

Stone Harbor Elementary School

Student-Parent Handbook

2016-2017

Working together to provide excellence in education for our children.

DIRECTORY

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Chief School Administrator
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FACULTY

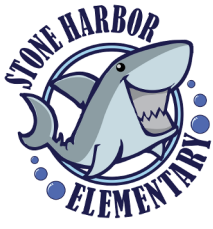
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Mr. Eric Schlenger
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Kindergarten
First Grade
Second Grade
Third Grade
Fourth Grade
BSI/Special Education
Reading Specialist
Technology/Enrichment/STEM
Physical Education
Health/Physical Education
Literacy Specialist
Music
Nurse
Art
Spanish
Instrumental Music
School Counselor
Business Clerk
Administrative Secretary
Day Custodian
Night Custodian
Technology Coordinator

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Stone Harbor School

2016-2017
Calendar

SEPTEMBER (19)

S	M	T	W	T	F	S
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OCTOBER (19)

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30	31					

Important Dates

September
1-Staff Inservice
6--First day for Students

October
7-Staff Inservice
10-Columbus Day

November
9-Staff Inservice
10-11 NJEA Convention
23-Four Hour Session
24-25-Thanksgiving

December
23-Four Hour Session
24-2-Winter Break

January
2-School Closed
16- MLK Holiday

February
17,20--Presidents' Day

March

April
3-7 PARCC
13-Four Hour Session
14-21--Spring Break

May
29--Memorial Day

June
13-15 Four Hour Session
15- Last Day of School

NOVEMBER (17)

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DECEMBER (17)

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JANUARY (20)

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FEBRUARY (18)

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MARCH (23)

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APRIL (14)

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MAY (22)

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JUNE (11)

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25	26	27	28	29	30	

Progress Reports

Report Card

MP1	10/14/16	11/10/16
MP2	12/9/16	1/25/17
MP3	2/24/17	3/31/17
MP4	5/17/17	6/9/17

OBJECTIVES OF STONE HARBOR ELEMENTARY SCHOOL

- To make the students the heart of the school, with every teacher giving instruction in sound fundamentals and inspiring every student to work to the limit of his/her ability.
- To develop in each child a full appreciation and acceptance of the responsibilities as well as the privileges of our democratic society.
- To develop the habits and attitudes essential for personal integrity and civic competence.
- To emphasize maximum achievement and proficiency in the fundamentals of reading, computation, writing, and oral and written composition.
- To assist pupils to recognize and discover interests and aptitude for vocational purposes as well as for personal growth and development
- To promote health and physical fitness.
- To develop the traits of initiative and self-reliance through classroom practices.
- To teach respect for other pupils, for adults, and for constituted authority.

ATTENDANCE REGULATIONS

Regular and punctual attendance is one of the desirable traits learned by children when they first enter school. Help the school by seeing that your child comes regularly at the scheduled time. It is impossible to make up experiences, which a child misses when he/she is out of school. However, a child who has any sign of fever, chills, a very runny nose, severe coughing, skin eruption, red sore throat, or diarrhea, should not be sent to school. Such symptoms may indicate the beginning of a contagious disease. It also frequently means that the child has to be sent home from school. Under these conditions where these symptoms exist, it is neither fair to the individual child, nor to the children with whom he/she comes in contact, for him/her to attend school.

ABSENCE

PLEASE NOTE: If a child is absent for any reason it is the responsibility of the parent to notify the school office at 368-4413 before 9:15 A.M. You may also contact the Health Office at 368-4413 ext # 3. This also provides a safety check for our students.

As noted above, parents are legally prohibited from excusing their child from school for any cause other than personal illness, serious illness in the immediate family, funeral attendance, or religious holiday specified by the state Department of Education. Incomplete term reports, unfinished homework, late night activities the evening before, family vacation, and shopping excursions are not an excused absence.

A Doctor's authorization to return to school is required after an absence of three (3) consecutive days. This note must be presented to the nurse on the first day the student returns.

In addition to the above, a parental note must be presented to the teacher after two (2) or more consecutive days absent from school

Students who are absent for legitimate reasons are expected to assume personal responsibility for make-up work. It is not the teacher's responsibility to contact the student in regards to make-up assignments. The student makes the necessary arrangements for make-up work with the classroom teacher and proceeds accordingly. Students will have the number of school days to make up all missed work equal to the number of days absent. Teachers will set up a list of assignments for the student to complete upon return to school, following the "number of days procedure" outlined above.

Parents may contact the school to arrange for work missed on the day of absence. Parents must notify the school by 9:15 A.M. on the day of the absence for school assignments. Assignments may then be picked up at 3:30 in the main office.

TARDINESS

Punctuality is of utmost importance and is each student's responsibility. Tardiness impacts not only your child but disrupts the entire classroom and the instructional program for all the students. A student who is not in class at 8:45 is tardy. If a child is tardy for any reason, the parent/guardian must sign the student in at the main office.

VACATIONS

It is realized that many parents are employed throughout the summer and as a result are unable to vacation as a family during the summer recess.

As State law does not recognize vacations as legal absence, our school therefore recommends that those parents affected, plan their vacations around the days school is not in session as per the enclosed school calendar.

SCHOOL HOURS

The School Hours for regular classes are as follows:

Grades K - through 4th - **8:45 A.M. - 3:30 P.M.**

We request that all parents cooperate by not sending your child to school any earlier than **8:30**.

EARLY DISMISSAL

Kindergarten through Fourth grade Early Dismissal Schedule -8:45 AM - 12:50 PM
(LUNCH WILL NOT BE SERVED ON THESE DAYS)

AFTER-SCHOOL POLICY

Upon occasion, parents can expect their children to stay after school in order to:

- Make-up work missed by being absent
- Make up work not completed during the day
- Receive special supplemental help
- Participate in extra curricular activities and clubs
- Detention

STONE HARBOR PUBLIC SCHOOL CONDUCT CODE

The Stone Harbor School endorses and expects appropriate behavior in order to provide an optimum learning environment for all students. Inappropriate behavior will be corrected with specific disciplinary actions.

The intent of discipline is to foster self-responsibility, accountability and self-control. Discipline will consist of a logical progression of steps that are consistent and fair and take into account the severity and frequency of the inappropriate behavior and the age of the child.

Discipline guidelines will be consistent with the School Board philosophy and policy.

Learning can best take place in an atmosphere free from disruptive behavior. Creating this atmosphere requires the wholehearted cooperation of parents, teachers and students. We ask for your support of the following guidelines. These guidelines were designed with the welfare of your child in mind. The rules presented should help him/her to become a responsible citizen in our school.

GUIDELINES

All students shall adhere to the following:

1. Regular attendance as required by state law. Permission must be obtained to leave school for any reason.
2. Showing respect for school personnel, all of whom have a duty to help insure proper behavior.

3. Showing respect for other students and their belongings.
4. Language and dress which is not disruptive to the instructional process of the school.
5. Careful and considerate use of all school property.
6. Observing rules of safety, whether in school or traveling to and from school. This includes bicycle safety.

UNACCEPTABLE BEHAVIOR OFFENSE CONSEQUENCES

Disrespect or threats directed toward
other students - Bullying

Loss of recess and/or
Detention with teacher

Students passing from one area
to another in a disorderly or
disruptive manner (no running)

Unexcused tardiness

Violation of classroom rules
(developed individually)

Violation of bicycle safety rules
could result in the loss of bicycle
privileges for one marking period

Violation of lunchroom and
playground rules as
listed in parent handbook

Food outside of the lunchroom
without permission

Gum or candy in classrooms or playground

Such as, but not limited to:

Fighting

Meeting with the Principal
Parent Notification

Cheating by student (results in
an automatic zero)

Profanity directed at fellow students

Disrespect directed toward an adult
verbal and/or non-verbal abuse

Stealing

Insubordination

Writing obscene messages

Leave school ground without permission

Forgery

Vandalism

Vandalizing (students will be
responsible for all costs to repair/
replace items to original condition

UNACCEPTABLE BEHAVIOR OFFENSE CONSEQUENCES

Smoking in school

Out of school suspension
and Parent Conference

Directing profanity at an adult
Threatening or actual violence
directed toward an adult

Possession of being under the
influence of controlled substance

Medical Evaluation Required

Additional behavior modification steps may be introduced at teacher's discretion. When special circumstances demand, the sequence for disciplinary action may be adjusted to fit the situation.

All rules apply to school sponsored activities, i.e., field trips, awards assembly, special evening activities, etc. Repeated violations will result in the student's loss of privilege to attend activities.

It should be noted that there might on occasion be undesirable/unacceptable behavior exhibited that is not listed. Consequences of such behavior will be dealt with in accordance with the intent of the policy as presented.

DETENTION

Detention is held from 3:35 – 4:30 P.M. It is our desire that detention will only be needed on an occasional basis, as all the students will faithfully follow the rules of the school. You will be notified via phone call, email, text, and/or letter if your child is to be kept for detention. When at all possible detention will be given the day the incident occurred. Thank you for your cooperation with this.

We ask that parents support this concept by not requesting their child be excused from serving on the assigned date.

Students who do not report to detention will receive additional detention assignments and face the possibility of more severe disciplinary actions.

LUNCH PROCEDURES

Students in school will be provided a supervised location to eat their lunches. Those students who eat lunch in school are requested to use lunch boxes and thermoses. Glass containers are prohibited.

1. Eat lunch at assigned tables
2. Permission by Staff Member must be granted to leave assigned tables
3. No loud talking, noise making, etc.

RECESS PROCEDURES

Use playground equipment for the sole purpose for which it was intended. This applies to our playground equipment. If that one simple rule is followed, everything else is self-explanatory.

1. Students are to keep off the stage door steps.
2. Students are not to climb on any fence or on the backstop.
3. Students are to go down the slide only. (They are not to climb up it).
4. Students are to sit on the swings. (They are not to stand on them). Only one person to a swing. Students are not to play in front of swings. Students are not permitted to jump out of swings.
5. There should never be any tackling or takedowns.
6. There will be no closed games. School equipment is provided for everyone's use. No equipment from home is permitted.

7. Students are not to leave the fenced area without first obtaining permission. This means even to retrieve a ball.
8. Students should not do flipping or back flips on the playground.

If these basic rules are followed, the safety of our children will be greatly enhanced. This would also be true during after school hours and on weekends.

EMERGENCY TELEPHONE NUMBERS

Parents must provide the school with the current home and cell telephone numbers, especially an unlisted number. It is also necessary that the school have an emergency telephone number and business telephone for working parents. It is the responsibility of the parents to notify the school when the number is changed or if the service is discontinued.

EMERGENCY CLOSING OF SCHOOL

In the event school is closed due to inclement weather, we will utilize our School Messenger Notification System.

Should it be necessary to dismiss school during the day, we will attempt to notify you via telephone and/or email. Advance arrangements should be made for your child to proceed to the home of a friend or relative in the event that the school would need to institute an emergency closing and you are not at home. Where possible, the school should know of these arrangements.

If an emergency arises which makes it unwise in the school's judgment to dismiss pupils at appointed hours, they will be detained in school until a parent calls for them or until the emergency abates. It shall be understood that a parent may not assume responsibility for children other than their own unless the school has written or telephone confirmation from the other parents.

The Stone Harbor Elementary School has an approved Emergency Disaster Plan to be utilized in the case of emergencies. Policy #5142 sign off form for whom your child is to go home with in case of emergency, will be in the back of your handbook.

SICKNESS AND ACCIDENTS AT SCHOOL

If a pupil is sick or has an accident of sufficient seriousness to warrant it, the school will get in touch with the parent. It is the responsibility of parents to take the child home, if possible, and to arrange for medical attention. The school will administer first aid and use its discretion as to what shall be done in an emergency.

If there is no responsible person in the home when a child needs to go home, the child will be sent to the home of a person authorized by the parent to function in such an emergency. For this reason it is imperative that the school has current emergency telephone numbers.

The school is not responsible for the cost of medical treatment of pupils who become sick or are in an accident at school. Although every effort will be made to prevent accidents, the school's responsibility is limited to the administering of first aid.

REGISTRATION

Pre-school Kindergarten Round Up – Registration for children who will enter Kindergarten the following school year is held in the winter. Exact dates will be announced in the newspaper. Information and forms necessary for registration will be completed at this time.

A child must be five years of age on or before October 1st of the entrance year to be eligible to enter Kindergarten in September.

A child must be six years of age on or before October 1st of the entrance year to enter first grade in September.

A birth certificate or other legal evidence of age is required. Evidence must be submitted certifying completion of 3 injections of diphtheria, whooping cough and tetanus (D.P.T.) and (1) booster injection, on or after the fourth birthday. Two doses and (1) booster of oral polio vaccine on or after the fourth birthday.

Additionally, (1) vaccination against measles, german measles (rubella) and mumps, either separately or in combined form (M.M.R.) vaccine and (1) booster against measles either solely or in a combined form (M.M.R.) vaccine and a Hep B series and a physical dated and signed by the physician or nurse practitioner.

Beginning September 2003, every child born on or after January 1, 1998, will be required to have received one dose of the varicella (chicken pox) vaccine or have proof that the child had the chicken pox prior to entry into the school system.

In rare instances, a child may be admitted to the school on a provisional basis without completion of all required immunizations. Such cases are handled on an individual basis and require a statement from a physician or a health department that the child has started to receive the necessary immunizations. The immunization series must be completed in a reasonable length of time, normally 30 days from entrance in school.

PUPIL TRANSFERS

All requests for transfers out of the district must come from the parents of the child to be transferred in advance of the transfer date. We ask you to inform the school at least two days before the transfer date. Transfer cards will be mailed to the receiving district. Pupil records will be sent to the receiving district following a request form from the administration of that district.

Parents are required to sign authorization forms so that the child's permanent records can be forwarded to receiving districts.

VISITORS

To provide maximum safeguards for your child, all visitors, including parents, regardless of their purpose in visiting the school, must report directly to the office before going anywhere in the school building.

PUPILS RIGHT OF PRIVACY

The Board of Education acknowledges the need for the in-school storage of pupils' possessions and shall provide storage places, including desks and cubicles, for that purpose. In no storage place provided by the Board shall pupils have such an expectation of privacy, as to prevent examination by a school official. Pupils are notified that inspections of their desks, cubicles and other storage areas may be conducted. Regular inspection of such facilities provided to pupils for the storage of property may be conducted without further notice.

ASSIGNMENT BOOKS

Assignment Books are provided to the students in grades 2, 3, and 4. They are to be cared for as are other educational materials. If a pupil loses his or her assignment book, a new one is to be purchased. Please ask to see your child's assignment book every night. This is an excellent medium for communication, as well as to enable you to assist your child in fulfilling his or her responsibilities.

USE OF SCHOOL COMPUTERS

Acceptable Use Policy

Student Ethical Use Guidelines

Forms are included for new students upon entrance to school.

The Internet

The Internet is a worldwide telecommunications network. There are hundreds of resources on the Internet. You will find libraries, government agencies, universities and

K-12 schools, discussion groups, software, technical information, as well as the millions of people who are connected to this worldwide network of computers.

As a student attending Stone Harbor Elementary School, you will have access to the Internet. A user name will be given to you, along with a password. Anytime you log-on to a computer on the Stone Harbor School District's network, you are agreeing to use responsible behavior. Students may not change or alter the assigned password.

Responsible Behavior Guidelines

All students are expected to:

1. Log-in to the computer using only your name and password.
2. Use the school computers for school related activities.
3. Respect the privacy of information stored in the computer.

Therefore unacceptable behavior refers to:

- Attempts to acquire and modify, in any way, information that belongs to another student.
- Attempts to access restricted portions of the network or operating system.

Use software that has been installed and/or provided by the Network Supervisor. This includes the use of only authorized copies of commercial software products. Flash drives brought from home will not be inserted into any school computer without the expressed permission from the Network Supervisor.

Violating the above guidelines of "Responsible Behavior" will result in losing your computer privileges.

CLASS TRIPS

A school excursion is an educational experience provided for pupils under the sponsorship of the school and the guidance of teachers. Conditions of behavior shall be identical to that required in the classroom and on school property. These rules and regulations shall apply during the entire excursion and not cease until the pupils are dismissed from the bus and leave school property.

When a school excursion is planned, permission slips will be sent home to be signed by the parent or guardian. No child will be permitted to attend unless permission has been filed with the school.

COMMUNICATION WITH TEACHERS

Communicating with the Schools by E-mail, Telephones and Notes:

The school welcomes communication from parents. Depending upon your need, you may choose to communicate via e-mail, phone, note or conference. Staff members will make every effort to respond to you within two (2) school days. Please follow the

guidelines set out below.

Here is a simple guide for the use of each communication channel:

- (Brief) E-mail or note: If the same issues come up twice; then,
- (10 min.) Phone call: If further discussion is required; then,
- (20 min.) Face-to-face conference with your child's teacher or with an administrator.

E-mail

E-mail works well when asking questions or making simple requests for information. All faculty, administration and staff members can be reached via e-mail.

Suggestions when e-mailing your student's teacher, principal or any school staff:

- Please remember that e-mail is not confidential.
- Be concise.
- Make a simple request for information.
- If the concern is lengthy or involved, please request a conference instead of using e-mail. The need to repeat e-mails over an extended period of time is a signal that the parent or teacher should request a conference.

Steps to Resolve Concerns

Board policy sets out a hierarchy of contact. Concerns should be addressed first to the staff member involved and then followed in this order, if needed:

- Teacher
- School administrator
- Superintendent
- Board of Education

School personnel will ensure prompt and equitable resolution of complaints. Complaints should be resolved within 30 days of their origin and no later than 60 days. When there are extenuating circumstances which prevent a resolution within this time frame, the parties may mutually agree to an extension of time. In circumstances where danger to persons or property is involved, school personnel should immediately respond to the complaint.

PARENTS PICKING UP CHILDREN VIA AUTOMOBILE

Parents picking up children are asked to park their car and meet their child at the front of the building. Grades 1-4 will exit out the front doors. Kindergarten will exit out the kindergarten door. We would like dismissal time to go as smooth as can be, to assist with this when your child is released to you please refrain them from playing on the grounds and on the railings. The quicker students and parents leave the school grounds the less chance of congestion and accidents.

Please keep the school bus loading and unloading zone free of parked cars between 8:30 – 8:55 A.M. and 3:30 – 3:45 P.M.

PHYSICAL EDUCATION

Physical Education is recognized as a necessary part of a modern educational program. Since physical activity is essential to physical, social and mental growth

we require all children to participate unless excluded by means of a doctor's statement.

Please note: The student will be expected to participate in modified physical education activities while excluded from regular class activities. The doctor's statement must specify those activities, which are to be restricted or avoided and suggest adaptive physical education alternatives. Students who are in a modified physical activity program are also expected to operate in similar fashion during lunch recess periods.

Sneakers and socks are required for safety and health reasons. Please wear sneakers to school on gym days so we do not have to waste instructional time changing into them. In the interest of safety, sneakers are to be laced completely and tied during all activities.

FIRE/SAFETY DRILLS

Under state law, each school is required to have 1 Fire Drill and 1 Safety Drill per month. Children have been trained to leave the building in a quiet, efficient fashion to help insure safety in the event of a fire.

DRESS CODE

For children, school is their job and their clothing should be appropriate to the occasion and in good taste. Please keep in mind that your child will be on the playground at least twice a day. With this in mind, please dress him or her appropriate to the weather conditions. Parents will be called if a change of clothes is necessary.

When weather conditions warrant the wearing of shorts, typically fall and spring months, they must be appropriate. The shorts should be neat, hemmed, and at least finger tip in length.

Students will refrain from wearing plastic slip-ons, high heels, and flip-flops to school. This type of footwear has caused several injuries in the past.

REPORT OF CHILDREN'S PROGRESS

In Stone Harbor, we strive to keep you informed about your child's progress based upon all that we know about his/her ability, weaknesses, interests and attitudes. We do this by means of Parent-Teacher Conferences and written reports. A parent may request a conference with their child's teacher at any time throughout the year. However, all conferences are to be scheduled through the office prior to the appointment. This will allow sufficient time for the conference and all the materials for a successful conference will be ready.

Kindergarten will have parent conferences scheduled for the end of the first and third marking periods. Report Cards will be issued at the end of the second and fourth marking periods. The report card distribution dates will correspond to the rest of the grade levels.

If, after receiving your child's Report Card, you would like to schedule a conference, please call the school and arrangements will be made. Likewise, if your child's teacher or teachers feel it would be beneficial to have a conference, you will be contacted to arrange for a convenient time.

GRADING SYSTEM

The following symbols are used in evaluating the Kindergarten children on their Report Card:

Assesment Scale:

SE= Secure

DE= Developing

BE= Beginning

Letter grades will be used in grades 1 through 4.

The following scale is used in determining letter grades:

A	=	100-92
B	=	91-83
C	=	82-75
D	=	74-66
F	=	65 - below

HOMEWORK

The purpose of homework is to provide additional practice in skills, which have been learned in school or to encourage experiences the child cannot get in school.

Your child's homework will reflect his/her needs; see that he/she does it. Help your child by suggesting a good time and place for them to study. This area should be well lighted and away from any distractions. Help them by showing interest. You do not help your child by doing it for them. You teach them that they do not have to meet their own responsibilities when you do this.

Remember – homework is not a punishment; it is a way to reinforce and practice what has been taught and learned in class.

Kindergarten to Fourth Grade: Homework is an important part of your child's learning experience at this grade level. It teaches a sense of responsibility and when it is done correctly can develop good work habits.

Typically, the guideline for homework is 10 minutes a night per grade level for example, thirty-fourty minutes is adequate for the average third and fourth grade child to work on any given assignment.

Your child will not necessarily have homework every night. Yet, they may wish to work on special long-term projects of their own interests. These projects are usually in the science or social studies areas.

Homework assignments will increase in regularity through third and fourth grade, so that your child is prepared for homework every night in grades five through eight.

While parents' interest in the child's homework is very much encouraged, the whole purpose of it is defeated if you give too much assistance. New work is never assigned for homework. Any additional work that a child shows a desire to do at home should be encouraged but not forced upon a child.

The child should be provided with a quiet area free from all distractions and well lighted for which to do homework assignments.

It is important to note, that the amount of time required to complete a homework assignment will vary from student to student. The suggested time guide should be considered average, some students work faster, some work slower. If the completion of nightly homework is consistently over the guidelines, please make the teacher aware of the situation.

ADMINISTRATION OF MEDICATION

At times it may be necessary for a student to take medication during the school day. Please, under no circumstances, send medication with your youngster to the school. This applies to ALL medications whether prescription drugs or over the counter medications. An adult member of your family must bring the medication to the school. Under no circumstances should a student carry medication on their person.

EXCEPTION: A student may be permitted to self-administer medication for asthma or other potentially life-threatening illnesses. If your child qualifies for self-administration of medication, please contact the school nurse for the proper procedure (guidelines) so as to comply with State Law.

When administering medication the following procedures will be followed:

1. All medication must be kept in the nurse's office. Parents are required to bring such medication to the nurse's office.
2. Medication will be dispensed in accordance with written instructions from a physician, which identifies the drug, the dosage, and the purpose of medication.
3. All medication must be brought to the school in the original container and labeled with the student's name.

4. A written statement from the parent or guardian, giving the school permission to administer medication is required.
5. Tylenol, Benadryl, and cough preparations cannot be given without a physician's note.

PUPIL RECORDS

The New Jersey State Board of Education adopted regulations concerning the administration of pupil records. The parent has the right to view the records of their child, to be given copies of these records, to challenge the accuracy or relevancy of the record, and to insert additional data in the records. Parents may make arrangements with the Building Administrator to review student records.

RESOLUTION OF EQUAL EDUCATION OPPORTUNITY

The Stone Harbor Board of Education affirms its responsibility to ensure all students in the public school of Stone Harbor equal educational opportunity and all employees equal employment opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, and social or economic status. To fulfill the responsibility, the Board has established a program to review and modify, as may be necessary, its present school and classroom programs and employment/contract practices.

AFFIRMATIVE ACTION

The Stone Harbor Board of Education affirms its responsibility to ensure all students in the public school of Stone Harbor equal educational opportunity and all employees equal employment opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, and social or economic status. To fulfill this responsibility, the Board has established a program to review, and modify as may be necessary, its present school and classroom programs and employment/contract practices.

Dr. Renee Murtaugh, Supervisor of Curriculum and Instructional, is the Affirmative Action Officer for the Stone Harbor School District. Her telephone number is 609-368-4413. Debra Bossuyt is the 504 Liason for the Stone Harbor School District. Her phone number is 609-967-7544.

If a parent, child, or staff member wants to file a grievance relating to Affirmative Action, the following procedure should be followed:

1. In the event of a grievance applicable to the Multi-Year Equity Plan or employment policies in accordance with Title IX and Vi mandates, the grievance should be filed in writing with the Affirmative Action Officer.

2. The Affirmative Action Officer will within ten (10) days of the receipt of the written complaint meet with the building administrator in order to resolve the complaint.

If said grievance is not resolved within ten days by the administrator, it shall be taken up the chain of command to the Chief School Administrator, Board of Education, County Office of Education, OEEEO, and the Commissioner of Education

BOARD MEETINGS

June 8, 2016 @ 6pm	December 14, 2016 @ 6
July 20, 2016 @ 4	January 10, 2017 @ 6
August 24, 2016 @ 4:30	February 8, 2017 @ 6
September 14, 2016 @ 6	March 8, 2017 @ 6
October 12, 2016 @ 6	April 12, 2017
November 9, 2016 @ 6	May 10, 2017

ANNUAL AHERA ASBESTOS NOTIFICATION

In accordance with the Asbestos Hazard Emergency Response Act (AHERA) parents and guardians must be notified annually of the district's activities regarding asbestos found in the STONE HARBOR ELEMENTARY SCHOOL, located at 93rd and Third Avenue, Stone Harbor, N.J.

In the past year, two periodic inspections have been conducted, including the required "3 Year Building Reinspection". The most recent inspection was performed in June, 2015. This means that an inspector came to the school and visually inspected all areas containing asbestos materials. The inspection in no way posed any harm to the students and/or staff.

The Inspection Report and Management Plan are available for your review between the hours of 9:00 A.M. and 3:00 P.M. on regular school days upon five (5) working days notice by contacting Mrs. Stacey Tracy, Chief School Administrator, at 967-7544.

**AVALON/ STONE HARBOR BOARDS OF EDUCATION
POLICY MANUAL**

FILE CODE: 5131

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Policy

CONDUCT/DISCIPLINE

The board believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of students.

The board of education expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. Students are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority.

The board of education believes that standards of student behavior must be set cooperatively by interaction among the students, parents/guardians, staff and community, producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

Board policy requires each student of this district to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The chief school administrator shall provide to students and their parents/guardians the rules of this district regarding student conduct and the sanctions that may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The chief school administrator shall establish the degree of order necessary to the educational program in which students are engaged.

Code of Conduct

The chief school administrator shall oversee the development of and the board shall approve a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The code of conduct shall be based on parent/guardian, student and community involvement, and locally determined core ethical values. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

The district code of conduct shall contain:

- A. A description of student responsibilities that includes expectations for academic achievement, behavior and attendance;
- B. A description of behaviors that will result in suspension or expulsion;

CONDUCT/DISCIPLINE (continued)

C. A description of the students' rights to:

1. Advance notice of behaviors that will result in suspensions or expulsions;
2. Education that supports student development into productive citizens;
3. Attendance in safe and secure school environment;
4. Attendance in school irrespective of marriage, pregnancy, or parenthood;
5. Due process and appeal procedures in accordance with law and board policy;
6. Parent notifications consistent with board policy and law for law enforcement interviews (5145.11 Questioning and Apprehension), short-term and long-term suspension (5114 Suspension and Expulsion), due process and appeal procedures, and attendance (5113 Attendance, Absences and Excuses);
7. Records and privacy protections (5125 Student Records).

D. A description of behavioral supports that promote positive student development and assist each student in fulfilling the district behavioral expectations established including intervention and referral services, remediation, and intervention and supports services for students with disabilities;

E. A description of graded responses to violations of the code of conduct that includes remediation, is consistent with law concerning corporal punishment, and is consistent with laws and board policies concerning violence/vandalism (5131.5) and, weapons and dangerous instruments (5131.7);

F. Cover the board attendance policy (5113) and the harassment, intimidation and bullying policy (5131.1);

G. Lists community-based health and social service providers, and local legal resources.

Student Behavioral Infractions

Students who display chronic behavioral or academic problems may be referred to the child study team by the chief school administrator for an evaluation to determine disability or the need for other services. Such referrals shall be in strict accordance with the due process regulations prescribed by the administrative code. Students so identified shall be provided with appropriate programs and services as prescribed by the child study team.

A student whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5, following due process. However, one incident alone is not sufficient cause for an expulsion.

Any student who commits an assault (as defined by N.J.S.A. 2C:12-1) upon a board member, teacher, administrator or other employee of the board of education shall be suspended from school immediately according to procedural due process, and suspension in accordance with N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.3 or expulsion in accordance with N.J.A.C. 6A:16-7.5. However, one incident alone is not sufficient cause for an expulsion. Proceedings shall begin no later than 30 calendar days from the date of the student's suspension.

Substance Abuse

In accordance with statute and code, penalties shall be assigned for use, possession and distribution of proscribed substances and drug paraphernalia. The penalties shall be graded according to the severity of the offense in accordance with policy 5131.6 Substance Abuse. Infractions shall be reported to the local law enforcement agency in accordance with the district's memorandum of agreement. Confidentiality shall be protected in accordance with federal and state law.

CONDUCT/DISCIPLINE (continued)Weapons Offenses

Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed from the school's regular education program for a period of not less than one calendar year. The chief school administrator may modify this suspension on a case-by-case basis. Each student so removed shall be placed in an alternative educational program or on home instruction pending alternative education program placement and shall be entitled to a hearing before the board. The hearing shall take place no later than 30 days following the day the student is removed from the regular education program and shall be closed to the public.

The principal shall be responsible for the removal of such students and shall immediately report them to the chief school administrator. The principal shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The chief school administrator shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with N.J.A.C. 6A:16-5.5(i).

Teaching staff members and other employees of this board having authority over students shall take such lawful means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this board.

Harassment, Intimidation or Bullying

The board expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. This type of behavior interferes with a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The board prohibits acts of harassment, intimidation or bullying against any student in accordance with board policy 5131.1 Harassment, Intimidation and Bullying, and law.

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds in accordance with law, and that:

- A. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students;
- B. A reasonable person should know, under the circumstances, will have the effect of physically or mentally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or mental harm to his/her person or damage to his/her property; or
- C. Has the effect of insulting or demeaning any student or group of students; or
- D. Creates a hostile educational environment by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school grounds, at any school-sponsored function or on a school bus.

CONDUCT/DISCIPLINE (continued)

Students with Disabilities

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all students with disabilities.

Policy and Procedure Development, Review and Dissemination

The standards and procedures developed to implement this policy shall be aligned with the board approved code of student conduct and accepted board approved core ethical values. Policies, standards and procedures shall be based on parent, student and community involvement which represents, where possible, the composition of the schools and community, in accordance with N.J.A.C. 6A:16-7.1.

This policy shall be reviewed annually and updated along with the code of student conduct. This process shall include:

- A. Parent, student and community involvement which represents, where possible, the composition of the schools and community;
- B. Consideration of the findings of the annual reports of student conduct, suspensions and expulsions; and incidences reported under the Electronic Violence and Vandalism Reporting System.

The chief school administrator shall annually:

- A. Disseminate the code of student conduct to all staff, students and parents;
- B. Report on the implementation of the code of student conduct to the board of a education at a public meeting in accordance with N.J.A.C. 6A:16-7.1(a) 5, i-iv;
- C. Report to the New Jersey Department of Education on student conduct, including all student suspension and expulsion and incidences reported under the Electronic Violence and Vandalism Reporting System.

Implementation

The chief school administrator shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations and that all disciplinary sanctions are carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

	<u>Avalon</u>	<u>Stone Harbor</u>
Adopted:	September 17, 2003	2002
NJSBA Review/Update:	May 2010	May 2010
Readopted:	September 2010	September 2010
Revised:	June 15, 2011	June 8, 2011

CONDUCT/DISCIPLINE (continued)Key Words

Conduct, Discipline, Pupil Conduct, Student Conduct, Weapons, Vandalism, Harassment, Intimidation, Bully, Bullying,

Legal References:	<u>N.J.S.A.</u> 2A:4A-60 <i>et al.</i>	Disclosure of juvenile information; penalties for disclosure
	<u>N.J.S.A.</u> 2C:12-1	Definition of assault
	<u>N.J.S.A.</u> 2C:33-19	Paging devices, possession by students
	<u>N.J.S.A.</u> 2C:39-5	Unlawful possession of weapons
	<u>N.J.S.A.</u> 18A:6-1	Corporal punishment of pupils
	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:25-2	Authority over pupils
	<u>N.J.S.A.</u> 18A:36-19a	Newly enrolled students; records and identification
	<u>N.J.S.A.</u> 18A:37-1 <i>et seq.</i>	Discipline of Pupils
	<i>See particularly:</i>	
	<u>N.J.S.A.</u> 18A:37-15	
	<u>N.J.S.A.</u> 18A:40A-1 <i>et seq.</i>	Substance Abuse
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:14-2.8	Discipline/suspension/expulsions
	<u>N.J.A.C.</u> 6A:16-1.1 <i>et seq.</i>	Programs to Support Student Development
	<i>See particularly:</i>	
	<u>N.J.A.C.</u> 6A:16-1.4, -2.4	
	-4.1, -5.1, -6.1, -6.2,	
	-7.1 through -7.6	
	<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
	<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

P.L. 2007, c.129, amends N.J.S.A. 18A:37-15 and includes electronic communication in the definition of public school "harassment, intimidation or bullying"

20 U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997

Bethel School District No. 403, v. Fraser, 478 U.S. 675 (1986)

Hazelwood v. Kuhlmeier 484 U.S. 260 (1988)

Honig v. Doe, 484 U.S. 305 (1988)

See also Commissioners' Decisions indexed under "Pupils – Punishment of" in Index to N.J. School Law Decisions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 *et seq.*

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

A Uniform State Memorandum of Agreement Between Education and Law Enforcement

CONDUCT/DISCIPLINE (continued)Officials**Possible**

Cross References:	*1220	<u>Ad hoc</u> advisory committees
	*1410	Local units
	3517	Security
	*3541.33	Transportation safety
	*4131/4131.1	Staff development; inservice education/visitation conferences
	4138/4238	Employee protection
	*4231/4231.1	Staff development; inservice education/visitation conferences
	5000	Concepts and roles in pupil personnel
	5010	Personal goals and objectives for pupils
	*5020	Role of parents/guardians
	*5113	Absences and excuses
	*5114	Suspension and expulsion
	*5124	Reporting to parents/guardians
	*5127	Commencement activities
	*5131.5	Vandalism/violence
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5131.7	Weapons and dangerous instruments
	5132	Dress and grooming
	5145	Rights
	5145.2	Freedom of speech/expression
	*5145.4	Equal educational opportunity
	*5145.6	Pupil grievance procedure
	*5145.11	Questioning and apprehension
	*5145.12	Search and seizure
	*6145	Extracurricular activities
	*6164.4	Child study team
	*6171.4	Special education
	*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

CYBER BULLYING

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Cyber-bullying by a student in the district directed toward another school district student or school staff member is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district students through the use of any school district owned, operated, and supervised technologies. The building principal or designee may report allegations of cyber-bullying to law enforcement authorities.

Definitions

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

- A. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
- B. Places an individual in reasonable fear of harm to the individual or damage to the individual's property;
or
- C. Has the effect of substantially disrupting the orderly operation of the school.

"School district owned, operated, or supervised technologies" is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

Reporting Procedure and Investigation

Any student or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a student or school staff member has knowledge or reason to believe another student or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the building principal or designee.

The building principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the building principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district student on school grounds and/or using school district technologies, the student will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district student using non-school district technologies away from school grounds, the building principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a student for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of

Cyberbullying (continued)

appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy 5131, Conduct and Discipline, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the building principal or designee.

Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for students who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Students. In addition, cyber-bullying using district technology violates Policy 6142.10, Technology and subjects the student to discipline and sanctions of Policy 5131 and 6142.10

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the building principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

Consequences for False Accusation

Consequences and appropriate remedial action for a student found to have falsely accused another of an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Students.

	<u>Avalon</u>	<u>Stone Harbor</u>
Adopted:	January 16, 2008	January 16, 2008
NJSBA Review/Update:	May 2010	May 2010
Readopted:	September 2010	September 2010

Key Words

Conduct, Discipline, Student Conduct, Student Conduct, Weapons, Vandalism, Harassment, Intimidation, Bully, Bullying,

Legal References:	<u>N.J.S.A. 2A:4A-60 et al.</u>	Disclosure of juvenile information; penalties for disclosure
	<u>N.J.S.A. 2C:12-1</u>	Definition of assault
	<u>N.J.S.A. 2C:33-19</u>	Paging devices, possession by students
	<u>N.J.S.A. 2C:39-5</u>	Unlawful possession of weapons
	<u>N.J.S.A. 18A:6-1</u>	Corporal punishment of students
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:25-2</u>	Authority over students

Cyberbullying (continued)

N.J.S.A. 18A:36-19a Newly enrolled students; records and identification
N.J.S.A. 18A:37-1 et seq. Discipline of Students
See particularly:
N.J.S.A. 18A:37-15
N.J.S.A. 18A:40A-1 et seq. Substance Abuse
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:14-2.8 Discipline/suspension/expulsions
N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development
See particularly:
N.J.A.C. 6A:16-1.4, -2.4
-4.1, -5.1, -6.1, -6.2,
-7.1 through -7.6
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-12.2 School-level planning

P.L. 2007, c.129, amends N.J.S.A. 18A:37-15 and includes electronic communication in the definition of public school "harassment, intimidation or bullying"

20 U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997

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Honig v. Doe, 484 U.S. 305 (1988)

See also Commissioners' Decisions indexed under "Students – Punishment of" in Index to N.J. School Law Decisions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

Possible

Cross References:

*1220	Ad hoc advisory committees
*1410	Local units
3517	Security
*3541.33	Transportation safety
*4131/	Staff development; inservice education/visitation conferences
4131.1	
4148	Employee protection
*4231/	Staff development; inservice education/visitation conferences
4231.1	
4248	Employee protection

Cyberbullying (continued)

5000	Concepts and roles in student personnel
5010	Personal goals and objectives for students
*5020	Role of parents/guardians
*5113	Absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5127	Commencement activities
*5131	Conduct and Discipline
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Student grievance procedure
*5145.11	Questioning and apprehension
*5145.12	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

**AVALON/STONE HARBOR BOARDS OF EDUCATION
POLICY MANUAL**

FILE CODE: 5142

<u>X</u>	Monitored
<u>X</u>	Mandated
<u>X</u>	Other Reasons

Policy

STUDENT SAFETY

The board of education recognizes the safety of its students as a consideration of utmost importance. The chief school administrator shall consult law enforcement agencies, health and social service providers, emergency management planners and other school and community resources in the development of the plans, procedures and mechanisms for school safety. The chief school administrator shall oversee development of a districtwide safety program with emphasis on accident prevention.

Facilities

The chief school administrator shall maintain all facilities and equipment in proper condition to provide a safe learning environment, ensuring compliance with state law on the handling, labeling and storing of hazardous substances. Safety regarding all aspects of playground equipment and activity will be maintained and supervised in compliance to law and code.

Staff Education and Training

All teachers shall be familiar with the provisions of this program that particularly concern them.

The chief school administrator shall inform all newly employed staff of school safety rules and regulations within 60 days of the effective date of their employment. All district employees will receive the appropriate inservice training to recognize and respond appropriately to safety concerns including emergencies and crises, in accordance with the district safety plans, procedures and mechanisms. The district safety plan will be updated annually and all employees will be notified of updates and changes to the safety plan in writing. Regulations concerning use and maintenance of eye protective devices shall be scrupulously enforced by all staff.

Student Supervision

The staff must maintain complete classroom and playground supervision during regular school hours. The chief school administrator shall seek the cooperation of parents/guardians to prevent any children being unsupervised on school property during lunch hour and during morning arrival and afternoon dismissal times. Further, the chief school administrator shall seek the cooperation of the police and other appropriate agencies in providing for the safety of students on or around school property. The board shall adopt the necessary regulations governing supervision of student safety.

No student shall leave the school before the end of the school day without permission of the principal. No student shall run errands on school business off the school property.

The curriculum shall include courses in safety as required by state law. The chief school administrator shall oversee development and implementation of a vocational education safety program correlated with coursework. In development of courses, the safety of participating students shall be a primary consideration.

A record shall be kept indicating the legal custodian of each student. Such custodian shall be responsible for informing the chief school administrator of any change in the student's custody. If one parent/guardian has been awarded custody of the student in a divorce, the other parent/guardian shall present to the principal a letter authorizing him/her to accompany the child from school before the child may be released. The principal may take reasonable steps to verify the letter. It is the responsibility of the person or agency having custody to inform the school that such authorization will be required.

PUPIL SAFETY (continued)

Supervision of Students During Dismissal

Dismissal will be supervised. District staff will be assigned to specific locations and given defined responsibilities to supervise student dismissal in each district school facility. Regular and early dismissal will be supervised according to the same protocol unless otherwise specified. The chief school administrator is responsible for overseeing the development of protocols that are tailored to the age and needs of the students at each school facility. At a minimum these protocols shall include:

- A. Staff assigned to supervise dismissal and their locations and responsibilities
- B. Where children will be retained awaiting appropriate escort and/or designated transportation
- C. Provisions for supervision when a parent/escort is unable to pick up their child at the appropriate dismissal time.
- D. Location and presence of municipal crossing guards

The board will review the dismissal procedures annually.

Supervision of Non-bused Students at Dismissal

The board shall require that the parent/guardian notify the school in advance of any arrangements for students requiring appropriate escort or designated transportation. The board requires signed permission for a student to be dismissed to walk home unescorted.

All documented arrangements will be considered permanent for the entire school year. Parents/Guardians may alter arrangements upon prior written notification to the chief school administrator or designee.

Parents/guardians leaving students at school that are to be escorted home will be reported to the proper authorities.

The chief school administrator or designee is responsible for the collection of all dismissal arrangements requested by the parents/guardians. The chief school administrator or designee is responsible for keeping a record of the dismissal arrangements and implementing the appropriate dismissal supervision in accommodation of these arrangements.

Notification of Dismissal Protocols

The chief school administrator or his designee shall ensure that parents are notified of the following:

- A. School calendar including school closure and early dismissal dates and times; and any adjustments to the calendar;
- B. The school dismissal policy;
- C. Dismissal protocol for all bused students, non-bused students and students in after-school programs or activities;
- D. Supervision arrangements for students at dismissal;
- E. Emergency plan for supervision of students left at school;
- F. After school program opportunities;
- G. Procedures for enrolling students in after school programs.

PUPIL SAFETY (continued)

The parent/guardian is responsible for reviewing the school calendar and complying with all school dismissal times and procedures. It is the parents/guardians responsibility to resume the custody of their child at the end of each school day.

The chief school administrator will develop procedures:

- A. For parents/guardians to provide signed acknowledgement of receipt of the school calendar, including all school closure and early dismissal dates, and the school dismissal policy and procedures;
- B. For parents/guardians to indicate and define the circumstances that the student is to be released from the school's care at dismissal;
- C. For the collection and retention of all documents pertaining to receipt of calendar and escort/transportation arrangements.

Voluntary Fingerprinting Program

The board of education shall provide a voluntary fingerprinting program for the protection of its students. This program shall be carried out in cooperation with the county sheriff's office and local law enforcement officials in accordance with the requirements of law.

All students in grades kindergarten through eight shall be eligible to participate with written authorization of their parent/guardian. Completed fingerprint cards shall be given to the parent/guardian and shall not be retained by the school district or the law enforcement agency.

The chief school administrator is directed to provide an orientation program for those students for whom fingerprinting has been authorized, and to develop appropriate administrative regulations for the implementation of the voluntary fingerprinting program in the district.

Potentially Missing Children

Attendance practices, the dismissal precautions addressed in this policy and voluntary fingerprinting are part of the district's effort toward early identification of potentially missing children.

The chief school administrator will develop procedures that ensure cooperation with law enforcement for substances, weapons and safety. This may include cooperation with law enforcement in the activation of an "Amber Alert" which provides for the rapid dissemination of information, including a description of the missing child through broadcast media.

Release to an Individual Impaired by Drugs/Alcohol Prohibited

The board believes that allowing a child to be released into the custody of a parent/guardian or other authorized individual who appears to be impaired by drugs or alcohol can have tragic consequences. Therefore, the board prohibits release of a student into the custody of any person who appears to be physically and/or emotionally impaired to the extent that harm could come to the student if released to such a person. The chief school administrator/designee shall make the final determination as to whether an individual is impaired.

Possessions

Parents/guardians are requested not to permit their children to bring expensive or fragile objects to school and to label or otherwise identify clothing, books and personal items. The board is not responsible for items destroyed or stolen from lockers.

PUPIL SAFETY (continued)Megan's Law

Only law enforcement agencies in the community receive notification of the presence of Tier One offenders. The chief school administrator and principals in affected schools shall receive notification from the county prosecutor's office or local law enforcement officials when Tier Two or Tier Three sex offenders move into the district. Principals shall inform those employees/ volunteers whose duties regularly put them in a position to observe unauthorized persons on or near the property of the school. Principals shall determine who to notify on the basis of this definition, as well as on specific job duties carried out in their schools. If private vendors perform any of these functions, the chief school administrator shall inform the vendor. Notification may include, but is not limited to:

- A. Aides;
- B. Bus drivers;
- C. Coaches;
- D. Maintenance staff;
- E. Professional support staff;
- F. School level administrative staff;
- G. Teachers' aides;
- H. Teachers.

School personnel are notified only in their capacity as such and shall not disseminate information about an offender to anyone not specifically identified by the county prosecutor or Attorney General. Any school employee who does so may be disciplined. If a school employee has reason to believe that an offender who has been the subject of a notification is a danger to someone outside the school environs, he/she shall immediately contact the local law enforcement agency or the county prosecutor.

District personnel shall not notify the following of the presence of Tier Two or Tier Three offenders:

- A. Members of PTO, PTA, HSA, etc.
- B. Organizations using school facilities;
- C. Other schools;
- D. Press.

The principal shall provide registration forms to any organization that uses the school facilities, including parent-teacher organizations, which wish to be notified by the county prosecutor's office of the presence of a Tier Two or Tier Three offender in the community.

In addition to the school personnel identified by the principal, students and parents/guardians shall be notified of the presence of Tier Three offenders. The prosecutor's office and local law enforcement shall supply the school with notices for them when a school is located in the area where a vulnerable population is likely to encounter a Tier Three offender. Dissemination of these notices shall be in accord with law and accomplished in cooperation with the county prosecutor's office. Confidentiality shall be a prime consideration in all

PUPIL SAFETY (continued)

communications with students and parents/guardians, and all directives of the county prosecutor and Attorney General's offices shall be observed.

When a student has been identified as a sex offender, all procedures of notification shall apply. When a parent/guardian has been identified as an offender, he/she may continue to participate in all appropriate parent/guardian activities, unless prohibited by legal constraint.

Newly hired staff and newly enrolled students and their parents/guardians shall be trained and informed of the presence of Tier Two and Tier Three offenders, unless the county prosecutor has notified the principal that notice cannot be given.

Students and district employees shall not be liable in any civil or criminal action for providing or failing to provide information relevant to notification. The chief school administrator shall prepare regulations to implement this policy and all directives of the county prosecutor's office to ensure careful adherence to Megan's Law.

School Violence Awareness Week and Annual Public Hearing

The school shall observe "School Violence Awareness Week". This week will include discussions, presentations, and training for both students and staff, focused on the topic of preventing violence in school. Law enforcement personnel will be invited to join school teaching staff presenting age appropriate opportunities for students to discuss issues including but not limited to conflict resolution, student diversity and tolerance.

The board of education shall hold a public hearing on violence and vandalism pursuant to N.J.S.A. 18A: 17-46 and N.J.A.C. 6A: 16-5.3. The requirements of the public hearing are covered in greater detail in file code 5131.5 of this manual.

	<u>Avalon</u>	<u>Stone Harbor</u>
Adopted:	May 11, 1988	January 16, 2008
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Key Words

Student Safety, Safety, Student Safety

<u>Legal References:</u>	<u>N.J.S.A. 2C:7-2 et seq.</u>	Registration and Notification of Release of Certain Offenders
	<u>N.J.S.A. 2C:39-5</u>	Unlawful possession of weapons
	<u>N.J.S.A. 18A:6-2</u>	Instruction in accident and fire prevention
	<u>N.J.S.A. 18A:16-2</u>	Physical examinations; requirement
	<u>N.J.S.A. 18A:17-42,</u>	
	<u>-43 and -45 through -48</u>	Public School Safety Law
	<u>N.J.S.A. 18A:20-21</u>	Supervisors and other employees
	<u>N.J.S.A. 18A:35-5</u>	Maintenance of physical training courses; features
	<u>N.J.S.A. 18A:35-5.1</u>	
	<u>through -5.3</u>	Lyme disease prevention; public school health curriculum
	<u>N.J.S.A. 18A:36-24</u>	
	<u>through -25</u>	Missing children; legislative findings and declarations...
	<u>N.J.S.A. 18A:36-29 et seq.</u>	Voluntary fingerprinting ...
	<u>N.J.S.A. 18A:40-12.1, -12.2</u>	Protective eye devices required for teachers,

PUPIL SAFETY (continued)

students

<u>N.J.S.A.</u> 18A:41-1 <u>et seq.</u>	and visitors in certain cases ...
<u>N.J.S.A.</u> 30:5B-26	Fire drills and fire protection
through -29	
<u>N.J.S.A.</u> 34:5A-1 <u>et seq.</u>	Child care before and after school hours ...
<u>N.J.S.A.</u> 39:4-183.1a	Worker and Community Right to Know Act
<u>N.J.S.A.</u> 52:27D-123.9 <u>et seq.</u>	Traffic control devices
<u>N.J.A.C.</u> 5:23-11 to 11.4	Definitions relative to playground safety
<u>N.J.A.C.</u> 6A:8-5.1	Playground Safety Subcode
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Graduation requirements
<u>See particularly:</u>	Programs to Support Student Development
<u>N.J.A.C.</u> 6A:16-2.1, -5.1, -5.2, -5.5, -5.6, -5.7, -6.1, -6.2, -6.4, -6.5	
<u>N.J.A.C.</u> 6A:19-6.1 <u>et seq.</u>	Safety and Health Standards
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:19-6.5	
<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of Facilities
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:26-12.2, -12.5	
<u>N.J.A.C.</u> 6A:27-11.1 <u>et seq.</u>	Safety

Jenkins v. Anderson, 191 N.J. 285 (June 14, 2007)**Possible****Cross References:**

*1250	Visitors
*1410	Local units
*3000/3010	Concepts and roles in business and noninstructional operations
*3516	Safety
3530	Insurance management
*3541.33	Transportation safety
*4112.4	Employee health
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4212.4	Employee health
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5020	Role of parents/guardians
*5113	Absences and excuses
*5124	Reporting to parents/guardians
*5125	Student records
*5131	Conduct/discipline
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
*5141.1	Accidents
*5141.2	Illness
*5141.4	Child abuse and neglect
*5141.21	Administering medication
*5145.12	Search and seizure
*6114	Emergencies and disaster preparedness
*6142.12	Career education

*Indicates policy is included in the Critical Policy Reference Manual.

Form

Request for Supervision at Dismissal from School for Students in Grades K to 8

Parent/Legal Guardian Name: _____

Phone Numbers: _____

(Home)

(Work)

(Cell)

Child's Name/Grade _____ / _____ Teacher's Name _____

Child's Name/Grade _____ / _____ Teacher's Name _____

Child's Name/Grade _____ / _____ Teacher's Name _____

1. I and/or my designated escort may not be able to enter the school building until a time designated by the Principal or program administrator, which may be after other children are dismissed from school.

2. I and/or my designated escort will enter the school building and go directly to the location in the building the Principal or program administrator designates to pick-up my child(ren). I or my designated escort will leave the school building promptly upon picking-up the child(ren).

3. I understand this Request shall be for every school day, including half-session and early closing days due to emergencies, and shall apply for the duration of time designated in Board Policy 5142.

4. I acknowledge a parent or designated escort is provided permission to enter the school building for the purpose to pick-up their child(ren). I or my designated escort agree to pick-up my child(ren) in accordance with the timelines established by the Principal or program administrator.

The following persons are designated to pick up my child(ren) after school dismissal in accordance with the terms of Board Policy 5142:

Parent/Legal Guardian: _____

Escorts: _____

Parent/Legal Guardian Signature: _____ Date: _____

**AVALON/ STONE HARBOR BOARDS OF EDUCATION
POLICY MANUAL**

FILE CODE: 5131.1

Policy

☒ **Monitored**
☒ **Mandated**
☒ **Other Reasons**

HARASSMENT, INTIMIDATION AND BULLYING

The board of education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The board of education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the Avalon/ Stone Harbor School District's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The chief school administrator shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the chief school administrator shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board directs the chief school administrator or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the individual school.

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

Students

Consequences and remedial measures for a student 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 student and the student's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

- A. 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. Legal action; and
 - 10. Expulsion.
- B. Remedial Measures
 - 1. Personal
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Peer support group;

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- d. Recommendations of a student behavior or ethics council;
 - e. Corrective instruction or other relevant learning or service experience;
 - f. Supportive student interventions, including participation of the intervention and referral services team;
 - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;
 - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school disciplinarian;
 - k. Student counseling;
 - l. Parent conferences;
 - m. Student treatment; or
 - n. Student therapy.
2. Environmental (Classroom, School Building or School District)
- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Adjustments in hallway traffic;
 - h. Modifications in student routes or patterns traveling to and from school;
 - i. Supervision of students before and after school, including school transportation;
 - j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
 - k. Teacher aides;
 - l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - m. General professional development programs for certificated and non-certificated staff;
 - n. Professional development plans for involved staff;
 - o. Disciplinary action for school staff who contributed to the problem;
 - p. Supportive institutional interventions, including participation of the intervention and referral services team;
 - q. Parent conferences;
 - r. Family counseling;
 - s. Involvement of parent-teacher organizations;

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

HARASSMENT, INTIMIDATION AND BULLYING (continued)

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Referral to disciplinarian;
5. Withholding of Increment
6. Suspension;
7. Legal action; and
8. Termination

B. Remedial Measures

1. Personal

- a. Restitution and restoration;
- b. Mediation;
- c. Support group;
- d. Recommendations of behavior or ethics council;
- e. Corrective action plan;
- f. Behavioral assessment or evaluation;
- g. Behavioral management plan, with benchmarks that are closely monitored;
- h. Involvement of school disciplinarian;
- i. Counseling;
- j. Conferences;
- k. Treatment; or
- l. Therapy.

2. Environmental (Classroom, School Building or School District)

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;
- f. Modifications of schedules;
- g. Supervision;
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- i. General professional development programs for certificated and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

Reporting Harassment, Intimidation and Bullying Behavior

The chief school administrator, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or

HARASSMENT, INTIMIDATION AND BULLYING (continued)

volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator, who shall immediately initiate the school district's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

A school administrator who receives a report of harassment, intimidation, or 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.

District Anti-Bullying Coordinator

The chief school administrator shall appoint a district anti-bullying coordinator. The chief school administrator 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, and bullying of students;
- B. Collaborate with school anti-bullying specialists, the board of education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
- C. Provide data, in collaboration with the chief school administrator, to the Department of Education regarding harassment, intimidation, and bullying of students; and
- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

HARASSMENT, INTIMIDATION AND BULLYING (continued)School Anti-Bullying Specialist

The principal 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 these 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;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Team

The district shall form a school safety team in 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. The school safety team shall meet at least two times per school year.

The school safety team shall be appointed by the principal and consist of the principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students 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 students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A. 18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
- 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 students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

HARASSMENT, INTIMIDATION AND BULLYING (continued)

No parent/guardian who is a member of the school safety team shall:

- A. Receive complaints of harassment, intimidation or bullying of students that have been reported to the principal;
- B. Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- C. Identify and address patterns of harassment, intimidation or bullying of students; or
- D. Participate in any other activities of the team which may compromise the confidentiality of a student.

Investigating Reported Harassment, Intimidation and Bullying

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with law and the following procedures:

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
 - 1. Taking of statements from victims, witnesses and accused;
 - 2. Careful examination of the facts;
 - 3. Support for the victim; and
 - 4. Determination if alleged act constitutes a violation of this policy.
- B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation, and in accordance with law and board policy. The chief school administrator may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:
 - 1. Any services provided;
 - 2. Training established;
 - 3. Discipline imposed; or
 - 4. Other action taken or recommended by the chief school administrator.
- F. The chief school administrator or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This

HARASSMENT, INTIMIDATION AND BULLYING (continued)

information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:

1. The nature of the investigation;
2. Whether the district found evidence of harassment, intimidation, or bullying; or
3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. 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 levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the administrator 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 include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

- A. 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);
- B. 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;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the chief school administrator and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

A. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the chief school administrator after consideration of the nature, severity and circumstances

HARASSMENT, INTIMIDATION AND BULLYING (continued)

of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom or school;
3. Deprivation of privileges
4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
5. Classroom or administrative detention;
6. Referral to disciplinarian;
7. In-school suspension during the school week or the weekend;
8. After-school programs;
9. Out-of-school suspension (short-term or long-term);
10. Legal action;
11. Withholding of Increment;
12. Suspension;
13. Expulsion;
14. Termination;
15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (board members);
17. Ethics charges (some administrators, board members).

B. Remedial Measures

1. Personal

- a. Restitution and restoration;
- b. Mediation;
- c. Peer support group;
- d. Recommendations of a student behavior or ethics council;
- e. Corrective instruction or other relevant learning or service experience;
- f. Supportive student interventions, including participation of the intervention and referral services team;
- g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- h. Behavioral management plan, with benchmarks that are closely monitored;
- i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- j. Involvement of school disciplinarian;
- k. Counseling;
- l. Conferences;
- m. Treatment; or
- n. Therapy.

2. Environmental (Classroom, School Building or School District)

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- f. Modifications of schedules;
- g. Supervision;
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- i. General professional development programs for certificated and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

Appeal Process

The parent or guardian may request a hearing before the board after receiving the information from the chief school administrator regarding the investigation. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 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."

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The district, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14). Throughout the school year the district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the Core Curriculum Content Standards.

Training**A. School Leaders**

Any school leader who holds a position that requires the possession of a chief school administrator, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying (N.J.S.A. 18A:26-8.2).

B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of

HARASSMENT, INTIMIDATION AND BULLYING (continued)

communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training

The school district shall:

1. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A. 18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and
4. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the district to provide services to students.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the chief school administrator will report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
- D. The names of the investigators;
- E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

HARASSMENT, INTIMIDATION AND BULLYING (continued)Reporting to the Department of Education

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education. The report shall include:

- A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and
- B. Data will be broken down by the district.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law (N.J.S.A. 18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by district.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The chief school administrator will annually submit the report to the Department of Education utilizing the Electronic Violence and Vandalism Reporting system (EVVRS). The chief school administrator shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the chief school administrator shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

Program Assessment and Review

The school district shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

Policy Development and Review

The district harassment, intimidation and bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, making any necessary revisions and additions. The board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision (beginning September 1, 2011).

HARASSMENT, INTIMIDATION AND BULLYING (continued)Publication, Dissemination and Implementation

In publicizing this policy, the community including students, staff, board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment intimidation and bullying that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students in accordance with law.

The chief school administrator shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on the district website;
- B. Distribute this policy annually to all staff, students and parents/guardians; and
- C. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks;

The district shall notify students and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the district website. Each school shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the home page of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parent/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The chief school administrator shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

	<u>Avalon</u>	<u>Stone Harbor</u>
Adopted:	September 17, 2003	2002
NJSBA Review/Update:	May 2010	May 2010
Readopted:	June 15, 2011	June 8, 2011

Key Words

Harassment, Intimidation, Bullying, False Accusation, Retaliation, Reprisal, Conduct, Discipline, Student Conduct

<u>Legal References:</u>	<u>N.J.S.A. 2A:4A-60 et al.</u>	Disclosure of juvenile information; penalties for disclosure
	<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
	<u>N.J.S.A. 18A:6-112</u>	Instruction on suicide prevention for public school teaching staff
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:12-33</u>	Training program; requirements
	<u>N.J.S.A. 18A:17-46</u>	Reporting of certain acts by school employee; annual report; public hearing (acts of violence)

HARASSMENT, INTIMIDATION AND BULLYING (continued)

<u>N.J.S.A.</u> 18A:25-2	Authority over students
<u>N.J.S.A.</u> 18A:26-8.2	School leader defined; training as part of professional development
<u>N.J.S.A.</u> 18A:36-19	Student records; creation, maintenance and retention, security and access; regulations; nonliability
<u>N.J.S.A.</u> 18A:36-19a	Student records (Newly enrolled students; transfers of records, identification)
<u>N.J.S.A.</u> 18A:37-1 <u>et seq.</u>	Submission of Students to Authority (Discipline)
<u>N.J.S.A.</u> 18A:37-13 <u>et seq.</u>	<u>Anti-Bullying Bill of Rights Act</u>
<u>See particularly:</u>	
<u>N.J.S.A.</u> 18A:37-14, -15, -17	Harassment, intimidation, and bullying
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.A.C.</u> 6A:14-2.8	Discipline/suspension/expulsions (students with disabilities)
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to support student development (includes student conduct code)
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-1.4, -7.1, -7.6, -7.9	
<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

Gebser v. Lago Vista Independent School District 524 U.S. 274 (1989) United States Supreme Court addresses the standard by which a district will be held liable for sexual harassment of a student by a school employee under Title IX --requires actual notice and deliberate indifference.

Davis v. Monroe County Board of Education 526 U.S. 629 (1999) United States Supreme Court establishes the standard under which a school district may be liable under Title IX for sexual harassment of one student by another student. The district will be liable for damages only where the school officials are proven to have been deliberately indifferent to harassment of which it is actually aware. The harassment must be "severe, pervasive and objectively offensive."

Saxe v. State College Area School District 240 F.3d 200 (3rd Cir 2001) A Pennsylvania school district's anti-harassment policy was overly broad and therefore violated the Constitutional guarantee of freedom of speech.

L. W. v. Toms River Regional Schools Board of Education 189 N.J. 381 (2007) The New Jersey Supreme Court held that the standard under which a school district may be liable under the New Jersey Law Against Discrimination for student-on-student bullying or harassment is not the Title IX deliberate indifference standard, but is rather the same standard used under the NJLAD for hostile work environment cases. A district will be judged by whether the district's response met the "reasonable person" test: what would a reasonable person (teacher, supervisor, vice principal, principal, etc.) do in a similar situation. School districts will be shielded from liability under NJLAD when their preventive and remedial actions are reasonable in light of the totality of the circumstances.

Possible

<u>Cross References:</u> *1220	<u>Ad hoc</u> advisory committees
*1410	Local units
3517	Security
*3541.33	Transportation safety

HARASSMENT, INTIMIDATION AND BULLYING (continued)

*4131/4131.1	Staff development; inservice education/visitation conferences
4148/4248	Employee protection
*4231/4231.1	Staff development; inservice education/visitation conferences
5000	Concepts and roles for students
5010	Goals and objectives for students
*5020	Role of parents/guardians
*5113	Attendance, absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5131	Conduct and discipline
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
*5142	Student safety
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Student grievance procedure
*5145.1	Questioning and apprehension
*5145.1	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

Annual Integrated Pest Management Notice For School Year 2016 - 2017



Dear Parent, Guardian, or Staff Member:

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. Stone Harbor Elementary School has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy included with this notice.

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

The IPM Coordinator for Stone Harbor Elementary School is:

Name of IPM Coordinator James Weed

Business Phone number (609) 368-4413

Business Address: 275 93rd St. Stone Harbor Elementary School

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

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

The following items must be included with this annual notice:

- A copy of the school or school district's IPM policy.
- The date, time and place of any meeting if one is to be held for the purpose of adopting or modifying the school integrated pest management policy or plan.
- A list of pesticides that are in use or that have been used in the past 12 months on school property.

CHEMICAL CODE LIST

CODE NO.	PESTICIDE BRAND/TRADE NAME	PESTICIDE'S CHEMICAL NAME OR ACTIVE INGREDIENTS	EPA REG. NUMBER
1	ADVION ANT BAIT GEL	INDOXACARB	100-1498
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

SITE CODE EXAMPLES

SITE CODE NUMBER	APPLICATION SITE	LOCATION CODE LETTER	APPLICATION LOCATION
1	DOOR THRESHOLD	A	LIBRARY
2		B	
3		C	
4		D	
5		E	
6		F	
7		G	
8		H	
Other		I	
		J	
		Other	

The site of application would be a combination of the SITE CODE NUMBER and the LOCATION CODE NUMBER. For example: If the cabinets and baseboard in the kitchen and bathrooms were treated the code for the sites of application would be 1AB, 2AB.

APPLICATION METHOD CODE EXAMPLES

CODE NO.	METHOD	CODE NO.	METHOD	CODE NO.	METHOD
1	SPOT APPLICATION	5	BAIT APPLICATOR	9	BAIT PLACEMENT
2		6		10	
3		7		11	
4		8		Other	

Integrated Pest Management Policy for New Jersey Schools

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated pest management policy.

The law requires the superintendent of the school district, for each school in the district, the board of trustees of a charter school, and the principal or lead administrator of a private school, as appropriate, to implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. Stone Harbor Elementary School shall therefore develop and maintain an IPM plan as part of the school's policy.

Integrated pest management procedures in schools

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

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

Development of IPM plans

The school IPM plan is a blueprint of how Stone Harbor Elementary School will manage pests through IPM methods. The school IPM plan states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. For Public schools, the Local School Board, in collaboration with the school building administrator (principal), shall be responsible for the development of the IPM plan for this school. For Charter schools and non-public schools, the development of the IPM plan shall be the responsibility of the Board of Trustees or the Principal or Lead Administrator.

IPM Coordinator

The Chief School Administrator shall designate an integrated pest management coordinator, who is responsible for the implementation of the school integrated pest management policy.

Education /Training

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.

The IPM Coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students, parents/guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Record keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board.

Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The Custodian of Stone Harbor Elementary School is responsible for timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry

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

Pesticide applicators

The IPM coordinator shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the School IPM Policy.

Evaluation

Annually, for public schools, the Principal will report to the local school board on the effectiveness of the IPM plan and make recommendations for improvement as needed. For non-public schools and charter schools, the Lead Administrator or Principal shall report to their respective governing boards on the effectiveness of the school IPM plan and make recommendations for improvement as needed.

The local school board or other respective governing boards directs the Principal or Lead Administrator to develop regulations/procedures for the implementation of this policy.

Authorizing Regulatory references

The School Integrated Pest Management Act of 2002
N.J.A.C. Title 7 Chapter 30 Subchapters 1-12
Pesticide Control Act of 1971

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