by the school nurse or other qualified health care professional, when a school nurse is not physically present at the scene. Upon the written request of the parent or legal guardian and as provided in a pupil's individualized health care plan, the pupil will be permitted to manage and care for his/her diabetes as needed in the classroom, in any area of the school or school grounds, or at any school-related activity provided the pupil has been evaluated and determined to be capable of doing so as reflected in the pupil's individualized health care plan. The Principal or school nurse shall, for each pupil with diabetes whom a school bus driver transports, provide the driver with a notice of the pupil's condition, how to treat hypoglycemia, who to contact in an emergency, and parent(s) or legal guardian(s) contact information. Designated areas of the school building shall have posted, in plain view, a reference sheet identifying signs and symptoms of hypoglycemia in pupils with diabetes. A pupil's school choice, if there is a choice option, shall not be restricted due to the fact the pupil has diabetes. N.J.S.A. 18A:40-12.11 through 18A:40-12.21 Adopted: 7/26/10

SPECIAL PROGRAMS

World Language

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Physical Education & Fitness Programs

In the interest of safety, all students in grades kindergarten through eight are requested to wear sneakers during physical education and fitness classes. Girls are asked to wear suitable apparel (preferably slacks or shorts). If your child has special medical considerations, please discuss your concerns with our school nurse.

Excusal from/ Request to Remain Indoors During Physical Education/Fitness Classes

In order to be excused from gym for one day, a student must have a written excuse from his/her parent or guardian stating why the child is to be excused. For a period longer than one day, students must provide a written excuse from a doctor to the school nurse. When your child is recuperating from an illness, an accident or has an unusual medical condition, and you wish him/her to remain indoors, a note to this effect should be sent to the school nurse. A doctor's statement is required if the request to remain indoors or be excused from gym is for more than one day.

Library/Media Services

Classes will be scheduled to visit the library. Our media specialist and classroom teachers will assist children in addressing their individual and class areas of interest. When library books are not returned, parents/guardians will be charged according to school policy. Report cards and all other records will be held until the financial obligation is met. (See "Loss or Destruction of School Supplies")

Gifted & Talented Program - GEM (Gifted Education Matters)

GEM is the school's gifted and talented program. Selection for the program is based on multiple measures including students' scores on the Peabody Picture Vocabulary Test (kindergarten through grade two), on results from a test of cognitive skills (In View -grades three through eight), benchmark assessments and teacher input. The program, which operates during the school day, consists of student-based projects that suit each individual's strengths and interests. All students are invited to participate in our consortium events held throughout the school year.

Intervention & Referral Services (I&RS)

An Intervention and Referral Services Team is in operation at the school. Teachers may seek assistance from team members in dealing with children having academic difficulties or related problems in the classroom. The purpose of the I&RS Team is to explore alternative teaching or behavioral strategies in order to assist the student. The end result is a written plan to address the needs of those students 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&RS Team. Parents/guardians will also be notified of any changes made in the child's program.

Basic Skills Improvement Program (BSIP)/Title I

Students in kindergarten through eighth grade may be included in our Basic Skills Improvement Program (BSIP), which is funded by Title I of the No Child Left Behind Act of 2001 and coordinated by Mrs. Alison Walsh. Student eligibility for this program is based upon a year-end evaluation as well as the recommendations of classroom teachers. Our program attempts to meet each student's individual needs by providing him/her with extra help from either a Basic Skills teacher or aide in the regular classroom or in a pull-out setting. Parent conferences are held each year, and home reports of progress are sent at the end of the second and fourth marking periods. If you have any questions or would like further information, please contact Mrs. Walsh.

Child Study Team

The school district employs a Child Study Team to provide for children with exceptional learning needs. Personnel include a psychologist, a learning disability teacher consultant, a speech and language therapist, and a school social worker. The school provides an array of programs such as resource centers, in-class support, and instructional support to meet the needs of our students. Children who require more than resource center are sent to classes outside the district on a tuition basis. Classroom teachers, administrators, and parents may refer a student for testing to determine if special services are needed.

Counseling

White Township Consolidated School provides a variety of counseling services to meet the needs of our students. Parents/guardians may contact Mrs. Stephanie Quinn (473-4773 X320) to discuss their concerns and needs.

Character Education – “Character Counts Program”

White Township Consolidated School works with students, parents, and citizens to encourage the development of character traits that promote a safe and healthy community.

The Six Pillars of Character

Caring

Showing concern for the well being of others

Citizenship

Being an informed, responsible and caring participant in your community

Respect

Showing high regard for self, other people and property

Responsibility

Being accountable for your own behavior

Trustworthiness

Being honest and reliable in carrying out commitments, obligations and duties

Fairness

Being impartial and equitable to others

Goal – The goal of Character Education is to build attitudes, habits, instincts and a predisposition toward doing what is right, because it is right, not because it is advantageous.

HOME SCHOOL COMMUNICATIONS

Realtime Notification System

Please make sure all contact information is up to date with the main office for alert messages. White Township School uses the Realtime Notification System communication system to convey information to parents. This system will send both urgent and routine messages to parents' home telephone and cell phone numbers.

Non-Custodial Parents – Getting Information

All written information sent home from the school will be mailed to non-custodial parents upon their request. Please contact **Mrs. Ingrid Scott (908-475-4773 X221)** for further information.

Parents should make every attempt to call teachers or the Principal when concerns arise. Using email to convey an issue can be misunderstood. Rule of thumb: Don't put anything in an email that you wouldn't put on your letterhead.

504 Rights - Parents

If you require special assistance, such as a sign language interpreter, please call the school office to make arrangements. (Two weeks notice is required in order to secure the services needed.)

Role of Parent-Teacher Organization (PTO)

The school has a Parent-Teacher Organization. You are encouraged to take advantage of this avenue of communication between home and school. The PTO promotes activities that give

parents an opportunity to improve facilities and programs for our children. The PTO provides additional information on the school's website.

PARENT GUIDE TO HOMEWORK

The Board of Education and instructional staff acknowledge the educational validity of homework as an adjunct to and extension of the instructional program of the school. Although individual teachers develop their own policies and procedures regarding homework, the following guidelines serve as the basis from which these policies and procedures are derived.

- a. Homework is a planned part of the curriculum, extending, and reinforcing the learning experience of the school.
- b. Homework helps children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an extension of classroom experiences.
- c. Homework helps develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.
- d. Homework also provides parents an opportunity to stay informed about their children's educational progress.
- e. The amount, frequency, and degree of difficulty of homework assignments are based on the ability and needs of the student.

If your child is spending too much or too little time on homework, please contact his/her teacher(s) to discuss the matter.

Homework Responsibilities – Students, teachers, and parents must be active participants in the homework process if students are to receive maximum benefit from doing homework.

A student must consistently record assignments, complete homework on time, and work to the best of his/her ability in order to reach the maximum benefit of his/her education. Students must recognize that homework is their responsibility, including contacting teachers about makeup work due to absences from class for any reason. Notebooks/assignment books are effective organizational tools when used consistently, and all students are encouraged to use these tools.

It is the classroom teacher's responsibility to:

- *inform students of each assignment, the requirements, and the deadline
- *monitor the student's progress and give assistance when necessary
- *take appropriate action when quality homework is not completed on a consistent basis.

Research shows that parents are a key element in the homework process and student success in school. Parents can communicate that homework is a priority by establishing a designated time

and place in which to do homework, by providing a quiet environment, by encouraging independence yet offering assistance if necessary, and by providing positive reinforcement whenever possible. If any problems arise, parents should contact the teacher.

SCHOOL DISCIPLINE

Student Code of Conduct

Please review the White Township Consolidated School Student Code of Conduct with your child. The final page must be completed and returned to each child's homeroom teacher.

What Parents Can Do To Help

Parents are the major teachers in a child's life, so they have an important role to play in improving school discipline. Parents can:

1. Provide strong, consistent discipline at home. Children need to know their parents have firm, fair rules that will be enforced. Children also need to know the reasons for these rules. Children need to understand that there are consequences for choosing to break rules.
2. Discuss goals with your child (not too high or too low) and help him/her attain these goals. Assigning jobs at home helps a child learn responsibility, self-discipline, etc.
3. Take an active interest in all of your child's school and extra-curricular activities.
4. Talk with other parents about their problems with discipline and motivation and discuss possible solutions.
5. Cooperate with the school by knowing the school rules and encouraging children to respect them.
6. Encourage good behavior by showing support, interest, and by giving praise. Discipline includes rewarding good behavior, not just addressing inappropriate behavior.
7. Have a positive attitude about schoolwork and education in general. Children usually reflect their parents' attitudes and values.
8. Listen to both sides of the problem - the child's and the school's. Better solutions to problems can be found when parents are well informed. Call the school if you are concerned about a problem. Be sure to contact your child's teacher before turning to the administration.
9. Keep in touch with teachers by attending parent-teacher conferences, school functions, and via notes, e-mail, and/or telephone. Let teachers and counselors know about any problems at home that might affect school performance.
10. Meet children's needs for love and affection, wholesome food, rest, and exercise. Provide a time and place to study. These are all essential for good school performance.

Remember -- children learn from their parents. Love, positive attitudes, setting a good example, and encouragement usually lead to positive behavior.

WARRANTLESS SEARCH BY TEACHING STAFF MEMBERS

The following regulations for the conduct of a warrantless search have been prepared to protect the school community, cooperate with municipal or state authorities, and ensure the rights of the student.

A teaching staff member must have reasonable grounds to suspect evidence of illegal activity or activity interfering with school discipline and order before a search of a student, his/her desk, his/her locker, or his/her belongings can be made. If circumstances permit, the teaching staff member shall communicate his/her suspicions to the Principal or designated person in authority.

A. The following elements, among others, may be considered in determining whether reasonable suspicion has been established:

1. The source of the information. Is the informant reliable?
(An anonymous tip does not meet the standard.) Is there additional substantiating evidence?
2. Has the student acted in a manner which would reasonably give rise to a suspicion of wrongdoing?
3. Is the contemplated search directly related to the alleged wrongdoing and not overreaching?
4. The student's age, history, and school record
5. The prevalence and seriousness of the problem in the school to which the search would be directed
6. Exigency - would the evidence be destroyed or removed if an immediate search was not conducted? Is there time to request parental permission?

B. If possible, staff members will inform the student of the grounds for reasonable suspicion, preferably in the presence of another staff member.

C. A student may waive his/her constitutional rights and consent to a search of his/her person or property. The teaching staff member will request the student's voluntary consent to the search whenever practical. Several requirements must be met in order to obtain a student's voluntary consent:

1. The student must have the capacity to voluntarily consent. He/She must be of sufficient age to understand his/her predicament. Obviously, the younger the student, the less likely he/she will have such capacity.
2. The consent must be voluntary, without threat or coercion. Securing consent by threatening suspension or any other discipline is not acceptable.
3. The student shall be informed of his/her right not to consent.

If the student exercises his/her right to refuse, a teaching staff member may proceed with the search based on the grounds of reasonable suspicion.

- D. The search will be conducted in a careful, methodical, and professional way with due regard for courtesy and the humane needs of the suspected student. Whenever possible, the search will be conducted in the presence of the student and a teaching staff member other than the Principal. An attempt will be made to notify the parents or guardians of the student by telephone.
- E. Staff members will contact law enforcement officials and the Principal or Superintendent if criminal activity is involved.
- F. Staff members will comply with the following procedures for handling evidence:
 - 1. Evidence seized shall be marked as follows:
 - a. initials of person obtaining the evidence;
 - b. date that possession was taken;
 - c. name of student or students involved, if known.
 - 2. The seized evidence shall be kept in the custody and under the sole control, whenever possible, of the staff member who discovered it, or the Principal before it is turned over to the police if criminal activity is involved (e.g., seizure of alcohol or suspected drugs).
 - 3. The chain of custody- If the evidence changes hands, the names of the persons involved in the chain of possession shall be reflected in the school incident report. A written receipt for such evidence shall in all instances be obtained from the person to whom it is given. This receipt is to be signed and dated.
 - 4. Evidence shall be maintained in the same condition from the time of seizure until turned over to the police. Suspected narcotics, for example, would be placed in an envelope, sealed, and marked as indicated above, or alcohol may be kept in the container or container may be saved.
 - 5. A seized item shall be stored in a locked desk or storage closet until it is given to the police if criminal activity is involved. Access to the area shall be limited to the person who placed it there.
 - 6. After the evidence is relinquished to the police, if criminal activity is involved, the school incident report shall note the name of the officer to whom the evidence was given, as well as the date. This continues the chain of custody.
- G. The Superintendent will be informed in writing, of the major events of the incident.

DRUGS, ALCOHOL AND CONTROLLED SUBSTANCES

The following is the Board Policy regarding Drugs:

DRUGS – Pupils

The Board of Education recognizes that the misuse of drugs by any pupil seriously impedes that pupil's education and threatens the welfare of the entire school community. The Board is committed to the prevention of drug abuse and the remediation of drug users by educational means, but will take necessary and appropriate steps to protect the school community from harm and from exposure to drugs.

For the purpose of this policy, “drug” includes all dangerous controlled substances set forth in N.J.S.A. 24:21-1 et seq., and all chemicals that release toxic vapors set forth in N.J.S.A. 2A:170-25.9 et seq. and 18A:40-4.1 and related paraphernalia for the ingestion of any of the above.

The Board prohibits the use, possession, and/or distribution of any drug on school premises, at any event away from the school premises that is sponsored by this Board, and on any transportation vehicle provided by this Board. Pupils suspected of being under the influence of drugs will be identified, evaluated, and reported in accordance with law. A pupil who uses, possesses, or distributes a drug, on or off school premises, will be subject to discipline, which will be graded to the severity of the offense and may include suspension or expulsion according to Board Policy. The pupil will be reported to appropriate law enforcement personnel. Incidents of drug involvement will be reported to the Commissioner on the state-approved form. Pupils suspected of involvement with drugs remote from school premises will be referred for appropriate treatment and remediation.

The Board will enforce the laws of New Jersey requiring a program of drug education. The Superintendent shall prepare and submit to the Board for its approval a curriculum for such instruction in Grades K through 8. Drug education shall be integrated with the district's health and family life curriculum.

N.J.S.A. 18A:4-28.1 et seq.; 18A:35-4; 18A:40-4.1
N.J.A.C. 6:29-9

Identification and Remediation of Pupils Involved with Drugs

1. A pupil is “involved with drugs” when he or she uses or is influenced by drugs, but not necessarily on school premises or during the school day. A suspicion or determination that a pupil is involved with drugs does not depend on a finding that the pupil is under the influence of a drug or possesses or distributes a drug on school premises.
2. Teaching staff members will be alert to the signs of a pupil's involvement with drugs: impaired health or fatigue; excessive truancy or tardiness; lower grades; depressed appetite or loss of weight; appetite extremes; eyes that are bloodshot, watery, extremely wide, or have extremely small pupils; an unusual body or breath odor; needle tracks; a change in attitude, personality, temperament, appearance, or peer groups; mental confusion; financial problems; resorting to excuses and rationalization. See TEACHER REFERRAL FORM.
3. A teaching staff member who suspects that a pupil is involved with drugs should refer the pupil to the school nurse who shall notify the Principal of the referral; the Principal should notify the Superintendent and the pupil's parent of the referral and discuss with the parent the possibility of medical or therapeutic treatment. The pupil will also be referred to an appropriate community resource for evaluation and possible treatment.
4. Pupil in care or returning from care for drug dependency will be monitored by the Child Study Team with follow-up as necessary in accordance with Board Policy and regulations.

Evaluation and Treatment of Pupils Under the Influence of Drugs

1. A pupil is under the influence of drugs when he or she is observed in the use of drugs or exhibits physical and/or behavioral characteristics that indicate drug intoxication.
2. Whenever it appears to an employee of the school district that a pupil may be under the influence of a controlled dangerous substance or any chemical or chemical compound that releases vapor or fumes causing a condition of intoxication, inebriation, excitement, stupefaction,

or dulling of the brain or nervous system, the employee shall report the matter as soon as possible to the school nurse or the school medical inspector and the Principal or Superintendent. A written report by the referring employee is to be submitted to the Principal or Superintendent as soon as possible after the referral.

3. The Principal or Superintendent shall immediately notify the pupil's parent.
4. The Principal or Superintendent shall arrange for the immediate examination of the pupil by a doctor selected by the parent or guardian or, if the parent's doctor is not immediately available, by the school medical inspector. If neither the parent's doctor or the school medical inspector is immediately available, the pupil shall be taken to the emergency room for examination. The pupil shall be accompanied by the pupil's parent/guardian if possible and by a member of the school staff appointed by the Principal or Superintendent. An examination conducted at parental request by a physician other than the school medical inspector shall not be at district expense.
5. The pupil shall be examined as soon as possible for the purpose of diagnosing whether or not he or she is under the influence of a drug or chemical described in paragraph two above.
6. A written report of the examination of the pupil shall be furnished by the examining physician to the pupil's parent and the Superintendent within twenty-four hours. The Superintendent shall determine, in the light of all circumstances, and following consultation with the Child Study Team, whether the pupil shall be admitted to school pending the receipt of results of the examination.
7. A pupil found to be under the influence of drugs shall be returned to his or her home as soon as possible. The pupil shall not be re-admitted to school until he or she submits to the Superintendent a written report, signed by the pupil's physician, the school medical inspector, or the examining physician, certifying that the pupil is physically and mentally able to return.
8. The Child Study Team will advise the pupil and parents of referral services available, and required, the Child Study Team will examine and recommend procedures designed to provide rehabilitation for the pupil. The Child Study Team and out of district agencies including appropriate medical personnel shall be responsible for the observation and support of the pupil following his/her return to school. The Child Study Team shall be responsible to keep all appropriate school personnel informed of the pupil's progress.

Possession and Distribution of Drugs

1. A pupil's person, effects, or school storage places may be searched for drugs in accordance with Board policy. The Principal, Superintendent or other school officer conducting the search shall confiscate as evidence any drug found in the pupil's possession. Drug evidence shall be sealed in an appropriate container; labeled with the date, name of the pupil, and the name of the school official who conducted the search and found the drug. The evidence shall be locked in a secure place until the school official delivers the evidence to a law enforcement officer, from whom the official shall obtain a receipt. A written report is to be submitted to the Superintendent as soon as possible after the drug has been turned over to the law enforcement officer.
2. A pupil found to have possessed, distributed, or used drugs in violation of law and Board policy will be reported to appropriate law enforcement officers and is subject to discipline in accordance with Board policy on suspension and expulsion. A written report of the alleged violation will be submitted to the Chief School Administrator as soon as possible. Sanctions or suspensions will be graded according to the severity of the offense.

OFFENSE

FIRST OFFENSE

SECOND OFFENSE

a. Under the influence	Up to 10 days suspension	10-day suspension
b. Possession	Up to 10 days suspension	10-day suspension
c. Possession with intent to distribute*	Long term suspension*	Long term suspension*

*Long-term suspension pending disposition by Child Study Team. (No suspension of a pupil by a Superintendent shall be continued longer than the second regular meeting of the Board of Education of the district after such suspension unless the same is continued by action of the Board, and the power to reinstate, continue any suspension reported to it or expel a pupil shall be vested in each Board of Education. 18A:37-5.)

A pupil convicted of drug use, possession, and/or distribution may be admitted to school on the recommendation of the Child Study Team. A pupil who has been removed from school for his or her involvement with drugs, other than a pupil who has been expelled from school, shall be placed on home instruction.

Reporting Substance Abuse

Incidents of drug involvement will be reported to the Commissioner on the state-approved form (Violence, Vandalism and Substance Abuse Incident Report).

ALCOHOL – PUPILS

The Board of Education recognizes that alcoholism and the misuse of alcohol are serious social problems that have far-reaching implications for both the consumer of alcohol and for the entire community. The Board accepts responsibility for instructing pupils in the nature of alcohol and its effects and for assisting in the early identification and remediation of pupils who become involved with alcohol. (The Board directs the Superintendent to cooperate and consult with a local organization involved in the prevention, detection, and treatment of alcohol and approved by the Department of Health, such as the Warren Council on Alcoholism, Family Guidance Center of Warren County, and Family Life, Substance Abuse, Alcohol Committee in the development of appropriate curriculum and procedures to implement this policy.)

The Board of Education prohibits the possession and consumption of any alcoholic beverage in a school building, on school grounds, on school transportation, or at any school - sponsored function. A pupil who possesses or consumes an alcoholic beverage on school premises will be subject to discipline, which will be graded to the severity of the offense and may include suspension or expulsion according to Board Policy. Incidents of alcohol involvement will be reported to the Commissioner on the state-approved form.

The Board will enforce the laws of New Jersey requiring instruction in the public schools on the nature of alcohol, the effect of alcoholic drinks on the human system, and the short and long term implications of alcohol abuse on the individual and society. The CSA shall prepare and submit to the Board for its approval a comprehensive curriculum for such instruction in Grades K through 8. Instruction on alcohol shall be integrated with the health education and family life curriculum.

- N.J.S.A. 2C:33-15 N.J.S.A. 9:17B-1
- N.J.S.A. 18A:4-28.13; 18A:26-8; 18A:35-4; 35-4a; 18A:37-2
- N.J.A.C. 6:29-9

Identification and Referral of Pupils Involved with Alcohol

1. A pupil is “involved with alcohol” when his or her consumption of alcoholic beverages, whether or not on school premises or during the school day, interferes with the pupil's learning and/or threatens the education of other pupils.
2. Teaching staff members will be alert to the signs of the misuse of alcohol by a pupil: impaired health or fatigue; excessive truancy or tardiness; lower grades; depressed appetite or

loss of weight; a change in attitude, personality, temperament, appearance, or peer groups; financial problems; resorting to excuses and rationalization.

3. A teaching staff member who suspects that a pupil is involved with alcohol should refer the pupil to the school nurse, who shall notify the Principal or Superintendent of the referral; the Principal or Superintendent shall notify the Child Study Team, and the pupil's parent of the referral and discuss with the parent the possibility of medical or therapeutic treatment.

4. When the pupil involved with alcohol has discussed his or her alcohol involvement with a teaching staff member with an expectation of confidentiality, the member may respect that confidence in order to assist the pupil toward remediation. The teaching staff member should encourage the pupil to seek aid from a professional trained in counseling and to confide in his or her parent or guardian. When the member believes that the pupil requires professional counseling or intervention that the pupil will not seek on his or her own, the member may report the pupil to the building Principal or Superintendent, who shall notify the pupil's parent, and may refer the pupil to the Child Study Team for evaluation to determine eligibility and need for special educational programs. The pupil will also be referred to an appropriate community resource for evaluation and possible counseling and/or treatment.

5. Pupils in care or returning from care for alcohol dependency will be monitored by the Child Study Team with follow-up as necessary in accordance with Board policy and regulations.

Evaluation and Treatment of Pupils Under the Influence of Alcohol

1. A pupil is under the influence of alcohol when he or she exhibits the physical and behavioral characteristics of alcoholic inebriation.

2. A staff member who suspects that a pupil is under the influence of an alcoholic beverage on school premises or at any activity sponsored by the Board of Education shall report the matter immediately to the school nurse or school medical inspector and Principal or Superintendent. A written report is to be submitted to the Superintendent as soon as possible after reporting the incident.

3. The pupil shall be removed to a protected environment with as little disruption to the educational program as possible. The pupil's parent and the Superintendent shall be notified promptly and given a description of the circumstances and the pupil's symptoms. The parent of the inebriated pupil shall be requested to promptly care for the pupil. Pending the arrival of the parent or guardian and when the parent cannot be reached or is not available to assume care, the pupil may be retained in the nurse's care or taken to a physician or hospital at the discretion of the school nurse.

4. A pupil who has become unconscious or requires medical treatment as a result of alcoholic inebriation shall be given emergency medical assistance in accordance with Board policy and regulations on emergencies. The parent of any such pupil will be promptly notified.

5. The parent of a pupil found under the influence of alcohol on school premises or at school events shall be requested to confer with the building Principal or Superintendent and shall be encouraged to seek aid from a qualified agency.

6. The Building Principal, Superintendent and appropriate staff members including a representative of the Child Study Team shall develop a plan to address the pupil's needs, including, if appropriate, the pupil's evaluation.

7. A pupil removed from the school because of his or her alcoholic inebriation and permitted to return to school when the state of inebriation no longer exists has been excluded from school for health reasons.

8. A pupil removed from school because of alcoholic inebriation may be suspended by the building Principal or Superintendent for a period of time not to exceed 10 days, provided that the school nurse or other health professional certifies reasonable suspicion to the Principal or Superintendent that the pupil is in a state of inebriation. The pupil shall be offered an opportunity to explain his or her condition to the Building Principal or Superintendent; when the pupil's condition interferes with his or her ability to offer an explanation, the pupil shall be offered an opportunity for an informal hearing before the Superintendent within twenty-four hours when school is in session.

Possession and Consumption of Alcohol

1. The possession or consumption of an alcoholic beverage in school, in a motor vehicle, in a public conveyance, or in any public place by a pupil under the age of twenty-one is a disorderly persons offense, N.J.S.A. 2C:35-15, and such possession or consumption of an alcoholic beverage on school premises, at a school sponsored event, or on a school bus by a pupil of any age is a violation of district rules.

2. A pupil under the age of twenty-one years who possesses or consumes an alcoholic beverage on school premises, on a school bus, or in any public place in which an event sponsored by the Board takes place shall be reported immediately to the building Principal or Superintendent. The Principal or Superintendent shall summon the pupil and may, in accordance with Board policy on pupil privacy, search the pupil and his or her property for the alcoholic beverage. A pupil found to have possessed or consumed alcohol in violation of law and Board policy will be reported to appropriate law enforcement officers and is subject to discipline in accordance with Board policy on suspension and expulsion. A written report is to be submitted to the Superintendent as soon as possible after the reported incident.

3. Sanctions or suspensions will be graded according to severity of the offense (harsher penalties for more grievous acts.)

OFFENSE	FIRST OFFENSE	SECOND OFFENSE
a. Under the influence	10 days suspension	Long term suspension*
b. Possession	10 days suspension	Long term suspension*
c. Possession with intent to	Long term suspension*	Long term suspension*
d. Selling or distributing	Long term suspension*	Long term suspension*

*Long-term suspension pending disposition by Child Study Team.
Long-term suspension as defined in N.J.S.A. 18A:37-4-15

SMOKING ON SCHOOL PREMISES

Public law enacted by the State of New Jersey in 1989 prohibits smoking in school buildings. **SMOKING IS NOT ALLOWED IN THE WHITE TOWNSHIP SCHOOL BUILDING OR ON SCHOOL GROUNDS BY ANYONE.** (this includes any tobacco products or e-cigs)

The Board prohibits smoking by students at anytime on school premises, at events sponsored by this Board away from school, and on any transportation vehicle supplied by the White Township Board of Education.

ANNUAL NOTIFICATIONS

ANNUAL RE-NOTIFICATION REQUIRED BY AHERA - Asbestos

The Asbestos Hazard Emergency Response Act (AHERA) 40 CFR 703 requires all schools from pre-K to Grade 12 to conduct inspections to determine if they contain asbestos-containing building materials (ACBM). If they do, the ACBM must be categorized according to the type of material, its locations, current damage, and its potential for future damage and a detailed Asbestos Management plan must be developed. The Management Plan details the inspection findings, and outlines the response actions the Board of Education intends to implement.

To accomplish these goals, we'll keep a NJ State Department of Health approved Asbestos Management Plan on file in the District Office. The provisions of the plan are implemented in a timely and on-going fashion. The Board of Education will also schedule and perform a 3-year re-inspection and 6-month surveillance as required by the AHERA regulations. It is your Board's desire to provide a safe and healthy facility for all students, employees, and visitors. This satisfies the requirements of AHERA for written notice of the availability of the Management Plan for review. Should you desire, please contact the office of the Superintendent for further details.

Also the notice of any construction or other activities involving the use of hazardous substances will be posted on a bulletin board in the school prior to the initiation of the project; hazardous substances may be stored at the school at various times during the year; HSPS's for any substance used or stored at the school are available.

CONSUMER CONFIDENCE REPORT – WATER TESTING

The Federal Safe Drinking Water Act calls for public community water systems to develop a "Consumer Confidence Report", a report about their treated drinking water quality.

New Jersey has a unique state law that supplements federal requirements for report preparation. It calls for all public water systems, not just community water systems (residential), but non-community systems (non-residential) to prepare a similar Consumer Confidence Report (CCR).

White Township School, as required by law, performs the following chemical compound monitoring:

- Asbestos
- Primary Inorganic Compounds
- Nitrate
- Secondary Inorganic Compounds
- Volatile Organic Compounds
- Bacteria/Coli form Monitoring
- Lead and Copper Monitoring

Testing has found White Township School drinking water to be safe and compliant with State and Federal requirements. A complete document of testing is available for review at the school.

ANNUAL INTEGRATED PEST MANAGEMENT NOTICE

The White Township Consolidated School has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy included with this notice.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at school.

The IPM Coordinator for White Township Consolidated School is Mr. Dave Hartung. Mr. Hartung can be reached at 565 CR 519, Belvidere, NJ 07823 or at 908-475-4773 X266.

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, and staff members for information and to discuss comments about IPM activities and pesticide use at school.

As part of a school pest management plan, the White Township Consolidated School may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

Pesticides used in the past 12 months: (Common & Trade Name, EPA Registration #)

COMMON NAME	TRADE NAME	EPA REGISTRATION#
Ant Gel	Advion Ant Gel (0.06%) Indoxacarb	352-746

**White Township Board of Education Policy 7422
SCHOOL INTEGRATED PEST MANAGEMENT PLAN (IPM)**

The New Jersey School Integrated Pest Management Act of 2002 requires school districts to implement a school integrated pest management policy that includes an Integrated Pest Management Plan. In accordance with the requirements of the Act, the Board shall ensure implementation of Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. These procedures shall be applicable to all school property in the White Township School District.

IPM Coordinator (IPMC) – A vendor shall be designated as the district's Integrated Pest Management Coordinator (IPMC) as per the district's IPM plan and the designated vendor is responsible for the implementation of the school integrated pest management policy.

Integrated Pest Management Procedures in Schools - Implementation of Integrated Pest Management (IPM) procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological, or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.

The Integrated Pest Management Coordinator (IPMC) shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM plans - The Superintendent, in collaboration with the school Building Principal and the IPMC, shall be responsible for the development of the IPM Plan for the school district. The school district's Integrated Pest Management (IPM) Plan is a blueprint of how the school district will manage pests through IPM methods. The school district's IPM Plan will state the school district's goals regarding the management of pests and the use of pesticides for all school district property. The Plan will reflect the school district's site-specific needs and a description of how each component of the school district's Integrated Pest Management Policy and Regulation will be implemented for all school property.

Education/Training - The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives. The IPMC, other school staff, and pesticide applicators involved with implementation of the district's IPM policy will be trained in appropriate components of IPM as it pertains to the school environment. Students and parents/legal guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Recordkeeping - Records of pesticide use shall be maintained on site to meet the requirements of the State regulatory agency and the Board. Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting - The Building Principal, working with the IPMC, is responsible for timely notification to students, parents or legal guardians and the school staff of pesticide treatments pursuant to the School Integrated Pest Management Act.

Re-entry - Re-entry to a pesticide treated area shall conform to the requirements of the School Integrated Pest Management Act.

Pesticide Applicators - The IPMC shall ensure that applicators follow State regulations, including licensing requirements and label precautions, and must comply with all components of the School Integrated Pest Management Policy.

Evaluation -The Superintendent will report annually to the Board on the effectiveness of the IPM Plan and make recommendations for improvement as needed.

N.J.S.A. 13:1F-19 through 13:1F-33

Adopted: 28 April 2014

Affirmative Action

Along with the Board of Education and Administration, the Affirmative Action Officer/Public Compliance Officer is responsible for developing the Comprehensive Equity Plan, which ensures that all areas of the school program are bias free. The Board of Education has policies prohibiting bias, harassment, discrimination, and segregation and ensures equity in educational programs. The school strives to overcome the effects of any previous patterns of discrimination in school and classroom practices and systematically monitors district procedures to insure continuing compliance with anti-discrimination laws and regulations.

The Board of Education, administration, and staff forbid any conduct or expression that may be construed as the sexual harassment of a student, by an employee of the district, or another student. Mrs. Dawn Werkheiser is the Affirmative Action/Public Compliance Officer. All documents relating to the school's Equity Plan policies, the grievance procedure, and annual

reports are located in the main office and in the Affirmative Action/Public Compliance Officer's room and may be viewed upon request.

ANTI-BULLYING LAW

Students must respect the rights of other students. Harassment, intimidation, bullying, or cyber bullying of any kind against any member of the school community will not be tolerated, and violations will result in disciplinary action. The White Township Board of Education Policy #5512 regulations are in keeping with New Jersey anti-bullying laws. The complete policy appears in the Student Code of Conduct, in the Parent Handbook, and on the school's website.

See Attachments:

Board of Education Policy 2260 (Affirmative Action Program for School and Classroom Practices)

Board of Education Policy 5512 (Harassment, Intimidation and Bullying)

Board of Education Policy 5600 (Pupil Discipline/Code of Conduct)

Board of Education Policy 3282 and 4283 (Electronic Communications between students and staff members)

SCHOOL SAFETY AND SECURITY

A variety of safety drills will be run during the school year in accordance with law and Department of Education recommendation. Students and staff will practice procedures outlined in the School Safety and Security Manual for cases of fire, school lockdown, school evacuation, and possibly site evacuation. Representatives from the New Jersey State Police, local fire companies, local ambulance corps, the Warren County Department of Public Safety, the Warren County Prosecutor's Office, and the Office of Emergency Management may be on site during drills. These drills are a part of regular and routine school operations and parents should not expect notification prior to or after these events. (adopted by the White Township BOE Feb. 2011)

Should a real threat occur, parents will be notified and updated through the school's Instant Alert system, as well as through television and radio. Please refrain from coming to the school to pick your child up unless instructed to do so. In instances of lockdown, the police will, in all probability, have closed off the roads around the school. If the situation requires that students be evacuated, parents will be notified of the site where children should be picked up. We thank you in advance for all of your cooperation and support.

<http://www.whitetwpsd.org/Policy5512.pdf> (updated October 2011)

Attachment: BOE Policy #5512- Harassment, Intimidation, and Bullying

A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

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

6. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

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

C. Pupil Expectations

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

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

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

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

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

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, pupils, instructional staff, pupil support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in

the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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

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

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

D. Consequences and Appropriate Remedial Actions

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

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);

5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal

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

Environmental

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

Consequences and appropriate remedial action for a pupils or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;

9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and
26. Law enforcement (e.g., safe schools resource office, juvenile officer) involvement or other legal action.

N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or

4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

F. Harassment, Intimidation, and Bullying Reporting 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 pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation. Pupils, parent, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report.

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment,

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

The School Safety Team shall:

- a. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;
- b. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request;
- g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be

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

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

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

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

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

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

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

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

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

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

Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff to participation of parent and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or

bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The district will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

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

All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. Examples of consequences and remedial measures are listed in the Consequences and Appropriate Remedial Actions section of this policy.

K. Consequences and Appropriate Remedial Action for False Accusation

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

1. Pupils - Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to, reprimand, suspension, increment withholding, or termination.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator, after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services.

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

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils, and parent 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 pupil handbook and all other publications of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the school district.

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

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the 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.

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

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to school's employees, contracted service providers, and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d.

The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

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

The school district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or guardians, law enforcement, and community members in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

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

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

The Superintendent and 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.

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

The Superintendent shall report two times each school year at a public hearing all acts of harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website and 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.

R. Pupils with Disabilities

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

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

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

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

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

Adopted: December 16, 2002, revised October 2012

<http://www.whitetwpsd.org/Policy5600.pdf>(Updated April 2012)

Attachment: BOE Policy #5600 PUPIL DISCIPLINE/CODE OF CONDUCT

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

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

The development, annual review, and update of this Policy shall involve parent, pupil, and community involvement which represents, where possible, the composition of the schools and community and shall be based on locally determined and accepted core ethical values.

The Board will review this Policy and Regulation after considering the findings of the annual reports of pupil conduct, including suspensions and expulsions, pursuant to N.J.A.C. 6A:16-7.1(a)5 and 6, and the incidences reported under the Electronic Violence and Vandalism Reporting System, in accordance with N.J.A.C. 6A:16-5.3.

The Superintendent shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting pursuant to N.J.A.C. 6A:16-7.1(a)5. The Superintendent shall submit a report annually to the New Jersey Department of Education on pupil conduct, including all pupil suspensions and expulsions, and the implementation of the Pupil Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education and the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e).

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

The Building Principal or designee shall have the authority to assign discipline to pupils. School authorities also have the right to impose a consequence on a pupil for conduct

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

Consequences and appropriate remedial action for a pupil who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying.

Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and shall be consistent with this Policy and the school district's pupil discipline/code of conduct pursuant to N.J.A.C. 6A:16-7.1.

Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Any pupil to be disciplined shall be provided the due process procedures for pupils and their families as set forth in N.J.A.C. 6A:16-7.2 through 7.6.

When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32(e)10.iv., and N.J.A.C. 6A:16-7.10.

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

Comprehensive behavioral supports that promote positive pupil development and the pupil's abilities to fulfill the behavioral expectations established by the Board will include: positive reinforcement for good conduct and academic success including the

programs as outlined in Policy 5440; supportive interventions and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the nature of the behaviors, the developmental ages of the pupils and the pupil's histories of problem behaviors and performance; and for pupils with disabilities, the behavior interventions and supports shall be determined and provided pursuant to the requirements of N.J.A.C. 6A:14.

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

Pupil discipline and code of conduct in the district will be applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.

The Pupil Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s). School staff shall be trained annually on the Pupil Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of pupil conduct in violation of the district's Policy and Regulation. Information on this Policy and Regulation shall be incorporated into the orientation program for new employees.

N.J.S.A. 18A:6-1; 18A:36-25.1; 18A:25-2; 18A:36-19a;
18A:37-1 et seq.; 18A:37-13.1 et seq.
N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq.

Cross reference: Policy Guide Nos. 2460, 5500, 8330

Adopted: December 16, 2002
Revised: November 17, 2003
Revised: April 25, 2008
Revised: July 25, 2011
Revised: April 23, 2012

2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

The Board of Education shall provide equal and bias-free access for all pupils to all school facilities, [courses](#), programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Attaining minority representation within each school, which approximates the district's overall minority representation. Exact apportionment is not required, however, the ultimate goal is a reasonable plan achieving the greatest degree of racial balance, which is feasible and consistent with sound educational values and procedures;
3. Utilizing a State approved English language proficiency measure on an annual basis for determining the special needs and progress in [learning English](#) of language-minority pupils pursuant to N.J.A.C. 6A:15-1.3(c);
4. Utilizing bias-free multiple measures for determining the special needs of pupils with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring that support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all pupils; and
6. Ensuring that a pupil is not discriminated against because of a medical condition. A pupil shall not be excluded from any [education program](#) or activity because of a long-term medical condition unless a physician certifies that such exclusion is necessary. If excluded, the pupil shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for pupils to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;
2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;

- a. Portions of classes which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female pupils, provided that the course content for such separately conducted sessions is the same.
3. Reducing or preventing the underrepresentation of minority, female, and male pupils in all classes and programs including gifted and talented, accelerated, and advanced classes;
4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and that pupils understand the basic tenet of multiculturalism;
5. Ensuring that African American history, as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and
6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.

The Board of Education shall ensure all pupils have access to adequate and appropriate counseling services. When informing pupils about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to pupils on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for pupils of each gender shall be comparable;
2. A school within the school district may choose to operate separate teams for both genders in one or more sports or single teams open competitively to members of both genders, so long as the athletic program as a whole provides equal opportunities for pupils of both genders to participate in sports at comparable levels of difficulty and competency; and
3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20 N.J.A.C. 6A:7-1.7

Adopted: December 16, 2002, Revised: February 28, 2011

3283 - ELECTRONIC COMMUNICATIONS BETWEEN TEACHING
STAFF MEMBERS AND STUDENTS

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and teaching staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes teaching staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a teaching staff member's responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a teaching staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the teaching staff member's or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member's professional responsibilities;
7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching staff member and a student shall be followed:

1. E-Mail Electronic Communications Between a Teaching Staff Member and a Student
 - a. All e-mails between a teaching staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a teaching staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
 - b. A teaching staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a teaching staff member's personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall

not be used for any electronic communication between the teaching staff member and the student.

c. A teaching staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district's e-mail system.

2. Cellular Telephone Electronic Communications Between a Teaching Staff Member and a Student

a. Communications between a teaching staff member and a student via a personal cellular telephone shall be prohibited.

(1) However, a teaching staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.

3. Text Messaging Electronic Communications Between Teaching Staff Members and Students

a. Text messaging communications between a teaching staff member and an individual student are prohibited.

(1) However, a teaching staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the teaching staff member's professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Principal or designee.

4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Teaching Staff Members and a Student

a. A teaching staff member is prohibited from communicating with any student through the teaching staff member's personal social networking website

or other Internet-based website. Communications on personal websites are not acceptable between a teaching staff member and a student.

b. A teaching staff member shall not accept “friend” requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching staff member’s personal social networking website or other Internet-based social media website shall not be responded to by the teaching staff member and shall be reported to the Principal or designee by the teaching staff member.

c. If a teaching staff member has a student(s) as a “friend” on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.

d. Communication between a teaching staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching staff member, the teaching staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching staff member or a student may result in appropriate disciplinary action.

A teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The teaching staff member and the student’s parent shall submit notification to the Principal of the student’s school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the teaching staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A. 18A:36-40

Adopted: 25 August 2014

4283 - ELECTRONIC COMMUNICATIONS BETWEEN SUPPORT
STAFF MEMBERS AND STUDENTS

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to support staff members to prevent improper electronic communications between support staff members and students. The Board of Education recognizes support staff members can be vulnerable in electronic communications with students.

The Board prohibits all electronic communications between a support staff member and a student. However, based on a support staff member's professional responsibilities electronic communications between a support staff member and a student may be permitted with written approval of the Superintendent or designee. The approval is only for the school year in which the approval is granted. If the Superintendent or designee approves electronic communications between a support staff member and a student, the support staff member shall be required to comply with all the provisions of this Policy.

The Commissioner of Education has determined inappropriate conduct may determine a school staff member unfit to discharge the duties and functions of their position. Improper electronic communications by school staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a support staff member's responsibilities assigned to the support staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a support staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or

2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a support staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the support staff member's or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the support staff member's professional responsibilities;
7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the support staff member and a student that the Commissioner of Education would determine to be inappropriate in determining the support staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student shall be followed:

1. E-Mail Electronic Communications Between a Support Staff Member and a Student
 - a. All e-mails between a support staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a support staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.

b. A support staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a support staff member's personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall not be used for any electronic communication between the support staff member and the student.

c. A support staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a support staff member shall have no expectation of privacy on the school district's e-mail system.

2. Cellular Telephone Electronic Communications Between a Support Staff Member and a Student

a. Communications between a support staff member and a student via a personal cellular telephone shall be prohibited.

(1) However, a support staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the support staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.

3. Text Messaging Electronic Communications Between Support Staff Members and Students

a. Text messaging communications between a support staff member and an individual student are prohibited.

(1) However, a support staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the support staff member's professional responsibilities regarding the student. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the activity approved by the Principal or designee.

4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Support Staff Members and a Student

a. A support staff member is prohibited from communicating with any student through the support staff member's personal social networking website or

other Internet-based website. Communications on personal websites are not acceptable between a support staff member and a student.

b. A support staff member shall not accept “friend” requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a support staff member’s personal social networking website or other Internet-based social media website shall not be responded to by the support staff member and shall be reported to the Principal or designee by the support staff member.

c. If a support staff member has a student(s) as a “friend” on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.

d. Communication between a support staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

1. In the event a student sends an electronic communication to a support staff member who has not been approved by the Superintendent or designee to have electronic communications, the support staff member shall report the communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such electronic communications. Electronic communications by a support staff member or a student where such communications are not approved by the Superintendent or designee may result in appropriate disciplinary action.

2. In the event a student sends an improper electronic communication, as defined in this Policy, to a support staff member who has been approved by the Superintendent or designee to receive electronic communications, the support staff member shall report the improper electronic communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a support staff member or a student may result in appropriate disciplinary action.

A support staff member and student may be exempt from the provisions outlined in this Policy if a support staff member and student are relatives. The support staff member and the student’s parent shall submit notification to the Principal of the student’s school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the support staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks. N.J.S.A. 18A:36-40
Adopted: 25 August 2014