

Island Heights Grade School

Handbook



2022 - 2023

ISLAND HEIGHTS SCHOOL DISTRICT
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INTRODUCTION AND WELCOME



To Our IHGS Students & Families:

Welcome to the Island Heights Grade School, home of the Sea Devils! We are excited to kick off another amazing school year! Each day at Island Heights Grade School, our staff works hard to provide our Sea Devils opportunities to grow and succeed at their highest potential.

Your child's educational experience is a collaboration between parents, staff, and students. We look forward to partnering with you throughout your child's educational journey. When we all work together and communicate with one another the possibilities are endless!

One of our top priorities is to provide a safe and positive school climate where every student is responsible for their conduct at all times. Offensive and disrespectful actions and language will not be tolerated. Students are expected to behave responsibly, courteously, respectfully, and in a dignified manner at all times, while at school or at a school sponsored activity.

Our school prides itself on building a positive climate through our character education program, Project TEAM. Each day students will have opportunities to learn and exhibit the six foundations of Project TEAM: *Helping Others*, *Positive Change*, *Anti-Bullying*, *Problem Solving*, *Resiliency*, and *Leadership*. Over time these skills will become naturally embedded within the culture of our school, and throughout our students' lives.

The purpose of this handbook is to provide you with direction and guidance regarding our programs, policies, and expectations for the school year. We ask that you take some time to review the handbook with your child/children prior to the start of the school year. If you have any questions, concerns, or ideas, please reach out to us. We are all on the same team, so let's work together to make this year the best ever!

Sincerely,

Lisa A. Royer
Principal

ISLAND HEIGHTS BOARD OF EDUCATION

MISSION STATEMENT

The following Mission Statement was developed at the Strategic Planning Workshop conducted by the Island Heights Board of Education where parents, teachers, and Board of Education members participated. This Mission Statement was adopted by the Island Heights Board of Education in the spring of 2008 and revised May 2019.

“The mission of the Island Heights Grade School is to provide a safe and nurturing community where diversity is celebrated, mutual respect among adults and children is practiced, and where parents and caregivers are seen as valued partners in layering the foundation of lifelong learning.

Island Heights Grade School creates an environment supportive of courageous endeavors and committed to helping all children achieve academic excellence through intellectual, creative, and physical challenges, enabling them to function as productive and successful citizens in a changing society.

MEMBERS OF THE ISLAND HEIGHTS BOARD OF EDUCATION

	<u>First Elected</u>	<u>Term Expires</u>
Maureen DeSanto, President	2014	2023
Sara Bornebusch, Vice President	2016	2023
Robert King	2018	2024
Dana Weber	2020	2022
Bob MacNeal	2017	2022
Kristofor Sabey	2018	2024
Brooke Kelly-Smith	2019	2024

Timothy J. Rehm, Superintendent
Lisa A. Royer, Principal
Frank Frazee, Business Administrator
Lillian Brendel, Board Secretary

MEETING DATES OF THE ISLAND HEIGHTS
BOARD OF EDUCATION 2022 YEAR

The Island Heights Board of Education meets in the multi-purpose room of the Island Heights Grade School at 6:15 p. m. on the second Wednesday of each month.

The following dates have been approved for Board of Education Meetings from January 2022 through December 2022.

January 12, 2022
February 9, 2022
March 9, 2022
April 13, 2022
May 11, 2022
June 8, 2022
July 13, 2022
August 10, 2022
September 14, 2022
October 12, 2022
November 16, 2022*
December 7, 2022*

*3rd Wednesday

*1st Wednesday

ALL MEETING DATES ARE SUBJECT TO CHANGE

ADMINISTRATION AND STAFF

Island Heights School District
115 Summit Ave. - Box 329
Island Heights, NJ 08732

Timothy J. Rehm, Superintendent
Lisa A. Royer, Principal

Board Secretary	Mrs. Lillian Brendel
Business Administrator	Mr. Frank Frazee
School Secretary	Mrs. Elizabeth Smutz
School Secretary	Mrs. Dorothea Jansen
Night Custodian	Mr. Douglas Morone
Kindergarten Teacher	Mrs. Bailey Seltenrich
First Grade Teacher	Mrs. Diane Caputo
Second Grade Teacher	Mrs. Kelly Torres
Third Grade Teacher	Mrs. Lori Romano
Fourth Grade Teacher	Mr. Michael Bruner
Fifth Grade Teacher	Mrs. Elizabeth Major
Sixth Grade Teacher	Miss Jessica Christiansen
World Language Teacher	Mr. Jose Cotto
Guidance	Mrs. Emma Zermane
Special Education/LDTC	Mrs. Michele LeBlanc
Special Education Teacher	Mrs. Brooke Nelson
Special Education Teacher/K-2	Mrs. Jennifer Wisniewski
Special Education Teacher	Mrs. Megan Shoemaker
Special Education/GT	Mrs. Margaret Orellana
Social Worker	Samantha Fitzmaurice
Social Worker	Chrisie Stankowitz
Kindergarten Aide	Mrs. Lorraine Poling
Grade 1 Aide P/T	Mrs. Kathleen Angellella
Grade 1 Aide P/T	Ms. Carol Shipman
Special Education Aide	Ms. Gianna Crosby
Music Teacher	Mrs. Michelle Brick
Art Teacher	Mrs. Stephanie Kitzmiller
Physical Education Teacher	Mr. Timothy Legendre
School Nurse	Mrs. Chrysanthe Patestos
Lunch Worker	Mrs. Cindy Wood

PROTOCOL FOR CONCERNS, PROBLEMS & COMMUNICATION

Questions should be directed to teachers or program directors first. The second level of concern should be with the Principal and the third level should be with the Superintendent, followed by the Board of Education.

TELEPHONE DIRECTORY

ISLAND HEIGHTS GRADE SCHOOL MAIN OFFICE: (732) 929-1222

Custodian's Room (732) 929-1222

Nurse's Office (732) 929-1222

Guidance Office (732) 929-1222

ISLAND HEIGHTS SCHOOL OFFICE FAX MACHINE: (732) 929-9563

ISLAND HEIGHTS BOARD OF EDUCATION OFFICE: (732) 929-1211

ISLAND HEIGHTS BOARD OF EDUCATION FAX: (732) 929-4303

USE OF OFFICE TELEPHONE

The school telephone is a business phone and not to be used by pupils except in emergencies. All after-school activities should be discussed and planned at home prior to school. Phone calls for afterschool activities will only be made in the event of an emergency or sickness. Phone calls for homework, library books, sneakers for gym days, and instruments for band days will not be made.

Parents or guardians who telephone the school office may leave messages for their children. We cannot call a child to the telephone to talk with a parent or guardian except in the case of an extreme emergency.

AFFIRMATIVE ACTION

The Island Heights Board of Education, in keeping with federal and state anti-discrimination legislation, has adopted and has available in the School Office a grievance procedure providing for the resolution of pupil, employee, and parent complaints relative to Affirmative Action.

This procedure is to secure, at the lowest level possible, equitable solutions to the problems which may from time to time arise affecting the proper administration of New Jersey Administrative Code, Title 6, Subtitle A, State Board of Education, Chapter 4, Equality in Educational Programs.

No statements contained in Board of Education procedures and policies shall be construed as limiting the right of any pupil or staff member having a grievance to discuss the matter informally with administration and having the grievance adjusted without the intervention of the District Affirmative Action Officer.

Grievance - shall mean a complaint by a pupil or a staff member that there has been to him/her a personal loss, injury, or inconvenience because of a violation, misinterpretation, or negligible application of Board Policy or procedures.

An "Aggrieved Person" is the person or persons making the claim and any person who might be required to take action or against whom action might be taken.

As stated above, procedures are filed in the School Office and may be obtained from the Superintendent of Schools or the Affirmative Action Officer.

ALCOHOL AND DRUG ABUSE POLICY

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

The Island Heights Board of Education enforces a policy, which addresses the problem of Alcohol and Drug Abuse. This policy outlines the use of educational programs for prevention, identification procedures, medical examination, reporting of findings and intervention.

This policy conforms to New Jersey Statute NJ 18A:40A-1 through 21. A copy of the full district drug/alcohol policy along with Statute 18A:40 is available upon request.

ASSEMBLY PROGRAMS

At least one assembly program is presented each year. Instructional staff and/or groups are invited to present assembly programs when appropriate.

The Island Heights Parent Teacher Organization (PTO) has arranged for paid assembly programs each year during the past few years. These assembly programs were conducted by professional entertainers who specialized in presenting school curriculum related programs.

Parents and guardians and other interested members of the school community are always invited to attend our school assembly programs.

ASBESTOS MANAGEMENT PLAN

Based on federal and state requirements, asbestos in schools must either be removed or encapsulated. At the present time, all exposed asbestos materials have been removed or encapsulated and do not present a danger to pupils, staff members, or visitors to our school.

An Asbestos Management Plan is in place and a copy of this plan is on file in the school office and may be reviewed by interested parties on request. This Plan requires the school to be inspected twice each year by an environmental company skilled in testing for asbestos. The name of the company employed for the semi-annual asbestos inspections of the Island Heights Grade School is the TTI Environmental Company, Inc. of Moorestown, New Jersey.

ATTENDANCE REGULATIONS

Regular attendance is essential to a pupil's success in school. Absences are monitored by the school secretary. While absence from school due to illness is necessary, unnecessary absences should be kept to a minimum. Absences do affect a child's class work, attitude and help determine success or failure. It is also important for your child to arrive at school on time. The classroom morning routine is an integral part of the day. **The State of New Jersey recognizes "Take Your Child To Work Day" and religious holidays as excused absences. For a complete list of these holidays, please click [here](#). Any other absence will be recorded as unexcused.**

Absence	Comments
Each Day of Absence	Call the Front office, (732) 929-1222, each day the child is absent unless you know ahead of time how many days the child will be out of school. In that case, you may inform the classroom teacher with a note and no further calls will be necessary.
Five Unexcused Absences	Parent(s)/guardian(s) will receive a letter via mail as well as a phone call from our Guidance Counselor. Absences: Illness; family illness/death; medical appointments; educational opportunities; vacation; personal family matter days.
Ten Unexcused Absences	Parent(s)/guardian(s) will receive a second letter via mail and will be required to meet with the Attendance Committee, consisting of the Principal, Nurse, Attendance Officer and Guidance Counselor.
More than Ten Unexcused Absences	Parent(s)/guardian(s) will receive a third certified letter via mail and will be referred to the Superintendent.

REGULAR ABSENCE

When a pupil is unable to attend school, parent(s)/guardian(s) are requested to call (732) 929-1222 to report the child's absence and the reason for the absence. If the parent/guardian does not call, the school will call home first, then the emergency numbers, to confirm the child's absence. A visit to the home will be made by the Attendance Officer if contact concerning the pupil has not been made by 9:30 a.m.

PLEASE REQUEST ALL HOMEWORK ASSIGNMENTS BY 10:00 A.M. WHEN THE PUPIL IS ABSENT & PICK UP AFTER 3:15 P.M. THERE IS NO GUARANTEE THAT THE WORK WILL BE GATHERED IF REQUESTED AFTER THIS TIME.

Upon return to school, the pupil must present a note signed by the child's parent/guardian stating the reason for the absence.

If a pupil is absent from school or sent home from school because of an illness or contagious condition, he/she **may not** participate in any after school/evening school-sponsored activity.

CONTAGIOUS DISEASE ABSENCE

Any child absent due to contagious conditions (regardless of how many days) must present a doctor's note before he/she may return to school.

All pupils with pediculosis (lice), ringworm, scabies and/or conjunctivitis shall be excluded from school and may return to school with a doctor's clearance. A note **MUST** be provided upon return. Please see the **SCHOOL HEALTH SERVICES** section of this manual for more information.

IF YOUR CHILD APPEARS TO BE ILL THE MORNING BEFORE SCHOOL

We urge you to keep the child at home. This is beneficial to your child by providing him/her with additional rest and early treatment for an illness. It also prevents unnecessary exposure to colds and other illnesses for the other children and the staff.

Your child must be symptom free (meaning free of an elevated temperature, vomiting etc.) for 24 hours before returning to school.

INJURIES

If for any reason your child cannot participate in Gym, a doctor's note must be provided. If your child is unable to participate in Physical Education (PE), your child will not be able to participate in recess or any PE-related afterschool activities.

HOMEBOUND INSTRUCTION

Children who are confined to their home or to a hospital shall receive instruction at their home or at the hospital when, on the advice of the school physician, medical or physical tests indicate physical disability or an illness contagious to others. Requests for homebound instruction must be made to the school office in written form from the parent/guardian and the child's physician. Homebound instruction is also allowed under statute for Special Education pupils in special cases.

TARDINESS & LATENESS

Prompt arrival at school is expected of all students. **School starts promptly at 8:45 a.m.** Late arrivals disrupt class activity. Children who arrive late to school should be accompanied by a parent/guardian to the front office to be signed in for the day and will be marked late. Parents/Guardians may not park along the RED CURB in front of the school to sign their child into school.

Tardiness/ Early Dismissals	Comments
Each Day of Tardiness/Early Dismissals	Students are expected to be in the school and classrooms by 8:45 a.m. Students who arrive late to school must report to the Main Office. A parent or guardian must sign the student in at the front office. Pupils who attend school less than four (4) hours will be recorded as absent.
Four days of Tardiness/Early Dismissals	Parent(s)/guardian(s) will receive a phone call from the Guidance Counselor.

Ten or More Tardy/Early Dismissals	Parent(s)/guardian(s) will receive a letter via mail, a phone call from the Guidance Counselor and will be required to meet with the Attendance Committee, consisting of the Principal, Nurse, Attendance Officer and Guidance Counselor.
More than Fifteen Tardy/Early Dismissals	Parent(s)/guardian(s) will receive a third certified letter via mail and will be referred to the Superintendent.

EARLY ARRIVAL GUIDELINES

Pupils of the Island Heights Grade School are encouraged **TO ARRIVE NO EARLIER THAN 8:35 A.M.** on a regular school day. At that time, staff will be outside to supervise the arrival of students.

Pupils arriving prior to 8:35 a.m., for school approved activities or clubs, should report directly to the teacher responsible so that attendance may be taken. Once on school property, a pupil is not permitted to leave school grounds without parental and/or administrative permission.

CHILDREN ARE NOT TO USE THE FRONT ENTRANCE OF THE SCHOOL UNLESS THEY ARE ACCOMPANIED BY AN ADULT.

EARLY DISMISSAL

Children who leave school early must present a note from home to request an early dismissal or the parent must notify the front office via email or a phone call. All pupils must be signed-out of school through the main office. Pupils will not be released to anyone other than the parent/guardian or designee approved by the parent or guardian. Pupils who attend school less than four (4) hours will be recorded as absent.

CHANGE OF ADDRESS AND/OR TELEPHONE

Each September, parent's should use the parent portal to update pupil addresses, telephone numbers, individuals approved by parents/guardians to serve in emergency situations, and for any changes to be recorded on the pupil records.

It is important for emergency and administrative reasons that every pupil maintains an up-to-date address record, telephone number and emergency contact information at the school office. Notify the school secretary at (732) 929-1222 immediately if you have a change of address or phone numbers during the school year.

CLUBS AND BEFORE/AFTER SCHOOL ACTIVITIES

The Island Heights Board of Education has approved, and has employed certified persons, to conduct various clubs and before/after school activities.

The following listing indicates the clubs and before/after school activities that are presently approved by the Board of Education for the school year. Some of these activities are conducted for the entire school year while others are conducted based on restrictions of weather and pupil interest. These activities are also restricted based on age levels of pupils and the ability of the pupils to perform in the activity.

In order to continue providing these opportunities for students, an annual activity fee has been instituted. Payment must be made prior to your child attending clubs. Students may begin to participate in these activities once the activity fee has been paid. The fee for a student is \$250.00 and for a family is \$425.00 for the year. If you prefer to pay per season for your child, the fee is \$100.00 per child or \$150.00 per family.

If a pupil is absent from school or sent home from school because of an illness or contagious condition, he/she **may not** participate in any after school/evening school-sponsored activity (ie. plays, shows, music programs, parties and holiday celebrations.)

If your child is unable to participate in PE, your child will not be able to participate in recess or any PE-related after-school activities.

<u>CLUB OR ACTIVITY</u>	<u>OPEN TO PUPILS IN</u>
Instrumental Music Program	Grades 4-6
Robotics/Lego Club	Grades 2-6
Homework Club	Grades 2-6
Music/Chorus Club	Grades 2-6
Mural Club	Grades 5-6
Broadcasting Club	Grades 5 & 6
Little Sea Devil Club	Grades K & 1
Chess Club	Grades 3-6
Physical Education Activities	
Tennis-Boys/Girls	Grades 3-6
Basketball-Boys/Girls	Grades 2-6
Gymnastics-Boys/Girls	Grades 3-6
Soccer-Boys/Girls	Grades 3-6
Track & Field	Grades 3-6
Seasonal Running Club	Grades 3-6

NOTE: Clubs and activities may be added or deleted throughout the school year.

DESCRIPTIONS OF VARIOUS SPECIAL SERVICES

A. CHILD STUDY TEAM SERVICES

The Island Heights Grade School provides Child Study Team services to our students. The Child Study Team consists of a School Psychologist, a Learning Disabilities Teacher Consultant (LDTC) and a School Social Worker. The Child Study Team has the responsibility of examining, classifying and recommending special programs for pupils needing additional services in order to be successful within the classroom.

Pupils who fail to make adequate school adjustment, emotionally, socially, or academically, or who have special physical or communication difficulties, may be referred to the Child Study Team by parents, teachers, administration, guidance counselor, school nurse, other medical consultants, or social agencies entrusted with pupil welfare.

If the need arises for you to contact the Child Study Team, please call the Island Heights Child Study Team for further information at 732-929-1222 ext 101.

B. BASIC SKILLS IMPROVEMENT PROGRAM SERVICES- STARS

Based on multiple measurements to include State Testing (NJSLA/Start Strong), MAPs, Grades and teacher recommendations report cards, teacher and parent recommendations, students are identified for basic skills instruction/remediation. This instruction will be provided by a certified teaching staff member.

C. SCHOOL NURSE SERVICES

The Island Heights School District employs a full time School Nurse. The School Nurse is responsible for the protection, promotion and improvement of pupil health.

The School Nurse shall be responsible for making certain that:

1. Any pupil entering the Island Heights Grade School shall present documentation of immunizations, proof of a current physical exam and a birth certificate;
2. All health screenings are carried out;
3. Pupils who are ill or injured are temporarily cared for;
4. All health policies for schools required by the State of New Jersey and the Island Heights Board of Education are carried out;
5. Pupils excluded from school for contagious diseases are certified to return to school without danger to other pupils;
6. Appropriate instruction is provided to pupils in drug/alcohol abuse, child abuse, dangers of cigarette use, dangers of poisons/chemicals, fire prevention, safety practices when using bicycles and when walking/running in streets without sidewalks, nutrition, and personal hygiene;
7. For additional information, please refer to "School Health Services".

D. GUIDANCE SERVICES

The Island Heights School District employs a certified School Counselor to:

1. Promote growth of the pupil within the family, school & community;
2. Assist pupils in developing decision making skills, problem solving skills, and coping skills;
3. Assist pupils to become more aware and accepting of themselves and others;

4. Assist pupils in developing positive interpersonal relationships;
5. Assist pupils in expression, development and implementation of educational goals;
6. Assist pupils to improve study skills, understand school rules and procedures, develop a positive self concept, and improve relationships with family members and friends;
7. Refer/utilize community agencies where needed;
8. Work cooperatively with the Child Study Team to provide assistance to pupils with special needs;
9. Provide consultation between parents and staff members where pupils are experiencing difficulty;
10. Provide counseling to pupils in need; Visit the classroom and work with pupils so as to develop and encourage an open pupil/counselor relationship.

DRESS CODE/PERSONAL APPEARANCE

The Board of Education recognizes each pupil's mode of dress and grooming is a manifestation of the pupil's personal style and individual preferences. Pupils generally conduct themselves in a manner similar to the way they dress and groom. All students must maintain a neat and clean appearance. Parents are asked to assist in providing positive guidance towards appropriate school attire.

Clothing should not pose a safety or health hazard, should not be offensive to any gender, culture, religious or ethnic values, or create a disruption to the instructional process. The same is expected for personal appearance and grooming. Enforcement of the policy is at the discretion of the administration and will be enforced when deemed necessary. When action is needed, parents/guardians will be notified immediately.

EDUCATIONAL TRIPS FOR PUPILS

During the school year, classes will take a variety of educational trips. These educational trips are related to the class's curriculum and all pupils are required to attend as part of our school district's educational program.

Pupils are never charged fees for these educational trips. The Island Heights Board of Education pays the costs for transportation fees and for any admission fees.

Most educational trips are taken during the regular school hours for pupils, but on occasions there may be trips that leave before school begins or return after normal dismissal.

Classroom teachers who take educational trips before school begins or return after school dismissal are responsible for making sure all pupils arrive on time and/or are dismissed safely after they return. Students who return from educational trips after normal dismissal time will be allowed to use the school telephone to contact a parent/guardian to arrange pick-up.

Parents of children who require medication during a trip must contact the school nurse regarding arrangements for administration of medication.

EMERGENCY CLOSINGS & DELAYED OPENINGS

Except in cases of emergency, school will be kept open in accordance with the school calendar. When it is deemed necessary to close school or delay the opening of school due to extreme weather or other emergencies, the district calling system will be activated. A recorded message from the Superintendent or other designated person will notify families of delayed openings or school closing. It is very important that the office has your current phone information in order for you to receive all of the important calls from the school district.

All school closings and delays are also available on our school website and WOBN 92.7 FM.

ENROLLMENT/TRANSFERS OF PUPILS

A. ENROLLMENT

Pupils enrolling in the Island Heights Grade School for the first time must be five years of age by October 1 of the year of enrollment. They must have a physician's copy of their birth certificate from the city of birth, not the hospital. A physician's verification of immunizations must be provided.

B. TRANSFERS-IN

Pupils transferring into the Island Heights Grade School must present a transfer card and health record from the previous school attended. At that time, a “Request to Forward Pupil Records” form must be signed by the parent or guardian and will be forwarded to the transferring school.

C. TRANSFERS-OUT

Pupils transferring out of the Island Heights Grade School must have the parent or guardian obtain a transfer card and authorize our district to send records to the new school to be attended. The parent or guardian will be given a copy of the pupil’s health record when the transfer card is given to the parent on the date of the pupil’s transfer.

The parent or guardian of the transferring pupil (s) must return all outstanding books and equipment to the school district and to the Island Heights Borough Library, prior to, or when the transfer card is obtained from the Island Heights Grade School Office.

D. KINDERGARTEN ROUND-UP

Each school year, the Island Heights Grade School conducts an enrollment period for parents to enroll new kindergarten pupils who will be attending kindergarten class for the following school year which begins in September.

Parents and guardians are requested to visit the school with their incoming kindergarten child so that enrollment papers may be completed by the parent or guardian and so the child may participate in a kindergarten screening procedure. This procedure will allow the child to meet with various members of the school staff and will allow the parent or guardian to meet the Kindergarten Teacher, the School Nurse, and the School Secretary.

The School Secretary will arrange a time for each parent and/or guardian to report with their child for Kindergarten Round-Up, so please telephone (732) 929-1222 prior to the day of Kindergarten Round-Up to schedule an appointment time.

EMERGENCY DRILLS

The Island Heights School District participates in two types of emergency practice drills during the school year. These drills are extremely important in the event of an actual emergency. According to a new law signed into legislation, (School Security Drills A-5727/S-3726), the law requires that a school district must ensure that a school security drill that occurs when students are present follow the following guidelines: i. Requires districts notify parents by the end of the school day that a security drill was conducted.

These drills consist of the following:

Fire Drill (one per month) – Students and staff will evacuate the building and attendance is taken.

School Evacuation Drill – Students/staff evacuate the building and walk to a designated area. Attendance is taken and students will return to school.

**School Security Drills:
(1 per month)**

- 1. Active Shooter**
- 2. Lockdown**

3. Evacuation
4. Reverse Evacuation
5. Bomb Threat
6. Shelter in Place

FOOD ALLERGY MANAGEMENT

The following policies and procedures will be in effect to address the rise in severe food allergies:

1. Unfortunately, the IHGS cannot guarantee a nut free environment. Please contact the school nurse with any questions or concerns.
2. If your child would like to celebrate his/her birthday in school, we are asking that you please send in **one (1) special treat for your child only**. This “treat” may be consumed during your child’s lunch period.
3. School sponsored events will supply snacks that are store bought and clearly labeled as nut-free. All snacks must have a list of all ingredients.

HARASSMENT, INTIMIDATION AND BULLYING

Please refer to Appendix A for the District Board Policy on Harassment, Intimidation and Bullying.

NUTRITION

Please refer to Appendix B for the District Board Policy on Nutrition, as well as the section above titled Food Allergy Management.

PARENT/TEACHER CONFERENCES

Parent/Teacher Conferences are one method of communication between the school and home. These are scheduled for two days during the school year during the first-marking period. Conferences are arranged at the convenience of the teacher and the parent and are held before school and after pupils are dismissed (usually after a four hour pupil instructional day) and during early evening.

Parents may request additional conferences throughout the school year by contacting the school office so that a mutually convenient time and date may be arranged.

Every attempt is made by the staff of the Island Heights Grade School to keep all lines of communication open between the home and school and it has been determined that scheduled parent/teacher conferences are one of the best methods to achieve this goal.

PROTOCOL FOR CONCERNS, PROBLEMS & COMMUNICATION

Questions should be directed to teachers or program directors first. The second level of concern should be with the Principal and the third level should be with the Superintendent, followed by the Board of Education.

PUPIL CONDUCT AND DISCIPLINE

The Island Heights School Community has high expectations for all its students both academically and behaviorally. The code of conduct is designed to promote a safe and orderly environment where learning can take place.

The Island Heights Board of Education has established requirements for pupils' conduct and discipline, which are intended to inform pupils, staff members, parents, and the school community of how to follow these procedures. These procedures are recorded in the "Policy for Pupil Conduct and Discipline" that has been adopted by the Board of Education. These procedures are intended to:

1. Form a pattern of behavior in children which does not disrupt the learning climate in and around the school;
2. Form a pattern of behavior in children which eliminates injury to any individual in and around the school;
3. Form a pattern of behavior in children that reduces damage and loss of school property.

A copy of this Board of Education policy is at Appendix.

PARENT RESPONSIBILITIES

It is our intent to facilitate student achievement, independence and social responsibility. We realize that parents are the primary influence upon their children. We encourage parents to reinforce the following guidelines:

1. Establish habits of promptness, obedience, respect for authority and homework completion.
2. Instruct children to go home directly by route established at the beginning of the school year. If a child is to visit another child, a note must be sent to school stating such arrangement. Other unusual arrangements must be made by means of a signed note to the school.
3. Check that children do not bring dangerous or distracting toys or pets to school. No pets are allowed in or on school property. Please make sure during drop off and dismissal that your pet is not brought onto school property.
4. Promptly return all forms sent home for signature. Assure that children are dressed appropriately and suitably for the weather and/or day's activity.
5. Check with the school periodically for lost and found articles.
6. Get all the facts before drawing final conclusions about complaints or misunderstandings that children bring home. A call to the teacher, counselor or persons concerned can usually prevent serious misunderstanding.

REPORT CARDS

Reporting periods run for approximately ten weeks each, but may vary by a few days based on holiday vacations. Student Report Cards are distributed to parents at Parent/Teacher Conferences held in November, but will be found on the Parent Portal for your child in February, April and June.

These grade reports are standards-based report cards. A standards-based report card lists the most important skills students should learn in each subject at a particular grade level. In addition to letter grades, students receive marks that show how well they have mastered the skills. The marks might show whether the student is consistently beyond grade level expectations, meeting, showing progress but not meeting or showing little or no progress. Students usually get separate marks for effort and work habits.

Island Heights Grade School
K-2 Report Card Grading System

GRADING SCALE <i>Classroom Subject Areas, *Specials, Personal & Social Growth</i>	Standards Key <i>Classroom Subject Areas, *Specials</i>
O: Outstanding S: Satisfactory N: Needs Improvement U: Unsatisfactory	4: Exceeds Standards- <i>Student consistently grasps, applies, and extends key concepts, processes, and skills. Works Beyond Standards.</i> 3: Meets Standards- <i>Student grasps and applies key concepts, processes, and skills. Meets Standards.</i> 2: Approaching Standards- <i>Student is beginning to grasp and apply key concepts, processes, and essential skills. Approaching Standards.</i> 1: Needs Support- <i>Student is not grasping key concepts, processes, and essential skills. Area of Concern.</i> NA: Not Assessed At This Time

***SPECIALS:** Music, Physical Education, Art, World Language, Health

Island Heights Grade School
3-6 Report Card Grading System

<u>GRADING SYSTEM</u> <i>Classroom Subject Areas</i>	<u>SPECIAL AREAS</u> <u>LEGEND</u> <i>*Specials, **STARS, **SAIL</i>	<u>Standards Key</u> <i>Classroom Subject Areas, *Specials, **STARS, **SAIL</i>
<p>A = 90-100</p> <p>B = 80-89</p> <p>C = 70-79</p> <p>D = 60-69</p> <p>F = Below 60</p> <p><i>*Grades will appear as a numerical average on the report card. The letters are listed as a reference for parents and to determine Honor Roll status.</i></p>	<p>O: Outstanding</p> <p>S: Satisfactory</p> <p>N: Needs Improvement</p> <p>U: Unsatisfactory</p>	<p>4: Exceeds Standards</p> <p>3: Meets Standards</p> <p>2: Approaching Standards</p> <p>1: Does Not Meet Standards</p> <p>NA: Not Assessed At This Time</p>

***SPECIALS:** Music, Physical Education, Art, World Language, Health

****STARS & SAIL:** Grades will only be given to students that qualify for these programs.

RULES FOR PROMOTING GOOD LUNCHROOM BEHAVIOR

- 1) Pupils are to enter the multi-purpose room quietly and go directly to their assigned table.
 - 2) Pupils who have brought lunch from home may begin eating as soon as they are seated.
 - 3) All pupils are to remain quiet until after the Lunch Supervisor gives directions. When all pupils have received lunch or milk, pupils may talk quietly to classmates at their table.
 - 4) Pupils are to remain seated at all times, unless excused by the Lunch Supervisor.
 - 5) During lunch period, there shall be no:
 - a. Throwing of food
 - b. Shouting from table to table
 - c. Getting out of individual seats to visit other pupils
 - d. Hitting, pushing, kicking
 - 6) After the Lunch Supervisor excuses a table of individual pupils, and before the pupils go outside or return to class, each pupil at the table is to assist with the clean-up of the table and the floor under and around the table.
 - 7) There shall be no running in the multi-purpose room during lunch.
 - 8) All pupils who are hurt or sick during lunch period are to report to the Lunch Supervisor.
-

All pupils are required to go outside for lunch recess. A doctor's note is the only justification for keeping an individual pupil in the School Office during the playground recess.

If an individual pupil's behavior becomes so poor that it affects the lunch program, other pupils, or himself/herself, the individual pupil may be excluded from the lunch program and the parents of the pupil will be required to provide other lunch arrangements for the pupil.

PLAYGROUND PLAN

Expectations

1. Follow directions the first time given.
2. Keep hands and feet to yourself at all times.
3. Use equipment properly.
4. No teasing, bullying, putdowns, foul-language or harassment.
5. Everyone plays!!!

Encouragement

1. Verbal praise.
2. Project TEAM behavior ticket.
3. Positive phone call home.
4. Special activity (i.e. 5 minute extended recess, class party).

Enforcement

1. Verbal reminder.
2. 5 minute out.
3. Sit out the remainder of recess.
4. Work task (i.e. Assist playground teacher or other staff member with a task or write an essay problem-solving situation).
5. Administrative action.

Severe Clause

Immediate referral to the administration will occur for any severe infraction that may harm an individual.

Playground Sportsmanship Expectations

Please review the following expectations with your child.

1. I will follow directions the first time given.
2. I will use the equipment properly.
3. I will keep my hands and feet to myself at all times.
4. I will not tease, bully, or put down any of my classmates or other students.

If your child is not successful in keeping these rules, they will be referred to the Principal for possible disciplinary action.

PUPIL RECORDS

“Pupil Records” are information related to an individual pupil gathered within or outside the school system and which are maintained within the school system, regardless of the physical form in which it is maintained. (NJAC 6:3-6.1)

The types of “Pupil Records” authorized to be kept by a school district are “Mandated Records” and “Permitted Records: (NJAC 6:3-6:3)

“Mandated Records” are pupil records which the school has been directed to compile by New Jersey statute, regulation or authorized administrative directive. Examples of “Mandated Records” are personal data which identifies each pupil enrolled in the school (in re: pupil’s name, address, date of birth, name of parent and pupil’s sex), a record of daily attendance, grade level of pupil, history of physical health and physical examinations, descriptions of the pupil’s progress and evaluation and rules and regulations regarding the education of educationally handicapped pupils.

“Permitted Records” are those which a district Board of Education has authorized in order to promote the educational welfare of the pupil. Examples of “Permitted Records” are achievement tests results, letters of commendation, progress reports, anecdotal information and reports signed by the person who originated them, and copies of letters informing parents of pupil achievement.

“Mandated Records” shall be forwarded to the receiving district with written notification by the parent or adult pupil; “Permitted Records” shall be forwarded to the receiving district only with the written consent of the parent or adult, except where a formal sending-receiving relationship exists between the school district.

Unless otherwise notified by the parent or guardian, pupil records of sixth grade pupils who are promoted to grade seven shall be delivered to the Central Regional School District at the end of the pupil’s sixth grade school year.

The Chief School Administrator, or his/her designee, shall be responsible for the security of pupil records and shall devise procedures for assuring that access to such records is limited to authorized persons and/or agencies.

REQUIREMENTS REGARDING PERSONAL EQUIPMENT/ITEMS OF PUPILS

The Board of Education and the staff cannot be responsible for personal items that pupils bring to school. To help and assist pupils to be accountable for their personal item and equipment which they bring to school, the following is suggested:

- a. Bicycles may be ridden to school and parked in the bicycle rack next to the playground. When on school property, please have your child walk their bicycle to the bicycle rack. Bicycles are never allowed on the playground and are to be secured with a lock when not in use. Bicycles should not be left overnight.
- b. "Show & Tell" items and/or display items may be brought to school, at the request of the pupil's teacher. These items should then be given to the teacher for proper display and storing. When possible, these items should be returned home at the end of the school day or whenever the display is discontinued.
- c. Misplaced clothing, wearing apparel, and lunchboxes are stored in a "Lost and Found" box in the multi-purpose room. Parents and pupils may check this box at any time.
- d. Knives, weapons, baseballs, mechanically driven toys, skateboards and wheeled sneakers are prohibited from school and the school grounds.
- e. Rollerblades may be worn to and from school, but must be removed when coming on the school property. Appropriate footwear is to be put on when the rollerblades are removed and the rollerblades are to be properly stored in the pupil's classroom based on the classroom teacher's requirements.
- f. Pupils are required by NJ State Law to wear head gear when riding bicycles and when using rollerblades to and from school. Head gear may be stored in the pupil's classroom based on the classroom teacher's requirements.
- g. Pupils are never to leave money or personal equipment or toys overnight unless the classroom teacher places these items under lock and key and states responsibility for these items.
- h. Pupils may ride portable scooters to and from school, but not on school property. If the scooters can be folded, they may be stored in the classroom if room is available. **NO MACHINE POWERED SCOOTERS ARE ALLOWED ON SCHOOL PROPERTY IF THEY ARE USED TO TRANSPORT PUPILS TO AND FROM SCHOOL.**
- i. Pupils may ride wheeled sneakers to school but not on school property. Upon arrival at school, wheels should be removed or shoes changed.
- j. Student electronic devices and cell phones should be kept off and out of sight during school hours. The school is not responsible for any electronic devices and cell phones brought to school.

"RIGHT-TO-KNOW" PROGRAM

Based on federal and state requirements, the Island Heights School District must maintain a listing of dangerous chemicals and products which are used in the Island Heights Grade School. This listing of items is presented through the program known as the "Right-To-Know" Program. The "Right-To-Know" Coordinator is Mrs. Lil Brendel, Board Secretary.

A listing of chemicals and products containing possible hazardous chemicals that are used in the school was made. Each year, as new products containing chemicals which may be hazardous to pupils, staff members, and visitors are delivered to our school, the school nurse informs all individuals working with these chemicals or products of the possible hazardous conditions these chemicals or products may cause.

Manufacturers of products that contain possible dangerous/hazardous chemicals are now required to notify schools of the use of these items through a written information sheet which accompanies the product. These information sheets are kept on file in the school nurse's office under the "Right-To-Know" Program and may be reviewed by interested parties, upon request.

SCHOOL ACCIDENT INSURANCE FOR PUPILS

Each year during the first few weeks of school, the School Office will send home information for parents to purchase school accident insurance for their children.

The Island Heights School District provides this service to parents and guardians as a courtesy and does not control the policies that are purchased nor does the school district receive any profit from the sales of the pupil policies.

The school district recommends that parents read over the literature which is sent home and make personal decisions as to whether or not they wish to buy this pupil's accident insurance.

The company which sells the pupil school accident insurance to parents or guardians requests that you mail the payments directly to them in the envelope provided to you. The company will then give a list of the parents or guardians who purchase pupil accident insurance policies to the School Office for review and assistance to the parents and guardians who may wish to make claims.

SCHOOL HEALTH SERVICES

A. IMMUNIZATIONS:

Any pupil entering the Island Heights Grade School shall present documentation of the following immunizations:

- 1) DTaP - a total of 4 doses with one of these doses on or after the 4th birthday OR any 5 doses*.
- 2) Polio - a total of 3 doses with one of these doses given on or after the 4th birthday OR any 4 doses+.
- 3) Measles, Mumps, Rubella (MMR) - 2 doses (1 after age 15 months)
- 4) Hepatitis B – 3 shot series
- 5) Varicella Immunization
- 6) Tdap booster prior to entry Grade 6
- 7) Meningitis Vaccine prior to entry Grade 6

Exceptions regarding immunizations are made only for documented religious exemptions or medical exemptions provided by a physician.

**DTaP: Children who previously attended child care/preschool should have received 4 doses since the requirement to receive the fourth birthday booster dose (5th dose) does not apply until they attend Kindergarten. However, if one of these 4 doses was given on or after the 4th birthday, an additional dose is not needed for Kindergarten. Alternatively, any 5 doses are acceptable*

+ Polio: Children who previously attended child care/preschool should have 3 doses since the requirement to receive the fourth birthday booster dose (4th dose) does not apply until they attend Kindergarten. However, if one of these 3 doses was given on or after the 4th birthday, no additional doses are needed for Kindergarten. Alternatively, any 4 doses are acceptable.

Provisional enrollment for immunizations in progress must be documented by a Certified Healthcare Provider.

B. HEALTH SCREENING

The following health screenings are performed by the School Nurse and/or by the School Medical Director:

- 1) All pupils will be screened for vision, hearing, height, weight, BMI (Body Mass Index) and blood pressure according to state mandates.
- 2) All pupils in grade 5 will be screened for scoliosis.
- 3) Head lice checks will be done periodically as needed.

All screenings will be performed unless the School Nurse is notified in writing by the parent or guardian. Parents will be notified of any suspected problems.

Please contact the School Nurse if your child experiences any changes in his/her health status, including surgeries, injuries, allergies or any other conditions of which the School Nurse should be aware.

C. ILLNESS/INJURY

In the case of illness or injury, a child will be temporarily cared for by the School Nurse. The School Nurse will render first aid, as needed. If emergency medical treatment is necessary, the parents will be contacted. When a child becomes ill during school hours, the parent will be notified. The child must be taken home by the parent, guardian, or a written designee. All pupils must be signed out in the School Office. Whenever the School Nurse is absent and a substitute nurse is not available, pupils who are ill will be sent home.

D. MEDICATION ADMINISTRATION AT SCHOOL

Only those medications that must be given during school hours may be administered by the School Nurse. No medication, whether prescription or non-prescription may be administered without the following:

- 1) A WRITTEN DOCTOR'S ORDER

- 2) WRITTEN PARENTAL PERMISSION
- 3) MEDICATION MUST BE PROVIDED IN THE ORIGINAL CONTAINER FROM THE PHARMACY BY THE PARENT OR GUARDIAN WITH A PHARMACY LABEL SHOWING THE STUDENT'S NAME, MEDICATION NAME AND ORDERS.
- 4) CHILDREN MAY NOT TRANSPORT MEDICINE TO OR FROM SCHOOL.

Medication for school must remain in the health office and will not be sent home at the end of the school day.
Medications may be administered to pupils by the school nurse or parent only.

In the absence of the School Nurse or a substitute nurse, parents must come to school to administer all medications, which their individual children are required to use.

E. COMMON SCHOOL AGE ILLNESSES

- 1) Chicken Pox: Contagious--Remain home for a minimum of 6 days after onset of rash.
- 2) Ringworm: Contagious--Contact MD for treatment. May return to school if the area is covered and the child is under MD care.
- 3) Impetigo: Contagious--Requires MD care. May return to school with an MD authorization.
- 4) Conjunctivitis (Pink Eye): Contagious--Remain home until MD authorizes return to school.
- 5) Strep Throat: Contagious--Remain home under MD care. Treatment prescribed by an MD must be in effect for 24 hours before the child may return to school. Written assurance of MD diagnosis and treatment must be received for re-admittance to school.
- 6) Pediculosis (Head Lice): Excluded from school until treated. Clearance for re-entry must be given by MD or School Nurse.
- 7) Scabies: Contagious--Child may return to school with written assurance of treatment by an MD.
- 8) Lyme Disease: Be aware of proper removal of ticks and proper Lyme prevention. Children should receive medical care if suspected of Lyme disease.
- 9) Fifth Disease: Child is no longer infectious after rash appears and may attend school. Please see an MD to confirm diagnosis and follow instructions regarding care.
- 10) Pinworms: Please seek medical attention for diagnosis and treatment as your MD may wish to treat the entire family. The child may return to school with MD authorization.
- 11) Coxsackie Virus (Hand, Foot & Mouth): May return if fever-free for 24 hours without fever-reducing medication.

SCHOOL PICTURE PROGRAM FOR PUPILS

The School Office will send home information concerning the school picture program for pupils.

Pictures are taken of pupils during the month of school. Parents are not obligated to purchase any pictures, but a picture will be taken of every pupil for school records and for the end-of-year yearbook. Envelopes will be sent home explaining the cost for the various pupil packages offered by the photography company. Parents and guardians may choose the specific pupil photo package they want to purchase and are requested to send back the money/check for the package they choose on the day the pictures are taken.

The school district offers this pupil picture program to parents and guardians as a courtesy and no profit is received by the school or school district for any pupil photo packages that are sold.

SPECIAL SUBJECTS/PROGRAMS

ENRICHMENT PROGRAMS- S.A.I.L.

The purpose of the Island Heights Enrichment Program is to nurture academic excellence and improve student achievement among all students. The Island Heights School District is committed to exceptional education for all students to help them develop their extraordinary abilities and recognizes that all students in this district have unique values, needs, and talents. The enrichment program is designed to aid in the optimum development of their intellectual, emotional, and social abilities and to honor the diversity among the identified students through the provision of varied placement options and differentiated and more challenging curriculum across the content areas as it is appropriate. The NJSLS will form the foundation of the curriculum for this program. Modifications made in the curriculum for enrichment students will ensure that students have mastered the standards and will provide extensions for students to meet or exceed the standards at the highest level. More information regarding S.A.I.L. can be found on our website.

MUSIC PROGRAMS

Instrumental Music Program

The Instrumental Music Program is conducted during school hours on Wednesday. Full band rehearsals will be held on Wednesday morning 7:35am to 8:35am. Pupils from grades four through six are accepted in this program. A certified music teacher teaches the program.

Music Program

The Music Program is taught on Mondays by a certified Music Teacher. The program is required for all pupils in grades kindergarten through sixth. Those students who are interested in participating in our Chorus may join our afternoon Chorus Club (Grades 2-6).

PHYSICAL EDUCATION PROGRAM

Physical Education is required of all pupils in the Island Heights Grade School. A pupil may be excused for medical reasons when documented by a physician's note. All classes participate in Physical Education twice a week.

On occasion, the Physical Education teacher may request that students bring specific athletic equipment to school, such as baseball/softball gloves, soccer balls, soccer shoes, or soft rubber balls. After the Physical

Education teacher concludes activities in which these items are used, the items are to be taken home by pupils and not left in school.

When athletic activities are conducted on a competitive basis before school, after school, or on weekends or holidays, and are sanctioned by the school district, the School Nurse will require physical examinations of participating pupils.

Children are requested to dress comfortably and sneakers are required to be worn for all physical education activities.

WORLD LANGUAGE PROGRAM

A World Language Teacher is employed to teach all students at all grade levels the Spanish language. The teaching of a world language is required according to the NJSL established by the New Jersey State Department of Education.

STATEWIDE ASSESSMENTS

New Jersey —Grades 3 through 6

The State of New Jersey currently requires all students in grades three through six to complete the statewide assessment. NJSLA assesses student achievement in the knowledge and skills defined by the New Jersey Student Learning Standards in language arts literacy, mathematics, and science.

- FALL: New Jersey Start Strong Assessment Computer-Based Component (ELA & Math Grades 4-6, Science Grade 6)
- SPRING: New Jersey Standard Learning Assessment (NJSLA) Computer-Based Component – (ELA & Math Grades 3 - 6, Science Grade 5)
- Students that are absent will be do make-up testing.

TEXTBOOKS/LIBRARY BOOKS

Every pupil is issued physical textbooks and workbooks for each academic subject for which they are required. These are “on loan” to the pupils and are to be returned at the end of the school year. When textbooks and/or workbooks are lost or damaged, a fee is assessed for the textbook and/or workbook based on its age and former usage. The same procedure applies to encyclopedia books/volumes which are borrowed from classroom collections or from the computer room collections. Students will also be provided online access to some of our textbook programs. Please contact your child’s teacher for login information.

Since the Island Heights Grade School does not have an in-school library, all pupils are required to use the Island Heights Borough Library located one block from the school. Each class in the school is assigned a time when they may visit the Borough Library and check out and return books via a card which is issued to each pupil. At the end of the year, pupils are required to pay fines to the Borough Library for lost books or overdue books.

VISITORS TO THE ISLAND HEIGHTS GRADE SCHOOL

Visitors are always welcome to visit the Island Heights Grade School at appropriate times and must enter the building through the front door only. Visitors must sign in at the front office. Upon signing in, each visitor is required to wear a **colored lanyard around their neck visible at all times**. Parents, guardians, and visitors are always invited to attend pupil assembly programs and to attend after school activities. During specific times of the school year, teachers conduct “open house” where parents, guardians, and visitors may enter classrooms and school programs to view teachers and pupils “in action”. Parent/Teacher Conferences are conducted once each year so that parents, guardians, and visitors may meet on a one-to-one basis.

If classes and programs are in session, parents, guardians, and visitors are not allowed to visit classes or programs unannounced or without the permission of the teacher, but there will be scheduled visiting opportunities by contacting either the specific teacher or the school office in advance of their scheduled visitation.

For safety and security purposes when visiting the school, please be sure to sign in at the main office and secure a colored lanyard after you have been admitted into the building.

PTO STATEMENT AND LIST OF OFFICERS

LIGHTING THE WAY TO OUR CHILDREN'S FUTURE

**In membership with the New Jersey
Congress of Parents and Teachers,
A branch of National Congress.**

OBJECTIVES

- ❖ To promote the welfare and youth in home, school, community, and place of worship.
- ❖ To raise the standards of home life.
- ❖ To secure adequate laws for the care and protection of children and youth.
- ❖ To bring into closer relation the home and the school, that parent and teachers may cooperate intelligently in the education of children and youth.
- ❖ To develop between educators and the general public such united efforts will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

Meetings are held throughout the school year. Officers are elected each June for the coming year.

The PTO has underwritten the costs for many activities for our school, particularly with their sponsorship of paid assemblies, and the police and fire departments have provided instructional programs for our pupils in drug awareness, fire prevention, and safety.

The following is the list of PTO officers for the 2022-2023 school year.

President	Kara Lovell
Vice-President	Kari Buser
Secretary	Michelle Brodbeck
Treasurer	Penny Hagan
Teacher	Miss Christiansen

APPENDIX A

Mandated

5512- Harassment, Intimidation & Bullying (Revised)

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A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

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

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

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

C. Student Expectations

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

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

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

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

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

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

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

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

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

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Consequences - Students

Consequences for a student who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to NJAC 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student' and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-17, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Examples of Consequences

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

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;

8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

Environmental

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

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

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

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school

psychologist to decipher mental health issues

(e.g., what is happening and why?);

6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution
(i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative
(i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

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

Parents, Family, and Community

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

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys

(e.g., school climate surveys);

3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots”

(e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);

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

28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

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

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

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

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

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report.

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report.

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;

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

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

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. The Superintendent or designee may sign-off on the preliminary determination.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.

The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.

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

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

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

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

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days

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

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

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

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

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

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

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

of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.

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

I. Reprisal or Retaliation Prohibited

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

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

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

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

J. Consequences and Appropriate Remedial Action for False Accusation

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

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

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

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

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

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

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

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

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

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

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

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

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

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

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

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

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

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

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

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and

bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

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

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. Students with Disabilities

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

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

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

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

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

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education
Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Adopted: 2004 October 13

Revised: 7 September 2011

Revised: 8 August 2018

Revised: 2022 May 11

APPENDIX B

8505 SCHOOL NUTRITION (M)

The Board of Education recognizes child and adolescent obesity has become a major health concern in the United States. The Healthy, Hunger Free Kids Act of 2010 (HHFKA), funds child nutrition programs and establishes required nutrition standards for school lunch and breakfast programs. In accordance with the requirements of the HHFKA each school in the district shall implement this Wellness Policy that includes goals for nutrition promotion, nutrition education, physical activity, and other school-based activities that promote student wellness.

A. Wellness Policy Goals

The goals as outlined below shall apply to each school in the district.

1. Goals for Nutrition Promotion – The following activities will be coordinated in each school in the district:
 - a. Age-appropriate posters will be posted on the walls where food and beverages are served to students highlighting and encouraging the value of good nutrition.
 - b. The school lunch program will have promotional days during the school year where at least one new nutritional alternative menu item will be featured as part of the menu pattern meal component. The food service staff members will promote this nutritional alternative during meal service with posters, flyers, and/or hand-outs regarding the nutritional menu item alternative.
 - c. The Principal or designee will encourage food products that meet the nutrition standards of the HHFKA when used as an incentive or reward for student accomplishments, club or activity achievements, and/or success in competitions within the school.
 - d. Food service staff, in consultation with the Principal or designee, will coordinate obtaining student input on menu planning that will include taste testing of new nutritional food, satisfaction surveys, and other activities that will promote nutrition awareness.
 - e. Food service staff will place the healthier food items in the service line where students are more likely to choose them.
 - f. Parents will be provided the nutritional standards of the HHFKA and encourage parents to pack lunches and snacks that meet the HHFKA nutritional standards.
2. Goals for Nutrition Education – The following activities will be coordinated in each school in the district:
 - a. The Principal will ensure each student receives at least one presentation per school year that promotes good nutrition and nutrition education. These presentations may be provided through classroom visits from school staff members trained in nutrition, school-wide or group assembly programs, during health/physical

education classes during the school year, or any other presentation manner. This requirement may be provided as part of nutrition education provided to students as part of the district's curriculum.

b. The Principal or designee will post the nutritional guidelines of the HHFKA in the area of the school building where food and beverages are served.

c. The school lunch menu will include nutritional information, activities, recipes, and/or any other information that encourages the selection of healthy food items.

3. Goals for Physical Activity

a. The following activities will be coordinated in each elementary school in the district:

(1) All students shall receive health/physical education under the supervision of a properly certified teaching staff member as required by the New Jersey Department of Education.

(2) The Principal or designee will ensure there is age-appropriate equipment and supplies available during recess time for students to participate in physical activities.

(3) Students will be encouraged by school staff members supervising student recess time to participate in some type of physical activity, which may include, but not be limited to: walking; playing games that require physical activity, such as kick ball, volleyball, baseball, basketball, etc.; rope jumping; and/or using playground equipment.

(4) The Principal will encourage classroom teachers to incorporate brief, physical activity breaks into the school day to establish an environment that promotes regular physical activity throughout the school day.

(5) The Principal or designee will coordinate special events that highlight physical activity, which may include field days, walk-a-thons, and activity tournaments or competitions. The Principal or designee may involve parents, community members, and students in the planning of these events.

b. The following activities will be coordinated in each middle school in the district:

(1) All students shall receive health/physical education under the supervision of a properly certified teaching staff member as required by the New Jersey Department of Education.

(2) The Board of Education may offer middle school students opportunities to participate in after-school intramural and/or interscholastic team activities coordinated and under the supervision of school staff members.

(3) The Board of Education will support after-school activities and clubs where physical activity for students is included as a key component to the activity's or club's purpose. These clubs may include, but not be limited to, gardening clubs, walking clubs, and exercise classes.

c. The following activities will be coordinated in each high school in the district:

(1) All students shall receive health/physical education under the supervision of a properly certified teaching staff member as required by the New Jersey Department of Education.

(2) The Board of Education will offer high school students opportunities to participate in after-school intramural and/or interscholastic team activities coordinated and under the supervision of school staff members.

(3) The Board of Education will support after-school activities and clubs where physical activity for students is included as a key component to the activity's or club's purpose. These clubs may include, but not be limited to, gardening clubs, walking clubs, and exercise classes.

4. Goals for Other School-Based Activities - The following activities will be coordinated in each school in the district:

a. Each school in the district will establish a Wellness Committee comprised of the Principal or designee, at least one health/physical education teacher, a school nurse, at least two parents, at least two students, and at least one food service staff member.

b. The Principal or designee will coordinate information being disseminated to students and parents promoting the school lunch program, nutrition, and nutrition education.

c. The school district will celebrate a School Wellness Week, as determined by the Superintendent of Schools, where schools will have special activities throughout the week to promote nutrition and physical activity. These special activities will be planned and coordinated by each school's Wellness Committee.

d. The Principal will encourage fund-raising activities that promote physical activity such as walk-a-thons, teacher-student activity competitions, family activity nights, and school dances.

5. Annual School Progress Report

a. The goals for nutrition promotion, nutrition education, physical activity, and other school-based activities that promote student wellness shall be evaluated annually by the Principal or designee of each school and the school's Wellness Committee in an Annual School Progress Report provided to the Superintendent of Schools before June 30.

b. The Annual School Progress Report shall present the extent to which each school is in compliance with this Policy, the progress made in attaining the goals of this Policy, any recommended changes to this Policy, and an action plan for the following school year to achieve the school's annual goals and objectives.

6. Annual District Summary Progress Report

a. Upon receiving the Annual School Progress Report from each school, the Superintendent or designee will compile an Annual District Summary Progress Report to be presented to the Board of Education at a public meeting before the beginning of the school year. The public will be provided an opportunity to review and comment on the Annual District Summary Progress Report at the Board meeting.

b. Revisions to this Policy will be recommended by the Superintendent or designee to be approved by the Board of Education before September 30 of each school year.

7. Additional Wellness Policy Goals

a. Nothing in this Policy shall prevent an individual school in the district from developing and implementing additional activities, approved by the Superintendent or designee, to those required in this Policy.

B. Nutrition Guidelines for All Foods and Beverages

1. The Board of Education requires each school in the district to comply with the Federal school meal nutrition standards and the smart snacks in accordance with the requirements HHFKA. The nutritional standards shall apply to all foods and beverages sold in each school in the district as part of the menu pattern meal, a la carte, in school stores, snack bars, or vending machines. The food requirements for any food sold in schools must meet a range of calorie and nutrient requirements as outlined in the HHFKA.

2. The school district will comply with the HHFKA beverage requirements and beverage portion requirements for elementary, middle, and secondary schools. Each school will make potable water available to children at no charge in the place where breakfast, lunch, and afterschool snacks are served during meal service.

3. On-campus fundraisers involving food or beverage items must meet the Smart Snack standards of the HHFKA. The nutrition standards of the HHFKA do not apply to non-school hours, weekends, and off-campus fundraising events. The United States Department of Agriculture defines school day as starting from midnight to thirty minutes after the end of the school day. Fundraisers involving the sale of food or beverages must be submitted to the Principal or designee for approval.

C. District Coordinator

The Superintendent or designee shall be the school district official responsible to ensure each school in the district complies with the requirements as outlined in this Policy.

D. Publication/Dissemination

This Policy will be made available to staff members, students, and parents by being posted on the school district and/or school websites.

The Healthy, Hunger-Free Kids Act of 2010

Adopted: 14 August 2006

Revised: 14 December 2011

Revised: 6 March 2013

Revised: 8 October 2014

APPENDIX C

7422 SCHOOL INTEGRATED PEST MANAGEMENT PLAN

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

IPM Coordinator (IPMC)

The Board Secretary shall be designated as the district's Integrated Pest Management Coordinator (IPMC) and is responsible for the implementation of the school integrated pest management policy.

Integrated Pest Management Procedures in Schools

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

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

Development of IPM plans

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

Education/Training

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

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

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

Recordkeeping

Records of pesticide use shall be maintained on site to meet the requirements of the State regulatory agency and the Board.

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

Notification/Posting

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

Re-entry

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

Pesticide Applicators

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

Evaluation

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

The school district's Integrated Pest Management Plan, Policy and Regulation shall be implemented not later than June 12, 2004. The Board directs the Superintendent to develop Regulations/Procedures for the implementation of School Integrated Pest Management Plan.

N.J.S.A. 13:1F-19 through 13:1F-33,
Adopted 13 October 2004

Annual Integrated Pest Management Notice For School Year 2022 - 2023

Dear Parent, Guardian, or Staff Member:

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. Island Heights Grade 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 Island Heights Grade School is:

Name of IPM Coordinator: Lil Brendel

Business Phone number: 732-929-1211

Business Address: 115 Summit Avenue, Island Heights, NJ 08732

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 Island Heights Grade 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. (See attached).
- 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. (September Board Meeting)

APPENDIX F-

STUDENT DISCIPLINE/CODE OF CONDUCT (M)

5600

M

The Board of Education adopts this Student Discipline/Code of Conduct Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules.

The Superintendent of Schools will establish a process for the annual review and update of the district's Student Discipline/Code of Conduct Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district's schools and community. The Superintendent will report to the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/Code of Conduct Policy and Regulation.

The Student Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board of Education shall provide to all employees annual training on the Student Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of student conduct that violates the district's Policy and Regulation. Information on the Student Discipline/Code of Conduct Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district's Student Discipline/Code of Conduct's equitable application. Student discipline and the Code of Student Conduct will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.-1 et seq.

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

The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description of student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 12.1; a description of behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description of student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

The Board of Education approves the use of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These

behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Policy and Regulation 5600 include a description of school responses to violations of behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 – Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy 5512 – Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

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

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district's Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.5. 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 that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.4. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying. Consequences for a 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, and shall be consistent with this Policy and the school district's Student Discipline/Code of Conduct Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts of harassment, intimidation, or bullying shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school district's Student Discipline/Code of Conduct Policy. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are included in

Policy and Regulation 5519 – Dating Violence at School and shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and aggressor have been involved. Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident. Remedial measures/interventions for acts or incidents of dating violence at school may include, but are not limited to: parent conferences, student counseling (all students involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive student interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

The Board of Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment, in accordance with N.J.A.C. 6A:16-7.1(d).

Any student to be disciplined shall be provided the due process procedures for students and their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.9, when a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a) and N.J.A.C. 6A:32-7.5.

The Superintendent may be required to submit a report annually to the New Jersey Department of Education on student conduct, including all student suspensions and expulsions, and the implementation of the Student Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education. The Superintendent shall report to the Commissioner of Education each incident of violence, including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Student Safety Data System (SSDS), pursuant to N.J.A.C. 6A:16-5.3.

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