



Gibbsboro School District
PARENT & STUDENT HANDBOOK
2018-2019

HANDBOOK INTRODUCTION

Dear Parent/Guardian:

This handbook was prepared for Gibbsboro School Families. It is intended to help acquaint you with school policies and regulations. We encourage parents and guardians to maintain close contact with the school throughout the school year and suggest the following:

1. Read and become familiar with the contents of this handbook.
2. Take an active interest in your child's progress by talking with him or her each evening about his/her experiences at school.
3. Review your child's homework and special assignments every night.
4. After having a discussion with your son/daughter about an issue, please feel free to email or call your child's teacher whenever you have questions about his or her progress, performance or behavior.
5. Take an active part in school programs and parent organizations.

The school website www.gibbsboroschool.org is a good source of information for our school families.

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SUPERINTENDENT'S MESSAGE

Dear Parents/Guardians,

Welcome to the 2018-19 school year! Our goal is to maintain and strengthen the continuous and consistent communication between home and school, in order to help our students grow in a nurturing environment where families and schools work together, and lead each child in discovering and reaching their potential.

This handbook has been compiled to provide you with the most up to date information about the Gibbsboro School District. We ask you to become familiar with the contents and sign the attached form to indicate that you are aware of the procedures and practices that we have in place, and which will provide the best learning environment possible for your children.

Our Web page, www.gibbsboroschool.org, is also a dynamic source of information about the Gibbsboro School and we hope you will access that page often.

We wish you a most successful school year, and we will do all we can to make that happen!

Jack Marcellus Superintendent

MISSION STATEMENT

The parents, teachers, and administrators of the Gibbsboro Elementary School believe that every child can learn. It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels. We are committed to coordinating and integrating all available resources to bring high levels of learning for all our students. We accept the responsibility to prepare each student to participate effectively in the changing world in which we live as a self-satisfied and contributing member of a democratic society. This will ensure that all students are on a pathway to success and attainment of their full potential.

EDUCATIONAL PHILOSOPHY

Our School shall be a vital community in which all individuals are encouraged to develop skills, knowledge, and awareness, in order to attain happiness through improving themselves, society, and the environment. Our school shall be designed primarily for the individuals in it, and then for the society at large, in that well-educated citizens can contribute more effectively to the society.

WE BELIEVE that education is a prime factor in maintaining, improving and perpetuating democracy as the ideal way of life; each child can be inspired to strive for personal distinction with a democratic environment; children should be preparing to assume the full responsibility of American citizenship; children can gain in self-esteem and become contributing members of home, school, and community when provided with democratic experiences.

WE BELIEVE that each child should be given worthwhile learning experiences based on our understanding of child growth and development; learning experiences should provide strength of character, moral integrity, and keen understanding of the changing world in which the child lives; individual creativity should be the culmination of success- experiences in academic, as well as social, emotional and physical development.

WE BELIEVE that a teacher should be well trained, well informed and creative; the teacher provides the atmosphere, material, program, and love required to help all children belong, achieve and grow; the professional responsibility of the teachers is a directive force of the educational process; the teacher's attitudes and practices toward other teachers, administrators, students and parents should be ethical; a high degree of intra-staff cooperation is essential.

WE BELIEVE that the school is an integral part of the community through which

teachers, students, parents, and administrators work together in a friendly, cooperative atmosphere; flexibility is essential to the instructional program in order to meet the needs of a changing society; dimension is given to the program by the schools using community resources to the fullest extent; planning which involves both faculty and members of the community not only aids in solving problems but also meets the needs of the individual and develops resources for an expanding school system.

THEREFORE, the goal of our school is to develop individuals to be as mature and as sufficiently competent as their potential permits, so that they can enter into society and fulfill themselves as happy, healthy, useful human beings.

ABOUT GIBBSBORO

Gibbsboro is a wonderful small community located in southern New Jersey, approximately 15 miles from Philadelphia, Pa. The borough covers 2.2 square miles with approximately 750 homes and 2400 residents. The communities of Voorhees Township and Lindenwold form the boundaries of Gibbsboro.

Gibbsboro lies on the transition area between the inner and outer coastal plain, where water to the east flows to the Atlantic Ocean and water to the west flows into the Delaware River. Within its boundaries are 5 streams and 6 lakes that form the headwaters of the Cooper River, which flows into the Delaware River. All 5 streams have their origins within the borough. The highest elevation is 210 feet above sea level along the eastern border with Voorhees and the lowest elevation is 60 feet above sea level along the western border with Lindenwold.

Gibbsboro's heritage dates back to the early 1700's when the first settlers built a saw and grist mills on the many streams that flowed through the heavily wooded forest. The first mill, a saw mill, was built by George Matlack in 1714 on Hilliards Creek. Another saw mill was built by Enoch Core in 1731 in the center of what is now Gibbsboro. Many other mills were established along the

streams in the later 1700's and early 1800's. One of these mills, Ford's Mill, located on Silver Lake was purchased by John Lucas and Joseph Foster in 1852. This event changed Gibbsboro from a cluster of mills, serving the local farms, into an industrial company village.

Because of the town's pure water, John Lucas and Joseph Foster founded the "Gibbsboro White Lead, Zinc and Color Works", a paint factory on the shores of Silver Lake in 1852. The company, which developed ready-mixed paint known for its shades of green, essentially put Gibbsboro on the map.

By 1887, the prosperity of the Lucas paint works (which employed 300 men in 1886 and 700 men in 1909) was such that a spur rail line was constructed from the main Camden to Atlantic Railroad line to Gibbsboro to handle the volume of products and ensure the continued success of the enterprise. Passenger service along this rail spur was provided by the Gibbsboro - Lucaston Horsecar Railroad.

The paint works continued to be in operation until the early 1980's, at which time it was re-developed into an office-research complex called appropriately "The Paint Works".

Gibbsboro's economic evolution has taken it from a milling and farming community to company town and finally to a suburb of Philadelphia. Gibbsboro still maintains its small town charm and natural settings, despite the ever increasing development of surrounding communities and Camden County.

ATTENDANCE

Attendance Policy

Regular and constant school attendance helps develop responsibility and self-discipline.

Absence from School

It is the parent's responsibility to report each and every absence. Please call the school nurse at 783-1140 ext. 306 before 8:00 AM

to report student's absence and also contact the main office to cancel a purchased lunch. **A lunch credit will not be given unless a parent specifically requests credit by calling the school at extension 302 (Mrs. Aversa). This call must be separate from the call to the nurse for notice of the absence.** Upon returning to school, a written excuse stating the reason for the absence signed by the parent must be turned in.

According to the compulsory education requirements of the state of New Jersey, students are expected to be in school every day unless the student is ill, quarantined, or there is a death in the family. The following procedures will be initiated in order to promote good attendance.

- Parents/Guardians will be informed of their child's attendance each marking period and when a student reaches 5 absences in one school year.
- 10 unexcused absences will result in a mandatory parent conference with the Principal and/or designee to establish an action plan.
- 15 unexcused absences will result in an automatic conference with the Intervention & Referral Services team to revise and further develop an action plan.
- 20 or more unexcused absences in a given school year require a mandatory referral to the court program as stated by the NJ Administrative Office of the Courts as well as a phone call to the Division of Child Protection and Permanency (DCP&P).
- 25 or more unexcused absences will result in possible retention and/or enrollment in additional academic hours, approved by the Principal to make up for the loss of instruction throughout the year.

Furthermore, frequent or prolonged absences or repeated tardiness without satisfactory explanation can be viewed as truancy and may result in a court hearing.

Religious Holidays

In accordance with state law regarding student absence from school because of

the religious holiday, Gibbsboro will follow the procedure below:

No student who is absent from school because of a religious holiday may be deprived of any award or eligibility or opportunity to compete for any award because of such absence.

To be entitled to the privileges set forth for a religious holiday excuse, a student must present a written excuse signed by a parent or guardian **prior to** the observance of the holiday. This request is made so that the school staff does not interrupt the holiday observance with a call inquiring about the absence.

Family Vacations

As per Gibbsboro School's attendance philosophy stated above, we strongly discourage families from scheduling family vacations during the school year. We respectfully request that families schedule such important, often educational experiences when school is not in session.

Tardiness

Students are expected to report to school and class on time. Students must spend a minimum of 4 hours in any single school day session to be eligible to participate in after school activities. The superintendent and/or his designee will make the final determination on eligibility for unique situations. If tardiness is the result of a doctor's appointment, the student is required to bring in a copy of the appointment card. Excessive tardiness will result in a formal action plan to assist with having our students be able to learn with the least amount of time missed as possible.

Early Dismissal

In the event that medical appointments cannot be made outside the regular school hours, students may be excused from school for such purposes. A note of permission must have official approval by the parent. The student's parent must report to the office before their student can be released. Please contact the school in advance if you have given anyone authorization to pick up your child from school.

In the event that early dismissals occur throughout the school year, parents/guardians will be informed via the Instant Alert System and posted on the school website. Also, a copy of the school calendar is posted on www.gibbsboroschool.org as well as included in this handbook where early dismissal days are noted.

Entering and Leaving the Building Students are asked to eat breakfast at home. Any student entering the building with food or drink will be required to deposit these items in the trash.

All students must leave the building after being dismissed from school. Elementary Teachers in grades K to 2 will walk their classes to the front of the building at dismissal. Please do not allow your child(ren) to run around in the front of the building at dismissal for their safety and the safety of others. For the safety of our students, pets are not permitted at dismissal in front of the school.

Students staying for any after school activities will remain with their teacher until dismissal. At that time, the teacher will dismiss those students to their various destinations.

All student visitors must be out by 3:30 PM with no exceptions.

A parent should not go to the classrooms at any time without permission from the office. All visitors will be “buzzed” in through the security access system and then must sign in and out of the building.

BOARD OF EDUCATION

Joyce Miller, President
Lorraine Balut, Vice-President
Kristi Whyte
Ellie Falcone
Steve Lee
Michael MacFerren
Andrew Parsnitz
Maria Carrington
Geoff Alexander
B.A. – Valerie Carmody
Superintendent – Jack Marcellus
Solicitor – Sahli and Padovani, LLC

About the BOE

The Board of Education is charged by the state with the responsibility for providing educational opportunities for the students of Gibbsboro and of directing those public school activities that the State entrusts to its care and supervision. The direct administration of the school is delegated to the Superintendent, who is directly responsible to the Board for the execution of its policies and for such other duties assigned to him by the Board. All questions and concerns regarding the school should first be directed to the Superintendent.

Agent of the State

A school board member is an agent of the state and a representative of the people in the local district.

Membership and Election

The Board of Education shall be composed of nine members elected by the voters of Gibbsboro at the school election in April of each year.

Powers and Duties of the BOE

It shall be the fundamental purpose of the Board of Education to act chiefly as a legislative body in formulating policies for the conduct of the school system at Gibbsboro.

Some responsibilities are as follows:

- To adopt a budget
- To approve the placing of orders
- To authorize payment of bills
- To approve courses of study
- To approve textbooks
- To approve requests to use school property
- To hire teachers and other personnel after the consideration and recommendation of the Chief School Administrator

Role of Parents/Guardians

The Board believes that the education of children is a joint responsibility, one it shares with the parents/guardians and the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained and parental involvement in district concerns encouraged.

The board recognizes the vital role of parents/guardians in the welfare and education of their children and the pivotal part they play in shaping character and values. Because parents/guardians are familiar with the needs, problems, gifts and abilities of their children, staff should seek to involve parents/guardians as much as possible in the planning of the individual program. Parents/guardians must, by law, be included in the development of certain educational programs for their children. Parents/guardians are responsible for their child's punctuality, attendance, cleanliness, and propriety of dress.

The chief school administrator shall develop procedures and regulations to implement this policy.

Community Complaints & Inquiries

The Board of Education welcomes comments, inquiries about, and constructive criticism of the district's programs, equipment, operations, and personnel. The Board will consider but not publicly respond to general comments. The Board will not permit unnecessary or undesirable identification of district pupils at public or board of education meetings, particularly when the pupil is subject to disciplinary action, or is educationally disabled.

The chief school administrator shall develop procedures to investigate and solve problems promptly, and to provide accurate factual information in answer to inquiries.

Such procedures shall conform to state law, board policies, and applicable negotiated agreements.

Questions submitted to the Board of Education in writing shall be examined and investigated as appropriate. The response will be developed by the Board. The individual who submitted the question shall receive the Board's written response in no more than 60 days. The written response will also be made available to the public at the next board meeting; any information that specifically identifies an individual student will not be included.

Parents/guardians and pupils will be informed of the proper avenues to follow. Such procedures shall be posted on the school website, included in the parent/student handbook, and made known at all BOE meetings.

Because individual board members have no authority to act as individuals, when a board member is made aware of an issue, he/she will withhold comment, commitment, and/or opinion and refer the complaint or inquiry to the superintendent.

Only in those cases where satisfactory adjustment cannot be made by the chief school administrator and the staff shall communications and complaints be referred to the BOE for resolution.

The members of the Gibbsboro BOE wish to extend to each resident a cordial welcome to attend all board meetings.

BICYCLES

Beginning in third grade students may ride their bicycles to school. In order to be allowed to do so students and parents must first complete a Bicycle Permission form, available in the office. Students must follow the directions listed on the permission form.

Bicycle Safety

All students age 17 and under riding bicycles are required by state law to use helmet protection. If a child rides a bicycle to school without wearing a helmet, the school may keep the bicycle until it is picked up by a parent. In addition, when on school property, students must walk their bike to the bike rack and secure it with a lock.

Students must park bicycles on the school's property.

Students who choose not to cooperate may have their bike riding privileges taken away.

CHANGE OF ADDRESS/PHONE NUMBER/EMERGENCY CONTACT

Students moving to a new address, having a change in phone numbers or changing their emergency phone number and/or contact, must notify the office of the change immediately.

CHARACTER EDUCATION

Character Education is an instructional approach that is used to enhance learning and make school more meaningful for students. Today, the vast majority of Americans share a respect for fundamental traits of character: honesty, compassion, justice, courage, and perseverance. Yet, in today's world, all children face great uncertainties in a complex and sometimes troubled society. Therefore our challenge is to provide youth with the self-esteem, stamina, and support they need to survive, be successful, and develop into strong, competent, caring, and responsible citizens. With input from the Gibbsboro students, staff, and community, our core values were formalized in 2011. The core values are taught through monthly lessons and are as follows:

Service **P**ositivity
Comp**A**ssion
Respect **I**ntegrity
Motiv**A**tion Respo**N**sibility
=Success with Character

Each morning, we recite our school pledge. The pledge reads as follows:

As a Spartan I promise... to **Serve** others, remain **Positive** in all that I do, show **Compassion** towards others,
Respect myself and the world around me, act with **Integrity** by doing the right thing, always be **Motivated** for success, and take **Responsibility** for my words and actions.
As a Spartan I am proud to be ME!

Students and staff can be recognized daily for displaying our core values. K-5 All-Stars of the Month (broadcasted on Spartan News), and 6th-8th Spartans of the Month (honored at monthly Board Meetings) are additional ways we celebrate acts of good character. We encourage you to assist us by recommending any student you see displaying acts of character in the greater Gibbsboro community. A brief description of the act can be dropped off in the main office. Thank you in advance for your support!

What lies behind us and what lies before us are small matters compared to what lies within us. – Ralph Waldo Emerson

CLASS TRIPS

The school board provides the transportation for one educational excursion each year for each class. Trips in addition to this may not be scheduled during school hours except upon formal action by the BOE. Such trips are considered to be part of the curriculum offered at Gibbsboro School. Requirement for attendance is the same as for any other regular school day.

Parent(s) or legal guardian(s) may serve as chaperones on field trips. A non-parent or legal guardian may attend or accompany a student provided they are 18 years or older and have signed written permission of the student's parent or legal guardian.

COMMUNICATION

Our Instant Alert is our most effective means of communication. The alert allows us to send messages quickly and conveniently to parents regarding schedule changes, early dismissal, sport cancellations or an in emergency situation.

Our most frequent means of communication with parents is through notices sent home with the students. For that reason, it is vital that you check with your child on a day-to-day basis regarding notes from the teacher or office. We hope that this simplifies the process of bringing home and checking for information from school. Notices will also be posted on the district website for efficiency and cost effectiveness.

The immediate delivery of notices to the home, followed by a prompt response carried back to school, serves as an excellent opportunity for children to learn responsibility, aside from making the job of both the parent and teacher easier and more effective. Your cooperation with exact and punctual notices is appreciated.

Please note: There will be a location on your child's emergency card for an email address that will eventually reduce the amount of written communication produced. A reduction in written communication will not only create a more efficient system of communication but result in substantial savings. Please provide the school with such an email address so we may eventually eliminate the written communication process.

DISCIPLINE

The Gibbsboro School community is one in which adults and students can flourish in an atmosphere of mutual respect. Students will be guided in a positive manner to develop their full potential academically, socially, and emotionally. The Gibbsboro School community is a peaceful one in which differences are settled through negotiation and problem solving. Everyone has a right to be shown respect, kindness, and courtesy and to live and learn in a safe environment.

Student Discipline Code of Conduct The BOE expects pupils to conduct themselves in keeping with their level of maturity, with proper regard for the rights and welfare of other pupils, for the educational purpose underlying all school

activities and for the care of school facilities. Therefore, a procedural manual known as the Student Discipline Code of Conduct, has been developed for the purpose of delineating school rules, practices and consequences as they relate to the administration of discipline of school. The manual, in its entirety, can be found at the end of this handbook.

After School Detention

Students may be kept up to 45 minutes after school provided that 24-hour notification has been provided.

Suspension/Expulsion

"Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him/her or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school" (N.J.S.A. 18A:37- 2). Board policy states "Pupils who indulge in disruptive behavior may be suspended or expelled. Disruptive behavior includes, but is not limited to: continued and willful disobedience; poor attendance and lateness; physical assault upon another pupil, a teacher, or any school employee with or without a firearm or other weapon..."

DRESS CODE

It is the responsibility of both the parent and student to make sure that students are dressed appropriately for school. Parents of students found in violation of the dress code will be notified and required to bring in a change of clothing. Moderation and neatness is expected.

DRUGS & ILLEGAL SUBSTANCES

The Gibbsboro BOE prohibits the use, possession and/or distribution of any drug or illegal substance on school premises, and/or at any school sponsored event. Compliance with a drug-free standard of conduct at all school functions is mandatory for all students. Students suspected of being under the influence of a drug and/or an illegal substance will be identified, evaluated and

reported in accordance with the law. (N.J.A.C. 6:29-6.5).

EMERGENCY CLOSING

In the event the school must be closed or there is a delayed opening, an Alert will be sent, notification will go on the school's website, and announcements will be made on the radio and TV (Channel 19). Gibbsboro School's closing number is: 590.

In the event of a delayed opening the morning preschool will be canceled for that day. The afternoon preschool will meet at its usual time with no delay in start time. All other classes will follow a delayed schedule.

EQUAL EDUCATIONAL OPPORTUNITY

Gibbsboro School shall provide an equal opportunity for all enrolled children to achieve their maximum potential through the programs offered regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence within the district, social or economic condition or handicap.

EXTRACURRICULAR ACTIVITIES

In general, extracurricular activities are defined as any activity beyond the classroom, including, but not limited to the following activities: School Play; Intramural/Interscholastic Sports; Student Council; Safety Patrol; Music Programs; National Junior Honor Society; Attendance at School Sponsored Events; and, more.

Student Participation

Students are permitted to attend and/or join extracurricular activities provided that they gain parental/guardian permission and remain in good standing.

Student Ineligibility

Students are not eligible to participate in extracurricular activities when:

- The staff determines the behavior of a student does not represent the mission and vision of the school
- Students may not participate/attend an extracurricular activity/even if they are

• serving a detention on that day and/or were absent from school on that day.

- Students with disabilities are only excluded if indicated in their IEP.

Detentions

A student ineligible for extracurricular activities as a result of detentions will not be permitted to regain eligibility until the next marking period and has demonstrated significant progress.

Report Cards

Students ineligible for extracurricular activities as a result of report cards will not be permitted to regain eligibility until interims are issued and the student has demonstrated progress. The marking period begins with the first day of the marking period and ends when report cards are issued.

Attendance

Students ineligible for extracurricular activities as a result of attendance will not be permitted to regain eligibility until the next marking period and the student has demonstrated progress.

Medical Requirements for Athletic Teams Any student who is a candidate for a school athletic team in grades 5 through 8 must have a physical examination **within 365 days prior to the first day of practice.**

Physicals should be completed in a students' "medical home." Medical home is defined as the health care provider the parent/guardian has selected for the student, as it is believed your child's personal physician is the best source of information about your child.

The health care provider is required to use the state approved form. In addition, the parent/guardian must complete and sign a health history update and emergency update **prior to the first practice session of each sport.** If you do not have a health care

provider arrangements can be made for an examination by the school doctor by contacting the school nurse.

In no circumstances will a student be permitted to practice or tryout for a sport until all medical papers are received. Forms are sent home with all grade appropriate students in June for the next year, may be obtained by contacting the school nurse, or by visiting our school website.

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FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

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

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

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate.
3. The right to consent to disclosures of personally identifiable information contained in student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the US Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

New Jersey's Youth Helpline

The New Jersey Youth Helpline, 2ND Floor, is a toll-free, anonymous and confidential helpline available 24 hours a day, 7 days a week, 365 days a year to all New Jersey young people, ages 10 to 24. Youth can call 2ND Floor at 1-888-222-2228 to speak with professionals and trained volunteers who listen attentively, non-judgmentally and compassionately to issues and problems they are facing. Visit www.2ndfloor.org for more information and try the message board!

GRADING SYSTEM

At each grade level, students will be assessed on the standards. A II reporting to the parents and students will be based upon a student's level of mastery in specific standards.

In grades PS-5 students will be informed if they are secure, developing, or beginning to master a learning goal / standard.

In grades 6-8 students will be informed if they are extending, secure, developing, or beginning to master a learning goal / standard.

Our philosophy on grading is that parents and students should have specific feedback on their performance so specific remedial measures can be put in place.

Grading is not a game or competition. Its sole purpose is to report on the progress a student is making in school. We will reward the progress of all of our students at a minimum of three times per year and also reward groups of students for working together.

TRACKING STUDENT PROGRESS

The best method of keeping track of student progress is through regular, direct communication with your child. OnCourse is an easy and effective way to track progress. Also, the homework assignments book is an effective tool in this effort. Parents can request additional information regarding a student's progress by contacting their child's teacher. When this request is made, the parent or guardian should call or e-mail the teacher.

GRIEVANCE PROCEDURE

When a problem arises, please request a meeting first with your child's teacher. If the teacher is unable to resolve the problem, request a meeting with the Principal/Superintendent. If the issue is still not resolved to your satisfaction, and only at this time, should the BOE be consulted.

GUM, CANDY, COFFEE, & SODA

Gum, candy, coffee, and soda should not be brought to school and/or eaten in school.

HEALTH PROGRAM

To learn effectively, a student needs good health. The purpose of the School Health Program is to appraise and supervise the health of the students while in school, teach and encourage them to take more interest and responsibility for their own health and safety and that of others, and to provide emergency services for those ill or injured while in school.

Under direction of the School Physician, the Nurse is responsible to the Superintendent and the Board for:

- Kindergarten registrations.
- Communicable disease control, including evidence of required immunization of all students.
- Growth, vision, hearing screening and Body Mass Index (BMI) calculation of all students.
- Tuberculosis screening.
- Scoliosis screening.

- Reporting to parents and follow up of all defects found.
- Emergency care for those ill or injured while in school.
- Maintaining comprehensive health records of all students.
- Concerns regarding the health of school personnel.
- Participation with Child Study Team by obtaining necessary health histories, medical reports, and interpreting them.
- Administering medications and treatments to students while in school when provided with prescribing doctors orders and Board approved procedure is followed.
- Meeting special health care needs of handicapped students.
- Monitoring absentees closely to determine types of illnesses occurring within the student population (Nurse will call first day of absence unless notified)
- Health counseling with students, parents, and staff.
- Resource person for health education.

Medication in School

We continue to be requested by parents to administer medications to students while in school. This practice is against N.J. State Board Rules and Regulations. The ruling applies to all school employees and to all medications (prescription or non-prescription drugs).

If it is necessary for a student to receive medication during the school day, it is preferable that the parent comes to school to give it. If it is not possible, then the following procedure must be followed:

- Parent must submit a written request for the nurse to administer the medication to the student.
- Parent must complete the form provided by the school.
- The doctor prescribing the drug must write a formal order to the school nurse giving the nurse authority to administer the drug. The order must include the name of the student, name of medication, amount, and time the drug

is to be given, and reason for medication.

- The medication must be in its pharmacy labeled container (ask your pharmacy to label 2 containers - one for home and one for school) or the medication cannot be administered.
- If the medication is to be given 3 times a day, it does not have to be given during school hours, unless the doctor has specifically ordered it to be given at certain hours.
- This policy is for the protection of your student, as well as school employees. Please do not request exceptions to the policy. We cannot grant them.
- We cannot knowingly permit your student to carry his/her own medication. All medications must be given to the nurse upon arrival at school. No medications should ever be found on any student or be in the possession of any student when he/she is in the classroom.
- Emergency medications such as an inhaler or an epi-pen may be carried by students when appropriate. Such medications must still be registered with the nurse initially and paperwork must be completed for the student.

If you have any questions, please call the school nurse. The nurse will be happy to discuss this policy further or assist you in resolving any problems it may present.

Immunizations

In addition to required immunizations, the school health office will provide educational fact sheets to parents/guardians of 7th grade students annually about the Human Papillomavirus and vaccine. Parents/guardians are advised to contact their doctor or the New Jersey Vaccines for Children Program (609-588-7512) for additional information.

HOME & SCHOOL ASSOCIATION

The Home and School Association (HSA) is an independent organization. It is open to all parents, teachers, and citizens of Gibbsboro and its ultimate goal is to assist in providing a quality education for our students.

This goal is reached by many efforts: facilitating communications between parents, students, teachers and community; working with the principal and staff in special areas, such as classroom projects, after- school activities, community functions; raising funds for purchase of school equipment, furnishings; supporting student activities; and developing programs for parent education, student activities, and community improvement.

Meetings

General Meetings – 2nd Tuesday of each month at 6:15 PM (same night as Board meetings) in the Gibbsboro Media Center.

All parents and teachers are invited to all meetings. This is our Home and School Association. Support your student's class by attending our meetings.

HSA Executive Committee

Association officers are elected for a one-year term. Annual elections are held each May. More information about the HSA, it's members, and upcoming meetings can be found on the school's website.

HSA Programs

School Board - attending and acting as liaison between the parents and the school board.

Membership - continuous effort to recruit more members and involve more parents.

Parent Helpers - planning and carrying out parties for the classes at special times, such as Halloween, Winter Holiday, Valentine's Day, and end of the year.

Hospitality - providing refreshments at school and activities, welcoming new people, remembering sick members and teachers.

Publicity - advertising events in the community, in the school, and maintaining communications with other functions in the area.

Fund Raising - planning and carrying out projects to raise funds for the support of all

HSA projects and for the purpose of purchasing materials for the school and the students.

OUR PROGRAMS ARE ONLY AS GOOD AS THE PEOPLE INVOLVED. PLEASE CONSIDER BECOMING AN ACTIVE MEMBER OF HSA THIS YEAR!!

HOME OR OUT-OF-SCHOOL INSTRUCTION

The District Board of Education shall provide instructional services to an enrolled student whether a general education student in kindergarten through grade 12 or special education student age three to 21, at the student's home or another suitable out-of- school setting.

Due to a temporary or chronic health condition

When a student is expected to be out of school for a prolonged period of time because of certain illnesses or immobility, parents shall submit a request to the school district that includes written determination from the student's physician that must state the following:

- The nature of illness.
- The student's capability to receive instruction without endangering his/her health.
- The expected period of time the student will be unable to attend school.

The school district shall provide instructional services within five days after receipt of the school physician's verification. Statute allows for no fewer than ten (10) hours of instruction on three separate days of the week.

Due to reasons other than a temporary or chronic health condition

When the student is mandated by State law and rule for placement in an alternative education program for violations of N.J.A.C. 6A: 16-5.5 and 5.6 but placement is not immediately available; or

When the student is placed on short-term or long-term suspension from participation in the general education program pursuant to N.J.A.C. 6A: 16-7.2 and 7.3; or

When a court order requires that the student receive instructional services in the home or other out-of-school setting:

The school district shall provide instructional services no later than five school days after the student has left the education program. Statute allows for no fewer than ten (10) hours of instruction on three separate days of the week.

HOMEWORK

Homework of suitable quality can enrich a student's background and increase his/her sense of responsibility.

If a student must serve an out-of-school suspension, the office will contact the teacher(s) for all homework the student will miss. The assignments will be available for the parent to pick up by the end of the first day of suspension, if not sooner, unless the suspension occurs during the afternoon session. All homework must be completed before return to class.

STUDENT RECOGNITION

Gibbsboro School recognizes the achievements of all of their students and will do so monthly. A list of the types of recognition our school provides is below:

Spartan Awards for:

Academic achievement of mastering the standards
Displaying a strong work ethic and developing socially appropriate behaviors
Displaying a strict adherence to the rules while displaying exemplary character

NATIONAL JUNIOR HONOR SOCIETY

The purpose of the National Junior Honor Society is to recognize students for high academic achievement and community involvement. During the year, members will be involved in various activities for the betterment of themselves, their school, and

community.

To qualify, a seventh or eighth grade student, after being in the Gibbsboro School for at least one year, must be Spartan award winners, have been involved in community activities, and have been recommended by his/her teachers based on the qualities of service, leadership, and character. Students new to Gibbsboro School must be in the school at least one semester and be in excellent in March or April.

HOURS OF OPERATION

Office Hours

7:45 – 3:45

Regular Full Day Schedule

Kindergarten	8:15 – 3:15
Grades 1 – 5	8:15 – 3:15
Grades 6 – 8	8:15 – 3:15
PS AM	8:45 – 10:45
PS PM	12:45 – 3:00

One-Session Schedule

Kindergarten	8:15 – 12:45
Grades 1 – 5	8:15 – 12:45
Grades 6 – 8	8:15 – 12:45
PS AM	8:45 – 10:15

Student Arrival Time

In the interest of safety and order, it is important that students do not arrive at school too much in advance of opening time.

Students are not to be dropped off before 8AM. Adherence to this policy will ensure proper supervision of our students on the way to school and on school grounds.

Morning Arrival – Traffic Flow

1. Parents may drop students off on both sides along Kirkwood Road opposite school.
2. Students can only cross at the crosswalk at Lauer Lane.
3. All students (K-8) are to enter the building through the front door. Students will no longer be permitted to access the building through any other door.
4. Students are to enter the building at arrival not sooner than 8:00 a.m.
5. Students are expected to line up at their homeroom inside the building.
6. Staff on arrival duty will be on duty from 8:00 a.m. – 8:15 a.m. inside the building to supervise students.
7. Parents are ***strongly encouraged*** to drop off along Kirkwood Road in front of the school and not in the school and/or municipal parking lot. This will prevent students from having to cross through the parking lot. If it becomes necessary to park in our lot, please do not park in the middle sections. Park in the spaces closest to the school building so that students use the sidewalk.
8. Parents are not permitted to park & leave their car in front of the school. This will permit a continuous flow and eliminate stacking along Kirkwood Rd.

Afternoon Dismissal – Traffic Flow

1. All students will exit the building through the front door. Students are not permitted to dismiss the building through any other door except in emergencies.
2. Dismissal will begin at 3:15 p.m.
3. Parents are ***strongly encouraged*** to pick up along Kirkwood Road in front of the school and not in the school and/or municipal parking lot. This will prevent students from having to cross through the parking lot. If it becomes necessary to park in our lot, please do not park in the middle sections. Park in the spaces closest to the school building so that students use the sidewalk.
4. All busses will be requested to pick up in the parking lot, thus allowing for continuous flow along Kirkwood Rd.

AFTER SCHOOL EVENTS IN THE GYM

All spectators/participants attending after school events that take place in the gym shall enter through the red doors in the back of the building closest to the parking lot. Cameras are stationed in that area and it has been approved by the Borough and the School Board as our point of entry for all extracurricular events taking place in the school's gym.

INSTRUCTIONAL PROGRAM

As every student must learn to live in his/her society with some degree of efficiency and with adjustments to changes in that society, it is the aim of a sound instructional program to provide for each student within the scope of his/her abilities a proficient set of skills, attitudes, and concepts which will enable her/him to master life situations and enrich his/her experiences.

In establishing this instructional program, it must be remembered that as important as are computational and arithmetic skills, as vital as is reading with full comprehension and skill, today's society demands that every individual have a broad understanding of the world in which he/she lives and the people with whom he/she is surrounded. Therefore, the Gibbsboro School District offers music, art, Spanish and computer literacy as a part of the total educational program.

INTERNET USE POLICY

Student Internet Access

All students will have access to Internet World Wide Web information resources through their classroom, library, and school computer lab.

Students may also be provided with e-mail that will only allow messages to be received from individuals listed in their custom address books. No other mail will be able to come through. Students will access e-mail only when under their teacher's direct supervision.

If approved by the school superintendent, students may create a personal web page for posting on the school's website. All material placed on this web page must be approved in a manner specified by the school. Material must relate to the school, school activities, and career preparation activities.

Unacceptable Uses

The following uses of the school's computers are considered unacceptable:

Personal Safety

1. You will not post personal contact information about yourself or other people on the Internet. Personal contact information includes your address, telephone number, school address, word address, etc.
2. You will promptly disclose to your teacher or other school employees any e-mail message you receive that is inappropriate or makes you feel uncomfortable.

Illegal Activities

3. You will not attempt to gain unauthorized access to teacher or staff computers, or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
4. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
5. You will not use e-mail to engage in any other illegal act, such as arranging for a drug sale or purchase of alcohol, engaging in criminal gang activity, threatening the safety of persons, etc.

System Security

6. You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
7. You will immediately notify the teacher if you identified a possible security problem. Do not go looking for security problems because this may be construed as an illegal attempt to gain access.

8. You will avoid the inadvertent spread of computer viruses by having personal floppy disks checked by your teacher before using.

Inappropriate Language

9. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
10. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
11. You will not post information that could cause damage or a danger of disruption.
12. You will not engage in personal attacks, including prejudicial or discriminatory attacks.
13. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending messages, you must stop.
14. You will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

15. You will not repost a message that was sent to you privately without permission of the person who sent you the message.
16. You will not post private information about another person.

Respecting Resource Limits

17. You will use the system only for educational and career development activities and limited, high-quality, self-discovery activities.
18. You will not post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.

Plagiarism and Copyright Infringement

19. You will not plagiarize works that you find on the Internet. Plagiarism is taking

the ideas or writings of others and presenting them as if they were yours.

20. You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the express requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions, ask a teacher.

Inappropriate Access to Material

21. You will not use the Internet to purposely access material that is profane or obscene, that advocates illegal acts, that advocates violence, or that advocates ethnic, religious, or racial discrimination towards other people. A special exception may be made for hate literature if the purpose of your access is to conduct research your teacher has approved.
22. If you mistakenly access inappropriate information, you should immediately click on the back button on the web browser and discretely tell your teacher without bringing attention to other students. This will protect you against a claim that you have intentionally violated this policy.
23. Your parents should instruct you if there is additional material that they think would be inappropriate for you to access. The district fully expects that you will follow your parents' instructions in this matter.

Student Rights

24. The following uses of the school's computers are considered the rights of students:

Search and Seizure

25. You should not expect privacy in the contents of your personal files on the district system. The situation is similar to the rights you have in the privacy of your cubby.

26. Routine maintenance and monitoring of the network may lead to discovery that you have violated this policy, the disciplinary code, or the law.

27. An individual search will be conducted if there is reasonable suspicion that you have violated this policy, the disciplinary code, or the law. The investigation will be reasonable and related to the suspected violation.

28. Your parents have the right at any time to request to see the contents of your e- mailfiles.

Due Process

29. The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school's computers.
30. In the event that there is a claim that you have violated this policy or disciplinary code in your use of the school's computers, you will be provided with notice and opportunity to be heard in the manner set forth in the disciplinary code.
31. If the violation also involves a violation of other provisions of the disciplinary code, it will be handled in a manner described in the disciplinary code. Additional restrictions may be placed on your use of the Internet in school.

Limitation of Liability

32. Gibbsboro School has top-rated content-based Internet filtering systems in place on all the student accessible computer systems. These filters are established to prevent inappropriate content from the Internet, whether in text or image form, to reach the eyes of the students. As technologically advanced as these prevention measures are, they are still measures. Like human intelligence, artificial intelligence is not always 100 percent accurate. Although all students are supervised and guided through their Internet-based learning, Gibbsboro School makes no guarantee that the functions or the services provided by or through the district

system will be error-free or without defect. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

Personal Responsibility

33. When you are using the Internet at school, it may feel like you can more easily break a rule and not get caught. This is not really true, because whenever you do something on a network, you leave little “electronic footprints,” so the odds of getting caught are really about the same as they are in the real world.
34. The fact that you can do something, or think you can do something without being caught, does not make it right to do so. Even if you don't get caught, there is always one person who will know whether you have done wrong – and that person is you. Your use of the Internet can be a mirror that will show you what kind of a person you are.

LOCKERS

Students in grades 6th – 8th will be assigned a locker. Lockers are made available for student use in storing school supplies & personal items necessary for use at school, but the lockers are not to be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by state law or school rules. A student who uses a locker that is the property of the school is presumed to have no expectations of privacy in the locker or the locker's content.

The student's use of the locker does not diminish the school's ownership or control of the locker. The school retains the right to inspect the locker and its contents to insure that the locker is being used in accordance with its intended purpose, and to eliminate fire or other hazards, maintain sanitary conditions, attempt to locate lost or stolen materials such as weapons, illegal drugs or

alcohol, or any other material forbidden by school rules.

Locker Rules

1. Locks. Students will be required to use school issued combination locks to secure belongings in their assigned lockers. Students will be required to pay a \$5.00 security fee for issuance of this lock. This security fee will be returned at the end of the school year provided that the lock is not lost or damaged. The school will retain access to student lockers by keeping a master list of combinations or retaining a master key. Students may not use their own locks to prevent access to lockers by school officials and any unauthorized locks may be removed without notice and destroyed.
2. Use of Lockers. Lockers are to be used to store school supplies and personal items necessary for use at school. Lockers shall not be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by state law or school rules, such as drugs (other than medicine for which a student has current prescription or common cold or headache medicine sold over the counter), drug paraphernalia, beverage containing alcohol, weapon, any flammable substance, bomb or explosive device, any pungent acid or nauseous chemical, any library book not properly checked out or overdue, unreturned gym or athletic equipment, any stolen items, any obscene material, or tobacco products that are banned by school rules or regulations. Students will be expected to keep their lockers in a clean and orderly manner.
3. Authority to Inspect. The school retains the right to inspect lockers to insure they are being maintained in accordance with the conditions of Rule No. 2. All inspections of student lockers shall be conducted by the principal, his designee, or a member of the administrative staff designated in writing by the principal.
4. Inspection of Individual Lockers.

- A. The inspection of a particular student's locker will not be conducted unless the principal or his designee has a reasonable suspicion to believe that the locker to be inspected contains items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, which are forbidden by state law or school rules, or which pose an imminent and serious threat to health and safety necessitating the general search of part or all of the lockers, as set forth in Section 5 of this policy.
- B. Before a particular student's locker is inspected, the student (or students if more than one have been assigned to a locker), if present on the school premises, shall, where practicable, be contacted and given the opportunity to be present during the conduct of the inspection unless circumstances require that the inspection be conducted without delay in order to protect the health and safety of others present on school premises. Whenever an individual student's locker has been inspected under this rule without the student's presence, the principal or his designee shall notify the student of such inspection as soon as practicable thereafter.

5. Inspection of Lockers.

- A. An inspection of all lockers in the school, or all lockers in a particular area of the school, may be conducted if the principal, superintendent or assistant superintendent reasonably believes that such an inspection is necessary to prevent, impede or substantially reduce the risk of:
 - (1) An interference with school purposes or an educational function,
 - (2) a physical injury or illness to any person,
 - (3) Damage to personal or school property, or
 - (4) A violation of state law or school rules.

Examples of circumstances justifying a general inspection of a number of lockers are:

- (a) When the school receives a bomb threat;

- (b) When evidence of student drug or alcohol use creates a reasonable belief of an unusually high level of student use;
- (c) At mid-term, end of grading period, before school holidays to check for missing library books, or lab chemicals, or school equipment;
- (d) When there is a reasonable belief that weapons are stored in the lockers.
- B. If a general inspection of a number of lockers is necessary, then ALL lockers in the defined inspection area will be examined. Students will not necessarily be given the opportunity to be present while a general inspection is being conducted.
- 6. Student Material. When conducting an inspection pursuant to these rules, the inspector shall take care to avoid disrupting the contents of the locker or intruding unnecessarily into any student's written material located in the locker. In addition, as to written material, the inspection will be kept to the minimum level necessary to determine that such material is not in itself, or being used to conceal, contraband.
- 7. Disposal of Confiscated Contraband. All contraband confiscated from lockers may be disposed of by the principal or his designee as he or she deems appropriate, including:
 - (1) Return to the proper owner or place, unless it poses a threat to health or safety;
 - (2) Use as evidence in a student discipline proceeding if possession of the contraband constitutes a ground for suspension or expulsion under IC 20- 8.1-5.1-8 and/or rules in this handbook;
 - (3) Delivery to the appropriate law enforcement officials for prosecution purposes if possession of the contraband constitutes evidence of a crime; or
 - (4) Destruction.
- 8. Involvement of Law Officials.
 - A. The principal, superintendent or assistant superintendent, may request the assistance of law enforcement officials to assist the school administrators in inspecting lockers or their contents for

purposes of enforcing school policies only if such assistance is required:

- (1) to identify substances which may be found in the lockers; or
 - (2) to protect the health and safety of persons or property, such as to aid in the discovery and disarming of bombs which may be located in the lockers.
- B. The principal may cause a locker inspection to be performed for school purposes if information supplied by law enforcement officials gives rise to a reasonable suspicion that a locker or lockers contains contraband.
9. Locker Cleaning. Nothing in these rules shall affect members of the custodial staff, who at the direction of a supervisor, clean out:
- A. lockers from time to time in accordance with a general housekeeping schedule, or
 - B. the locker of the student no longer enrolled in the school.
10. Publication of Rules. A copy of these rules shall be provided to each student and his parents or guardian at the start of each school year or as soon as practicable after the student's enrollment in the school. Copies of the rules shall be posted in the principal's office and other prominent places generally used for announcements to students.

LOST & FOUND

All items found are turned in to the office or school nurse. Students may claim lost articles before or after school.

LUNCH PROGRAM

The school lunch program consists of:

1. The student brings a lunch and may purchase milk

- or -

2. The student buys a cold/hot lunch from the school that includes milk.

Students taking part in the lunch program must order in advance. Orders are placed on Wednesday for the following week. A student may order lunch for one, two, three, four, or five days per week. It is not necessary to buy for the entire week.

A weekly menu and order form is sent home in advance of the orders taken. Because orders must be placed to our lunch provider in advance, it is essential that lunch money and requests be submitted in a timely fashion. We realize that ordering lunch by the week can become a problem when a student is going to be absent due to illness, etc. In order to refund your money the office must be notified by the parent by 8:00 AM on the day of the absence.

The school is a member of the National School Lunch Program and the lunches meet the nutritional standards as established by the federal government.

Information regarding Free Lunches and Reduced Price Lunches is available by contacting the school nurse. All requests and applications are confidential.

All students must remain at school during the lunch period. In the event of a special occasion, a note must be submitted in advance to the office in order for a student to go out for lunch.

Childhood weight issues have become an increasing health concern. The school lunch provided meets updated federal lunch guidelines of lower fat and sugar content. If sending a lunch from home please provide a balanced and health lunch (i.e. lean meats or fish, drinks without added sugar.) Although we do recognize that parents make the final decision regarding bagged lunch, candy, sodas and/or fast foods (e.g. McDonalds) are highly discouraged.

Snack (Preschool Only)

Milk (30¢) is available to Preschool students only. Orders are taken on a weekly basis by sending money to the teacher.

Lunchroom Expectations

Students may talk, but they may not:

- May not use inappropriate language, or gestures;
- May not raise their voice (scream);
- May not tease or make fun of others, either with words or gestures.
- May not sit in seats other than their assigned seats.
- May not leave their lunch table without permission.
- May not use inappropriate manners when eating in public.
- May not show food in their mouth to others.
- May not talk with food in their mouth.
- May not touch other people's food.
- May not intentionally make a mess with their food, either on the table or on themselves.
- May not throw food for any reason, including putting in the trash.
- Students will keep their hands to themselves.
- Students will leave their eating area clean.

MONEY COLLECTIONS

Every effort is made to limit the number of times students are asked to bring money to school. Schools generally collect money for school pictures, lunch, and milk money. Lunch and milk money are collected weekly.

NON-DISCRIMINATION POLICY

The BOE guarantees to all persons equal access to all categories of employment, retention and advancement in this district, regardless of race, creed, color, national origin, ancestry, age, sex, affectation or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, atypical, hereditary cellular or blood trait of any individual or non-applicable disability.

Inquiries regarding compliance of this and/or sexual harassment may be directed to the following person:

Mr. Jack Marcellus, Superintendent Affirmative Action
Officer
Gibbsboro School 37 Kirkwood Road
Gibbsboro, New Jersey 08026 (856) 783-1140

PARENT TEACHER CONFERENCES

The entire staff welcomes the opportunity to meet with parents to discuss student progress and/or problems. Conferences may be set up by contacting either the office or the teacher to arrange an appointment.

Please feel free to do this at any time a question or a problem arises. We are making a special request to parents of students in grades 6-7-8 to keep in close contact with each of your student's teachers.

Scheduled Parent-Teacher conferences will be held at the end of the 1st marking period. These conferences include students in all grades PK-8.

PARTIES

Parties are held on the following occasions under the direction and supervision of the classroom teacher. Parent helpers may be asked to assist the classroom teacher on these special days. (Birthday celebrations are at the discretion and direction of P-5 teachers).

Grades K-3

Halloween, Winter Holiday, Valentine's Day, Spring Holiday, and End-of-the-Year

Grades 4-5

Halloween, Winter Holiday, and End-of-the-Year

Grades 6-8

School dances

PERSONAL ITEMS

Students are cautioned not to bring large amounts of money or radios, games, balls, toys, etc. to school. Items such as these can be lost or damaged as well as interrupt the educational process. Also, headphones, i-pods, and similar items are not to be brought to school. Laser pens, beepers, pagers are not permitted in accordance with NJ State Law.

Athletic Equipment

Athletic equipment may be brought to school for use during recess only. All equipment should be clearly labeled with the student's name. Each student is responsible for his or her own equipment.

Cell Phones & Electronic Devices

Cell phones, or other electronic equipment, may be taken from students throughout the day. If devices prove to be overwhelmingly distracting for a student, they will be asked to keep their phone in a designated area throughout the day for the remainder of the year.

Transportation Devices

Skateboards, scooters, and roller blades are not permitted on school property for safety reasons. This includes going to and from school. Beginning in third grade students may ride their bicycles to school provided that permission forms are complete.

PHYSICAL EDUCATION EXCUSE

If a student is unable to participate in physical education class a note must be provided to the school nurse. If the duration of the problem is just one day, a note from the parent or guardian is sufficient. If the problem is for more than one day a doctor's note excusing the student must be presented.

Note restrictions on physical education activity also apply to extra-curricular and recess activity. If you do not participate in PE class (a state mandated class), you may not participate in after school or recess activities.

Depending on the nature of the problem, the student may still attend PE class as a “helper/assistant” to the PE teacher or may attend recess for fresh air and socialization only. Due to some medical circumstances the student may not be able to attend PE class or recess and an alternate placement and assignment will be provided for the student. Students who disregard medical restrictions may not be able to attend PE class/recess and may be in an alternate placement.

REGISTRATION REQUIREMENTS

Grades 1-8

1. Presentation of birth certificate or official school transfer indicating date of birth.
2. Four (4) Proofs of Residency.
3. A student must be six years old on or before October 1st to be admitted to first grade.
4. Presentation of immunizations for:
 - a. DTP series and one booster
 - b. Polio series and one booster
 - c. One dose of DTP and Polio vaccine to have been given on or after the fourth birthday
 - d. Rubella vaccine (German Measles): 2 doses both after 1 year of age
 - e. Rubeola vaccine (Regular Measles): 1 dose after 1 yr. of age
 - f. Mumps vaccine: 1 dose after 1 yr. of age
 - g. Mantoux T.B. Test: optional
 - h. Hepatitis B vaccination: 3 doses
 - i. Varicella vaccine: 1 dose after 1 yr. of age
5. Students who have not received any vaccines containing tetanus toxoid in 10 years should receive a booster of tetanus and diphtheria even though it is no longer required by the state.
6. Physical examination by school or family physician. Preliminary registration of kindergarten students will be made in the spring preceding the student's entrance to school. Parents will be notified through school and local papers of the dates of the registration.

Kindergarten and/or new students

1. Presentation of birth certificate or official school transfer indicating date of birth.
2. Four (4) proofs of residency.
3. A student must be five years old on or before October 1st to be admitted to kindergarten.
4. Presentation of immunizations for:
 - a. Four doses of DTP vaccine (Diphtheria, tetanus, pertussis) one dose after 4th birthday.
 - b. Three doses of polio vaccine, one dose after 4th birthday.
 - c. Two doses of Measles vaccine, both after 1st birthday.
 - d. One dose of Mumps and Rubeola vaccine after 1st birthday.
 - e. One dose of Varicella vaccine (chickenpox) after 1st birthday.
 - f. Three doses of Hepatitis B vaccine.
 - g. Mantoux tuberculin test – optional
5. Physical examination by school or family physician. Preliminary registration of kindergarten students will be made in the spring preceding the student's entrance to school. Parents will be notified through school and local papers of the dates of the registration.

Preschool

1. Presentation of birth certificate indicating date of birth.
2. Four (4) proofs of residency.
3. A student must be four years old on or before October 1st to be admitted to preschool.
4. Presentation of immunizations for:
 - a. Four doses of DTP vaccine (Diphtheria, tetanus, pertussis.)
 - b. Three doses of polio vaccine.
 - c. One dose MMR vaccine (Measles, mumps, rubeola) after first birthday.
 - d. One dose Varicella vaccine (chickenpox) after 1st birthday.
 - e. Three doses of Hepatitis B vaccine.
 - f. One dose of Hib vaccine after 1st birthday.
 - g. One dose PCV7 vaccine (Pneumoccal conjugate) after first birthday.

- h. One dose Influenza vaccine annually between September 1st and December 31st of each year.
 - i. Mantoux tuberculin test – optional
5. Physical examination by school or family physician.
 6. Student must have completed toilet training.
 7. Preschool admission is based on a lottery system and through a random drawing we will determine which children will be able to come.
 8. Presentation of birth certificate indicating date of birth.

Additional Requirements

Beginning September 1, 2008 every child born after January 1, 1997 shall have received:

1. One dose of DTP given no earlier than the 10th birthday and five years have elapsed from the last DTP/DTap or Td dose.
2. One dose of a Meningococcal- containing vaccine (Menactra.)

SAFETY

Extreme caution must be used in crossing streets. Cross at intersections or marked lanes only. If a student encounters a difficulty while coming to or going home from school, he/she should immediately report the difficulty to school officials and/or the City Crossing Guards and/or the Police.

Under no circumstances should a student accept a ride from an individual they do not know.

SAFETY DRILLS

One fire drill and one security drill will be held each month throughout the school year in accordance with school law. The purpose is to develop safety practices that will assist the students in moving quickly and in an orderly manner in case of an emergency.

Fire Drill

The following procedures are to be followed each time the alarm sounds.

1. Follow the teacher's directions.

2. Each classroom has a sign giving directions for exiting the building.
3. In the case of a fire alarm during the change of classes, all students will immediately proceed to the nearest exit and evacuate the building. Once outside the building the students should find the teacher of the class to which they were going.
4. If an exit is blocked teachers and/or staff members will re-direct students to another exit.
5. Groups in the cafeteria and gym are to separate as to efficiently use all exits in those areas.
6. Talking is not permitted at any time during the fire and/or evacuation drills.
7. Students may not re-enter the building until the "all clear" signal has been given.

Lockdown Drill

The purpose of the lockdown drill is to practice safety procedures that would be implemented should a threatening situation arise from outside the classroom. Lockdowns are held periodically throughout the year to reinforce safety measures in the event of an assault type crisis.

1. Follow the teacher's directions.
2. Talking is not permitted at any time during the drills.

Evacuation Drill

The purpose of the evacuation drill is to practice safety procedures that would be implemented should a threatening situation arise that would require everyone to leave the school grounds.

1. Follow the teacher's directions.
2. Talking is not permitted at any time during the drills.

Severe Weather Drill

The purpose of the severe weather drill is to practice safety procedures that would be implemented in the event of threatening weather conditions.

1. Follow the teacher's directions.
2. Talking is not permitted at any time during the drills.

Any infractions during safety drills will result in an administrative consequence.

SCHOOL PROPERTY/VANDALISM

The Gibbsboro BOE believes that students should respect property and take pride in the school. Whenever a student has been found to have done willful and malicious damage to property of the BOE, the Superintendent of the school shall be notified. The BOE will hold the student or his/her parents/guardians liable for the damage caused by him/her.

SCHOOL VISITATION

Visitors, especially parents, are always welcome. All visitors will be buzzed in through the security access system and are required to sign in at the main office stating their reason for visiting. Visitors are only allowed access to the location in which they have been given permission to visit. A visitor's pass will be provided and should be worn and visible while in the building. The best policy is to first call the office to schedule an appointment with the person you wish to see.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act, which prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who: has a mental or physical impairment which substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working); Has a record of such impairment; or Is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the Gibbsboro School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a

handicap will knowingly be permitted in any of the programs and practices in the school system.

School District Responsibilities

The School District has specific responsibilities under the Act, which include the responsibilities to: identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

The Gibbsboro School District has a grievance procedure that asks that initial notice of any discrepancies be directed to the building's Compliance Officer. If the parent or guardian disagrees with the determination made by the professional staff of the School District, he/she has a right to a hearing with an impartial hearing officer.

Parental Rights

Parents have the right under Section 504 to:

- Have their child take part in, and receive benefits from, public education programs without discrimination because of his or her disabling condition.
- Have the school district advise them of their rights under federal law.
- Receive notice with respect to identification or evaluation of, or service to, their child.
- Have their child with a disability receive free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow the child an equal opportunity to participate in school and school-related activities.
- Have their child with a disability educated in facilities and receive services comparable to those provided students without disabilities.
- Have their child receive special education and related services if the child is found to be eligible under the Individuals with Disabilities Act or Section 504 of the Rehabilitation Act.

- Have evaluation, educational and service decisions made based upon a variety of information sources and by persons who know the student, the evaluation data and service options.
- Have transportation provided for their child to and from a program not operated by the district if the district places their child in the program.
- Have their child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
- Examine all relevant records relating to decisions regarding their child's identification, evaluation, educational program and services.
- Obtain copies of educational records at reasonable cost unless the fee would effectively deny them access to the records.
- Receive a response from the school district to reasonable requests for explanations and interpretations of their child's records.
- Request amendment of their child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of their child's privacy rights. If the school district refuses this request for amendment, it shall notify the parents in writing in a reasonable time and advise them of their right to a hearing.
- Request mediation or an impartial due process hearing related to decisions or actions regarding their child's identification, evaluation, educational program services. The parents and the student may take part in the hearing and have an attorney represent them. Hearing or mediation requests must be made to the District 504 Compliance Officer.
- Ask for payment of reasonable attorney fees if they are successful on their claim.
- File a local grievance or citizen complaint with the school district, the state board of education, and/or the Office for Civil Rights.

- Appeal the impartial hearing officer's decision.
- Receive all information in their native language and primary mode of communication.
- Expect periodic re-evaluations and an evaluation before any significant change is made in their child's program.

Section 504 Compliance Officer

Mr. Jack Marcellus 504 Officer
Gibbsboro School
37 Kirkwood Road
Gibbsboro, New Jersey 08026
(856) 783-1140

SPECIAL EDUCATION

Special Education Programs

The Supervisor of Special Services administers district programs for special education under the Individuals with Disabilities Education Act (I.D.E.A.). The rules and regulations which govern the provision of programs and services for identified pupils from birth to age twenty-one are embedded in the New Jersey Administrative Code 6A:14. This legislation specifically requires special education and related services for all students with disabilities between the ages of three and twenty-one. If eligible, these students are provided with an appropriate education program.

The **Child Study Team** consists of a School Psychologist, Learning Disabilities Teacher- Consultant, and a School Social Worker.

For pupils ages three to five, the Child Study Team includes a Speech-Language Specialist. The Child Study Team, at the time of referral, may consult with a physician, other professional staff members or consultants deemed appropriate by the team and parents in the identification, classification, and development of an individual educational program (I.E.P).

The building Principal and members of the staff communicate with parents at the pre- referral levels through the I&RS Committee. A referral can be initiated by instructional, administrative, and other professional staff

of Gibbsboro School District, the parent, and agencies concerned with the welfare of the student. Referrals to the Child Study Team require formal parental notification and written consent; electronic mail and faxes are not accepted. Upon receipt of a referral, the parent participates in the evaluation planning/identification meeting.

Prior to any decision regarding referral to the Child Study Team, interventions must be provided in the general education setting to alleviate educational problems. A direct referral may be made to the Child Study Team if the educational problem is such that its critical nature can be supported and documented.

Gibbsboro School District provides a full continuum of alternative placements and related services in order to meet the needs of pupils with educational disabilities. For grades kindergarten through eight, programs include in class and pull out programs.

Gibbsboro School District also maintains two programs for preschool aged children who have been indentified as having developmental delays in the areas of speech and language development, cognitive ability, fine or gross motor skills, and social or emotional maturity.

General Education Preschool Class

This program is designed for students aged 4-5 years of age. This class will consist of approximately 16 children: approximately 6 students who have been determined to be eligible for special education services and 10 students who are developing typically and who were chosen through a district wide lottery system. The goal in this classroom is to provide academic instruction that prepares students for kindergarten,

Preschool Disabilities Classroom (AM) These programs are designed for students 3-4 years of age who have been identified as having an educational disability whose nature and severity is such that education in the general education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The class size is eight students with a teacher and a classroom assistant and can increase to 12 students with two classroom assistants.

Gibbsboro School District provides the required services for the location and referral of students between the ages of three and 21 who may be disabled due to physical, sensory, emotional, communication, cognitive, or social difficulties.

Parents can request a consultation with the Child Study Team or submit a written request for an evaluation to determine eligibility for services. Please contact Mrs. Barri Veytsman, Supervisor of Special Services, at 856-768-783-5344 ext. 301 or Project Child Find at 1-800-322-8174 for more information. Information is also available on how and where to obtain services for developmentally delayed children, birth to three years of age.

Special Education Parent Advisory Group (SEPAG)

The purpose of this group is to provide input to the district on issues concerning students with disabilities. Our group consists of parents, teachers, staff, administrators, and community members all working together toward a common objective: to enhance and improve the educational experience of students with disabilities at Gibbsboro Elementary School.

STUDENT INSURANCE

The Board of Education provides insurance for all students. This insurance picks up where the family insurance leaves off.

STUDENT PHOTOS

In the fall, an outside photographer will take individual student photos and class pictures. These are available for parent purchase at a minimal cost as a nice memento of your child's school years and are strictly a parent option. "Spring Photos" will also be taken. Parents are under no obligation to buy.

STUDENT RECORDS

Student records are governed by extensive regulatory provisions. The district will conform in all respects to the requirements

of state and federal law regarding the preparation, maintenance, security, disclosure, and destruction of student records.

STUDENT RIGHTS & PHOTOS

Student photos and/or a student's likeness will not be published without the consent of the student's parents.

STUDENT RIGHTS & RESPONSIBILITIES

I have the right to:

1. Be treated with respect and kindness (no one will tease me, demean me, or insult me.)
2. Be myself: (no one will treat me unfairly due to looks, abilities, beliefs or gender.)
3. Be safe: (no one will threaten me, bully me, or damage or remove my property.)
4. Be heard: no one will yell at me, and my opinions will be considered.
5. Be free to express my feelings and opinions without criticism and to learn about myself through constructive feedback.
6. Learn and to be provided assistance to do so.
7. Expect that all rights will be mine in all circumstances and to receive assistance from those in charge when that is not the case.

I have the responsibility to:

1. Treat all others with respect and kindness by not teasing, demeaning, or insulting them.
2. To honor individual differences by treating all others fairly regardless of looks, abilities, beliefs, or gender.
3. To help make the environment safe by not acting dangerously, by securing my property, by not threatening or bullying others, and by respecting the property of others.
4. To listen to others, consider their opinions, and allow others to be heard.
5. To express myself respectfully in ways others can hear me and to allow others

to express themselves, and to provide others with constructive feedback.

6. To accept assistance when given in the spirit of increasing my opportunity to learn and grow.
7. To unconditionally provide assistance to others whenever I can do so.

SURVEYS

During the school year, the Board of Education may approve surveys to be administered to students during the school day. If you do not wish for your child to participate in school-administered surveys, please write a brief letter to the principal including this desire.

TELEPHONE USAGE

Student Use

Telephone usage in the office by students is restricted to emergency use. It is important to school function that the office space and phones are available for use by office staff and incoming calls. Grades K-5 will be permitted to use the main office phone sparingly. Please remind students to double check for assignments, books, and other required materials before they leave for school each morning.

Telephone Calls to Teachers

Teachers will not be called from classes for telephone messages. Requests to have calls returned will be forwarded to teachers. Each teacher has a "voice mailbox" that can be accessed with his/her extension number.

TESTING

Grades 3 to 8

Students in Grades 3 - 8 are tested with the PARCC assessment in the spring of each academic year. As a public school district receiving funding from the state of New Jersey in order to provide a free education for our students, all students are expected to participate in State standardized testing sessions once per year.

*Attendance is important to a child's success on these tests. Students tend to perform better when tested along with the others in their class. Please make every effort to avoid planning any vacations or appointments during testing.

TEXTBOOKS

All students are expected to cover their textbooks and to replace the book cover if it becomes worn during the school year. If a textbook is misused, a fine will be imposed. If a textbook is lost, it is paid for according to the following schedule:

A new book	100% of cost
A 1-year-old book	75% of cost
A 2-year-old book	50% of cost
A 3-year-old book	25% of cost

Gibbsboro Elementary School District

**STUDENT DISCIPLINE
CODE OF CONDUCT**

2018-2019

I. PHILOSOPHY

"The Board of Education expects pupils to conduct themselves in keeping with their level of maturity, with proper regard for the rights and welfare of the other pupils, for the educational purpose underlying all school activities, and for the care of school facilities."

II. OVERVIEW

This procedural manual has been developed by the Gibbsboro School District for the purpose of delineating school rules, practices and consequences as they relate to the administration of discipline in the school.

The intent of this manual is to identify commonly recognized student behaviors that are unacceptable in the education setting and to be a general guide for students, teachers and administrators. As a listing, this manual is not intended to be all-inclusive. Certain situations may warrant measures different than those prescribed herein. In such instances, administrative discretion will prevail.

Gibbsboro School district is committed to providing all children with educational opportunities designed to prepare them to be productive members of a democratic society by developing each individual's ability to use higher thinking skills, logically solve problems and make rational, responsible decisions. It is the specific responsibility of the school instructional staff and administration to provide an environment in which that education can take place. To that end, this manual seeks to list those behaviors, and the consequences of those behaviors, that may impede or disrupt the educational program of the school and the safety and well-being of our students. It is our hope that this manual will assist parents, students, and teachers in the identification of unacceptable behaviors and provide a clear and consistent explanation of consequences such behavior will merit. It should be noted that these procedures also apply to those school sponsored events that may take place beyond the regular school day and away from the school building. We want to be proud of our students, but more importantly, we want them to have pride in themselves. To that end, we are committed to providing the best possible learning environment.

The school administration and/or Board of Education have the right to administer discipline for any other offense which is in violation of the law or school district policy or procedures, or in violation of acceptable standards of conduct for students in the Gibbsboro School District.

III. EXPECTATIONS FOR STUDENT BEHAVIOR

We expect our students to conduct themselves in a manner that will contribute to the overall educational goals and expectations of the school.

We expect our students to develop responsible attitudes of personal conduct and to respect the rights of others in the school. The school respects the rights of students:

1. To be heard;
2. To receive fair and consistent treatment;
3. To due process procedures

Students do not have the right to disrupt or impede the learning process of others, nor does any student have the right to jeopardize the safety and well-being of others in the school. Defiance of adult authority, or verbal abuse of those adults employed in the school will not be tolerated.

1. Classroom Management of Student Behavior

Teachers are charged with keeping order and propriety in the classrooms. There are many techniques teachers should employ to bring about the desired change in student's behavior. Teachers should make use of the following strategies and techniques to correct unacceptable student behavior in the classroom:

1. Personal conferences with pupil
2. Teacher assigned detention
3. Parental contact--In-person parent conference; by phone; in writing
4. Conference with other teachers
5. Conference with Guidance counselor, with or without the pupil
6. Teacher initiated performance contract
7. Informal conference with administration
8. Child Study Team referral, if warranted
9. Referral to proper grade level assistant principal
10. I&RS Committee referral

ONCE A STUDENT IS REFERRED TO THE ADMINISTRATOR IN CHARGE, THE ADMINISTRATOR WILL EVALUATE THE SITUATION AND, IN CONTEXT OF THE STUDENT'S DISCIPLINARY HISTORY AND THE CONSEQUENCES OF HIS/HER MISBEHAVIOR, ASSIGN THE APPROPRIATE DISCIPLINARY MEASURES AS NEEDED.

IV. STUDENT DETENTIONS

The chief school administrator shall develop general guidelines for student conduct on school property and shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the individual schools. Board policy requires each student of this district to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. We hope that verbal reprimands, warnings, and conferences would deter repeated misbehavior by students. When these tactics do not modify student behavior, we must resort to detention.

V. STUDENT SUSPENSION AND EXPULSION

We hope that verbal reprimands, conferences, and detention would deter repeated misbehavior by students. When these tactics do not modify student behavior, we must then resort to suspension and, in cases of extreme seriousness, recommendations for expulsion.

The right of a school district to utilize these disciplinary procedures is defined in New Jersey Statutes: "Any student who is guilty of continued and willful disobedience, or of open defiance of the authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school."

Student conduct, which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct, shall include, but not be limited to, any of the following:

1. Continued and willful disobedience.
2. Open defiance of the authority of any teacher or person having authority over him/her.
3. Conduct of such character as to constitute a continuing danger to the physical assault upon another pupil.
4. Physical assault on another student.
5. Taking, or attempting to take, personal property or money from another pupil, or from his person, by means of force or fear.
6. Willfully causing or attempting to cause, substantial damage to school property.
7. Participation in an unauthorized occupancy by a group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person in charge of such building or facility.
8. Incitement which is intended to and does result in unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by the school district,
9. Incitement, which is intended to and does result in truancy by other pupils.
10. Use, possession, distribution, and/or selling of controlled dangerous substances.

A. Out-of-School Suspensions

(OSS) is assigned for repeated infractions or serious infractions such as fighting, threatening behavior, possession of alcohol or controlled substances, theft, etc. Out-of-school suspensions may be from one to ten days in duration, depending upon the seriousness of the offense and the past record of the student. Parent guardians are responsible for student during the OSS period. Students are not allowed to return to school during the out-of-school suspension period, nor may they attend any school-sponsored events during a suspension. A parental conference may be required before a student is permitted to return from a suspension.

- **TWO SUSPENSION RULE**

Any student who receives two (2) out-of-school suspensions from school during the course of the year, will become immediately ineligible to participate in any extra-curricular and school sponsored events/activities for the remainder of the year.

- **RE-EARN ELIGIBILITY/TWO SUSPENSION RULE**

A student may re-earn his/her eligibility by demonstrating acceptable behavior, maintaining academic eligibility, and not receiving any Administrative disciplinary action within 45 school days. At the completion of the 45 day probationary period, the student can appeal to the Superintendent for reinstatement of privileges.

B. Expulsion

Expulsion is the most severe form of discipline that can be levied against a student by a New Jersey public school. The decision of a local Board of Education to expel a student has the effect of denying the student educational opportunities in any public school in the state. School administrators can only recommend expulsion to the Board of Education and the Superintendent. Only the Board of Education can take action to expel a student.

C. Pupil Assault of Staff (NJ Statutes 18A: 37-2)

Any pupil who commits an assault as defined pursuant of NJS 2c: 12-1, upon a teacher, administrator, board member or other employee of the Board of Education, acting in the performance of his duties and in the situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education in this State, shall be immediately suspended from school consistent with procedural due process pending expulsion proceedings before the local Board of Education. Said proceedings shall take place no later than 21 calendar days following the day on which the pupil is suspended.

D. Harassment, Intimidation, or Bullying

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.

"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.

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.

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 (Appendix A).

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.

E. Physical Restraint of Students

Policy 5561 USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES FOR STUDENTS WITH DISABILITIES

The Board of Education strives to provide a safe, caring atmosphere that supports all students in the least restrictive environment. On occasion, during an emergency, a situation may arise making it necessary to temporarily restrain or seclude a student with a disability in accordance with N.J.S.A. 18A:46-13.4 through 13.7.]

A school district, an educational services commission, or an approved private school for students with disabilities (APSSD) that utilizes physical restraint on students with disabilities shall ensure that:

1. Physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. A student is not restrained in the prone position, unless the student's primary care physician authorizes, in writing, the use of this restraint technique;
3. Staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the Board of Education to be qualified to provide such training, and that the training is updated at least annually;

4. The parent of a student is immediately notified when physical restraint is used on the student. This notification may be by telephone or electronic communication. A post-incident full written notification report of the incident of physical restraint shall be provided to the parent within forty-eight hours of the occurrence of the incident;

STUDENTS

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Use of Physical Restraint and Seclusion
Techniques for Students with Disabilities

5. Each incident in which physical restraint is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and

6. Each incident in which physical restraint is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting.

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of physical restraints through inclusion of positive behavior supports in the student's behavior intervention plans developed by the individualized education plan IEP team.

A school district, an educational services commission, or an APSSD that utilizes seclusion techniques on students with disabilities shall ensure that:

1. A seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;

2. Each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and

3. Each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable the staff to use this information to develop or improve the behavior intervention plan at the next individualized education plan IEP meeting.

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Use of Physical Restraint and Seclusion
Techniques for Students with Disabilities

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of seclusion techniques through inclusion of positive behavior supports in the student's behavior intervention plans developed by the individualized education plan IEP team.

The New Jersey Department of Education shall establish guidelines for school districts, educational services commissions, and APSSDs to ensure a review process is in place to examine the use of physical restraints or seclusion techniques in emergency situations, and for the repeated use of these methods for an individual child, within the same classroom, or by a single individual. The review process shall include educational, clinical, and administrative personnel. Pursuant to the review process the student's individualized education plan IEP team may, as deemed appropriate, determine to revise the behavior intervention plan or classroom supports, and a school district, educational services commission, or APSSD may determine to revise a staff member's professional development plan pursuant to N.J.S.A. 18A:46-13.7.

The Superintendent or designee may gather input from school staff members and parents of students with disabilities on this Policy and Regulation. All students with disabilities and their parents shall be afforded the procedural safeguards provided by the Individuals with Disabilities Education Act (IDEA).

The Superintendent or designee shall annually inform parents of students with disabilities about the Board's Policy regarding restraint and seclusion.

N.J.S.A. 18A:46-13.4; 18A:46-13.5; 18A:46-13.6; 18A:46-13.7

New Jersey Department of Education Restraint and Seclusion Guidance for
Students with Disabilities – July 10, 2018

F. Disciplining Educationally Disabled Students

6:28-2.8 Disciplinary Action:

Educationally disabled pupils are subject to the same district Board of Education disciplinary policies and procedures as non-disabled pupils, unless indicated differently in the pupil's Individualized Education Program. School district personnel may, on a case-by-case basis, consider any unique circumstances when determining whether or not to impose a disciplinary sanction or order a change of placement for a student with a

disability who violates a school code of conduct. Prior to affecting any discipline which would result in a significant change in placement, the Child Study Team shall be contacted. Procedures for discipline, suspension, expulsions are imbedded in N.J.A.C 6A:14-2.8.

VI. TRANSPORTATION

A. Student Bus Conduct Rules

1. Students must ride on the bus to which they have been assigned to.
2. Students must be accompanied by a chaperone/supervisor when boarding the bus.
3. Students must remain SEATED; NO CHANGING SEATS OR WALKING AROUND is permitted.
4. Nothing is to be hung on or thrown out the windows or door.
5. SMOKING IS NOT PERMITTED ON THE BUS AT ANY TIME.
6. Screaming, shouting, hollering, eating, and drinking on the bus is prohibited.
7. The driver and/or chaperone/supervisor is in charge of students on the bus at all times, she/he has the authority to assign seats. Please respect her/him.
9. Books, parcels, arms, and legs must not protrude into the aisle. Emergency equipment and exits must not be touched or fooled with and must be accessible always.

B. Revocation of Student bus Riding Privilege NEW JERSEY STATE STATUTE 18A: 25-2

A teacher or other person in authority over such pupil shall hold every pupil accountable for disorderly conduct in school and during recess and on the playgrounds of the school and on the way to school. The driver and/or chaperone/supervisor shall be in full charge of the school bus at all times and shall be responsible for order, she/he shall never exclude a pupil from the bus, but, if unable to manage any pupil, shall report the "unmanageable" pupil to the superintendent of the school which he/she attends. A pupil may be excluded from the bus for disciplinary reasons by the superintendent and his parents shall provide for his/her transportation to and from school sponsored activities during the period of such exclusion. This act shall take effect immediately. (Assembly Bill #18 approved 10-14-69).

VII. EMERGENCY EVACUATION OF SCHOOL BUILDING

Administrators and teachers are charged with keeping order and supervision of students throughout the school day. This responsibility is even more critical during emergency evacuations. Students will be made aware of the procedures and behavior expected during an emergency evacuation by the administration in opening school meetings and by individual classroom teachers through the school year. Students failing to follow procedures and/or emergency instruction will be disciplined.

VII. POLICE NOTIFICATION

There are some behaviors, which in addition to being contrary to school codes, are also in violation of the criminal laws for this state. When such behaviors occur, appropriate law enforcement authorities may be contacted and will take whatever action deemed necessary.

The involvement of law enforcement in most situations will be at the discretion of the school official handling the matter. Certain behaviors, however, will automatically result in police notification. These behaviors include drug related incidents, weapons offenses, bomb threats, assaults on staff member, fighting, and any other serious incidents that could cause harm to self or others.

Code of Conduct: The words within the school pledge outline the goals for student behavior each day. If repeated behavior that contradicts that of the Spartan pledge occurs, a specific action plan for the student will be created and followed up on throughout the remainder of the school year. The intervention and referral services team will help create that plan with the student, parent, teachers, and administrators. The plan will continue to exist and will change as needed until the goals are reached. Short term consequences such as detentions and suspensions might be included in the plan but most importantly, long term assistance through counseling, progress monitoring, parent-teacher communication, teacher mentoring, and peer mentoring have shown to have the biggest impact on student behavior in schools. Those types of interventions will be included in the plan as well.

****This is a general guideline for discipline. All final discipline decisions will be made at the discretion of the Chief School Administrator.***

DISCIPLINE

A. TEACHER LUNCH DETENTION (TLD)

A. Teacher lunch detention (TLD) serves as a corrective measure for classroom misconduct and tardiness. Teachers may assign lunch detention as necessary to address inappropriate behavior. A teacher detention will be held in the room that the teacher determines. A student who fails to report to or cooperate in the teacher detention will be referred to an administrator and disciplined with appropriate consequences that may include additional teacher lunch detention dates, after school detention (ASD), or an extended school day (ESD).

B. AFTER SCHOOL DETENTION (ASD)

After School Detention (ASD) is provided by the school as an intermediate step prior to an extended school day for more serious measures and serves to warn students that continued misbehavior may result in more serious consequences. After School Detention (ASD) is assigned by administration. ASD begins at 3:15 pm and concludes at 4:00 pm. Tardiness is not permitted; thus failure to report on time is treated as a "no show," and the student may be assigned additional ASD's or more significant consequences. A student who fails to report to or cooperate in ASD as directed will be disciplined in like manner. ASD is held on Tuesdays, Wednesdays, and Thursdays. A student assigned to ASD is expected to abide by the following procedures:

- 1) Arrive promptly at 3:15 pm. Failure to arrive on time is treated as a "no show." Students are to address any lavatory or locker needs prior to arrival.
- 2) Turn all electronics to the "OFF" or "SILENT" position and store. NO ELECTRONICS ARE TO BE USED DURING ASD.
- 3) No food or drinks are permitted during ASD.
- 4) Sit quietly until dismissed.

C. CAUSES FOR SUSPENSION/EXPULSION - NJSA 18A: 37-2. Any pupil who is guilty of continued and willful disobedience or open defiance of the authority of any teacher or other person having authority over him/her, or who is guilty of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, or who threatens the health and welfare of school personnel or climate shall be liable to punishment, including suspension or expulsion from school. Conduct, which shall constitute good cause for suspension or expulsion of a pupil shall include, but not be limited to, any of the following:

- a. Continued and willful disobedience.
- b. Open defiance of the authority of any teacher or other person having authority over him.
- c. Endangering the physical/mental well being of others.
- d. Physical/Mental/Electronic assault upon another pupil, as per Harassment/Intimidation/Bullying Policy.
- e. Extortion - taking, or attempting to take, personal property or money from another pupil by means of force or fear.

- f. Vandalism - willfully causing or attempting to cause substantial damage to school property.
- g. Participation in unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the administration or other person then in charge of such building or facility.
- h. Incitement, which is intended to and does result in unauthorized occupation by any group of pupils or others of any part of school or other facility owned by any school

district.

i. Intentional incitement, which results in the truancy of other pupils.

j. Willful possession and consumption of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of such substances while on school premises.

k. Sale or distribution of intoxicants, narcotics or controlled foreign substances.

D. SUSPENSION PROCEDURES Suspension is identified as the exclusion of a student from school for a specified period of time due to a major violation of school policy. Students who are suspended from school are prohibited from participating in any school activities or athletics (Examples: dances, athletic teams, sports events, club activities, etc.) Each suspension requires parental contact with the Principal before the student can be reinstated. The length of the suspension will vary with the seriousness of the violation and the number of previous suspensions. (See Discipline Code)

E. THREE SUSPENSION /10 ADMIN DETENTION RULE If a student is suspended three times or has 10 administrative discipline referrals, or is charged with a criminal offense by the school district, he/she will be required to meet with the building Principal and parent(s)/guardian(s). A student who is charged with a criminal offense by the school district will lose class privileges. At that time, the student will be excluded from participation in all extra curricular activities. Students are entitled to an appeal with the building Principal 30 days with no further discipline referral after the imposition of this exclusion. It will be the student and/or parent's responsibility to initiate this process. At that time, the student, parent, and Principal will review the current discipline record, grades, and attendance. A decision to either continue or rescind the suspension or to establish the conditions for future participation may be made at that time. Due process rights are guaranteed to all students upon the imposition of a suspension or expulsion. Any senior excluded from commencement exercises for violating the three-suspension rule may appeal this decision directly to the Superintendent. It will be the student and/or parent's responsibility to initiate this process.

F. EXPULSION PROCEDURE - NJSA 18A: 37-4/18A: 37-2/18A: 37-1 When circumstances warrant the expulsion of a student, the following procedure will be followed:

1. The Superintendent will notify the Board of Education of charges prior to the next regular meeting. A formal hearing will be scheduled within 21 days of such notice.
2. Written notice of charges against the student shall be supplied to the student and his/her parent/guardian.
3. The Board of Education shall ascertain the facts and if the facts indicate the student's guilt, the Board shall review the designated punishment to determine its fairness.
4. The parents shall be present at the hearing unless the student has reached the age of majority and requests otherwise. Legal counsel may represent students. Witnesses may be cross-examined.
5. A written record of the hearing shall be kept.
6. The findings and recommendations of the Board of Education shall be reduced to writing and sent to the student and his/her parents.
7. The student and his/her parents shall be made aware of their right to appeal the decision of the Board of Education.
8. All agencies of the district shall be consulted for their input regarding the student including the Child Study Team.

G. SUSPECTED SUBSTANCE ABUSE PROCEDURES Whenever a teacher or staff member suspects that a student is under the influence and/or in possession of any controlled substance, the following procedures shall be adhered to:

1. Verbally report the suspicion to an administrator.
2. Medical review of student by school nurse, if necessary.
3. Parent/guardian and/or police contacted.
4. Student's locker and possessions may be searched.
5. Referral to physician or hospital for immediate proper Drug Screening Test. If the school's designated testing center is not used, the evaluation used must match Gibbsboro School's toleration standards. Copies of all results must be submitted to the School Nurse / SAC. Once tested, admittance to school requires a note from a physician stating that the student is physically and mentally able to return. Substance abuse incidents are considered cumulative in nature and carry over each year while in attendance at Gibbsboro School. NJ CODE: 18A: 40A-12. Reporting of pupils under influence; examination; report; return home; evaluation of possible need for treatment; referral for treatment.

a. Whenever it shall appear to any teaching staff member, school nurse or other educational personnel of any public school in this State that a pupil may be under the influence of substances as defined pursuant to section 2 (18A: 40A-9) of this act, other than anabolic steroids, that teaching staff member, school nurse or other educational personnel shall report the matter as soon as possible to the school nurse or medical inspector, as the case may be, or to a substance awareness coordinator, and to the Principal or, in his/her absence, to his/her designee. The Principal or his/her designee, shall immediately notify the parent or guardian and the Superintendent of schools, if there be one, or the administrative Principal and shall arrange for an immediate examination of the pupil by a doctor selected by the parent or guardian, or if that doctor is not immediately available, by the medical inspector, if he/she is available. If a doctor or medical inspector is not immediately available, the pupil shall be taken to the emergency room of the nearest hospital for examination accompanied by a member of the school staff designated by the Principal and a parent or guardian of the pupil if available. The pupil shall be examined as soon as possible for the purpose of diagnosing whether or not the pupil is under such influence. A written report of that examination shall be furnished within 24 hours by the examining physician to the parent or guardian of the pupil and to the Superintendent of schools or administrative Principal. If it is determined that the pupil was under the influence of a substance, the pupil shall be returned to his or her home as soon as possible and shall not resume attendance at school until the pupil submits to the Principal a written report certifying that he or she is physically and mentally able to return thereto, which report shall be prepared by a personal physician, the medical inspector or the physician who examined the pupil pursuant to the provisions of this act. In addition, a substance awareness coordinator shall interview the pupil or another appropriately trained teaching staff member for the purpose of determining the extent of the pupil's

involvement with these substances and possible need for treatment. In order to make this determination the coordinator or other teaching staff member may conduct a reasonable investigation, which may include interviews with the pupil's teachers and parents. The coordinator or other teaching staff member may also consult with such experts in the field of substance abuse as may be necessary and appropriate. If it is determined that the pupil's involvement with and use of these substances represents a danger to the pupil's health and well-being, the coordinator or other teaching staff member shall refer the pupil to an appropriate treatment program which has been approved by the Commissioner of Health.

b. Whenever any teaching staff member, school nurse or other educational personnel of any public school in this State shall have reason to believe that a pupil has used or may be using anabolic steroids, that teaching staff member, school nurse or other educational personnel shall report the matter as soon as possible to the school nurse or medical inspector, as the case may be or to a substance awareness coordinator, and to the Principal or, in his/her absence, to his/her designee. The Principal or his/her designee, shall immediately notify the parent or guardian and the Superintendent of schools, if there be one, or the administrative Principal and shall arrange for an examination of the pupil by a doctor selected by the parent or guardian or by the medical inspector. The pupil shall be examined as soon as possible for the purpose of diagnosing whether or not the pupil has been using anabolic steroids. A written report of that examination shall be furnished by the examining physician to the parent or guardian of the pupil and to the Superintendent of schools or administrative Principal. If it is determined that the pupil has been using anabolic steroids, the pupil shall be interviewed by a substance awareness coordinator or another appropriately trained teaching staff member for the purpose of determining the extent of the pupil's involvement with these substances and possible need for treatment. In order to make this determination the coordinator or other teaching staff member may conduct a reasonable investigation that may include interviews with the pupil's teachers and parent/guardian. The coordinator or other teaching staff member may also consult with such experts in the field of substance abuse as may be necessary and appropriate. If it is determined that the pupil's involvement with and use of these substances represents a danger to the pupil's health and well-being, the coordinator or other teaching staff member shall refer the pupil to an appropriate treatment program which has been approved by the Commissioner of Health. Section 5 of P.L. 1987, C.387 (C. 18A: 40A-12)

APPEALS PROCEDURE

Local school districts are required by law to provide proper school facilities and to maintain an appropriate program of education. A public school such as Gibbsboro School reflects the democratic principles upon which our great country was developed. Democracy relies on the self-control of the individual to maintain order. For democracy to work there must be a strong respect for law and order and a healthy regard for the rights of others. Democracy implies tolerance. Everyone should have consideration and respect for school policies. Gibbsboro School has attempted to establish a democratic atmosphere where students and teachers can express themselves without fear of reprisal. We recognize that in every school there are conditions in need of improvement and that students should have some means by which their concerns may be effectively expressed and considered. Formal and informal avenues for the expression and correction of grievances do exist. i. LEVEL I APPEALS Any student and/or parent with a complaint may follow ANY or ALL of the Level I Appeals listed below:

1. Discuss his/her complaint with any member of the teaching staff directly or indirectly involved.
2. Discuss his/her complaint with his/her guidance counselor.

ii. LEVEL II APPEALS If, after completing the appropriate Level I step(s) the complaint is not resolved, the student and parents have further recourse by implementing the following procedures in order:

1. An appointment may be made with the Superintendent/Principal to present the complaint for consideration. At this level some disposition will be made concerning the complaint.
2. If the complaint persists, the student and/or parent or the Superintendent may bring the complaint to the Board of Education for a final decision. A request by a parent or an emancipated student for a Board hearing must be in writing and be submitted through the Superintendent. It is to be known that the law provides even further resort for students or parents beyond the local level. Appeal may be made to the County Superintendent of Schools for his advice and counsel in attempting to affect a solution. The law also provides for resort to the Commissioner of Education, who is expressly charged to hear and decide controversies and disputes related to the conduct of public schools. Any person may file an appeal to the Commissioner of Education on behalf of any student or group of students protesting an act or a failure to act on the part of local school authorities. At the same time, it must be established that individual rights are not without limit and, that they carry with them a correlative duty to respect and honor the rights of others. When an individual, in the exercise of his/her claimed rights, interferes with, and/or disturbs or disrupts the legitimate pursuit of others, school authorities must take all legal steps to insure that violence, disruption, vandalism or seizure of school facilities does not develop under any circumstances. Society, acting through its legally authorized school officials, has determined that certain standards of decorum and order should be maintained in the classrooms of our public schools to promote teaching and learning there. This is not an arbitrary determination but is made for the obvious purposes of guaranteeing that:

1. All students shall have the right to pursue their schoolwork in a proper and safe atmosphere, free from the disturbing and disruptive effects of unlawful behavior.
2. Taxpayers' rights are not violated as a result of damage to the school, school property and/or disruption of the educational program. It is to be further understood that the legally authorized school officials will not tolerate any student behavior which is characterized by violence, potential violence, vandalism, seizure of school facilities, or in any way disruptive to the orderly progress of the educational program.

Grades 3-5 - Detailed Expectations

1. Assigned work is to be completed by due date.
2. Follow directions and matrix expectations for all school areas.
3. Classroom actions on-task and appropriate (cell phones away, appropriate apps open on Chromebook, actions appropriate and comments.)
4. Hands and feet to yourself.

Offenses and Consequences Grades 3-5

The following consequences will take place after verbal warnings and are up to the teacher's discretion in regards to severity. Refer to Behavior Matrix for detailed expectations.

Offense progression per week, all offenses reset the following week

Offense 1: "Think Sheet" sent home to be signed and returned

Offense 2: After-School detention until 4:00 pm

Offense 3: Mandatory parent meeting with counselor & In-School Suspension for one day (a digital In-School Suspension program will provide students with activities and articles aimed at assisting the student with changing future behavior)

If a student obtains more than 12 offense points in one trimester, the student's special event privileges may be revoked.

Grades 6-8 – Detailed Expectations

1. Assigned work is to be completed by due date.
2. Follow directions and matrix expectations for all school areas.
3. Classroom actions on-task and appropriate (cell phones away, appropriate apps open on iPad/Chromebook, actions appropriate and comments.)
4. Hands and feet to yourself.

Offenses and Consequences Grades 6-8

The following consequences will take place after verbal warnings and are up to the teacher's discretion in regards to severity. Refer to Behavior Matrix for detailed expectations.

Offense progression per week, all offenses reset the following week

Offense 1: After-School detention until 3:45pm

Offense 2: After-School detention until 4:00 pm

Offense 3: Mandatory parent meeting with counselor & In-School Suspension for one day. (a digital In-School Suspension program will provide students with activities and articles aimed at assisting the student with changing future behavior)

Appendix A: Policy 5512 Harassment, Intimidation and Bullying

5512 HARASSMENT, INTIMIDATION, AND BULLYING

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R. Pupils with Disabilities
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 pupil 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 officer, juvenile officer) involvement or other legal action.

The district will also impose appropriate consequences and remedial actions to a person 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, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal 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 range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials.

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 parents 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, in conjunction with the Anti-Bullying Specialist, 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, 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 for pupils who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

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

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

K. Consequences and Appropriate Remedial Action for False Accusation

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

1. 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 and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with 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, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and workenvironment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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 parents who have children enrolled

in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

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

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify 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 current and new school 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 provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

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

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

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

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, between September 1 and January 1 and between January 1 and June 30 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.

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

R. 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

