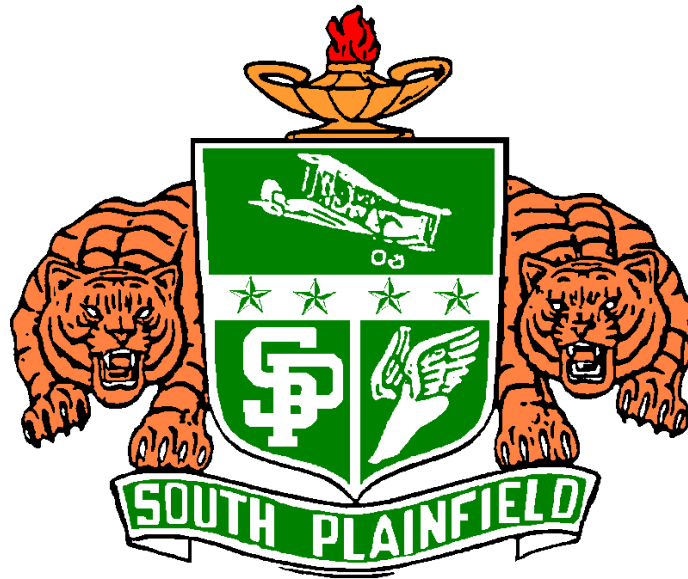


# **South Plainfield Public Schools**



## **2011-2012 Elementary School Parent/Student Handbook**

**A Guide for Franklin, Kennedy, Riley, and Roosevelt  
Elementary Schools**

# **SOUTH PLAINFIELD BOARD OF EDUCATION**

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Mrs. Marlene Steele .....Supervisor of Transportation

## **ELEMENTARY PRINCIPALS**

Mrs. Ellen Decker-Lorys .....Franklin School  
Mrs. Lisa Parker.....John F. Kennedy School  
Mr. Leo Whalen.....John R. Riley School  
Mr. Robert Diehl.....Roosevelt School

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**South Plainfield Public Schools  
125 Jackson Avenue  
South Plainfield, NJ 07080  
908-754-4620**

Dr. Gary Bowen  
Interim Superintendent

Fax: 908.822.2453

Dr. Frank Cocchiola  
Interim Assistant Superintendent

Fax: 908.822.2848

Mr. Mark Resnick  
Interim Board Secretary/Business  
Administrator

Fax: 908.822.2516

Dear Parents/Guardians:

The South Plainfield School District is proud to distribute its centralized Elementary School Handbook to the families of all elementary school children in the district. The handbook contains general information about our schools as well as specific school requirements.

We encourage you to become familiar with the contents of the handbook for we believe a knowledgeable parent is an involved parent. Strengthening our school/family relationship will help make our fine elementary schools even better.

In closing, I leave you with the wish that the 2011-2012 school year will prove healthy and productive for our children, parents, and staff.

Sincerely,

Dr. Gary Bowen  
Interim Superintendent of Schools

# PRINCIPALS' WELCOME

**South Plainfield Public Schools**  
**125 Jackson Avenue**  
**South Plainfield, NJ 07080**  
**908-754-4620**

Dr. Gary Bowen  
Interim Superintendent

Fax: 908.822.2453

Dr. Frank Cocchiola  
Interim Assistant Superintendent

Fax: 908.822.2848

Mr. Mark Resnick  
Interim Board Secretary/Business  
Administrator  
Fax: 908.822.2516

Dear Parents/Guardians,

Welcome to our South Plainfield Elementary Schools. In preparation for the 2011-2012 school year, our programs and procedures have been evaluated and revised where necessary, and new ideas and information have been incorporated into our thinking. As always, our hopes and aspirations are to provide every child with the opportunity to successfully master the skills that will be necessary to meet the challenges of the future. We believe that reading, writing, communication skills, computing and thinking are the building blocks of learning and discovery. We further believe that values, character, attitudes, and behavior have an immeasurable influence on who we are and the happiness we find in our lives. Most importantly, we believe that by setting high expectations during their formative years, we can help your children to develop and embrace the habits that will inspire them to strive for excellence in all they do.

We invite you to participate in our educational programs, co-curricular activities, and special events. Educating your children has to be a shared experience. This handbook will help you to become more familiar with our school procedures and our programs. Please contact us personally if you have questions or concerns as the year unfolds.

We wish you and your children a successful school year with many happy experiences.

## **The Elementary School Principals** **2011-2012**

Mrs. Ellen Decker-Lorys, Franklin School

Mrs. Lisa Parker, John F. Kennedy School

Mr. Leo Whalen, John E. Riley School

Mr. Robert Diehl, Roosevelt School

## South Plainfield Board of Education

Administration Building  
125 Jackson Avenue  
South Plainfield, NJ 07080  
Telephone: 908.754.4620  
Website: spnet.k12.nj.us

September 2011

Dear Parents, Teachers, Building Occupants, and Employee Organizations:

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, South Plainfield School District has conducted a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection conducted in May, 2010 all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place by July 1989. South Plainfield School District developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

During the past year, bulk sampling activities and various inspections to comply with the management plan requirements were completed.

It is the intention of South Plainfield School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Mark Resnick, Interim Business Administrator, is our designated asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at 908-754-4620, extension 205.

Sincerely,

Mark Resnick  
Interim Business Administrator/Board Secretary

**Franklin School Faculty**  
Principal – Mrs. Ellen Decker-Lorys  
Secretary – Mrs. Nancy Smith

**Kindergarten**

Mrs. Rose Marie Pelton  
Mrs. Laurie Venetucci

**First Grade**

Mrs. Cristy Moritz  
Ms. Christine Musto  
Mrs. Patti Ratti

**Second Grade**

Mrs. Tara Fusaro  
Mrs. Sally Gillis  
Mrs. Kiersten Ravi  
Mrs. Nina Turrise

**Third Grade**

Mrs. Jane Bishop  
Mrs. Joan Kane  
Mrs. Lara Kensey  
Mrs. Karen Maszszak

**Fourth Grade**

Mrs. Kim Broggi  
Mrs. Janet Donnelly  
Mrs. Kiley Squier

**Art**

Miss Mary Ellen Kopf

**Computer/BSI Math**

Mrs. Sharon Hunt

**Library**

Mrs. Kim Alongi

**Music**

Mr. Glenn Parisi --Choral

**Physical Education**

Mr. Bill Pavlak

**Reading/BSI L.A.**

Miss Christine Warian

**Resource Center**

Mrs. Linda Duquette  
Miss Kim WolfsKeil

**Spanish**

Mr. Francisco Guerrero

**Speech**

Mrs. Nancy Padavano

**CST**

Mrs. Diane DelCampo  
Mrs. Karen Milano  
Ms. Amanda Somers

**ESL**

Mrs. Mariela Hidalgo

**Nurse**

Mrs. Mary Altomare

**Student Assistant Counselor**

Ms. Joretta Strayhorn

**Instructional Aides**

Mrs. Susan Hill  
Mrs. Gail Kazimir  
Mrs. Ann Simone

**Duty Aides**

Ms. Stacey Eager  
Mrs. Geri McKnight  
Mrs. Claire Mosier  
Mrs. Juanita Pegram

**Custodian**

Mrs. Marcelina Rondon (day)  
Mrs. Maria Aguilar (evening)

**Cafeteria Staff**

Mrs. Carmella Riccadonna  
Mrs. Robin Walsh

**Student Council**

TBA

**Safety Patrol**

Mr. Glenn Parisi  
Mr. Bill Pavlak

**Kennedy School Faculty**  
Principal – Mrs. Lisa Parker  
Secretary -- Mrs. Dianne Sutton

**Kindergarten**

Ms. Carol Christatos  
Ms. Lauren Haus

**First Grade**

Mrs. Sandra Doyon  
Mrs. Linda McGrath  
Ms. Alicia Vurchio

**Second Grade**

Mrs. Shannon Colucci  
Mrs. Colleen Hook  
Mrs. Kathy Wharton

**Third Grade**

Mrs. Teresa Luck  
Mr. Kevin McCann

**Fourth Grade**

Mrs. Linda Downey  
Mrs. Laura McCreesh  
Mrs. Cynthia Severino

**Art**

Ms. Mary Ellen Kopf  
Mrs. Glenda Posey  
Ms. Janine Turrise

**Special Needs**

Ms. Brittany DiNitzio  
Mrs. Sandra Grasso  
Ms. Heather Hearne

**Computer/BSI Math**

Mrs. Laura Smith

**Library**

Mrs. Laura Zibro

**Music**

Ms. Barbara Habeeb

**Physical Education**

Mr. Alan Hook

**Reading Specialist/BSI**

Mrs. Ann Johnson

**Resource Center**

Mrs. Lisa desRanleau  
Ms. Sheryl Lawrence  
Ms. Ann Witkowski

**Spanish**

Mrs. Paula Rendon

**Speech**

Mrs. Martha Klink  
Mrs. Peggy Monagle

**ESL**

Mrs. Samia Guirguis

**Nurse**

Mrs. Mary Bannon

**SAC**

Ms. Joretta Strayhorn

**Instructional Aides**

Mrs. Peggy Albert  
Mrs. Beverly Bulla  
Mrs. Theresa Cianfrocca  
Mrs. Barbara Doerr  
Mrs. Nancy Furka  
Mrs. Tracey Hartmann  
Mrs. Joyce Heckel  
Mrs. Eileen Lorange  
Mrs. Nancy McKee  
Mrs. Angela Uffer

**Duty Aides**

Mrs. Kathy Crilley  
Ms. Yvonne Davisson  
Mrs. SueAnn Gaster  
Mrs. Debbie Malecki

**Custodian**

Mrs. Marilu Hernandez  
Mr. Dexter Lovell  
Mr. Ricardo Zelaya

**Cafeteria Staff**

Ms. Mary Jo Ferreri  
Ms. Kimberly LaCross

## **John E. Riley School Faculty**

Principal -- Mr. Leo Whalen  
Secretary -- Ms. Maria J. Rankin

### **Kindergarten**

Mrs. Linda Bohl  
Mrs. Helen Lay  
Mrs. Patricia Publik

### **First Grade**

Mrs. Jennifer Burgess  
Mrs. Jennifer Gaster  
Miss Amy Leso  
Ms. Nicole Wrublevski

### **Second Grade**

Mrs. Pauline Lando  
Mrs. Maria Sottiriou  
Mrs. Lisa Tuohy

### **Third Grade**

Mrs. Marge Gumina  
Mrs. Angela Raimondo-  
Hajduk  
Mrs. Nicole Zablocki

### **Fourth Grade**

Mrs. Cate Bonanno  
Mrs. Christine  
Dispenziere  
Mrs. Lori Meyer

### **Art**

Ms. Janine Turrise

### **Computer**

Mrs. Sharon Hunt  
Ms. Desiree Sparone

### **Library**

Ms. Maria Bartolo

### **Music**

Mr. Tobie Baldwin

### **Physical Education**

Mr. Eugene Clapsis

### **Reading Specialist/ BSI**

Mrs. Eileen Stellakis

### **Resource Center**

Mrs. Lori Chabrak  
Mrs. Beth Giakas  
Mrs. Mary Sikanowicz

### **Spanish**

Mr. Francisco Guerrero

### **Speech**

Ms. Martha Klink

### **ESL**

Mr. Jae Han

### **Child Study Team**

Mrs. Karen Masterson  
Mrs. Susan Pickoff  
Mrs. Carol Wendel

### **Nurse**

Mrs. Joanne Frees

### **SAC**

Mrs. Margaret Mosley

### **Paraprofessionals**

Mrs. Charlene Figler  
Mrs. Leslie Melick  
Mrs. Plancher  
Mrs. Smith

### **Duty Aides**

Mrs. Eileen DeBiase  
Mrs. Jan Kratz  
Mrs. Laurie Kurilew  
Mrs. Marge Panzarella

### **Custodians**

Ms. Maria Medina  
Mr. Haley  
Mrs. Marmolejos

### **Cafeteria Staff**

Mrs. Demeo  
Mrs. Carol McVeigh

## **Roosevelt Elementary School Faculty**

Principal – Mr. Robert Diehl  
Secretary – Mrs. Patricia Hajduk

### **Kindergarten**

Mrs. Joy Czaplinski  
Miss Kristen Kunie  
Mrs. Patricia Santillo  
Ms Mary Boschen

### **First Grade**

Mrs. Julie Anderson  
Miss Laura Mottley  
Mrs. Elizabeth Lepri  
Ms. Michele Santelli

### **Second Grade**

Miss Shannon Boyles  
Mrs. Samantha Nicolay  
Mrs. Allison Riccardo  
Mrs. Maureen Wilson

### **Third Grade**

Mr. Michael Bertram  
Mrs. Margaret Celentano  
Mrs. Katherine Maher

### **Fourth Grade**

Mrs. Susan Fenning  
Mrs. Doris Sepkowski  
Mrs. Kathleen Simpson

### **Computer/BSI Math**

Mrs. Dersiree Noland

### **Reading Specialist/BSI**

Mrs. Susan Gwiazda

### **Vocal Music**

Ms. Sharon Perez

### **Librarian**

Mrs. Christine Brandenburg

### **Physical Education**

Ms. Lisa Murray

### **Art**

**Mrs. Glenda Posey**

### **Spanish**

Mrs. Paula Rendon

### **ESL**

Mrs. Mariela Hidalgo

### **Resource Room**

Miss Nicole Durski  
Mrs. Donna Ruhl  
Mrs. Valerie Hunterton  
Mrs. Lauren Wentworth

### **Speech**

Mrs. Nancy Sturm

### **Nurse**

Mrs. Margaret DeAndrea

### **SAC**

Mrs. Margaret Mosley

### **Instructional Aides**

Mrs. Vera Agee  
Mr. Justin Chiera  
Mrs. Marie Deffler  
Mrs. Maureen Hughes

### **Duty Aides**

Mrs. Isabel Clark  
Mrs. MaryAnn Mazellan  
Mrs. Diane Polizzano  
Mrs. Michelle Romano

### **Cafeteria Staff**

Mrs. Stephanie Mann  
Mrs. Lynn Nowak

### **Custodians**

Mr. Miguel Salles-Head Custodian  
Ms. Vivian Martinez

### **Pre-School**

Mrs. Suzanne Butrico-Teacher  
Mrs. Donna Riccardi-Instructional Aide  
Mrs. Mary Ann Fasullo-Instructional Aide

**PTA/PTSO Officers  
2011-2012**

Franklin School:	Tara Rocco Jenn Cassio Georgia Lambert  Kim LaCross	President Vice President Treasurer Corresponding Secretary Recording Secretary
Kennedy School:	Danielle Mendez Tree Olano Gary Rohrer Susan DeFrancesco Nadine Sacco Janice Strassburger	President Vice-President Treasurer Assistant Treasurer Recording Secretary Corresponding Secretary
John E. Riley	Kimberly Anesh Nancy Padavano Else Betyeman Christine Faustini Andrea Yuill Karen Casaliggi Danna Fraser	President 1 <sup>st</sup> Vice President 2 <sup>nd</sup> Vice President Treasurer Asst. Treasurer Corresponding Secretary Recording Secretary
Roosevelt School	Lisa Kuberiet Michele Billich Amy Fleming Dawn Tomei	President Vice President Treasurer Secretary

The PTA membership of Roosevelt Schools is open to anyone interested in joining, as is the PTSO membership of Kennedy and Riley Schools and PTO of Franklin. The function of both organizations is to provide services to the children and to raise funds for children's programs and trips. Executive meetings and general sessions are held monthly on designated weekdays during the evening.

**SCHOOL PHONE NUMBERS**  
**MAIN NUMBER: 908-754-4620**

		<b>Extension</b>
Franklin School	Mrs. Ellen Decker-Lorys, Principal	341
	Mrs. Nancy Smith, Secretary	340
	Mrs. Mary Altomare, Nurse	342
	Ms. Joretta Strayhorn, Student Assistance Counselor	251
John F. Kennedy School	Mrs. Lisa Parker, Principal	331
	Mrs. Dianne Sutton, Secretary	330
	Mrs. Mary Bannon, Nurse	332
	Ms. Joretta Strayhorn, Student Assistance Counselor	228
John E. Riley School	Mr. Leo Whalen, Principal	345
	Mrs. Maria Rankin, Secretary	344
	Mrs. Joanne Frees, Nurse	346
	Mrs. Margaret Mosley, Student Assistance Counselor	273
Roosevelt School	Mr. Robert Diehl, Principal	333
	Ms. Patricia Hajduk, Secretary	336
	Mrs. Margaret DeAndrea, Nurse	339
	Mrs. Margaret Mosley, Student Assistance Counselor	335

**WEB-SITE ADDRESS**  
**<http://spboe.org>**

Go to "School," "Elementary Schools" and "Your School."

## List of Religious Holidays for the 2011-2012 School Year

2011-2012 School-Year	Observance
<b>July</b>	
July 9	Martyrdom of the Bab (Baha'i)
July 13-16	Ulambana/Oban (Buddhist)
July 15	Lailat al Bara'ah (Islam)
July 15	Asalha Puja Day (Buddhist)
<b>August</b>	
August 1	Fast in Honor of the Holy Mother of Lord Jesus (Eastern Orthodox Christian)
August 1	Lammas (Christian and Wicca)
August 1	Ramadan begins (Islam)
August 6	Transfiguration of the Lord (Eastern Orthodox Christian)
August 7	Laylat as-Qadr (Islam)
August 9	Tisha B'Av (Jewish)
August 13	Raksha Bandhan (Hindu)
August 15	Dormition of the Theotokos (Eastern Orthodox Christian)
August 15	Feast of the Assumption of the Blessed Virgin Mary (Christian)
August 22	Krishna Janmashtami (Hindu)
August 30	Eid al Fitr (Islam)
<b>September</b>	
September 1	Ecclesiastical Year begins (Orthodox Christian)
September 1	Ganesha Chaturthi (Hindu)
September 7	His Holiness Sakya Trizin's Birthday (Buddhist)
September 8	Nativity of Mary (Christian)
September 14	The Elevation of the Holy Cross (Eastern Orthodox Christian)
September 21	Nativity of the Theotokos (Eastern Orthodox Christian)
September 23	Mabon (Wicca)
September 29	Feast of Trumpets (Church of God, Philadelphia Church of God)
September 28 - October 25	Navaratri (Hindu)
September 29 and 30	Rosh Hashanah (Jewish)
<b>October</b>	
October 6	Duserra (Hindu)
October 8	Yom Kippur (Jewish)
October 8	Day of Atonement (Christian, Church of God, Philadelphia Church of God)
October 13-19	Sukkot (Jewish); Feast of Tabernacles (Church of God, Philadelphia Church of God)
October 20	Birth of B'ab (Baha'i)
October 20	Shemini Atzeret (Jewish)
October 20	Last Great Day (Church of God, Philadelphia Church of God)
October 20	Installation of the Scriptures as Guru Granth (Sikh)
October 21	Simhat Torah (Jewish)
October 26	Diwali [Deepavali] (Hindu, Jain, Sikh)
<b>November</b>	

November 1	All Saints' Day (Christian)
November 1	Samhain-Beltane (Wicca)
November 2	All Souls' Day (Christian)
November 6	Hajj Day (Islam)
November 7	Eid al Adha (Islam)
November 10	Guru Nanak Dev Sahib Birthday (Sikh)
November 12	Birth of Baha'u'llah (Baha'i)
November 15	Advent/Nativity Fast begins (Eastern Orthodox Christian)
November 21	The Presentation of the Theotokos to the Temple (Eastern Orthodox Christian)
November 24	Guru Tegh Bahadur Martyrdom (Sikh)
November 26	Day of Covenant (Baha'i)
November 26	Al Hijra – 1st Muharram (Islam)
November 27	First Sunday of Advent (Christian)
November 28	Ascension of 'Abdu'l Baha (Baha'i)
<b>December</b>	
December 8	Bodhi Day (Buddhist)
December 8	Immaculate Conception (Christian)
December 21-28	Hanukkah (Jewish)
December 22	Yule (Wicca and Christian)
December 25	Christmas (Christian)
December 25	The Nativity of Christ (Eastern Orthodox Christian)
December 26	Zarathosht Diso (Zoroastrian)
<b>January</b>	
January 1	Gantan-sai (Shinto)
January 5	Birthday of Guru Gobind Singh Sahib (Sikh)
January 6	Epiphany (Christian)
January 6	Feast of Theophany (Eastern Orthodox Christian)
January 6	Nativity of Christ (Armenian Orthodox)
January 7	Feast of the Nativity (Orthodox Christian)
January 13	Maghi (Sikh)
January 14	Makar Sankranti (Hindu)
January 15	World Religion Day (Baha'i)
January 20	Vasant Panchami (Hindu)
<b>February</b>	
February 2	The Presentation of Our Lord to the Temple (Eastern Orthodox Christian)
February 2	Imbolic-Candlemas (Wicca)
February 3	Maha Shivaratri (Hindu)
February 4	Mawlid an Nabi (Islam)
February 8	Tu B'shvat (Jewish)
February 15	Nirvana Day (Buddhist, Jain)
February 21	Shrove Tuesday (Christian)
February 22	Ash Wednesday (Christian)
February 23	Chinese New Year (Confucian, Daoist, Buddhist)
February 26 through March 1	Intercalary Days (Baha'i)

February 27	Clean Monday (Eastern Orthodox Christian)
<b>March</b>	
March 8	Magha Puja Day (Hindu)
March 8	Purim (Jewish)
March 8	Holi (Hindu)
March 9	Hola Mohalla (Sikh)
March 13	L. Ron Hubbard's Birthday (Church of Scientology)
March 13	Chandramana Yugadi (Hindu)
March 20	Ostara (Wicca)
March 21	Narouz (Zoroastrian)
March 21	Naw Ruz (Baha'i)
March 24	First Day of Sacred Year (Philadelphia Church of God)
March 25	The Annunciation/The Annunciation of the Virgin Mary (Eastern Orthodox Christian; Christian)
March 28	Khordad Sal (Zoroastrian)
<b>April</b>	
April 1	Rami Navami (Hindu)
April 5	Holy Thursday (Christian, Eastern Orthodox Christian)
April 6	Hanuman Jayanti (Jain)
April 6	Mahavir Jayanti (Jain)
April 6	Hanuman Jayanti (Hindu)
April 6	Lord's Evening Meal (Christian, Jehovah's Witness)
April 6	Passover (Philadelphia Church of God)
April 6	Good Friday (Christian)
April 6-9	Theravadin New Year (Buddhist)
April 7	First Day of Unleavened Bread (Church of God)
April 7-13	Days of Unleavened Bread (Philadelphia Church of God)
April 7-14	Pesach/Passover (Jewish)
April 8	Easter (Christian)
April 9	Easter Monday (Christian)
April 13	Last Day of Unleavened Bread (Church of God)
April 13	Holy Friday (Eastern Orthodox Christian)
April 14	Baisakhi (Sikh)
April 14	Souramana Yugadi (Hindu)
April 15	Pascha (Eastern Orthodox Christian)
April 21	First Day of Ridvan (Baha'i)
April 25	The 11 <sup>th</sup> Panchen Lama's Birthday (Buddhist)
April 26	Yom Ha'Azmout (Jewish)
April 29	Ninth Day of Ridvan (Baha'i)
April 30	Lazarus Saturday (Eastern Orthodox Christian)
<b>May</b>	
May 1	Palm Sunday (Christian/Eastern Orthodox Christian)
May 1	Beltane (Wicca)
May 2	Twelfth Day of Ridvan (Baha'i)
May 6	Buddha Day – Visakha Puja (Buddhist)
May 10	Lag B'Omer (Jewish)
May 17	Ascension of Our Lord (Eastern Orthodox Christian)

May 23	Declaration of the Bab (Baha'i)
May 27	Pentecost (Christian, Eastern Orthodox Christian, Church of God, Philadelphia Church of God)
May 27-28	Shavuot (Jewish)
May 28	Buddha's Birthday (Buddhist)
May 29	Ascension of Baha'u'llah (Baha'i)
<b>June</b>	
June 16	Martyrdom of Guru Arjan Dev Sahib (Sikh)
June 20	Litha (Wicca)
June 26	His Holiness the 17 <sup>th</sup> Gyalawa Karmapa's birthday (Buddhist)
June 28	Lailat al Miraj (Islam)

## **SCHOOL HOURS**

### Grades K through 4

- School begins at 8:35 am and ends at 2:55 pm.
- AM Learning and LAMP programs meet from 8:00 am to 8:30 am.
- PM Learning and all after school co-curricular activities meet from 3:00 pm to 3:45 pm.

## **SCHOOL CLOSINGS**

Notice of school closings or delayed openings will be broadcast on radio stations:

**WCTC (1450)**  
**WABC (77 AM)**  
**101.5 FM**

## **DELAYED OPENINGS**

9:55 am for students; 9:35 am for staff

## **HALF DAY SCHEDULE**

8:35 am – 1:00 pm

AM Learning	8:00 am – 8:30 am
Grades K – 4	8:35 am – 1:00 pm
PM Learning	Cancelled

Please **DO NOT** call the Police Department regarding school closings.

## PUPIL SUPERVISION AFTER SCHOOL DISMISSAL

Normal dismissal times for students in the Elementary Schools is 2:55 p.m.

If you would like to pick up your child prior to his or her scheduled dismissal time, please enter the Main Office and sign the child out with the receptionist. For safety reasons, proper identification is necessary.

It is school policy that written permission from a student's parent or legal guardian is required for your child to be released to another parent/relative/friend. Notes authorizing your child's release to any person other than the student's parent or guardian shall be given to the student's teacher with a reasonable amount of advance notice, but not later than the start of school on the day for which early release is requested, except in case of emergency. When taking your child out of school during the school day, the parent/relative/friend must sign the child out with the receptionist. Early pick-up should be prior to **2:55 pm. (1:00 p.m. on early dismissal days)**.

Anyone picking up a child must show positive identification. Because this is a safety precaution to protect your child, no exceptions will be made to this policy. Children will not be released to any individual without a note OR who is not listed on the emergency card.

We recognize that dangers exist for younger pupils after dismissal, as children are susceptible to risks once they leave school property. Accordingly, the parent or legal guardian of any student in any grade, where the student is either not eligible for, or elects not to use, district-provided transportation, may request, in writing to the Principal, that the school not release the pupil to walk home after dismissal unless the pupil is released to the parent or legal guardian, or an escort previously designated by the student's parent. Such escort must be at least thirteen (13) years old.

Students must be picked up within ten (10) minutes after the dismissal time of school. During the after-school supervision time, the student will be supervised by school staff in a designated area of the building and will only be released to you or your designated escort. In the event that you or your designated escort does not arrive to pick up the student within the designated time period, the Principal or designee will attempt to contact you or another designated emergency contact using the District's emergency call procedures. If you cannot be reached, the Principal may report the situation to the Police Department.

In case of an emergency such that you or your designated escort are prevented from arriving to pick up your child at dismissal within the designated time period, your child will be relocated to the Main Office in the school building and will remain there until you or your designated escort arrives. In the event that you or your designated escort does not arrive within one (1) hour after the end of the school day, the Principal may report the situation to the Police Department.

Parents interested in After Care should contact Sue Alexander at (908) 754-4620 Ext. 215.

## **REGISTRATION AND HEALTH CARDS**

Please be certain that all information requested on cards is filled in and returned to teachers by the end of the first week of school. Additionally, if you should change telephone numbers for home or work during the year, please let the secretary and nurse know as soon as possible. It is most important that we are able to reach you immediately in cases of emergency.

## **ATTENDANCE**

School attendance is a basic responsibility of our children and their parents/guardians. Students who are absent from school or chronically late impede their learning. It is the goal of this school district to motivate children to attend school regularly in order to take full advantage of the learning opportunities provided for them. Accordingly, the following procedures and regulations are designed to encourage the regular attendance of our children.

### **1. Absence from School**

It is recognized that certain occurrences may occasionally cause a child to be unable to attend school. Recognized legitimate absences include:

- Personal illness
- Family emergency
- Death in the family
- Religious holidays on the list issued by the State Board of Education
- Medical or dental appointments that cannot be scheduled during non-school time
- Required court appearances
- Other reasons approved by the principal

### **2. Reporting Absences**

If, for any reason, a child will be absent, will be late, or is not returning to school after lunch, the parent/guardian is expected to notify the school nurse by calling 908-754-4620 and follow the recorded directions. The elementary school nurses' extensions are as follows:

Franklin School	extension 342
John F. Kennedy School	extension 332
John E. Riley School	extension 346
Roosevelt School	extension 339

If a call or message is not received from the parent/guardian when a child is absent, the nurse will attempt to make contact at home or at work. If the nurse is unsuccessful with her call, she will try to reach parties listed on the school emergency card.

### **3. Requesting Work When Children Are Absent**

Parents/guardians may request work by notifying the nurse's office before 9:30 am. Homework may be picked up in the main office at 3:00 pm.

#### 4. **Returning to School After An Absence**

When a child returns to school after an absence, he/she must bring a note from the parent/guardian to verify the absence. The note must include:

- (1) the child's name;
- (2) date(s) of absence;
- (3) reason for the absence; and
- (4) the signature of the parent/guardian.

The child will present the note to his/her teacher.

#### 5. **Late Arrival and Early Dismissal**

Parents/guardians are requested to notify the school in writing when a child will arrive late or leave early for a medical or dental appointment, etc. When picking up or delivering their child during the school day, parents/guardians must report to the Main Office and sign the child in or out. Children will not be allowed to be taken from school by anyone other than the parent/guardian, or persons listed as emergency contacts, unless a written notice from the parent/guardian is received.

## **BUSING**

To be eligible for bus transportation, a child in kindergarten must live ½ mile or more from school. Children in grades 1 through 4 must live 1 mile or more from the school. The district transportation supervisor makes this determination. Parents/guardians will be informed, prior to the start of school, if their child is eligible for transportation.

Transportation is a privilege allowed by the Board of Education. Improper conduct by students that endangers the safety of other students will result in suspension of transportation privileges. Students not authorized to receive transportation by the Board of Education may not ride the buses to or from school under any circumstances because of insurance liability.

While riding the bus:

- Children are to move quickly to their assigned seats. They may not stand or move from their seats while the bus is in motion.
- Children must use seat belts. It's the law.
- Children are to keep their hands, arms, and other parts of their body inside the bus at all times.
- Children are to keep their feet, legs, and other objects out of the aisles.
- Book bags must be small enough to be kept on their laps.

## **LUNCH TIMES AND PROCEDURES**

### **Franklin School**

Grades K-1: 11:30 am – 12:20 pm  
Grades 2- 4: 12:25 pm – 1:15 pm

### **Kennedy School**

Grades K-2: 11:30 am – 12:20 pm  
Grades 3, 4: 12:25 pm – 1:15 pm

### **Riley School**

Grades K-2: 11:30 am – 12:20 pm  
Grades 3, 4: 12:20 pm – 1:10 pm

### **Roosevelt School**

Grades K-1: 11:30 am – 12:20 pm  
Grades 2, 3, 4: 12:25 pm – 1:15 pm

## **Lunch Information**

Children have the option of going home for lunch only if a note indicating permission to leave school grounds during the lunch period has been received from the parent/guardian. Children remaining in school may bring a bag lunch or purchase a hot lunch from the school cafeteria. The price of a hot lunch is \$2.00 for regular; \$.40 for reduced.. White and chocolate milk may be purchased for \$.60. Carbonated beverages are not permitted. Ice cream and snacks may be purchased at the end of the lunch periods. Students will be limited to purchasing ONE SNACK ONLY. The recess period will follow after lunch.

## **Breakfast Information**

Breakfast will be offered again this year. Pricing is as follows: \$1.35 for regular; \$.30 for reduced. Students who qualify for free lunch will also receive free breakfast.

## **Special Diets**

If a child has a food allergy or for any reason is unable to eat or drink certain foods or beverages, parents/guardians are required to contact the school nurse and verify limitations and reason in writing.

## **Lunch Money**

### **1. Borrowing or Charging**

Each school has a procedure in place to ensure that children will receive lunch if they forget their money or leave their lunch at home. In all schools, loans or charges are expected to be paid on the next school day.

### **2. Prepaid Lunch Tickets**

Each school has a procedure in place if parents/guardians wish to prepay for their child's lunch. Contact the school nurse to inquire.

## **Free and Reduced Lunch Programs**

Letters informing parents/guardians about applications for free and reduced lunch or free milk will be sent home to all enrolled children within the first week of school. To apply for free or reduced price meals, please fill out the application, sign, and return to the school nurse.

## **Recess**

Each school will establish its own rules regarding recess. On cold (winter) days, children who are not dressed appropriately with coats, hats, and gloves will be required to remain inside. During the transitional weather days of spring and fall, children will not be permitted to go outside without a jacket or sweater unless they bring a note from home. Students will be kept inside during any inclement weather or when the temperature is below freezing. On days when the weather is questionable, the final decision whether the children go outside during recess will reside with the individual school's principal.

## **LATCHKEY PROGRAMS**

Parents/guardians interested in Latchkey should contact Sue Alexander at the Adult School at 908-754-4620, extension 215, for information.

## **STUDENT INSURANCE**

The Board of Education has purchased student insurance through the Bollinger Company, called Full-Excess Student Insurance. The policy is excess over any other collectible insurance that may be in effect. Details are forthcoming in a company pamphlet.

## **LOST AND FOUND**

At the end of each school year, several huge bags of lost clothing and belongings, which have accumulated throughout the year, are donated to goodwill organizations. We are hoping that we can do a better job of getting lost items back to their owners this year. You can help by placing your child's name in his/her clothing, gloves, hats, lunch boxes, pocketbooks, etc. Additionally, if your child wears a jacket or sweater to school in the morning, please check to see if the item is brought home.

## **EMERGENCY TELEPHONE CALLS TO SCHOOL**

In using our telephone system, there is always the possibility of delay when messages are left on voicemail. If it is essential that information be given to your child immediately, or in cases of emergency, please be certain that you speak to a person when telephoning the school's extensions. If you are unsuccessful, dial "0," and the district operator will assist you.

# **BUILDING SECURITY** **AND CHILDREN'S SAFETY**

## **PROCEDURES WHEN VISITING SCHOOL**

In our continued efforts to ensure the safety and well being of our children, we respectfully request that every parent, guardian, and visitor abide by the following guidelines. Your cooperation and compliance will be greatly appreciated.

- Parents, guardians, and visitors must use the main entrance only when entering the school building.
- Parents, guardians, and visitors **must come directly to the Main Office to sign in** when entering the school building.
- Parents, guardians, and visitors may not escort their children to class in the morning or pick up their children at their classrooms at dismissal unless they have secured a visitor's badge in the Main Office. We respectfully request that all adults remain outside the building before school and at dismissal, even on inclement days.
- Parents and guardians wishing to deliver lunches, books, etc., must report to the Main Office where they will be assisted in locating their child. Please note that teachers cannot be interrupted or called away from their teaching assignments during the school day.
- Parents and guardians entering the school building to pick up or deliver their children during the school day for dental appointments, etc., must report to the Main Office. Children will not be allowed to be taken from school by anyone other than the parent/guardian, or persons listed for emergency contacts, unless a written notice from the parent/guardian is received.

## **ARRIVAL AND DISMISSAL PROCEDURES**

To ensure the safety and supervision of our students at all times:

- Children who walk to school or who are driven by parents/guardians should plan to arrive between 8:15 am and 8:25 am unless they are participating in AM programs.
- Children participating in AM programs should not arrive before the designated time.
- Parents and guardians must not deliver their children to school prior to the time designated by their school as there is no supervision. Children are not permitted on school grounds and will not be permitted to enter the building until that time. A morning Latchkey program is available for families in need of child supervision during the early morning hours.
- Children enrolled in the After School Latchkey Program will be sent on the bus unless a written notice/phone call is received from the parent/guardian stating otherwise.
- For the safety of our children, parents or guardians are not permitted to drive into or use the parking lot or curved driveways during morning arrival or dismissal.

- Drivers are requested to refrain from making U-turns on streets adjacent to schools. They are illegal, and perhaps more importantly, dangerous for our children.
- Children are permitted to cross adjacent streets at crosswalks only. Parents and guardians are respectfully requested to do the same in our efforts to continually model safe behavior for our children.
- Children are required to leave school grounds and go directly home immediately following dismissal unless they are participating in an after school program.

## **STUDENT USE OF BICYCLES**

The Board of Education regards the use of bicycles for travel to and from school by students as an assumption of responsibility on the part of the students. The Board and school will not be responsible for bicycles that are lost, stolen, or damaged. All bicycles should be parked in the bike rack and secured by a lock. Bicycles must be walked on school property.

## **ITEMS NOT PERMITTED AT SCHOOL**

For the safety of our children and their property, as well as to assure uninterrupted instruction, please be aware of the following:

- By law, children are not permitted to bring beepers to school.
- Cell phones are not permitted in school.
- Headsets and CD players are not permitted in school.
- Weapons of any kind, including toys, are not permitted in school.
- Children are discouraged from bringing expensive games and toys, or excessive amounts of money to school.
- Trading cards are not permitted in school.

## **EMERGENCY PROCEDURES**

Each school has in place procedures to ensure the safety and security of our children and building in the event of an emergency including building and playground evacuation, and building lockdown. Each month two fire drills are practiced to ensure efficiency in leaving the building in case of emergency. Lockdown procedures may be practiced at any time.

# **ACADEMIC PROGRAMS**

## **MARKING PERIODS AND INTERIM REPORTS**

1<sup>st</sup> Marking Period September 7<sup>th</sup> to November 15<sup>th</sup>

2<sup>nd</sup> Marking Period November 16<sup>th</sup> to February 1<sup>st</sup>

3<sup>rd</sup> Marking Period February 2<sup>nd</sup> to April 17<sup>th</sup>

4<sup>th</sup> Marking Period April 18<sup>th</sup> to June 20<sup>th</sup>

## **REPORT CARDS**

Report cards will be sent home with children approximately one week after the close of the marking period. Parents and guardians are required to sign and return the report card envelope on the next school day. By signing the envelope, the parent/guardian has acknowledged receiving and reviewing their child's report card.

## **INTERIM PROGRESS REPORTS**

Interim Progress Reports notify the parents or guardians of the student's progress midway through the marking period. Teachers will confer with students to discuss their progress before interim reports are posted. Interim Progress Reports are utilized by the teachers to notify the parents or guardians when the student's work is unsatisfactory. When the student's performance is not meeting expectations, the purpose of the progress report is to involve the parents or guardians in determining ways to best help the student to ensure that the deficiency will be corrected.

Additional progress reports may be sent home at any time that the teacher evaluates the student's work as unsatisfactory.

## SCHEDULED PARENT/TEACHER CONFERENCES

Each school has scheduled formal meetings and conferences for the current school year, including:

- Back to School Night: Franklin School Monday, September 19  
John F. Kennedy School Tuesday, September 20  
John E. Riley School Monday, September 12  
Roosevelt School Tuesday, September 13
- Parent/Teacher Conferences: Thursday, November 17, 2011  
Friday, November 18, 2011
- Parent/Teacher Conferences: Thursday, April 26, 2012  
Friday, April 27, 2012

Please note that children have an early dismissal on the days of Parent/Teacher Conferences.

Parents and guardians are invited to request a conference with teachers or the principal at any time by calling 908-754-4620 and following recorded directions for voicemail or contacting the Main Office.

## GRADING POLICY

Kindergarten teachers will use “P” (Progressing), “S” secure and “I” (Needs improvement) to assess a child’s academic progress in all areas.

In grades 1 and 2, “A,” “B,” “C” and “I” will be used in Reading, Language Arts, Spelling and Mathematics. Subheadings under each of the areas may be marked with “√” (Additional emphasis needed) or “NA” (Not applicable at this time). In Writing Process, Handwriting, Social Studies, Science, Health, Art, Music and Physical Education, teachers will use “P” (Progressing successfully) and “N” (Indicates a need for improvement. In grade 2, “E” may be used to show extraordinary achievement. No pluses or minuses will be added to any grade.

A = Excellent Progress (90-100%) B = Good Progress (80-89%) C = Fair Progress (70-79%) I = Insufficient Progress (Below 70%)
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A = Excellent Progress (90-100%) B = Good Progress (80-89%) C = Fair Progress (70-79%) D = Insufficient Progress (65-69%) F = Did Not Meet Objectives (64% and below)
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In grades 3 and 4, “A,” “B,” “C,” “D,” and “F” will be used in all areas except for Physical Education, Computers and Spanish. In those areas, teachers will use “P” (Progressing successfully) and “I” (Indicates a need for improvement). Subheadings under each of the areas may

be marked with “√” (Additional emphasis needed) or “NA” (Not applicable at this time). Chorus grades will be given only in the second and fourth marking periods. No pluses or minuses will be added to any grade.

Each of the grades, A-F, is further defined here.

1. **Excellent (A)**
  - Consistently demonstrates initiative in seeking learning experiences.
  - Consistently demonstrates high standards in completing assignments.
  - Consistently demonstrates mastery of academic concepts presented.
  - Consistently seeks learning experiences beyond required assignments.
  - Consistently contributes to class in group activities.
  - Consistently demonstrates through daily behavior enthusiasm and a positive attitude toward school experience.
  
2. **Good (B)**
  - Demonstrates initiative in seeking learning experiences most of the time.
  - Demonstrates high standards in completing assignments most of the time.
  - Demonstrates mastery of academic concepts presented most of the time.
  - Seeks learning experiences beyond required assignments most of the time.
  - Contributes to class in group activities most of the time.
  - Demonstrates through daily behavior enthusiasm and a positive attitude toward school experience.
  
3. **Satisfactory (C)**
  - Demonstrates initiative in seeking learning experiences when encouraged.
  - Works diligently to complete assignments. Asks for help when experiencing difficulty.
  - Demonstrates mastery of academic concepts after a reasonable amount of guided work.
  - On occasion, seeks learning experiences beyond required assignments.
  - Contributes to class or group discussion occasionally.
  - Demonstrates through daily behavior a positive attitude toward school experiences.
  
4. **Poor (D)**
  - Seldom demonstrates initiative in seeking learning experiences.
  - Seldom completes assignments without guidance.
  - Sometimes has difficulty in mastering academic concepts introduced through assignment work.
  - Does not seek learning experiences beyond required assignments.
  - Contributes to class or group discussion only when called upon in class.
  - Sometimes demonstrates through daily behavior lack of enthusiasm or negative attitudes toward school experience.
  
5. **Failure (F)**
  - No progress.

## **HOMEWORK POLICY**

The South Plainfield Board of Education recognizes the need for students to actively pursue homework as a further extension of their classroom activity. The Board, therefore, directs that homework shall be assigned in kindergarten through twelfth grade. Homework should stimulate

the intellectual development of the student, and create and broaden desirable interests and habits. It should be an outgrowth and extension of meaningful classroom activities and help the pupil to learn how to study. Homework should never be assigned for punitive reasons. The teacher should provide help in developing good study skills, provide for individual differences and abilities, and make certain that homework assignments are purposeful, clear, and have real meaning for the pupil. Homework should be explained in class to enable pupils to ask questions and to receive any initial assistance needed. The student should assume a willing responsibility for completion of homework and should make certain that he/she understands the purpose and requirements. The student should use study time properly and efficiently.

The parent/guardian should try to provide a home atmosphere with proper facilities that are conducive to good study. The parent/guardian should encourage the student to study and to complete all homework assignments. Parents/guardians should give only that kind of assistance and guidance, which will enable the student to think for him/herself in completing homework assignments. There should be a mutual understanding of purpose between the home and school.

The procedure and practices utilized to implement this policy is reflected in the following:

- **Kindergarten**

Homework is assigned and checked, but not graded. If children do not complete their homework, parents/guardians are contacted.

- **Grades 1 and 2**

Homework is assigned, checked and often corrected, but not graded. Students are expected to complete homework to the best of their ability and submit it on time. If students do not have their homework, they are expected to make it up. Sometimes students are asked to stay in during recess to complete work missing. Teachers notify parents/guardians when homework is not submitted.

- **Grades 3 and 4**

Homework is assigned, checked and often corrected, but not graded. Students are expected to complete their homework to the best of their ability and submit it on time. If students do not have their homework, they are expected to make it up and may be kept in at recess or after school to complete the task.

## **CURRICULUM AND INSTRUCTION**

The New Jersey Department of Education has developed and issued Core Curriculum Content Standards and Frameworks for Language Arts; Mathematics; Science; Social Studies; Comprehensive Health and Physical Education; Visual and Performing Arts; Technological Literacy; Career Education and Consumer, Family, and Life Skills; and World Languages. These documents contain specific benchmark proficiencies for each grade level and are the standards utilized in formulating NJ ASK tests. The South Plainfield School District has established curriculum guides for each subject area that are aligned with these Core Curriculum

Content Standards. Textbooks for subject areas are selected by teacher committees and approved by the Board of Education.

The elementary school curriculum includes instruction in reading, language, writing, spelling, vocabulary, mathematics, science, social studies, handwriting, health, physical education, art, music, library, and computers. First through fourth grades participate in Spanish instruction. Emphasis is placed on the development of study skills, independent and critical thinking, creativity, personal responsibility, and doing one's best in every endeavor. The Accelerated Mathematics and Reading programs are utilized to enhance learning.

## **NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE GRADES THREE AND FOUR (NJASK 3 AND ASK 4)**

This year the NJASK 3 and 4 are scheduled for May 7 - 10, 2011. Testing procedures for third grade children will include two days of language arts and two days of math. Fourth grade students will participate in two days of language arts, two days of math, and one day of science. The content and formats of the NJASK are aligned with Core Curriculum Content Standards and are representative of the critical thinking skills that are targeted by No Child Left Behind (NCLB). The test will include:

- The reading section requiring the reading of stories (narratives) and articles (informational) followed by multiple choice and open-ended questions that target meaningful aspects of the test and require students to demonstrate critical thinking about the passages they have read.
- The writing section requiring students to write a story in response to a picture prompt, and to write a composition in response to a verbal prompt that is linked to a poem.
- The mathematics section including both multiple choice and multiple step open-ended questions to assess understanding of number and numerical operation, geometry and measurement, patterns and algebra, as well as data analysis, probability and discrete mathematics.

## **RUBRIC SCORING**

In most subject areas, rubric scoring is utilized to measure students' understanding of specific content, as well as their ability to express their ideas clearly and correctly in writing. Rubric scoring is also used in the assessment of projects, designating specific expectations and guidelines.

## **BASIC SKILLS INSTRUCTION (BSI)**

Basic Skills Instruction is provided during the school day in a pull-out format for students in grade 4 who did not reach the "proficiency" level on their grade 3 NJ ASK in the prior year. Children in Kindergarten – grade 3 may be placed in the daily BSI remediation program bases on teacher recommendation and/or report card grades. Additional remediation may be offered before and after school if the school qualifies for Title I funding. If a student is in need of BSI instruction, parents/guardians are notified and progress reports are sent home periodically.

# **STUDENT BEHAVIOR**

## **EXPECTATIONS FOR STUDENT BEHAVIOR**

Positive student commitment and behavior are essential to effective learning. Given the support of school personnel and parents/guardians, all students have the capacity to demonstrate actions, which contribute to the effectiveness of the school and the worth of their learning. The following guidelines are set forth to help students to choose to behave in ways that will ensure a worthwhile school experience.

Expect students to be mentally and physically prepared for the process of learning.

- Nourished, rested
- Academically motivated

Expect students to demonstrate respect for people and property.

- Courteous and polite
- Fosters care for school facilities and property
- Tolerates others' beliefs and opinions

Expect students to use time and other resources well, without the need for constant supervision.

- Completes all homework, class work, and exams
- Comes to school with notebooks, textbooks, and other needed resources
- Recognizes school is work and academic development is the primary result

Expect students to share responsibilities when working as members of a group.

- Cooperates, contributes, and shares with peers and other groups
- Volunteers and participates in school and community activities outside of school
- Willingly assumes leadership

Expect students to be accountable for their own actions, accepting constructive criticism and disagreement when necessary.

- Accepts rewards and reprimands
- Listens to others' points of view
- Makes choices based on reasonable decision-making processes

Expect students to fulfill behavioral expectations of the school community.

- Attends school regularly and on time
- Accepts all rules and standards
- Works to improve the school and community

Expect students to exhibit socially accepted standards for their own behavior.

- Displays truth, honesty, and good sportsmanship
- Recognizes and respects others' standards
- Develops personal standards in the absence of rules

Expect students to meet the class requirements unique to each setting.

- Attends all classes regularly
- Knows and meets all class requirements

Expect students to communicate appropriately with school personnel as well as with their peers.

- Learns when and how to listen
- Learns to use verbal and written communication appropriately
- Learns to discuss differences peacefully

## **CARE OF SCHOOL PROPERTY AND BOOKS**

Students have the responsibility for the proper care and use of school property, school supplies, and equipment. In accordance with law, students who cause damage to school property shall be subject to disciplinary measures and their parents shall be financially liable for such damage. Parents/guardians are requested to help cover all hardcover textbooks.

## **PERSONAL PROPERTY – BOARD OF EDUCATION DISCLAIMER**

The Board of Education is not responsible for the loss or damage of any personal property possessed or stored on school property.

## **SAFETY TO AND FROM SCHOOL**

- Children should follow established routes to and from school as crossing guards are at designated corners.
- No snowball fights or body contact sports are permitted on school grounds.

## **CAFETERIA GUIDELINES**

In order to maintain a pleasant and orderly lunch room, students are expected to cooperate in helping to keep the cafeteria clean at all times and to abide by the following regulations:

- Students are expected to practice proper manners at all times.
- Students are expected to treat all members of the cafeteria staff with respect.
- Students are expected to deposit all refuse from lunch in the proper receptacles.
- Students are expected to wait their turn on lunch lines. Cutting in line or saving places for other students is discourteous.
- Students are expected to remain in the cafeteria until they are escorted to recess.
- Students are expected to leave tables clean.
- Students will be issued lavatory passes only.
- Students are free to talk with friends, but shouting, the throwing of objects or food, or physical contact of any kind, will not be tolerated.

Any cafeteria offense – throwing food, failure to clean up the table or the floor around the table, leaving the cafeteria without permission, foul language, general non-compliance with rules, disregard for authority – will result in disciplinary action.

## **SCHOOL DRESS**

The attire chosen by the student is the responsibility of that individual and his/her parents or guardians. Students are expected to attend school attired in a manner that is not distracting to teachers or other students and that is not detrimental to the educational process of the school. Students are required to wear shoes at all times. The wearing of hats, dark glasses, revealing clothing, or accessories which may be construed as weapons, are not permitted in the school building. Furthermore, students will not be permitted to wear bizarre, grotesque or outlandish fashion, including the condition of the hair that will disturb or distract from the learning process. When a student's appearance creates a disturbance or distraction from the learning process, the parents or guardians will be contacted. (Policy No. 5511)

## **PLAGIARISM**

Plagiarism consists of presenting the expressed thoughts, ideas, and writings of another person or source as one's own. Students should be aware that plagiarizing does not only concern copying *verbatim* the words of an author or written sources without proper documentation. It also involves *paraphrasing* the opinions and statements of others without giving due credit to the source(s). Teachers will discuss the issue of plagiarism and the possible penalties for same with their classes at the beginning of the school year, including copying from a neighbor.

Plagiarism is considered a form of stealing as well as cheating; therefore, plagiarism is an unlawful act requiring disciplinary action. The penalty for plagiarism is a grade of zero on the particular assignment and the reporting of the incident to school administrators and to the student's parents or guardians. A parental conference with school officials may also be required.

## **STUDENT DISCIPLINE**

As stated in our District's Governance Manual, the Board of Education believes that the best discipline is self-imposed, and students should learn to assume responsibility for their behavior and consequences of their actions. As parents and educators, we all recognize and are diligent in our efforts to instill in each of our children the understanding that they are accountable for their behavior. For the most part, our children are respectful and do their very best to conform to the rules and expectations of our schools.

In an effort to clearly define our expectations for student behavior and provide consistent reinforcement of those expectations, each school has established specific guidelines and procedures for student behavior. We are committed to the concept that positive reinforcement of good behavior is the best way to learn responsibility, but recognize that there are times when such methods prove ineffective in helping students.

The right to an education brings with it the responsibility to comply with the rules that have been established by the law for the governance of schools. (Title 18A)

Specific infractions of school rules include but not limited to:

- Gum chewing
- Hats worn in the school building
- Tardiness to school

- Running in the hallways
- Excessive disruption of learning
- Presence in the hallways or any part of the building without permission
- Horseplay
- Failure to obey cafeteria rules
- Dishonesty or lying to an adult
- Pushing, hitting, tripping, or fighting
- Insulting or disrespecting another student
- Disrespecting another person's property
- Deliberately disobeying an adult
- Inappropriate language, vulgarity and/or profanity
- Defacing school property\*
- Deliberate use of school equipment or property in an unsafe manner\*
- Disrespectful behavior, profanity or inappropriate language directed to an adult\*
- Acts of violence against others\*
- Vandalism/theft\*
- Possession of weapons, matches, lighter, or firecrackers\*
- Leaving school grounds without permission\*

\* Parents/guardians will be contacted immediately.

### **Disciplinary Actions**

- **Detention**

When violations are committed, students may be assigned detention. When detention is imposed, students will report to the assigned area before or after school, or during the lunch period. The student and parents/guardians will be given advance notice.

- **Suspension**

Suspension is a temporary exclusion of a student, by the school principal, for infractions of school rules and regulations. It may take place within as well as outside school facilities. Parents will be notified of such action and will be given the opportunity to meet with the principal regarding reasons for the suspension.

## HEALTH PROGRAM

All students will be weighed and measured once every school year. All students will be given a vision test and a hearing test. If at any time during the year parents/guardians feel that their child is having difficulty seeing or hearing, please refer the child to the nurse. It is recommended that children have a physical examination by their private physician at age seven.

## USE OF MEDICATION

Diagnosis and treatment of illness and prescribing of drugs and medication are not the responsibility of the school. Medication for a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if such medicine were not made available during school hours.

All medication must be brought into the school nurse by the parent/guardian. The medication should be brought to the school in the **original container**, appropriately labeled by the pharmacy or physician. No medication may be self-administered. There will be no medicine permitted in the classroom.

The school nurse cannot give over-the-counter drugs unless accompanied by a doctor's note stating the name of the medicine, time, dosage, and duration.

Medication shall be administered in accordance with the following guidelines:

1. Pupils requiring medications at school must have a written statement from the family physician showing the type, dosage, and purpose of the medication, and a written statement from the parents/guardians giving permission to give medication prescribed by the family physician.
2. The school physician must approve any note from a family physician requesting that medication be given to a student.
3. The school physician should be advised of any medication being taken by a child prior to or after school, particularly those medications that might cause a change in behavior.
4. Requests from parents/guardians and family physicians must be sent to the medical inspector. After approval or rejection, he/she will notify the administration and the coordinating nurse of the decision.

## **PROVISIONS FOR EXTENDED ILLNESS**

Any student who will be absent for an extended length of time will be eligible to receive a home tutor. The parents should contact the principal, and present a doctor's note stating the child's condition and capabilities, and the request for a home tutor. The principal will present the note and the request to the administrator in charge. The teacher (tutor) will be assigned and will work out a convenient time, after the close of school, for the parent/guardian, child, and teacher.

## **PEER CONFLICT MANAGEMENT**

As children grow and socialize, it is essential that they develop skill in the ability to resolve differences and disputes with their peers. In a society in which it is necessary for adults to supervise children at every turn, the normal development of these skills through sand lot ball and playground games seems to be limited. Perhaps the lack of practice in resolving conflicts in a socially acceptable and positive manner somehow contributes to the violence displayed by so many young people today.

In an effort to develop the skills of compromise and conflict resolution at an early age, a Peer Conflict Management Program is implemented in each school. After an introduction and training, students participate as peer conflict managers. If problems arise during AM socialization or lunchtime recess, students are directed to seek the help of a peer conflict manager. The manager listens and attempts to assist students in achieving a resolution. Students having the conflict agree, in advance, to abide by the following rules:

1. State their accounts of the situation without interrupting the other student(s).
2. Be as honest as possible.
3. Be respectful of the other student(s).
4. Come to a fair resolution with the help of the conflict manager.

If the conflict is not resolved, the Student Assistance Counselor will intervene. If the conflict is still not resolved, the situation is referred to the principal.

## **SPECIAL SERVICES**

When children are in need of assistance or help because of poor academic performance, behavioral problems, socialization or emotional concerns, physical impairments, or learning disabilities, many resources are available in each elementary school, including the following:

- Student Assistance Counselor
- Intervention and Referral Services (I&RS) Committee
- School Nurse
- Speech Teacher
- Occupational Therapist, as needed
- Physical Therapist, as needed
- Child Study Team, as needed
- Basic Skills Instructors
- Special Education Teachers

Upon recognizing that a child is in need of assistance, the teacher or parent/guardian should contact the Student Assistance Counselor and/or the principal to discuss the best resource/team to approach in order to help the child. In most cases, children are referred to the Student Assistance Counselor and/or Intervention and Referral Service Committee (I&RS).

## **INTERVENTION AND REFERRAL SERVICES (I&RS)**

The purpose of the Intervention and Referral Services (I&RS) Committee is to serve as a screening and referral body for students. The Committee will assess the student's problems and develop a specialized program using a variety of methods to assist the child, which may include:

- Counseling/group counseling
- Modifications in academic programs/monitoring
- Section 504 eligibility
- Extra academic help
- Parent consultation
- Behavior modification program
- Outside agency referral

## **STUDENT ASSISTANCE COUNSELOR**

The Student Assistance Counselor (SAC) in each building is available to help students and consult with parents/guardians. The counselor will meet with students on their own or at their parent's/guardian's request, or as part of the I&RS plan, to listen, counsel, and/or advise depending on the expressed needs of the child. Individual counseling, group counseling, classroom visitations, discussions with outside agencies and parents/guardians, and Section 504 implementation are all within the responsibilities of the Student Assistance Counselor.

## **SECTION 504**

Section 504 of the Rehabilitation Act of 1973 is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination on the basis of disability, and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

A student eligible under Section 504 has a physical or mental impairment, which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. If a parent or teacher believes that a child is eligible, they can initiate a referral by speaking to the student assistance counselor who serves as the Section 504 coordinator in each of the elementary schools. The 504 compliance officer for the district is the Director of Guidance.

## **CHILD STUDY REFERRALS**

The Child Study Team serving each elementary school consists of a learning consultant, social worker, and school psychologist. Students are referred to the Child Study Team after consultation with parents/guardians. Upon completion of the evaluation, the Child Study Team will meet with the parents/guardians to discuss their findings and to provide recommendations for an individual educational plan, if appropriate.

## **SPEECH TEACHERS**

Speech specialists are available in each school to screen and test students, and provide instruction to correct speech problems identified. The speech specialist will create an individual education plan for each child in need of assistance.

## **SPECIAL EDUCATION TEACHERS**

Special education teachers implement and monitor a child's Individual Educational Plan (IEP). This is completed in coordination with the Child Study Team and the school principal. Programs may include: modifications of instruction, resource center, in-class support, individual or small group instruction, or self-contained instructional classes.

# **CO-CURRICULAR ACTIVITIES**

## **INTRODUCTION**

The purpose of all co-curricular activities is to provide enrichment which will nurture growth and development, and which will encourage creativity and exploration. The elementary schools provide co-curricular experiences and opportunities in student government, the arts, academics, creative skills, and community service. Students are encouraged to actively participate in all co-curricular activities that meet their needs, interests, and talents. The experience will provide the opportunity for socialization and planning, organizing, and self-realization. Students will hear more about co-curricular programs as the school year progresses.

## **SAFETY PATROL**

The Safety Patrol is composed of boys and girls in fourth grade. Their duties and responsibilities include: monitoring morning and recess lines, monitoring the entrances and exits of the building, and monitoring the hallways. Participants are supervised by a safety patrol advisor.

## **STUDENT COUNCIL**

The Student Council is made up of boys and girls in fourth grade at Riley and Roosevelt Schools, third and fourth grades at Kennedy School, and first through fourth grades at Franklin School. Representatives from each homeroom and Student Council officers are elected. The Student Council suggests and organizes community service projects, school improvement activities, and fun events. Student Council advisors supervise all endeavors.

## **LAMP ENRICHMENT PROGRAMS**

Special enrichment programs are offered in language arts, music, and art for invited third and fourth grade students who have demonstrated progress in the content area. Students may be invited to participate in one, two, or all of the content programs. Meetings are scheduled for morning or afternoon sessions.

## **CHORUS**

The chorus in each school is comprised of fourth, or third and fourth grade children who like to sing. The chorus rehearses one day each week before school, after school, or during recess, and performs at the holiday and spring concerts.

## **CLASSROOM PARENTS**

At the beginning of the school year, parents will be contacted by the school PTA or PTSO to be asked to volunteer to be homeroom parents. These parents are asked to assist in the planning of class parties and activities, as well as to serve as direct contacts between the school, PTA/PTSO, and the home.

# **STUDENTS' RIGHTS**

## **5512 HARASSMENT, INTIMIDATION, AND BULLYING**

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A.	Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a 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:

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, tablet, net book, or e-reader.

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

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

#### 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 work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with 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.
4. Board of Education Members- Board of Education members are subject to the provisions of visitors or volunteers stated above (3) as well as consequences related to the New Jersey Code of Ethics for Board of Education members.

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 of 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. This information will be provided to the Board of Education Policy Committee.

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 Buses – April 2011

Adopted: 17 September 2008

Revised: 7 April 2008

Revised: 12 May 2010

Revised: 17 August 2011 (renamed from Policy 5512.01)

	<b>Anti-Bullying Specialists</b>	<b>School Safety Team</b>
Franklin School	Joretta Strayhorn, SAC	Joretta Strayhorn, SAC Ellen Decker-Lorys -- Principal Glenn Parisi – Teacher Kristin Orłowski – Parent
Kennedy School	Joretta Strayhorn, SAC	Joretta Strayhorn, SAC Lisa Parker – Principal Alan Hook – Teacher Danielle Mendez – Parent, PTO President

Riley School                      Margaret Mosley, SAC

Margaret Mosley – SAC  
Leo Whalen – Principal  
Angela Raimondo Hajduk – Teacher  
Kim Anesh – Parent

Roosevelt School                Margaret Mosley, SAC

Margaret Mosley --SAC  
Robert Diehl – Principal  
Lisa Kuberiet –Parent  
Lisa Murray – Teacher

## **AFFIRMATIVE ACTION/SECTION 504 COMPLIANCE**

The South Plainfield Board of Education declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs, use of facilities, and practices of its schools regardless of gender, race, color, creed, religion, ancestry, national origin, place of residence, social or economic status, or handicap. Furthermore, the Board declares it to be the policy of this district to provide safeguards to ensure that all students have equal access to facilities, academic opportunities, vocational programs, scholarships, and co-curricular activities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

## **SECTION 504 POLICY AND PROCEDURES**

**Child Find:** All school personnel, parents, and community members must be made aware of Section 504 through public notice so that all appropriate referrals can be made.

**Referral Process:** Referrals can be made by a teacher, parent, or any involved individual who suspects an impairment that falls under Section 504. Initial referrals will be directed to the PAC and 504 coordinator and will first be brought to PAC (Pupil Assistance Committee). The PAC will recommend evaluation for 504 for those referrals that require greater intervention and in which there is a suspected impairment under the law.

**Evaluation:** The evaluation team is individualized for each child and is made up of personnel having expertise in one of three areas: the child, the meaning of the evaluation data, and the accommodation and placement options. There will be at least one individual with expertise in each area. The evaluation process is also individualized for each child and always includes multiple sources of information. Possible evaluation sources include but are not limited to: teacher interviews, parent interviews, review of records, classroom observations, achievement or aptitude tests and outside evaluations. All information is considered by the team in making a decision with regard to whether an impairment exists and whether that impairment substantially limits a major life activity when compared to the “average” student in the general population. Evaluation and eligibility will be documented and for those who are eligible an evaluation plan will be written.

**Reevaluation:** All 504 plans will be reviewed annually. Reviews may be conducted more frequently, if needed, and when there is a change in placement.

**Notice to Parents of Procedural Rights:** Grievance procedures and the right to an impartial hearing must be included.

## **NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS**

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

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

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

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

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

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

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

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

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## **SEXUAL HARASSMENT**

The South Plainfield Public Schools maintain a learning and working environment that is free from sexual harassment, for it is believed that such behavior interferes with the learning process.

It shall be a violation of this policy for any member of the South Plainfield Public Schools staff to harass another staff member or pupil through conduct or communications of a sexual nature.

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to a pupil, when made by any member of the school staff to another staff member, when made by any pupil to another pupil, or when made by a pupil to a staff member when;

- A. submission to such conduct is made, whether explicitly or implicitly, a term or condition of an individual's employment or education, or when;
- B. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when;
- C. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or educational environment.

Sexual harassment may include, but is not limited to the following:

- A. Verbal harassment or abuse such as derogatory comments, jokes, slurs
- B. Pressure for sexual activity
- C. Repeated remarks to a person, with sexual or demeaning implications
- D. Unwelcomed touching
- E. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, job, etc.
- F. Visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures.

Any student, employee, parent, or resident in the school district may use the Affirmative Action Grievance Procedure to seek remedy for alleged violations related to discrimination. Filing of a grievance or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades or work assignments.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district's legal obligations, as well as and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

## **GRIEVANCE PROCEDURE**

In keeping with federal and state anti-discrimination legislation, the South Plainfield Board of Education has adopted and hereby publishes this grievance procedure provided for the resolution of student, employee, and parent complaints.

The purpose of this procedure is to provide students, employees, and parents with a procedure by which they can seek a remedy for alleged violations related to discrimination on the basis of race, color, creed, religion, sex, sexual orientation, marital status, ancestry, national origin, or social or economic status. This procedure may also be used to seek a remedy for alleged sexual harassment by an employee or a student. No individual will suffer reprisals for reporting any incidents of sexual harassment or making any complaints.

#### Step A

A parent or a student may present a complaint to the building principal or affirmative action officer. An employee may report the complaint to his/her immediate supervisor or the affirmative action officer. In either case, the principal or supervisor shall report the matter to the affirmative action officer. All complaints will be handled in as confidential a manner as possible. The person receiving the complaint will immediately investigate the charges, gather all relevant facts and respond to the grievant within five (5) working days.

#### Step B – Superintendent

If the grievant is not satisfied with the resolution obtained at Step A, the grievant may appeal, in writing, within ten (10) days to the superintendent. The superintendent may reply to the appeal (1) based upon the record; or (2) appoint a designee(s) to investigate the facts related to the appeal and report his/her findings to the superintendent; or (3) appoint a committee to convene a closed hearing on the appeal. At any such hearing, the parties shall be accorded due process. The committee shall thereafter submit a report to the superintendent. The superintendent shall render a written decision to the grievant within ten (10) days of the submission of the report or the conclusion of his/her review of the record.

#### Step C – Board of Education

If the grievant is not satisfied with the decision rendered at Step B, an appeal may be made, in writing, to the Board of Education within ten (10) days of receiving the Step B decision. The Board may delegate authority to a committee of the Board, or it may, at its sole option, sit as a Board of the Whole to review the grievance. Any hearing held to investigate the facts shall be conducted in closed session and the parties accorded due process rights.

The Board shall render a written decision to the grievant within thirty (30) days after review of the grievance or a hearing held to investigate the matter.

#### Step D – By Pass Rights

The grievant may, as he or she desires, by-pass the grievance procedure and submit the complaint directly to any or all of the following agencies:

**The Commissioner of Education**  
**Bureau of Controversies and Disputes**  
**New Jersey State Department of Education**  
100 Riverview Plaza, 4<sup>th</sup> Floor, P. O. Box 500  
Trenton, NJ 08625-0500  
Phone: (609) 292-5706

**Equal Employment Opportunity Commission**  
**Employment Discrimination Complaints**  
One Newark Center, 21<sup>st</sup> Floor  
Newark, NJ 07102-5235  
Phone: (973) 645-6383

**U.S. Office of Civil Rights**  
**U.S. Department of Education**  
32 Old Flip, 26<sup>th</sup> Floor  
New York, NY 10005  
Phone: (646) 428-3800

**State of New Jersey**  
**Division of Civil Rights**  
31 Clinton Street, 3<sup>rd</sup> Floor  
Newark, NJ 07102  
Phone: (973) 648-2700

All grievance data will be kept on file in the office of the affirmative action officer.

## **AFFIRMATIVE ACTION/COMPLIANCE OFFICERS**

1. The Board of Education approved the appointment/reappointment of the Affirmative Action Officers for the 2011-2012 school year. Dr. Frank Cocchiola, Interim Assistant Superintendent of Schools, will be the Affirmative Action Officer in charge of Equity in Educational Programs. Mr. Mark Resnick Interim Business Administrator/Board Secretary, will be in charge of Equity in Employment Practices. Dr. Cocchiola may be contacted at the Roosevelt Administration Building, 125 Jackson Avenue, (908) 754-4620, Ext. 292. Mr. Resnick may be reached at the Roosevelt Administration Building, 125 Jackson Avenue, (908) 754-4620, Ext. 205.
2. The Board of Education approved the appointment of Mr. Mark Resnick, Business Administrator/Board Secretary as the Public Agency Compliance Officer. He may be contacted at the Roosevelt Administration Building, 125 Jackson Avenue, (908) 754-4620, Ext. 205.
3. The Board of Education also approved the appointment of Mrs. Elaine Gallo as the Section 504 Compliance Officer for the 2005/2006 school year. She may be contacted at South Plainfield High School, 200 Lake Street, (908) 754-4620, Ext. 464.
4. The Board of Education appointed the following individuals for the Affirmative Action Team:

Dr. Gary Bowen, Interim Superintendent of Schools	Ext. 225
Dr. Frank Cocchiola, Interim, Asst. Superintendent	Ext. 292
Mr. Mark Resnick, Interim B. A./Board Secy.	Ext. 205
Ms. Laurie Hall, Supervisor of Student Personnel Services	Ext. 235

## **CHILD ABUSE OR NEGLECT**

The Board of Education believes that physical and mental well being of all children in its charge must be maintained. All school employees have received child abuse/neglect in-service training. As a result of that training, all school employees who have a reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse will report it immediately to DYFS as stipulated in New Jersey Statute 9:6-8.10. In addition, the schools will cooperate with DYFS

in the early identification, reporting, and investigation of suspected child abuse cases, whether or not corroborative evidence is available.

Should you wish to know more about the South Plainfield Board of Education's policy (Policy No. 5141.4) regarding child abuse or neglect, please be advised that copies of the policy are available at all school locations and the South Plainfield Board of Education.

## **ADMISSION TO SCHOOL**

The Admissions and Enrollment office is located in the Roosevelt Administration Building. For information, please call 908-754-4620, ext. 222.

### **ADMISSION OF PUPILS**

A child is eligible for entrance into kindergarten if he/she attains the age of five on or before October 1<sup>st</sup> of the year in which he/she applies for entrance.

Children who have been in other districts in this or other states are to be admitted to the school at any time during the school year provided that:

1. the age of the pupil warrants admission.
2. the health rules have been met; immunization certification and an original birth certificate are presented; proof of residency is established.
3. there is a standard pupil transfer card that must be completed by the parent/guardian and the school official to ensure proper admission.

### **KINDERGARTEN REGISTRATION**

The following are necessary to register your child in kindergarten:

1. Original birth certificate: Child must attain five (5) years of age on or before October 1 in order to be eligible for enrollment.
2. Doctor's Record of Immunization as required by the State of New Jersey
3. Medical Examination Form signed by your doctor  
Form cannot be dated earlier than January 1<sup>st</sup>. If your child has an appointment after the registration period, please come in and complete all other requirements. The medical examination form and above data are required before entrance to school.

**POLICIES – The following policies may be found on the District website**  
[www.spboe.org](http://www.spboe.org)

<u>Number</u>	<u>Title</u>
1550	Affirmative Action for Employment Practices
2110	Philosophy
2330	Homework
2340	Field Trips
2360	Use of Technology
3125	Employment of Teaching Staff Members
3126	Induction Program for Provisional Teachers
3134	Assignment of Additional Duties
3141	Resignation
3142	Nonrenewal of Nontenured Teaching Staff Member
3143	Dismissal
3144	Certification of Tenure Charges
3146	Conduct of Reduction in Force
3150	Discipline
3160	Physical Examination
3161	Examination of Cause
3211	Code of Ethics
3122.3	Conduct Outside the District
3212	Attendance
3216	Dress and Grooming
3217	Use of Corporal Punishment
3218	Substance Abuse
3230	Outside Activities
3231	Outside Employment as Athletic Coach
3233	Political Activities
3245	Research Projects by Staff Members
3270	Professional Responsibilities
3280	Liability for Pupil Welfare
3281	Inappropriate Staff Conduct
3310	Academic Freedom
3321	Acceptable Use of Computer Network(s)/Computers and Resources by Teaching Staff Members
3322	Staff Member's Use of Cellular Telephones
3362	Sexual Harassment
3381	Protection Against Retaliation
8810	Opening exercises
9280	Parent Conferences
9550	Educational Research Projects

<b><u>Number</u></b>	<b><u>Title</u></b>
<b>2000</b>	<b>PROGRAM</b>
2110	Philosophy
2260	Affirmative Action for classroom Practices
2330	Homework
2340	Field Trips
2361	Acceptable Use of Computers
2415.20	No Child Left Behind Complaints
2435	NJSIAA Random Testing for Interscholastic Athletes
2464	Gifted & Talented Program
2624	Grading
<b>5000</b>	<b>PUPILS</b>
5111	Eligibility of Resident/Nonresident Pupils
5112	Entrance Age
5200	Attendance
5230	Late Arrival and Early dismissal
5240	Tardiness
5250	Excusal from Class or Program
5300	Use of Defibrillator(s)
5310	Health Services
5320	Immunization
5330	Administration of Medication
5331	Anaphylaxis to Food and Other Substances
5332	Do Not Resuscitate Orders
5335	Treatment of Asthma
5350	Pupil Suicide Prevention
5410	Promotion and Retention
5420	Reporting Pupil Progress
5430	Class Rank
5440	Honoring Pupil Achievement
5460	High School Graduation
5465	Early Graduation
5500	Expectations for Pupil Conduct
5511	Dress and Grooming
5512	Hazing
5512.01	Harassment, Intimidation, and Bullying
5512.02	Cyber-Bullying
5513	Care of School Property
5514	Pupil Use of Vehicles
5516	Remotely Activating Communication Devices – Pagers & Cellular Telephones
5517	Pupil Identification Cards
5520	Disorder and Demonstration
5530	Substance Abuse
5533	Smoking
5570	Sportsmanship
5600	Suspension

<b><u>Number</u></b>	<b><u>Title</u></b>
5611	Removal of Pupils fro The General Education Program for Weapons/Firearms Offences
5612	Assault by Pupils on Board Member or Employees
5615	Suspected Gang Activity
5620	Expulsion
5700	Pupil rights
5701	Plagiarism
5710	Pupil grievance
5721	Independent Publications
5752	Marital Status and Pregnancy
5755	Equity in Educational Programs and Services
5770	Pupil Right of Privacy
5820	Student Government
5830	Pupil Fund Raising
5841	Secret Societies
5842	Equal Access of Pupil Organizations
5843	Latchkey Program
<b>7000</b>	<b>PROPERTY</b>
7441	Electronic Surveillance in School Buildings and on School Grounds
7619	Vandalism
<b>8000</b>	<b>OPERATIONS</b>
8505	School Nutrition
8506	School Lunch Program Biosecurity Plan
8820	Opening Exercises
<b>9000</b>	<b>COMMUNITY</b>
9120	Public Information Program
9130	Public Complaints and Grievances
9150	School Visitors
9180	School Volunteers
9200	Cooperation Between Parents and School
9210	Parent Organizations
9230	Parental Responsibilities
9240	Rights of Parents
9260	Parental Liability for vandalism
9280	Parent Conferences

If your child is having a problem you need to speak with his/her teacher. If you feel nothing has been resolved than you must speak with the principal of his/her school. If after speaking with the principal you feel there are still some issues you need to discuss you need to speak with the Assistant Superintendent.

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