

2016–2017



Student/Family Handbook

STUDENT AND FAMILY INFORMATION

Beverly City School
 601 Bentley Avenue
 Beverly, New Jersey 08010
 Phone: (609) 387-2200 Fax: (609) 387-4447
www.beverlycityschool.org

FACULTY AND STAFF ORGANIZATION

Administration	Title/Room	Ext.	Voicemail	4 th Grade	Room	Ext.	Voicemail
Elizabeth Giacobbe	Superintendent/Principal	X214	214	Charlene Singer	16	X116	116
Andrea Sanchez-Dollard	School/Superintendent Secretary	X214	214	Lori Genovesi	18	X118	118
Calynn Rosano	Clerk Typist/Records Administrator	X215	215	Inez Smith			
George M. Gahles	Business Administrator			5 th Grade Homeroom (Math)	Room	Ext.	Voicemail
Brian Savage	Staff Accountant/Board Secretary			Dennis Leigh	25	X125	125
Diana Lange	Payroll Clerk	(609)387-1685		5 th Grade ELA/ESL	Room	Ext.	Voicemail
Denise DiGangi	Accounts Payroll Clerk	(609)387-2810		Jodi Gottlieb	22	X122	315
Joseph DeLecce	Supervisor/Disciplinarian	X215	215	6 th Grade Homeroom (ELA)	Room	Ext.	Voicemail
Kerri Lawler	Director of Curriculum & Instruction	X215	215	Larissa Druding	23	X123	123
Child Study Team	Title/Room	Ext.	Voicemail	7 th & 8 th Grade	Room	Ext.	Voicemail
Meryl Gill	Director of Pupil Services	(609)387-7269		Melanie Kranz	19	X119	119
Linda Cole	CST Secretary	(609)387-7269		7 th Grade Homeroom (Science)	Room	Ext.	Voicemail
Chelsea Light	Psychologist	X202	202	Wayne Shareef	21	X121	121
Joanne Mills	Social Worker	X136	136	8 th Grade Homeroom (Social Studies)	Room	Ext.	Voicemail
Leigh-Ann Esaia	Speech Therapist	X221	221	Glenn Dempster	24	X124	124
Pre-School	Room	Ext.	Voicemail	Special Education	Room	Ext.	Voicemail
Karen Spratt	3	X103	103	Peg Gunkel	8	X108	312
Joann Harmon				Lisa DiPace	11	X111	313
Dahlia Morales				Brooke Vermes	20	X120	120
Queen Morgan				Basic Skills	Room	Ext.	Voicemail
Dorothy Foglio	4	X104	104	Sandy Coyne	8	X108	108
Chelsey Fitzgerald				Lois Harmon	23	X123	307
Stephanie Pica	7	X107	107	Donna Groves	11	X111	111
Sherry Merrill				Nicole Vermes	22	X122	122
Kindergarten	Room	Ext.	Voicemail	Related Arts	Room	Ext.	Voicemail
Meredith Lokan	1	X101	101	Travis Knauss	Music-Stage	X135	135
Julia Velasquez				Brittney Kelley	Art – Rm. 12	X112	112
Michelle Granville	5	X105	105	Kathryn Tipton	PE/Health – Gym	X134	134
Michelle Mulligan				Rosalind Johnson	Media Center	X133	133
1 st Grade	Room	Ext.	Voicemail	School Nurse	Room	Ext.	Voicemail
Rachel Fox	2	X102	102	Jamie Weller	Nurse's Office	X212	212
Conor Dempster				Cafeteria Aides			
1 st Grade	Room	Ext.	Voicemail	Susan Matthews			
Stefanie Borota	6	X106	106	Custodians			
2 nd Grade	Room	Ext.	Voicemail	Tony Davis			
Cynthia Arruda	13	X113	113	Bert Jordan			
Tiffany Odom	10	X110	110	Chris Strollo			
3 rd Grade	Room	Ext.	Voicemail	Dale Burroughs			
Anneliese McCloskey	15	X115	115	Kitchen	Room	Ext.	Voicemail
3 rd -5 th	Room	Ext.	Voicemail	Darlene Crabtree		X217	217
Briana McGuckin	17	X117	117	Technology			
Annette Barnes				Jack Dooley	computerhelp@beverlycityschool.org		
Marcy Field							

Contact Flow Chart
Where do I go with a question or concern?

Initial Stage



Teacher
Call the school at
609-387-2200
to arrange a conference

Questions or concerns regarding instructional practices and/or discipline problems in your child's classroom should be addressed with your child's teacher.

Second Stage



**Supervisor of Instruction/School
Disciplinarian**
Mr. Joseph DeLecce
Call the school at
609-387-2200
ext. 215 to arrange a conference

If more information is needed or you still have questions or concerns, a conference should be scheduled with the School Disciplinarian.

Third Stage



**Director of Curriculum &
Instruction**
Ms. Kerri Lawler
Call the school at 609-387-2200
ext. 215 to arrange a conference

A conference with the Director of Curriculum & Instruction is most appropriate if questions or concerns need further clarification or resolution.

Fourth Stage



Superintendent / Principal
Ms. Elizabeth Giacobbe
Call the school at 609-387-2200
ext. 214 to arrange a conference

The last level of contact with the district about a question or concern regarding either, curriculum, instruction, or educational services is the Superintendent / Principal.

ACADEMIC/BEHAVIORAL ELIGIBILITY STANDARDS

All students will begin each school year with a fresh start. The first report that may affect a student's eligibility will be First Marking Period Interim/Progress Reports.

Probation

- A student is considered on probation if they have one or more markings of D+, D, and/or D- on an interim report or report card in ANY subject.
- The student's subject area teachers; as well as, their extra-curricular activity advisors will notify the student of their academic standing.
- The student will remain eligible for extra-curricular activities and privileges (dances, trips, etc.) while on probation.

Ineligible

- A student is considered ineligible if they have any marking of F on an interim report or report card. A student is also considered ineligible if they have any grades of D+, D, and/or D- that have remained the same or decreased from one interim report or report cards to the next given report.
- The student's subject area teachers; as well as, their extra-curricular activity advisors will notify the student of their academic standing.
- The student will remain eligible for extra-curricular activities and privileges (dances, trips, etc.) while ineligible until the next formal report.

ARRIVAL

Students purchasing or who are eligible for Free or Reduced breakfast will be permitted inside at 8:00 AM. Please use building door closest to the cafeteria entrance. NO supervision of students will be provided prior to 8:00 AM. Students should NOT be dropped off earlier than 8:00 AM. Only students participating in breakfast should arrive at 8:00 AM. All other students should arrive no later than 8:15 AM. **Parents are not allowed to enter the lunchroom for breakfast or line-up. Teachers will be on duty to assist with students' needs. This ensures a safe transition for students to their classrooms.**

Students arriving after 8:15 AM will be considered tardy and must report to the main office.

Line up begins at 8:15 AM at all designated areas.

		<u>Student Entry</u>		
PreK	-	Courtyard	-	8:15 AM
K – 2	-	School Lunchroom	-	8:15 AM
3 – 4	-	Main Entrance (Bentley Avenue)	-	8:15 AM
5-8	-	Pine Street	-	8:15 AM

BELL SCHEDULE

2016-2017

<u>PERIOD</u>	<u>TIME (FULL DAY)</u>	<u>EARLY DISMISSAL</u>	<u>DELAYED OPENING</u>
FACULTY ARRIVAL	7:55 AM	7:55 AM	9:55 AM
BREAKFAST	8:00 AM	8:00 AM	10:00 AM
HOMEROOM	8:15 AM – 8:25 AM	8:15 AM – 8:20 AM	10:15 AM – 10:20 AM
PERIOD 1	8:28 AM – 9:14 AM	8:23 AM – 8:51 AM	10:23 AM – 10:55AM
PERIOD 2	9:17 AM – 10:03 AM	8:54 AM – 9:22 AM	10:58 AM – 11:30 AM
PERIOD 3	10:06 AM – 10:52 AM	9:25 AM – 9:53 AM	11:33 AM – 12:05 AM
PERIOD 4 (LUNCH: Pre-K (in Classrooms), K, 1 st , 2 nd)	10:55 AM – 11:41 AM	9:56 AM – 10:24 AM	12:08 AM – 12:40 PM
PERIOD 5 (LUNCH: 3 rd , 4 th , 5 th)	11:44 AM – 12:30 PM	10:27 AM – 10:55 AM	12:43 PM – 1:15 PM
PERIOD 6 (LUNCH: 6 th , 7 th , 8 th)	12:33 PM – 1:19 PM	10:58 AM – 11:26 AM	1:18 PM – 1:50 PM
PERIOD 7	1:22 PM – 2:08 PM	11:29 AM – 11:57 AM	1:53 PM – 2:25 PM
PERIOD 8	2:11 PM – 3:00 PM	12:00 PM – 12:28 PM	2:28 PM – 3:00 PM
STUDENT DISMISSAL (Pre-K - 8)	3:00 PM	12:30 PM	3:00 PM
TEACHER DISMISSAL	3:15 PM	TBD	3:15 PM

AFFIRMATIVE ACTION

The New Jersey Constitution and implementing legislation guarantees each child in the public school equal opportunity regardless of race, color, creed, religion, gender, ancestry, national origin, or social economic status.

The Board of Education affirms that every student should be given an equal opportunity to enjoy the benefits and privileges of full participation in all aspects of school life. All persons regardless of race, color, creed, religion, gender, or national origin shall have equal access to all categories of employment of the educational system of New Jersey. All concerns or allegations of denial of equal opportunity or for further information about our Policy and our grievance procedures, please contact the District Affirmative Action Officer: Ms. Elizabeth C. Giacobbe..

ASSEMBLIES/SPECIAL PROGRAMS

Assemblies and other special events are a privilege. Attendance at special programs may be denied to students for inappropriate behavior or to those who have incomplete assignments. This is at the discretion of administration.

ATTENDANCE

Recent changes to our attendance policy reflect those outlined in New Jersey State Law (N.J.S.A. 18A:38-7) which are now in effect for all NJ public schools.

Parents are responsible to ensure that the student attends school regularly and on time.

REQUIREMENTS FOR PRESENCE IN SCHOOL

A student will be considered present he/she has been present at least four hours during the school day. A student not present in school because of his/her participation in an approved school activity, such as a field trip, will be considered to be in attendance.

NOTIFICATION OF ABSENCE

Parents are expected to notify the school of the student's daily absence or of future or anticipated absences by calling the school office prior to the start of the school day (609-387-2200 press #1). The message on the attendance line should include:

- First and last name of the student and spelling
- Grade / Teacher
- Your relationship to student
- Date/s of absence
- Date of return

RE-ADMISSION TO SCHOOL AFTER ABSENCE

A student returning from an absence of any length **must present to the school a written statement, dated and signed by the parent or legal guardian, of the reasons for the absence.**

A note explaining a student's absence for non-communicable illness for a period of more than three school days must be accompanied by a physician's statement of the student's illness.

A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease.

EXCUSED ABSENCES

- A. Emergency Medical Appointment
- B. Death in Family
- C. Special emergencies such as sudden illness of parent
- D. Religious holidays recognized by the State Department of Education

DEFINITIONS

An "excused absence" is defined as a student's absence from school for a full day or a portion of a day for one or more of the following reasons (please note, an excused absence still counts as an absence on the child's record, regardless of the reason):

- a. The pupil's illness,
- b. Family illness or death,
- c. Educational opportunities,
- d. Excused religious observances,
- e. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. Section 795 and 705(20), and individualized health care plans pursuant to N.J.A.C. 6A:16-23,
- f. The pupil's suspension from school,
- g. The pupil's required attendance in court,

- h. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day,
- i. An absence for a reason not listed above, but deemed excused by the district attendance officer, upon a written request by the pupil's parent or legal guardian to the Building Principal or designee stating the reason for the absence and requesting permission for the absence to be an excused absence.

"Truancy" is defined as a student's absence from all or a part of the school day without the knowledge of the pupil's parent(s) or legal guardian(s). A pupil will also be considered truant if he/she:

- a. Leaves school at lunch time without a pass,
- b. Leaves school without permission when school is still in session,
- c. Leaves class because of illness and does not report to the school nurse as directed, or
- d. Is present in school but is absent from class without approval. Such truancy from class is a "class cut."

An unexcused absence is a pupil's absence for all or part of a school day for any reason other than those listed. Absence is expressly not excused for any of the following purposes. This list is intended to be illustrative and is not inclusive:

- a. Employment other than school-approved work assignments
- b. Family travel
- c. Performance of household or baby-sitting duties

INSTRUCTION and MISSED WORK

Teachers are expected to cooperate in the preparation of home assignments for students who anticipate an excused absence of three or more school days duration. The parent or legal guardian must request such home assignments. Pupils absent for any reason are expected to make up the work missed. The pupil is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary. In general, pupils will be allowed one day to make up missed work for each one day of absence. Teachers shall make reasonable accommodations to extend time for pupils. A student who missed a test because of an excused absence shall be offered an opportunity to take the test or an alternate test. A pupil who anticipates an excused absence due to illness of more than two school week duration may be eligible for home instruction in accordance with Policy No. 2412

MANDATED SCHOOL DISTRICT RESPONSE TO UNEXCUSED ABSENCES

If a principal has a concern regarding a student's absences, the Principal will promptly write a letter to the student's parents or guardians expressing the concerns and parents' or guardians' obligations in the law to ensure regular attendance. A copy of this letter will be sent to the district's attendance officer who may file the "five day notices". The Principal will monitor the student's attendance and report problems to the district attendance officer who will take appropriate action to ensure attendance.

If a student accumulates ten absences, excluding documented long-term illness, the Principal will send a letter to the parents or guardians expressing concerns about the absences and their impact on student learning, including potential retention in grade. A copy of the letter will be forwarded to the attendance officer. This procedure will repeat if the student accumulates fifteen absences.

FOUR (4) UNEXCUSED ABSENCES

For up to four cumulative unexcused absences, the Building Principal or designee shall:

- a. Make a reasonable attempt to notify the pupil's parent or legal guardian of each unexcused absence prior to the start of the following school day;
- b. Conduct an investigation of the cause of the each unexcused absence, including contact with the pupil's parent or legal guardian;
- c. Develop an action plan in consultation with the pupil's parent or legal guardian designed to address patterns of unexcused absences, if any and to have the child return to school and maintain regular attendance;
- d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et. seq. and N.J.A.C. 6A:16-11, if a potentially missing or abused child abuse situation is detected; and
- e. Cooperate with law enforcement and other authorities and agencies, as appropriate.

FIVE (5) TO NINE (9) UNEXCUSED ABSENCES

For between five and nine cumulative unexcused absences, the Building Principal or designee shall complete all stages as outlined above including evaluation of the action plan, a revision of the action plan, as needed, to identify patterns of unexcused absences and establish outcomes based upon the pupil's needs and specify the interventions for achieving the outcomes, supporting the pupil's return to school and regular attendance that may include any or all of the following:

- a. Refer or consult with building Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- b. Conduct testing, assessments, or evaluations of the pupil's academic, behavioral, and health needs;
- c. Consider an alternate educational placement;
- d. Make a referral to a community-based social and health provider agency or other community resource;
- e. Refer to the court program designated by the New Jersey Administrative Office of the Courts;
- f. Proceed in accordance with the provisions of N.J.S.A. 9:6 et. seq. and N.J.A.C. 6A:16-11, if a potentially missing or child abuse situation is detected; and
- g. Cooperate with law enforcement and other authorities and agencies, as appropriate.

TEN (10) UNEXCUSED ABSENCES

For cumulative unexcused absences of ten or more, the pupil between the ages of six and sixteen is **truant**, pursuant to N.J.S.A. 18A:38-27, and the Building Principal or designee shall:

- a. Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;
- b. Make a reasonable attempt to notify the pupil's parent or legal guardian of the mandatory referral;
- c. Continue to consult with the parent or legal guardian and the involved agencies to support the pupil's return to school and regular attendance;
- d. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
- e. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal status, as required.

SPECIAL EDUCATION STUDENTS

For pupils with disabilities, the attendance plan and punitive and remedial procedures of N.J.A.C. 6A:16-7.8 and Policy and Regulation 5200 shall be applied, where applicable, in accordance with the pupil's Individualized Education Programs, pursuant to 20 U.S.C. &1400 et. seq.; the Individuals with Disabilities Education Improvement

Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plans under 29 U.S.C. §§794 and 705(20); and individualized health care plans, pursuant to N.J.A.C. 6A:16-2.3.

TARDY STUDENTS

A student is considered tardy, regardless of the reason, if s/he arrives after 8:15 AM. The Beverly City School Policy of lateness is as follows for grades 3-8:

- Students in grades 3-8 who are late four days in a marking period will serve one general detention
- Students who are tardy eight days will serve two consecutive days of general detention
- After twelve days tardy students will complete a one day session of Saturday School

BREAKFAST AND LUNCH PROGRAMS

The school offers a breakfast and lunch program. The cost is FREE for all students.

Students are permitted into the building at 8:00 AM for breakfast which is served until 8:15 AM. A menu is sent home at the beginning of each month. Personnel are on duty and students are expected to follow the cafeteria / lunch time rules.

Students may bring lunch from home or receive a lunch in our school cafeteria. Monthly menus are distributed at the end of each month for the following month. Parents should review the school menu with their children.

Students are supervised during lunch periods. Staff is on duty in the lunchroom and on the playground.

- **Cafeteria / Playground Guidelines**

Lunchtime is not only a time when students eat their lunch, but they are also afforded opportunities for social interaction with their peers. Students are expected to follow the guidelines below when in the cafeteria and on the playground.

- Students will use inside voices.
- Students will choose a seat with their class and remain seated throughout the lunch period.
- Once seated, students will eat their lunches. Students will not be permitted to participate in other activities such as outside play until their lunch is finished. Food is not allowed on the playground.
- Students will ask permission from a lunchroom assistant before leaving the cafeteria for any reason.
- Students will be permitted outside after eating lunch only if dressed appropriately for the weather.
- Glass bottles are not permitted in the cafeteria.
- Students are responsible for disposing of their own trash and clearing their immediate area on and around the table.
- On the playground, students must go up the ladder and down the slide.
- Students may not jump off playground equipment.
- When the whistle is sounded, children should stop playing and line-up as quickly as possible.
- When re-entering the building, the students should maintain quiet.

BEVERLY SCHOOL DISCIPLINE POLICY

Pupil Discipline/Code of Conduct

The Beverly City Board of Education believes that an effective instructional program requires an orderly school environment. The Beverly City School District is a small institution. It must accommodate pupils in grades Pre-Kindergarten to eight and prepare them for each level of learning. Therefore, clear expectations have been formulated especially for the conduct of all pupils at Beverly City School.

Further explanation is listed in the Code of Conduct which can be found in Appendix B.

Rules provide rights and define responsibilities. As members of the school community, pupils should have full protection of their person and functions. In recognition of this, and to avoid unfair disciplinary action, specific guidelines have been developed. Care was given to the educative function of the school as well as the legal requirements of which charge adults with the protection and care of pupils at school.

When rules are broken, the staff is interested in more than simple discipline. The goal of the school system is to develop positive, constructive pupil behavior, not merely to punish. Therefore, the school will have in place programs which motivate pupils to act in a positive manner and reward and recognize them for their accomplishments.

The Dean of Students implements the established consequences of disciplinary code in grades Pre-K-eighth. It is also the belief of the Board of Education that the best interest of pupils who are served when school officials, teachers, and parent(s) or legal guardian(s) work together on behalf of the pupils. Therefore, all suspensions resulting from the application of the Discipline Code require parental contact and follow-up conferences.

Pupil Right to Due Process

Pupils shall not be deprived of their rights to an education in the Beverly City School District without notice of the charges against them and an opportunity to be heard in their behalf before the person or body with the authority to reinstate them. Each pupil shall be afforded the opportunity of an informal hearing before suspension from school, or if circumstances prohibit, as soon as possible after the suspension.

Administrators shall observe the following rights of due process before a pupil is suspended:

Informal Hearing before the Principal or His/Her Designee

1. Explain to the pupil orally the offense of which he/she is accused.
2. Provide the pupil with an opportunity to be heard and convey other information he/she thinks is relevant.
3. Advise the parent(s) or legal guardian(s) of the pupil.
4. Provide the parent(s) or legal guardian(s) with an opportunity to consult with the Principal or his/her designee.

In addition to the foregoing, if the offense is of a more serious nature, the Principal/Superintendent will make a concerted effort to notify the parent(s) or legal guardian(s) and provide them with an opportunity to be present at the informal hearing or otherwise consult with the Principal or his/her designee.

Students are expected to:

- Know and exercise self-control, positive behavior and good manners.
- Accept responsibility for their actions.
- Respect the rights of others including the right to an education.

Parent(s)/Guardian(s) are expected to:

- Work collaboratively with the school to ensure academic success for their child.
- Demonstrate and model positive behavior and manners.
- Insist on his/her child's regular and punctual attendance to school.
- Exercise respect during all interactions with staff, students, and members of the community.
- Reinforce student compliance with the code of conduct.
- Provide emotional, social, and academic support for their child.
- Adhere to all policies and procedures of the district.

General Notes

The administration may apply other appropriate discipline beyond consequences described in this policy for good cause. Consequences may include but are not limited to: teacher detention; general detention; lunchroom detention or in/out of school suspension; community services; parent contact; parent presence at school. Parent(s) or legal guardian(s) will be notified through writing, telephone, or emergency contact as appropriate. An administrator has the discretion to revoke privileges afforded to the students for those students who are not compliant with classroom rules, school rules, code of conduct, New Jersey Administrative Code, and Beverly Board of Education Policies and Procedures. This list is not all encompassing. Eighth grade students run the risk of losing all eighth grade privileges, for violation of any of the abovementioned, which include, but are not necessarily limited to: promotion exercises, dinner/dance, culminating trips, etc.

In the case of a suspension, an in-person parent conference is mandatory for a child to be readmitted to school. In the case of chronic misbehavior, such as on the playground, parent attendance may be requested.

A Bystander is a person who observes a conflict or unacceptable behavior. It might be something serious or minor, one-time or repeated, but the Bystander knows that the behavior is destructive or likely to make a bad situation worse. A Bystander may be subject to disciplinary action at the discretion of the administration.

An **active bystander** takes steps that can make a difference.

First, an active bystander assesses a situation to determine what kind of help, if any might be appropriate. Second, an active bystander evaluates options and chooses a strategy for responding.

Why does a bystander's response matter?

It matters to the person who is or may be harmed in the situation. It indicates to both the offending person and the potentially offended person where the larger community stands.

- If one person does something to another that contravenes community norms or values, such as making a racist remark, and a bystander ignores it, then the offending person may think that such behavior is actually acceptable.
- The offended or harmed person may think that nothing can be done and that s/he will just have to live with such behavior.
- "If a norm is deeply held, its violation should provoke reactions. What sense can we make, then, of the silence of bystanders?"

Pupils with Disabilities

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

Pupil Rights

Pupils subject to the consequences of the Pupil Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports pupils' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of pupils' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3; and
7. Protections pursuant to 20 U.S.C. 1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. 1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6:3-6, Pupil Records; 45 CFR 160, Health Insurance Portability and Accountability Act; 20 U.S.C. 6301, Title IV(A)IV 4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of pupil alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Pupil Records; as well as other existing Federal and State laws pertaining to pupil protections.

DRESS CODE

School Uniform

The Beverly School District is committed to enhancing and providing a safe and secure learning environment for all students. As a result of research, the Policy Committee and the Beverly City Board of Education has adopted a mandatory Uniform Dress Code Policy. The cooperation of parents and student in helping our school maintain high standards and personal pride in each student is appreciated.

The following dress code has been approved by the Board of Education for all grades Preschool through Eighth Grade:

1. Shirts

- a. Colors: Royal Blue, Gold, and White
- b. 3 button shirts with collar short or long sleeve (golf style or Polo)

2. Sweaters and Vests:

- a. Colors: Royal Blue, Gold or White
- b. Crew neck, V-neck or Cardigan over an appropriate shirt, as listed under #1.

c. Hooded sweatshirts may not be worn to conceal uniforms. Sweatshirts (both hooded and non-hooded) may be worn in the cooler months; however, the colors MUST match the uniform colors. Hoods are not permitted to be worn in school. Sweatshirts should NOT contain any logos.

3. Pants/Skirts/Jumpers/Shorts:

- a. Colors: Tan/Khaki or Black
- b. Dress pants – NO COLORED JEANS
- c. Skirts/Jumpers/Shorts – must be the same colors as listed above and be at or below the knee. Shorts may be worn seasonally, but must fall at or below the knee.

NOTE: Any student with previous colors of Burgundy, Light Blue, or Black shirts will no longer be permitted to use these colors.

Repeat warnings of wearing inappropriate attire will result in General Detention or Suspension.

Students are not permitted to wear hats in the building; however, they may bring them to school to wear during outside activities. Other inappropriate head coverings such as bandanas, sweatbands, caps, do-rags and any other headwear deemed inappropriate are not to be worn during the school day or to school functions, except for medical and/or religious purposes.

The warm weather provides us with an opportunity to go outside on a daily basis after lunch and during outside play. Flip-flops, open backed, open toed, or sandals are not considered acceptable footwear for active outside play, and your child will be asked to sit out. In addition, rollerblade sneakers are not considered appropriate footwear for school.

If a child's dress is deemed inappropriate while attending the school day or other school related events, parents or guardians will be contacted to bring their child a change of clothes.

RELEASE OF STUDENTS

Parents who wish a child to be excused from school early must send a note to the teacher with the child. Early dismissals will be granted in cases involving health (medical or dental appointments that cannot be scheduled outside of school hours, religious instructional classes, and family emergencies). THE PARENT MUST COME TO THE OFFICE TO GET THE CHILD. NO CHILD WILL BE RELEASED TO ANY PERSON, REGARDLESS OF RELATIONSHIP, WHOM THE CHILD DOES NOT RECOGNIZE.

Please refrain from signing your child out of school early simply for convenience purposes as this disrupts the learning continuum.

HARASSMENT, INTIMIDATION AND BULLYING (HIB)

Beverly City School Students are expected to treat each other with respect regardless of gender, race, color, creed, religion, national origin, or sexual orientation. Bullying is a common and damaging form of violence among children.

Under New Jersey law, "harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is:

- a. 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 mental, physical or sensory disability or

- b. By any other distinguishing characteristic; and that
- c. Takes place on school property, any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
- d. A reasonable person should know under the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- e. Has the effect of insulting or demeaning any pupil or group of pupils; or
- f. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil

All instances of such harassment/bullying must be reported to a Beverly School District employee, classroom teacher and or administrator as stated in Board Policy. The person filing a report may choose to remain anonymous and granted he/she files the report in compliance with the district's Board of Education policy, will be immune from a cause of action for damages arising from any failure to remedy the reported incident. Once reported each incident will be recorded, parents will be contacted and appropriate action will be taken promptly including careful follow-up to prevent re-occurrence. Interventions include, but are limited to: contacting Superintendent, local authorities, support personnel, Child Study Team, detentions and suspensions when necessary. Victim assistance/support will be provided as well. Contact the Harassment, Intimidation, and Bullying Specialist Mrs. Chelsea Light (Potts)– School Psychologist at (609) 387-2200 ext. 102 or school administration for further information. In an effort to be proactive and to assist the school in identifying concerns there is an anonymous reporting box located in the front vestibule and a hotline to report instances at 609.387.2200 ext. 555.

See appendix for the full policy.

BEVERLY CITY SCHOOL BEHAVIOR EXPECTATIONS

- Code of Conduct – Appendix B of this handbook.
- Classroom Rules are posted in classrooms by individual teachers.

CHANGE OF ADDRESS

It is very important that every student maintains an up-to-date address, telephone number, and emergency contact listing at the school office. Notify the school immediately with proper documentation if you have a change of address or telephone number during the school year.

CHILD STUDY TEAM

What is a Referral?

A referral is the first step in the special education process. It is a formal written request that a student be evaluated by the CST to determine whether a student is eligible for special education and related services or by the speech/language specialist to determine whether a student is eligible for speech services.

Who Can Refer?

Students may be referred to the CST or for a speech evaluation by instructional staff, school administration, parents and/or community agencies. Parents should submit their written request to the Director of Special Services.

When Should a Student Be Referred?

Generally, students who have academic and/or behavioral difficulties are first brought to the attention of the Intervention and Referral Services (I &RS) Committee. This committee will create interventions to address educational difficulties in the general education classroom. Interventions in the general education classroom should be attempted prior to a CST or speech referral.

When interventions in the general education classroom are not appropriate for the student, or when interventions are not effective, the student will be referred to the CST or speech/language specialist for evaluation.

Once a Student is Referred, What Happens Next?

Once a referral is received, the parents will be invited to a meeting that will be scheduled within 20 days of receipt of the referral (excluding school vacations other than summer vacation).

Based on a review of available information about the student's educational progress, a decision will be made at this meeting whether a CST or speech evaluation is warranted. If an evaluation is warranted, the nature and scope of the CST or speech evaluation will be discussed. If it appears that the problem can be alleviated with interventions in the general education program and the student has not participated in the I&RS process, there may be a decision not to conduct an evaluation, but to refer the student to the I&RS Committee for development of interventions, suggestions for other interventions for the parent to pursue, or refer the student to the 504 Committee. If the student is already in the I&RS process and an evaluation is not warranted, the I&RS plan can continue or be adjusted.

EMERGENCY CLOSINGS/DELAYED OPENING

School closings or delayed openings will be announced in the following manner:

- Contact School – 609-387-2200 for automatic message due to inclement weather or emergency closing.
- A recorded message will be sent to each family's telephone, so long as the most accurate, updated numbers are provided.
- Posted on the front/home page of our website: www.beverlycityschool.org
- Any and all delayed openings will be 2 hours. The following is a schedule for Regular Dismissal and Delayed Opening Days:

	<u>Regular Day</u>	<u>Delayed Opening</u>
Breakfast	8:00 AM-8:15 AM	10:00 AM -10:15 AM
Homeroom	8:15 AM-8:25 AM	10:15 AM – 10:20 AM

GRADING

Students are graded on their mastery of the New Jersey Core Curriculum Content Standards and the Common Core Standards.

Students in grades K-3 are graded on their skill level as either outstanding, satisfactory, partially satisfactory, needing improvement, or as unsatisfactory. These five levels reflect the student's ability and their progress.

Students in grades 4th through 8th grade are graded on a traditional A-F scale. See below for the grading scale.

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	94-96	B	84-86	C	74-76	D	65-66
A-	90-93	B-	80-83	C-	70-73	F	Below 65

HOMEWORK

The Board of Education acknowledges the educational validity of homework as an adjunct to and extension of the instructional program of the school. The following is a recommended amount of time pupils should spend on the homework at various grade levels. Actual time spent will vary from pupil to pupil. Homework assignments are not necessarily written assignments. Pupils are expected to read and review information discussed in class.

Grades 1, 2, 3	10-30 minutes. Work will vary from grade level and topics discussed. Occasionally long-term assignments are given during the year.
Grades 4, 5	40-60 minutes. Homework will vary in all subject areas. occasionally long-term assignments are given during the year.
Grades 6, 7, 8	60-90 minutes. Homework will include daily and long term assignments in all subject areas.

Suggestions for making homework study more profitable:

- A. Set aside a specific time of the afternoon/evening to do homework
- B. Provide your child with a quiet, comfortable atmosphere to do homework
- C. Show your interest and give support
- D. Start long term assignments as soon as the teacher assigns them
- E. Encourage your child to develop high standards when doing homework.
A child's work should be neat, legible and accurate.

PROGRESS REPORTS

A progress report shall be issued by the teacher at mid-marking period for all students.

Progress reports will be distributed to students in grades K-8 on the following dates:

- First Report – October 7th
- Second Report – December 19th
- Third Report – March 13th
- Fourth Report – May 12th

INTERNET

Beverly City School Internet Acceptable Use Policy

Internet access is available to students and teachers in the Beverly City School District. The Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in schools by facilitating resource sharing, innovation and communication.

In general, these guidelines require efficient, ethical, and legal use of the network resources by students. Specifically, these guidelines are listed below so parents as well as students are aware of these responsibilities.

If a student violates any of these provisions, his/her access to the Internet will be terminated and future computer access could be denied. The student will also be subject to appropriate school discipline. If the activity is illegal, the student may be subject to criminal prosecution.

Please read and discuss this Acceptable Use Policy Agreement with your child. It is important that he/she understands the policy with respect to Internet access and its educational purpose in a school setting.

Note: The Beverly City School District makes no warranties of any kind and specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services.

Internet Terms and Conditions:

1) Acceptable Use- Acceptable use guidelines for the Internet include but are not limited to the following:

- Student use of the Internet must be in support of education and research consistent with the educational objectives of the Beverly City School District.
- Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.
- Use of the Internet to impose one's religious or political beliefs on others is prohibited.
- Use of the Internet for commercial use is prohibited.
- Use of the Internet to access, process, or transmit pornographic materials is prohibited.
- Hate mail, harassment, discriminatory remarks and other antisocial behaviors are unacceptable.
- Use of the Internet to obtain information used in report/assignment creation is permitted, providing that the source is identified and the material is not presented as if it were original to the user.
- Student use of the Internet to download files or software must be approved by the teacher prior to processing. Teacher use of the Internet to download files or software must be approved by administration prior to processing.
- Users will participate only in those discussion groups that are relevant to their education or professional/career development and such use must be approved by teacher/administration.
- All illegal activities are prohibited.

2) Network Etiquette- Students are expected to abide by the generally accepted rules of network etiquette. This includes, but is not limited to the following:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, discriminatory remarks or other inappropriate language.
- Do not reveal personal information such as: your personal address, passwords, or the phone numbers of students and colleagues.
- Assume all communication and information accessible via the network to be private property. Users should not seek information or obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent themselves or other users on the network. Note, however, that electronic mail and the Internet are not guaranteed to be private. People who operate the system do have access to all files and messages. Messages relating to or in support of illegal activities may be reported to authorities.

3). Security- Security on any computer system is a high priority, especially when the system involves many users. All users have a vested interest in protecting the security of the system and the responsibility of notifying a teacher or system administrator immediately of a potential security problem. Do not demonstrate the problem to others. No one should use another individual's account without written permission from that individual.

Attempts to log-on as a system administrator will result in cancellation of user privileges and possible disciplinary action. Any user identified as a security risk may be denied access to the Internet.

4). Vandalism- Vandalism is defined as any malicious attempt to harm or destroy the data of another user or any of the agencies or networks that are connected to the Internet. This includes, but is not limited to, the uploading or

creation of computer viruses. Vandalism will result in the cancellation of privileges and possible disciplinary/legal action.

5). Enforcement- The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of the privilege. School disciplinary action and/or appropriate legal action may also be taken. Serious violations of the Acceptable Use Agreement will be dealt with to the full extent of the law. The Board of Education will determine what constitutes serious inappropriate use.

INTERVENTION AND REFERRAL SERVICES COMMITTEE (I&RS)

Students experiencing academic and/or behavioral difficulties may be referred to the Intervention and Referral Services (I&RS). This committee meets monthly and consists of the following members:

- Ms. Nicole Vermes
- Ms. Leigh Ann Esaia
- Ms. Lois Harmon
- Ms. Kerri Lawler
- Ms. Chelsea Light
- Ms. Joanne Mills

Students not classified as eligible for special education services, and who are experiencing behavioral, academic, and health issues that are impeding their success in school can be referred to the I&RS team by any teacher in the building. Successful intervention by the I&RS team promotes academic achievement and emotional growth within a student. If you think your child would benefit from a referral, contact your child's homeroom teacher.

LOCKERS

- Students in Grades 5-8 will be assigned a locker to keep their items in.
- Students are assigned a classroom locker. The combination should not be shared with anyone.
- Students are to go to their lockers only at designated times by their teachers.
- No other students should be allowed to go into another student's locker under any circumstances with or without approval. Students entering another's locker will be disciplined accordingly.
- Lockers are the property of the Board of Education and are loaned to the students for storage of their possessions. No items are to be posted inside or outside of the lockers.
- NO private locks are to be placed on the locker at any time.
- Locker searches will be conducted on a regular basis. At random a homeroom of lockers will be selected for checking for neatness, posted items, proper storage of student possessions, and for dangerous items. School authorities are charged with the responsibility of safeguarding the safety and well being of the students in their care and the property of the Board of Education.
- School Officials are also authorized to search lockers randomly if there is a reasonable basis to do so.

REPORT CARDS

Kindergarten students receive report cards in February and June. Students in grades 1-8 will receive reports cards four times a year, in November, February, April and June. Conferences will be held twice a year in November and March. Student in grades 1-8 are issued report cards 4 times a year. The grading system is explained on the report card. Report card envelopes are to be returned within 3 days of their issue. If an envelope is not returned, students are assessed a \$1.00 fee. The Beverly City School will be moving towards an on-line grade portal where parents/guardians will have access to grades at any time. To gain access to the Parent Portal through Genesis, please contact the main office. You will need an email address in order to gain access.

<u>Marking Period</u>	<u>Report Periods</u>	<u>Report Cards Issued</u>
First	Ends November 9, 2016	November 16, 2016
Second	January 26, 2017	February 3, 2017
Third	April 4, 2017	April 17, 2017
Fourth	June 20, 2017 (or last day of school)	June 20, 2017 (or last day of school)

PARENT / TEACHER CONFERENCES

Parent/Teacher conferences will be scheduled November 16-18, 2016, and March 15-16, 2017 for grades Preschool through Eighth Grade.

MEDICATION

During the school day, your children interact with many other children and adults. In order to maintain a healthy environment for all, please follow the guidelines below:

1. If your child has any of the following: fever over 100, vomiting, irritability, diarrhea, rash with fever or behavioral change, mouth sores with drooling, persistent cough and/or nasal discharge or symptoms that prevent your child from participating in school activities he/she should remain home until symptom free for 24 hours or a physician has determined the child is able to return.
2. If your child has a generalized illness (see above) during the school day, he/she will be excluded and should remain home until symptom free for 24 hours or until a physician has determined the child is able to return.
3. If your child has strep throat, he/she is excluded until 24 hours after medication with antibiotics has been instituted.
4. If your child has pink eye (purulent conjunctivitis), he/she will be excluded until examined by a physician and approved for readmission with no purulent (pus) discharge.
5. All cuts and abrasions should be kept clean and covered with a bandage. Any unusual amounts of drainage or swelling will be referred to the child's medical provider. If your child has impetigo and/or a draining wound that can not be covered sufficiently, he/she is excluded until appropriately treated.
6. A child will also be excluded for communicable diseases in accordance with New Jersey Law/American Academy of Pediatrics Red Book and/or the Health Department.
7. If your child has any serious injuries, surgery or is hospitalized a note from the doctor is needed to return to school. The note should indicate if there are any limitations or if your child is allowed to participate in all school activities. **The school physician has the final review of any reports and orders from a child's medical provider.**
8. The spread of any infectious disease can be prevented or deterred if students adhere to basic principle of good personal hygiene, cleanliness and recommended use of personal protective measures.

The Beverly City Board of Education Policy/Regulation #5330 states: "Parents and legal guardians are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of pupils. Medication will only be administered to pupils in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, or the pupils parent or legal guardian, a pupil who is approved to self administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency". Students who have a life threatening condition, such as asthma or other potentially life threatening illness or allergic reaction and, following the regulations in Board of Education Policy #5330, may be permitted to self administer medication for these conditions. No other students will be permitted to have medication in their possession during the school day or during school sponsored events. **All medications must be delivered to the school by the parent or legal guardian and must be in original containers.** For your convenience, all medication forms are available in Health Offices and on district website (Resources-Parents- Health Office).

A. Permission for Administration of Medication by the School Nurse any medication, whether prescription, over-the-counter or nutritional supplement, that is to be administered during school hours, requires the following:

1. The parent/guardian must provide a written request for the administration of the medication at school.
2. Written orders, SIGNED by the private medical provider (physician/advanced practice nurse/dentist), must be provided to the school, and include the following: (Refer to Medication Order Form N60, Asthma Treatment Plan for students with asthma or Allergy Action Plan for students with a life threatening allergy):
 - a. The pupil's name
 - b. Name of the medication
 - c. The purpose of its administration
 - d. The proper timing and dosage of medication
 - e. Any possible side effects
 - f. Length of time for which the order is valid (may not exceed the school year)
3. The medication must be brought to school by the parent/guardian in the ORIGINAL container, appropriately labeled by the pharmacy, physician, dentist or pharmaceutical company.
4. Medication orders and requests may not exceed one school year. A new order and parental request must be filed each year. Medication shall be retrieved by the parent/guardian by the end of the school year.

B. Administration of Epinephrine

1. The parent/guardian provides a written authorization for the administration of epinephrine with written orders from the physician or advanced practice nurse that the child requires the administration of epinephrine for anaphylaxis. This authorization includes a signed statement from parent/guardian acknowledging the district shall have no liability as a result of any injury arising from the administration of epinephrine (refer to Allergy Action Plan).
2. The school nurse has the primary responsibility for the administration of epinephrine however additional employees of the district may be designated and trained in the administration of epinephrine in an emergency when the school nurse is not physically present at the scene. The parent/guardian must notify the principal and nurse in writing of participation in school sponsored activities.
3. The permission for the emergency administration of epinephrine is effective for the school year it is granted and must be renewed every year.
4. The school nurse or trained designee are permitted, by law, to administer epinephrine via a pre-filled auto-injector mechanism to any student without a known history of anaphylaxis when the nurse or trained designee in good faith believes the student is having an anaphylactic reaction or any student whose parent/guardian has not submitted the written documentation and authorization for his/her child to receive epinephrine for anaphylaxis.

C. Permission for Self Administration of Medication

A. Permission may be granted for self administration of medication for a pupil with asthma or other potentially life threatening illness or a life threatening allergic reaction under the following conditions:

1. The parent/guardian must provide a written request for the administration of the medication at school and sign a statement acknowledging that the school district shall incur no liability as a result of any injury arising from the self administration of medication by the pupil (Refer to Parent's Request For Student With Life Threatening Condition to Self Administer Medication- Form N151).
2. Written orders, SIGNED by the private medical provider (physician/advanced practice nurse), must be provided to the school, that the pupil has asthma or another potentially life threatening illness or allergic reaction and is capable of, and has been instructed in, the proper method of self administration of medication (Refer to Physician's Request For Student With Life Threatening Condition To Self Administer Medication- Form N150). The written certification must include:
 - a. The pupil's name
 - b. Name of the medication
 - c. The purpose of its administration
 - d. The proper timing and dosage of medication
 - e. Any possible side effects

f. Length of time for which the order is valid (may not exceed the school year)

ALL MEDICATION ORDERS MUST BE SIGNED BY THE PRIVATE MEDICAL PROVIDER (PHYSICIAN /ADVANCED PRACTICE NURSE or DENTIST). COUNTER-SIGNATURES OR STAMPS WILL NOT BE ACCEPTED. Information in regards to a student's medication may be shared with staff when such release of information is in pupil's best interest. Although these regulations may seem strict, they are for the protection and well being of all the children. If you have any questions concerning this, please contact your child's school nurse.

ANAPHYLAXIS TO FOOD AND OTHER SUBSTANCES

The Board of Education recognizes pupils may have allergies to certain foods and other substances and may be at risk for anaphylaxis. Anaphylaxis is a sudden, severe, serious, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Anaphylaxis is a serious allergic reaction that may be rapid in onset and may cause death. Policy 5331 has been developed in accordance with the Guidelines for the Management of

Life-Threatening Food Allergies in Schools developed by the New Jersey Department of Education.

An Individualized Healthcare Plan (IHP) and an Emergency Healthcare Plan will be developed for each pupil at risk for a life threatening allergic reaction. Self-administration of medication, the placement and the accessibility of epinephrine, and the recruitment and training of designees who volunteer to administer epinephrine during school and at school-sponsored functions when the school nurse or designee is not available shall be in accordance with N.J.S.A. 18A:40-12 and Board Policy and Regulation 5330. School staff will be appropriately trained by the certified school nurse to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur.

The school district will develop and implement appropriate strategies and prevention measures for the reduction of risk of exposure to allergens throughout the school day, during before- and after-school programs, at all school-sponsored activities, in the cafeteria, or wherever allergens are present.

A description of the roles and responsibilities of parent(s) or legal guardian(s), staff, and pupils to prevent allergic reactions and during allergic reactions are outlined in Regulation 5331.

Every incident involving a life-threatening allergic reaction and/or whenever epinephrine is administered throughout the school day, during before and after-school programs, and/or at all school-sponsored activities shall be reported to the school nurse or designee. The school nurse or designee shall be responsible to notify emergency responders, the Principal or designee, and the Superintendent of Schools. The Superintendent shall inform the Board of Education after every incident including a life-threatening allergic reaction or whenever epinephrine is administered by the school nurse or designee. In addition, in accordance with the provisions of N.J.S.A. 18A:40-12.5.e.(3), the school nurse or designee shall arrange for the transportation of a pupil to the hospital emergency room by emergency services personnel after the administration of epinephrine, even if the pupil's symptoms appear to have resolved.

There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip, and/or celebration.

Additionally, based on the school cafeteria's use of government commodity the district may not know the exact ingredients used in the preparation of all food and beverage items served within the school lunch program because the ingredients of these food and beverage products may be unknown to the food preparation person and/or server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide, whenever possible, advance notice of the classroom experience, field trip, or celebration in order for the pupil to bring a food or beverage product from their home so they may participate in the activity. Therefore, the parent(s)/legal guardian(s) and/or the pupil with anaphylaxis to food should be responsible for the pupil's purchase and consumption of any food products sold or provided by the school and/or by any school related organizations that may cause an anaphylactic reaction.

When a parent(s) or legal guardian(s) informs the Building Principal and the school nurse the pupil may have an anaphylactic reaction to a substance other than food, the Building Principal will work with school staff to determine if these substances are on school grounds. The Building Principal will inform and work with the parent(s) or legal guardian(s) and the pupil to avoid the pupil's exposure to these substances if present on school grounds.

School staff will be appropriately trained by the certified school nurse to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The certified school nurse will provide appropriate training to school staff to understand allergies to food and other substances, to recognize symptoms of an allergic reaction, and to know the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The school nurse will work with appropriate school staff to eliminate or substitute the use of allergens in the allergic pupil's meals, educational/instructional tools and materials, arts and crafts projects, or incentives.

Policy and Regulation 5331 should be annually reviewed, evaluated, and updated where needed. Policy 5331 will be disseminated and communicated to all parent(s) or legal guardian(s) of pupils in the school in the beginning of each school year and when a pupil enters the school after the beginning of the school year.

N.J.S.A. 18A:40-12.3 through 18A:40-12.6

New Jersey Department of Education - Guidelines for the Management of Life-Threatening Food Allergies in Schools – September 2008

SCHOOL NUTRITION

The following items may not be served, sold, or given out as free promotion anywhere on school property at anytime before the end of the school day:

1. Foods of minimal nutritional value (FMNV) as defined by U.S. Department of Agriculture regulations:
 - a. Soda Water
 - b. Water Ices-Those water ices, which contain fruit or fruit juices, are not included.
 - c. Chewing Gum
 - d. Certain Candies
 1. Hard Candy: Includes such food as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers, and cough drops.
 2. Jellies and Gums: Includes such foods as gumdrops, jellybeans, jellied and fruit-flavored slices.
 3. Marshmallow Candies
 4. Fondant: Includes such foods as candy corn and soft mints.
 5. Licorice
 6. Spun Candy
 7. Candy-Coated Popcorn
2. All food and beverage items listing sugar, in any form, as the first ingredient.
3. All forms of candy.
4. Homemade baked goods such as cookies or cupcakes.
5. Home prepared items such as vegetable or fruit platters; and
6. Food items that are not sealed by the manufacturer or store

All snack and beverage items served anywhere on school property during the school day shall meet the following standards:

1. Based on manufacturers' nutritional data or nutrient facts labels:
 - a. No more than eight grams of total fat per serving, with the exception of nuts and seeds.
 - b. No more than two grams of saturated fat per serving.
2. All beverages shall not exceed 12 ounces, with the following exceptions:
 - a. Water.
 - b. Milk containing 1% or less fat.
3. Whole milk shall not exceed 8 ounces.

When serving food items as part of a celebration during the school day, the following items are permissible. However, please read the nutritional information carefully as they must meet the guidelines listed above:

- 100 Calorie Cookies and Crackers

- 100% Fruit Snacks
- Animal Crackers
- Cheese & Crackers
- Crackers
- Cheese Sticks
- Party Mix
- Cookies or Cupcakes
- Fruit Ices
- Fruit Trays (sealed only)
- Granola Bars
- Ice Cream Frozen Desserts
- Jello
- Mini Bagels
- Mini Brownie Bites
- Mini Muffins
- Cereal Bars
- Pudding Cups
- Krispy Cereal Treats
- Small Bags of Pretzels, Popcorn, Chips, Cheese Puffs
- Rice Cakes
- Vegetable Trays (sealed only)
- Yogurt Pops
- Snacks purchased from the district school lunch provider

When serving food as part of a celebration during the school day and that celebration is away from school grounds, the only restrictions are those items identified in the regulation as foods of minimal nutritional value and homemade food items.

When serving food on days that the school cafeteria is not serving lunch, the only restrictions are those items identified in the regulation as foods of minimal nutritional value, homemade food items and sealed food items.

The following is a list of “non food alternatives” to celebrate birthdays. If it is important for you and your child to have a food item as a treat, the list also includes “healthy food alternatives.” Providing healthy classroom celebrations demonstrates a school commitment to providing healthy behaviors.

- Reading a book to the class
- Donating a book to the classroom library
- Providing a token sticker or pencil to classmates
- Providing a goodie-bag of non-food items including such items as: an eraser, a pencil, a pencil sharpener etc.

LOST AND FOUND

The Lost and Found Box is located in the Gymnasium/Cafeteria. Items found on the playground, in the cafeteria, in the hallways, bathrooms, or anywhere else on school grounds should be brought immediately to the Lost and Found box. If you have lost an item, please check the Lost and Found box to help locate your missing items.

PTA

The Parent Teacher Association helps provide additional activities for the pupils during the school year. All meetings will be held at Beverly City School. The PTA will be sending home notices advising of the meeting dates and times.

Our Parent Teacher Association has been assembled to promote opportunities and activities to assist the educational community. The PTA serves as a communication link between home and school. We encourage all families to get involved in the PTA and their child's education. Membership is always open. Applications are available at school. You can check for contact information on our school's website.

SCHOOL RECORDS

The Board of Education conforms to laws and regulations providing for creation, maintenance, retention, security of, and access to pupil records. Parents and/or pupils have the right to review or appeal the contents of all records in accordance with New Jersey Statute and Administrative Code and Family Educational Rights and Privacy Act (FERPA)

Parents wishing to review pupil records must make a request in writing to the school principal. An appointment may also be arranged to review the records with the teacher or the principal. Parents may request a copy of pupil records upon graduation or permanent departure from the school. After such notification, records no longer necessary to provide educational services will be destroyed. Parents must come to the school and pay nominal fee to obtain these records.

A complete copy of "Board Policy and Guidelines" is available upon request or can be located on our website.

SCHOOL SPONSORED ACTIVITIES

All students participating in a school sponsored activity, including, but not necessarily limited to, clubs, dances, sports, trips, band, choir, intramurals, etc., must be academically and behaviorally eligible. Students must maintain a passing grade in ALL subjects to be eligible to participate. Grades will be re-evaluated at progress report and report card dates only. Any student with a D average will be on probation. Participation by students with behavioral issues is at the administration's discretion.

STUDENT ACCIDENT INSURANCE

The Board of Education has purchased insurance coverage to protect all students against accidental injury during all school sponsored and supervised activities, whether at the school or away, including participation in athletics. This coverage is provided by Bollinger Insurance Solutions.

This insurance plan is **Excess** coverage: i.e. you must submit all bills to your own insurance carrier first. The school policy will pick up the unpaid balances, up to the limits of the policy.

All injuries should be immediately reported to a coach, nurse or teacher/advisor. Claim forms will be provided to the parent/guardian upon their request to the Health Office and must be submitted to the insurance company with 90 days.

These voluntary participation student accident insurance plans offered through your school can be purchased easily online at: www.Bollinger Schools.com.

TESTING

The PARCC (Partnership for Assessment of Readiness for College and Careers) assessment will be administered to students in grades 3-8 in the areas of English Language Arts and Mathematics. This computer-based assessment will provide teachers with information on students' achievement in areas specified by the Common Core standards. This year, the PARCC's governing board revised the length of the assessment and eliminated a two-part testing window. PARCC regular administration for grades 3-8 will be administered from March 27, 2017 – May 19, 2017.

The NJASK (New Jersey Assessment of Skills and Knowledge) will measure students' science proficiency on May 31, 2017.

VISITOR POLICY

In order to ensure the safety of our students, only persons who have official school business are permitted to be on school premises. All visitors must report to the Main Office as soon as they enter the building to obtain a visitors pass. Any parent or guardian wishing to visit their child's classroom needs to make an appointment with the classroom teacher.

APPENDIX A

Harassment, Intimidation, and Bullying Policy

5512 HARASSMENT, INTIMIDATION, AND BULLYING

Policy Statement

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

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).



This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

Expected Behavior

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use instances of violations of the code of pupil conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Chief School Administrator, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and



other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils and staff members who commit one or more acts of harassment, intimidation, or bullying, consistent with the code of pupil 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 pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), and consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the code of pupil conduct.

Factors for Determining Consequences

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



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

Factors for Determining Remedial Measures

Personal

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

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;



6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the district's code of pupil conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and bullying. 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 is encouraged to set the parameters for the range of responses to be established in conjunction with the Anti-Bullying Specialist for the Chief School Administrator to follow. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;



8. Out-of-school suspension (short-term or long-term);
9. Legal action; and
10. Expulsion.

Examples of Remedial Measures - Personal

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

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



1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Targeted use of monitors (e.g., hallway, cafeteria, bus);
10. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
11. General professional development programs for certificated and non-certificated staff;
12. Professional development plans for involved staff;
13. Disciplinary action for school staff who contributed to the problem;
14. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
15. Parent conferences;
16. Family counseling;
17. Involvement of parent-teacher organizations;
18. Involvement of community-based organizations;
19. Development of a general bullying response plan;



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Harassment, Intimidation, and Bullying

20. Recommendations of a pupil behavior or ethics council;
21. Peer support groups;
22. School transfers; and
23. Law enforcement (e.g., school resource office, juvenile officer) involvement.

The district will also impose appropriate consequences and remedial actions to a person who commits an act of harassment, intimidation, or bullying. 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.

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

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

Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this Policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district's administrative offices or the reporting party may use a district's web-based reporting system. Oral reports shall



also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, 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, as set forth in N.J.S.A. 18A:37-16.c.

Investigation

The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.

Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school 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 require a response either at the classroom, school building or school district level or by law enforcement officials.

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

In considering whether a response beyond the individual level is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district's response to the actions, in the context of acceptable pupil and staff



member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

Reprisal or Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person 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 Principal or designee 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. The consequences for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences for employees will range from an admonishment to termination of employment. The consequences for a volunteer will range from an admonishment to dismissal from the volunteer position.

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

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be in accordance with district policies, procedures, and agreements.

Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, which may include a report to appropriate law enforcement officials.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the Policy applies to all applicable acts of



harassment, intimidation, or bullying that occur on school property, at school-sponsored functions, or on a school bus. The Chief School Administrator shall ensure notice of this Policy appears in any publication of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the district, and in any pupil handbook that includes the pupil code of conduct. This notice shall also indicate the district's Harassment, Intimidation, and Bullying Policy is available on the district's website.

Harassment, Intimidation, and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.(5)(c) and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be incorporated into a school's employee training program.

Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)2, the school district is required to develop a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

Pursuant to N.J.S.A. 18A:37-15.1, this Policy shall be transmitted to the Executive County Superintendent of Schools.

Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.

N.J.S.A. 18A:37-13 through 18A:37-19
N.J.A.C. 6A:16-7.9 et seq.

Adopted: 15 September 2010



5512.02 CYBER-BULLYING

Policy Statement

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

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

Definitions

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

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

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

Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has



been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

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Cyber-Bullying

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

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

Discipline and Consequences

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

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.



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

Reprisal or Retaliation Prohibited

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

Consequences for False Accusation

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

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

Adopted: 15 September 2010



5512 HARASSMENT, INTIMIDATION, AND BULLYING

Policy Statement

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

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).



This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

Expected Behavior

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use instances of violations of the code of pupil conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Chief School Administrator, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and



other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils and staff members who commit one or more acts of harassment, intimidation, or bullying, consistent with the code of pupil 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 pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), and consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the code of pupil conduct.

Factors for Determining Consequences

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



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

Factors for Determining Remedial Measures

Personal

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

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;



6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the district's code of pupil conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and bullying. 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 is encouraged to set the parameters for the range of responses to be established in conjunction with the Anti-Bullying Specialist for the Chief School Administrator to follow. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;



8. Out-of-school suspension (short-term or long-term);
9. Legal action; and
10. Expulsion.

Examples of Remedial Measures - Personal

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

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



1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Targeted use of monitors (e.g., hallway, cafeteria, bus);
10. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
11. General professional development programs for certificated and non-certificated staff;
12. Professional development plans for involved staff;
13. Disciplinary action for school staff who contributed to the problem;
14. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
15. Parent conferences;
16. Family counseling;
17. Involvement of parent-teacher organizations;
18. Involvement of community-based organizations;
19. Development of a general bullying response plan;



20. Recommendations of a pupil behavior or ethics council;
21. Peer support groups;
22. School transfers; and
23. Law enforcement (e.g., school resource office, juvenile officer) involvement.

The district will also impose appropriate consequences and remedial actions to a person who commits an act of harassment, intimidation, or bullying. 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.

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

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

Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this Policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district's administrative offices or the reporting party may use a district's web-based reporting system. Oral reports shall



also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, 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, as set forth in N.J.S.A. 18A:37-16.c.

Investigation

The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.

Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school 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 require a response either at the classroom, school building or school district level or by law enforcement officials.

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

In considering whether a response beyond the individual level is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district's response to the actions, in the context of acceptable pupil and staff



member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

Reprisal or Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person 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 Principal or designee 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. The consequences for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences for employees will range from an admonishment to termination of employment. The consequences for a volunteer will range from an admonishment to dismissal from the volunteer position.

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

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be in accordance with district policies, procedures, and agreements.

Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, which may include a report to appropriate law enforcement officials.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the Policy applies to all applicable acts of



harassment, intimidation, or bullying that occur on school property, at school-sponsored functions, or on a school bus. The Chief School Administrator shall ensure notice of this Policy appears in any publication of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the district, and in any pupil handbook that includes the pupil code of conduct. This notice shall also indicate the district's Harassment, Intimidation, and Bullying Policy is available on the district's website.

Harassment, Intimidation, and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.(5)(c) and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be incorporated into a school's employee training program.

Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)2, the school district is required to develop a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

Pursuant to N.J.S.A. 18A:37-15.1, this Policy shall be transmitted to the Executive County Superintendent of Schools.

Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.

N.J.S.A. 18A:37-13 through 18A:37-19
N.J.A.C. 6A:16-7.9 et seq.

Adopted: 15 September 2010



5512.02 CYBER-BULLYING

Policy Statement

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

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

Definitions

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

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

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

Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has



been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

PUPILS
5512.02/page 2 of 3
Cyber-Bullying

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

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

Discipline and Consequences

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

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.



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

Reprisal or Retaliation Prohibited

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

Consequences for False Accusation

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

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

Adopted: 15 September 2010



APPENDIX B

Codes of Conduct – Please refer to appropriate grade level(s)

MISSION STATEMENT

The Beverly City School is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal. The mission of the Beverly City School District is to enable all children to meet rigorous educational standards through quality programs and support services which promote the intellectual, physical and cultural well-being of all students and families in our community. This would provide a foundation for lifelong learning and productive citizenship. The District has expectations for conduct on school property. These expectations are based on the six pillars of character: respect, responsibility, fairness, trustworthiness, caring and citizenship. We recognize the need to define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly.

BEVERLY CITY BOARD OF EDUCATION POLICY# 5500 EXPECTATIONS FOR PUPIL CONDUCT

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all pupils can contribute to the effectiveness of the school and the value of their education. The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior.
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

The Chief School Administrator shall, in consultation with staff members, parent(s) or legal exemplify these expectations and shall publish both this policy and the statement of behaviors to all pupils, parent(s) or legal guardian(s), and professional staff members. N.J.S.A. 18A:11-1 Adopted: 15 September 2010

Preschool through 2nd
Code of Conduct



<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Inappropriate language	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Other
Fighting	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege *Possible out of school suspension	*Notify administration *Administrative parent contact and conference *Detention *Self-reflection *Loss of privilege *Possible out of school suspension	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Disruption	*Conference / Reprimand *Possible Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Other
Property misuse	*Conference / Reprimand *Possible Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Other
Dress code violation	*Reprimand *Reminder of Dress Code	*Administrative parent contact *Student will change clothes to comply with school rules. *Detention	*Student will change clothes to comply with school rules. *Administrative parent contact
Minor technology violation	*Conference / Reprimand *Detention Parent contact *Self-reflection * Possible loss of privilege	*Administrative parent contact *Detention *Self-reflection	*Administrative parent meeting *Loss of privileges *Other

Preschool through 2nd
Code of Conduct



<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Lying/Cheating	*Conference / Reprimand *Possible Detention * Parent contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege *Loss of grade points	*Administrative parent meeting and letter *Self-reflection * Loss of privileges *Other *Loss grade points
Defiance/Disrespect/Insubordination/ Non-compliance	Conference / Reprimand *Possible Detention *Parent contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Other
Harassment/Intimidation/Bullying*	*Administration will begin HIB investigative process. Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. Discipline code will be applied as necessary.
Forgery/Theft	*Conference/Reprimand *Detention * Parent contact *Loss of privileges *Written apology	*Administrative Parent Conference/Reprimand *Detention * Parent contact *Loss of privileges *Written apology	*Administrative Parent Conference/Reprimand *Detention *Written apology *Loss of privileges *Other

3rd through 5th Grade Code of Conduct



MISSION STATEMENT

The Beverly City School is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal. The mission of the Beverly City School District is to enable all children to meet rigorous educational standards through quality programs and support services which promote the intellectual, physical and cultural well-being of all students and families in our community. This would provide a foundation for lifelong learning and productive citizenship. The District has expectations for conduct on school property. These expectations are based on the six pillars of character: respect, responsibility, fairness, trustworthiness, caring and citizenship. We recognize the need to define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. All students are expected to comply with all rules governing behavior and conduct. It is the responsibility of the administration to investigate fully the cases of students appropriately referred to his/her office for misbehavior, to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the administration. The code of conduct is a guide and any and all disciplinary action is subject to administrations discretion.

BEVERLY CITY BOARD OF EDUCATION POLICY# 5500 EXPECTATIONS FOR PUPIL CONDUCT

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all pupils can contribute to the effectiveness of the school and the value of their education. The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior.
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

The Chief School Administrator shall, in consultation with staff members, parent(s) or legal exemplify these expectations and shall publish both this policy and the statement of behaviors to all pupils, parent(s) or legal guardian(s), and professional staff members. N.J.S.A. 18A:11-1 Adopted: 15 September 2010

3rd through 5th Grade
Code of Conduct



<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Inappropriate language	*Teacher Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Minor physical contact	*Teacher Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact and conference *Detention *Self-reflection *Loss of privilege *Possible 1-3 days out of school suspension	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Possible 1-5 days Out of school suspension *Other
Disruption	*Conference / Reprimand *Detention *Teacher parental contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other

3rd through 5th Grade
Code of Conduct



Property misuse	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Dress code violation	*Reprimand *Reminder of Dress Code	*Administrative parent contact *Student will change clothes to comply with school rules. *Detention	*Student will change clothes to comply with school rules. *Administrative parent contact *Detention *Other
Minor technology violation	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege (longer)	*Administrative parent meeting *Loss of privileges (for remainder of school year) *Out of school suspension *Other
Tardiness	*Parent contact *Reminder of school start time (8:15)	*Administrative parent contact and letter *Reminder of school start time (8:15)	*After 4 th infraction a general detention is to be served *Administrative parent contact

3rd through 5th Grade
Code of Conduct



	*After 4th infraction a general detention is to be served	*After 4th infraction a general detention is to be served	*Reminder of school start time (8:15)
Lying/Cheating	*Conference / Reprimand *Detention *Teacher parental contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege *Loss of grade points	*Administrative parent meeting and letter *Self-reflection * Loss of privileges *Out of school suspension *Other *Loss grade points
Defiance/Disrespect/Insubordination/ Non-compliance	Conference / Reprimand *Detention *Teacher parental contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Harassment/Intimidation/Bullying*	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.

3rd through 5th Grade
Code of Conduct



Forgery/Misrepresenting oneself through written and electronic devices	<ul style="list-style-type: none"> *Conference/Reprimand *Detention * Teacher parental contact *Loss of privileges 	<ul style="list-style-type: none"> *Administrative Parent Conference/Reprimand *Detention * Parent contact *Loss of privileges 	<ul style="list-style-type: none"> *Administrative Parent Conference/Reprimand *Detention *Written apology *Loss of privileges *Out of school suspension *Other
Fighting	<ul style="list-style-type: none"> *Conference / Reprimand *In/Out of School Suspension *Parent contact *Self-reflection *Loss of privilege *Letter to parent 	<ul style="list-style-type: none"> *Administrative Parent Conference/Reprimand *In/Out of School Suspension *Letter to parent * Parent contact *Loss of privileges 	<ul style="list-style-type: none"> *Administrative Parent Conference/Reprimand *Detention *Counseling Referral *Letter to parent *Loss of privileges *Out of School Suspension *Other
Theft	<ul style="list-style-type: none"> Conference/Reprimand *Detention * Parent contact *Loss of privileges 	<ul style="list-style-type: none"> *Administrative Parent Conference/Reprimand *Detention * Parent contact *Loss of privileges 	<ul style="list-style-type: none"> *Administrative Parent Conference/Reprimand *Detention *Written apology *Loss of privileges *Out of school suspension *Other
Misuse of Cell Phone and other electronic devices	<ul style="list-style-type: none"> *Conference / Reprimand *Detention *Teacher parental contact *Confiscation of the device 	<ul style="list-style-type: none"> *Conference / Reprimand *Detention *Parent contact 	<ul style="list-style-type: none"> *Administrative Parent Conference/Reprimand *Detention *Confiscation of the device with parent retrieval

3rd through 5th Grade
Code of Conduct



	* Loss of privilege	*Confiscation of the device with parent retrieval * Loss of privilege	*Loss of privileges *Out of school suspension *Other
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SEVERE BEHAVIORS

*Gang affiliation display *Use/possession of tobacco, alcohol or drugs *Use/possession of weapons *Bomb threat/false alarm *Terroristic threat * Arson *Other	*IMMEDIATE ADMINISTRATIVE NOTIFICATION *Administrative conference with student *Administrative parent meeting and letter *Counseling Referral *Loss of privileges *Out of school suspension *Possible expulsion *Possible Law Enforcement notification *Other
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3rd through 5th Grade Code of Conduct



BEING A BYSTANDER

A Bystander is a person who observes a conflict or unacceptable behavior. It might be something serious or minor, one time or repeated, but the Bystander knows that the behavior is destructive or likely to make a bad situation worse. A Bystander may be subject to disciplinary action at the discretion of the administration. Beverly City School strongly encourages Up standing behavior, standards for this behavior involve positive interactions with fellow students were a difference is observable. If a student is found to be a Bystander, along with possible disciplinary action students will take part in completing a behavioral reflection packet with the goal of acknowledging the harmful effects of Bystander behavior.

BEVERLY CITY BOARD OF EDUCATION POLICY# 5610 SUSPENSION

The Board of Education recognizes that even the temporary exclusion of a pupil from the educational program of this district is a severe sanction and one that cannot be imposed without due process. Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Pupil Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq. For the purposes of this policy, "suspension" means the temporary removal of a pupil from the regular instructional program. For the purposes of this Policy, "short term suspension" means a suspension for a term of ten consecutive school days or less and "long term suspension" means a suspension for more than ten consecutive school days. Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular educational program pending a hearing before the Board of Education to remove the pupil in accordance with N.J.S.A. 18A:37-8 and Policy 5611. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a pupil, teacher, administrator, Board member, or other school district employee, with a weapon other than a firearm, on any school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative education school or program, pending a hearing before the Board of Education in accordance with N.J.S.A. 18A:37-2.2. and Policy 5612. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a teacher, administrator, Board member, or other school district employee, acting in the performance of his duties in a situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education in New Jersey, not involving the use of a weapon or firearm, shall be immediately suspended from school consistent with procedural due process pending suspension or expulsion proceedings before the Board in accordance with Pursuant to N.J.S.A. 18A:37-2.1.b., whenever a teacher, administrator, Board member, school district employee or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a pupil, the Principal shall file a written report with the Chief School Administrator. The Chief School Administrator, upon receiving such report shall report the alleged assault to the Board at the next regular Board meeting; provided the name of the pupil who allegedly committed the assault; although it may be disclosed to the Board members, shall be kept confidential to the public at the Board meeting. A person failing to file a report of an alleged assault may be liable to disciplinary action. A pupil may be suspended only by the Building Principal, who shall report any suspension to the Chief School Administrator as soon as possible. The Chief School Administrator shall report the suspension to the Board at its next regular meeting. The suspended pupil may be reinstated by the Principal within thirty days of the suspension, or by the Chief School Administrator at any time before the second meeting of the Board following the suspension, or by the Board of Education at the first meeting following the suspension, except that no pupil suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that pupil's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the pupil or continue the suspension. The Board's failure to take any such action at its

3rd through 5th Grade Code of Conduct



second regular meeting after the suspension or at any regular meeting thereafter will terminate the suspension, and the pupil shall be readmitted to school. In each instance of a short-term suspension, the pupil and their parent(s) or legal guardian(s) will be provided oral or written notice of the charges and an informal hearing conducted by the Building Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the pupil may be immediately removed from the pupil's educational program and the informal hearing shall be held as soon as practical after the suspension. In each instance of a long-term suspension, the district shall assure the rights of the pupil pursuant to N.J.A.C. 6A:16-7.3. The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each pupil with a disability who is subject to a short-term or long-term suspension. In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8-3.1, which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a pupil with a disability shall be provided consistent with the pupil's Individualized Education Program, in accordance with N.J.A.C. 6A:14. At the completion of a short-term suspension, the general education pupil shall be returned to the general education program. The records of a pupil disciplined by suspension will be expunged in accordance with Policy and Regulation 8330. All record of a suspension will be immediately expunged if the pupil is found innocent of the charges levied. The name of a disciplined pupil will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such pupil will be designated by code. N.J.S.A. 18A:37-1 et seq. N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:14-2.8 et seq. 20 U.S.C. 1415 Adopted: 15 September 2010

BEVERLY CITY BOARD OF EDUCATION POLICY# 5620 EXPULSION

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a pupil. For the purposes of this policy, "expulsion" means the Board discontinuing the educational services or discontinuing payment of educational services for a general regular education pupil from school pursuant to N.J.S.A. 18A:37-2. The Board may expel a general education pupil only after the Board has provided the procedural due process rights set forth in N.J.A.C. 6A:16-7.3 and 7.4 and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3, and only after the Board has provided an appropriate educational program or appropriate educational services, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610. The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2, Alternative Educational Programs, and N.J.A.C. 6A:16-10.2, Home or Out-of-School Instruction for General Education Pupils, and N.J.A.C. 6A:14-2, Special Education, Procedural Safeguards and N.J.A.C. 6A:14-4.3, Special Education, Programs and Instruction, whichever are applicable. The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for pupils of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25. Any appeal of the Board's decision regarding the cessation of the pupil's general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or appropriate educational services until a final determination has been made on the appeal of the Board's action to expel a pupil. The Board shall comply with the mandated pupil removal from general education pursuant to N.J.A.C. 6A:16-7.4. The Board shall follow N.J.A.C. 6A:16-5.5 for pupil removal for firearm offenses, N.J.A.C. 6A:16-5.6 for pupil removal for assaults with weapons offenses, and N.J.A.C. 6A:16-5.7 for pupil removal for assaults on district Board of Education members and employees. An expulsion of a pupil with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14. N.J.S.A. 18A:37-2 N.J.A.C. 6A:16-7.4; 6A:16-7.5 Adopted: 15 September 2010

MISSION STATEMENT

The Beverly City School is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal. The mission of the Beverly City School District is to enable all children to meet rigorous educational standards through quality programs and support services which promote the intellectual, physical and cultural well-being of all students and families in our community. This would provide a foundation for lifelong learning and productive citizenship. The District has expectations for conduct on school property. These expectations are based on the six pillars of character: respect, responsibility, fairness, trustworthiness, caring and citizenship. We recognize the need to define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. All students are expected to comply with all rules governing behavior and conduct. It is the responsibility of the administration to investigate fully the cases of students appropriately referred to his/her office for misbehavior, to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the administration. Students in the Eighth Grade can experience a loss of privileges based on their failure to meet Code of Conduct expectations. The Code of Conduct is a guide and all disciplinary action is subject to administrations discretion.

BEVERLY CITY BOARD OF EDUCATION POLICY# 5500 EXPECTATIONS FOR PUPIL CONDUCT

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all pupils can contribute to the effectiveness of the school and the value of their education. The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior.
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

The Chief School Administrator shall, in consultation with staff members, parent(s) or legal exemplify these expectations and shall publish both this policy and the statement of behaviors to all pupils, parent(s) or legal guardian(s), and professional staff members. N.J.S.A. 18A:11-1 Adopted: 15 September 2010

6th through 8th
Code of Conduct



<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Inappropriate language	*Conference / Reprimand *Detention *Teacher contacts parent *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Minor physical contact	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact and conference *Detention *Self-reflection *Loss of privilege *Possible 1-3 days out of school suspension	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Possible 1-5 days Out of school suspension *Other
Disruption	*Conference / Reprimand *Detention *Teacher contacts parent *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Property misuse	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other

6th through 8th
Code of Conduct



<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Dress code violation	*Reprimand *Reminder of dress code	*Administrative parent contact *Student will change clothes to comply with school rules. *Detention	*Student will change clothes to comply with school rules. *Administrative parent contact *Detention *Out of school suspension
Minor technology violation	*Conference / Reprimand *Detention *Teacher contacts parent *Self-reflection * Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege (longer)	*Administrative parent meeting *Loss of privileges (for remainder of school year) *Out of school suspension *Other
Tardiness	*Parent contact *Reminder of school start time (8:15)	*Administrative parent contact and letter *Reminder of school start time (8:15)	*After 4 th infraction a general detention is to be served *Administrative parent contact *Reminder of school start time (8:15)
Lying / Cheating	*Conference / Reprimand *Detention *Teacher contacts parents *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege *Loss of grade points	*Administrative parent meeting and letter *Self-reflection * Loss of privileges *Out of school suspension *Other *Loss grade points

6th through 8th
Code of Conduct



<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Defiance / Disrespect / Insubordination/ Non-compliance	Conference / Reprimand *Detention *Teacher contacts parent *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Inappropriate display of affection	*Conference / Reprimand *Detention *Parent contact *Loss of privilege	*Administrative parent contact *Detention *Loss of privilege	*Administrative parent meeting and letter *Detention *Written apology *Loss of privileges *Out of school suspension *Other
Harassment / Intimidation / Bullying	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.
Forgery / Misrepresenting oneself through written and electronic devices	*Conference/Reprimand *Detention * Parent contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Detention * Parent contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Detention *Written apology *Loss of privileges *Out of school suspension *Other
Fighting	*Conference / Reprimand *In/Out of school suspension *Parent contact *Self-reflection *Loss of privilege *Letter to parent	*Administrative Parent Conference/Reprimand *In /Out of school suspension *Letter to parent * Parent contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Counseling Referral *Letter to parent *Loss of privileges *Out of school suspension *Other

<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Misuse of Cell Phone and other electronic devices	<ul style="list-style-type: none"> *Conference / Reprimand *Detention *Teacher contacts parent *Confiscation of the device * Loss of privilege 	<ul style="list-style-type: none"> *Conference / Reprimand *Detention *Parent contact *Confiscation of the device with parent retrieval * Loss of privilege 	<ul style="list-style-type: none"> *Administrative Parent Conference/Reprimand *Detention *Confiscation of the device with parent retrieval *Loss of privileges *Out of school suspension *Other

SEVERE BEHAVIORS

<ul style="list-style-type: none"> *Gang affiliation display *Use / possession of tobacco, alcohol or drugs *Use / possession of weapons *Bomb threat/false alarm *Terroristic threat *Arson *Other 	<ul style="list-style-type: none"> *IMMEDIATE ADMINISTRATIVE NOTIFICATION *Administrative conference with student *Administrative parent meeting and letter *Counseling Referral *Loss of privileges *Out of school suspension *Possible expulsion *Possible Law Enforcement notification *Other
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BEING A BYSTANDER

A Bystander is a person who observes a conflict or unacceptable behavior. It might be something serious or minor, one time or repeated, but the Bystander knows that the behavior is destructive or likely to make a bad situation worse. A Bystander may be subject to disciplinary action at the discretion of the administration. Beverly City School strongly encourages up standing behavior, standards for this behavior involve positive interactions with fellow students were a difference is observable. If a student is found to be a Bystander, along with possible disciplinary action students will take part in completing a behavioral reflection packet with the goal of acknowledging the harmful effects of Bystander behavior.

DUE PROCESS

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. All students have the right to fair and reasonable treatment of their grievances and discipline by school officials.

BEVERLY CITY BOARD OF EDUCATION POLICY# 5610 SUSPENSION

The Board of Education recognizes that even the temporary exclusion of a pupil from the educational program of this district is a severe sanction and one that cannot be imposed without due process. Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Pupil Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq. For the purposes of this policy, "suspension" means the temporary removal of a pupil from the regular instructional program. For the purposes of this Policy, "short term suspension" means a suspension for a term of ten consecutive school days or less and "long term suspension" means a suspension for more than ten consecutive school days. Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular educational program pending a hearing before the Board of Education to remove the pupil in accordance with N.J.S.A. 18A:37-8 and Policy 5611. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a pupil, teacher, administrator, Board member, or other school district employee, with a weapon other than a firearm, on any school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative education school or program, pending a hearing before the Board of Education in accordance with N.J.S.A. 18A:37-2.2. and Policy 5612. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a teacher, administrator, Board member, or other school district employee, acting in the performance of his duties in a situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education in New Jersey, not involving the use of a weapon or firearm, shall be immediately suspended from school consistent with procedural due process pending suspension or expulsion proceedings before the Board in accordance with Pursuant to N.J.S.A. 18A:37-2.1.b., whenever a teacher, administrator, Board member, school district employee or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a pupil, the Principal shall file a written report with the Chief School Administrator. The Chief School Administrator, upon receiving such report shall report the alleged assault to the Board at the next regular Board meeting; provided the name of the pupil who allegedly committed the assault; although it may be disclosed to the Board members, shall be kept confidential to the public at the Board meeting. A person failing to file a report of an alleged assault may be liable to disciplinary action. A pupil may be suspended only by the Building Principal, who shall report any suspension to the Chief School Administrator as soon as possible. The Chief School Administrator shall report the suspension to the Board at its next regular meeting. The suspended pupil may be reinstated by the Principal within thirty days of the suspension, or by the Chief School Administrator at any time before the second meeting of the Board following the suspension, or by the Board of Education at the first meeting following the suspension, except that no pupil suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that pupil's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the pupil or continue the suspension. The Board's failure to take any such action at its second regular meeting after the suspension or at any regular meeting thereafter will terminate the suspension, and the pupil shall be readmitted to school. In each instance of a short-term suspension, the pupil and their parent(s) or legal guardian(s) will be provided oral or written notice of the charges and an informal hearing conducted by the Building Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the pupil may be immediately removed from the pupil's educational program and the informal hearing shall be held as soon as practical after the suspension. In each instance of a long-term suspension, the district shall assure the rights of the pupil pursuant to N.J.A.C. 6A:16-7.3. The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each pupil with a disability who is subject to a short-term or long-term

suspension. In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8-3.1, which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a pupil with a disability shall be provided consistent with the pupil's Individualized Education Program, in accordance with N.J.A.C. 6A:14. At the completion of a short-term suspension, the general education pupil shall be returned to the general education program. The records of a pupil disciplined by suspension will be expunged in accordance with Policy and Regulation 8330. All record of a suspension will be immediately expunged if the pupil is found innocent of the charges levied. The name of a disciplined pupil will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such pupil will be designated by code. N.J.S.A. 18A:37-1 et seq. N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:14-2.8 et seq. 20 U.S.C. 1415 Adopted: 15

BEVERLY CITY BOARD OF EDUCATION POLICY# 5620 EXPULSION

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a pupil. For the purposes of this policy, "expulsion" means the Board discontinuing the educational services or discontinuing payment of educational services for a general regular education pupil from school pursuant to N.J.S.A. 18A:37-2. The Board may expel a general education pupil only after the Board has provided the procedural due process rights set forth in N.J.A.C. 6A:16-7.3 and 7.4 and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3, and only after the Board has provided an appropriate educational program or appropriate educational services, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610. The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2, Alternative Educational Programs, and N.J.A.C. 6A:16-10.2, Home or Out-of-School Instruction for General Education Pupils, and N.J.A.C. 6A:14-2, Special Education, Procedural Safeguards and N.J.A.C. 6A:14-4.3, Special Education, Programs and Instruction, whichever are applicable. The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for pupils of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25. Any appeal of the Board's decision regarding the cessation of the pupil's general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or appropriate educational services until a final determination has been made on the appeal of the Board's action to expel a pupil. The Board shall comply with the mandated pupil removal from general education pursuant to N.J.A.C. 6A:16-7.4. The Board shall follow N.J.A.C. 6A:16-5.5 for pupil removal for firearm offenses, N.J.A.C. 6A:16-5.6 for pupil removal for assaults with weapons offenses, and N.J.A.C. 6A:16-5.7 for pupil removal for assaults on district Board of Education members and employees. An expulsion of a pupil with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14. N.J.S.A. 18A:37-2 N.J.A.C. 6A:16-7.4; 6A:16-7.5 Adopted: 15 September 2010

APPENDIX C

Title I Parent Involvement School Plan

Title I School Plan



The Beverly City School District Title I Program promotes the belief that all children can learn and acknowledges that parents share the school's commitment to educational success for all students. We recognize that a student's education is a responsibility shared by school, family, and community.

Under the ESEA/No Child Left Behind Act of 2001, each school receiving Title I funds shall:

- Jointly develop with and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements / components of the school's Title I Program.
- Notify parents of the policy (TITLE I PARENT INVOLVEMENT SCHOOL PLAN) in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand.
- Make available to the local community (may be placed on the school website) the TITLE I PARENT INVOLVEMENT SCHOOL PLAN.
- Update / review the TITLE I PARENT INVOLVEMENT SCHOOL PLAN and COMPACT periodically to meet the changing needs of parents and the school.
- Attach the current Beverly City School Parent/Student/Staff Compact to the TITLE I PARENT INVOLVEMENT SCHOOL PLAN.



TITLE I REQUIREMENT	ACTIVITIES / STRATEGIES	PARTICIPANTS	TIME / DATE	EVIDENCE OF COMPLIANCE
<p>Include parents in the development and implementation of the school's <i>Title I Parent Involvement School Plan</i>.</p>	<p>Parent/Staff Open House at beginning of school year</p>	<p>~ Title I Parents ~ Title I Staff ~ Grants Manager</p>	<p>September 22, 2016</p>	<p>1. Invitation to parents 2. Attendance form 3. Draft of Parent Involvement Plan</p>
<p>Offer parent meetings/ workshops at different times of the day.</p>	<p>Open House, Title I Parent Meeting, Title I Conferences ~ Invitation to parents to attend Title I lessons</p>	<p>~ Title I parents ~ Title I Staff</p>	<p>~September 22, 2016 ~November 16 & 17, 2016 ~March 15 & 16, 2017</p>	<p>~Invitations sent to all Title I parents ~Attendance forms</p>
<p>Provide parents of participating children: Timely information about Title I programs. If requested by parents, input in planning and/or developing meeting & workshop topics</p>	<p>~ Title I Compact issued at beginning of school year. Title I Parent Meeting</p>	<p>~ Title I parents ~ Title I students ~ Staff</p>	<p>~Compacts and Policy sent home in backpacks in early September</p>	<p>~Signed Compacts in students' files ~Signed Permission</p>



TITLE I REQUIREMENT	ACTIVITIES / STRATEGIES	PARTICIPANTS	TIME / DATE	EVIDENCE OF COMPLIANCE
<p>Develop a school – parent compact that addresses how parents, staff, & students will share responsibility for improved academic achievement and proactively foster a true working partnership.</p>	<p>~Compact issued at beginning of school year, provided in native language if necessary</p>	<p>~Title I parents ~Title I Staff</p>	<p>Beginning of school year</p>	<p>Signed Compact in students' files</p>
<p>Ensure effective involvement of parents and staff.</p>	<p>~Fall Open House ~Title I Parent Involvement Conferences offered ~District Parent Involvement Policy available for review on school district website ~Parents provided with multiple points of contact with staff,</p>	<p>~Title I parents ~Title I Staff ~ Grants Manager ~Workshop facilitators</p>	<p>Ongoing throughout school year</p>	<p>~Invitations to all conferences, Open Houses, and training session ~All communication between parents and staff (email, documentation of telephone calls, and written communication) in each students' file</p>



TITLE I REQUIREMENT	ACTIVITIES / STRATEGIES	PARTICIPANTS	TIME / DATE	EVIDENCE OF COMPLIANCE
	<p>including email addresses and telephone contact information</p> <p>~Staff participates in Title I Program Staff Meetings</p>			<p>~District Parent Involvement Policy posted on School District website</p> <p>~Staff participation in Title I Program Staff Meetings</p> <p>~Staff included in workshops throughout the school year</p>



COMMENTS/NOTES:

AGREEMENT PAGE

Beverly City School

Signatures of both parent(s)/guardian(s) and child are required on this page for the following codes/policies/regulations:

- School Behavior Expectations
- Dress Code
- Assembly Guidelines
- Internet Acceptable Use Terms and Conditions Agreement
- Harassment, Intimidation, & Bullying Summary & Policy
- Attendance Policy
- Medication Policy
- Anaphylaxis to Food & Other Substances Policy
- Nutrition Policy
- Title I Parent Involvement School Plan

Identified above are codes, policies, procedures, and regulations that help provide a safe environment for our school community. Parents/Guardians and students are responsible for complying with all items in this handbook. Please note, there are additional policies and regulations approved by the Board of Education, not included in this handbook. Administration has the discretion of adding new procedures as needed. In acknowledgement that you and your child have reviewed and discussed these regulations please sign below.

Name of Student: _____
Please Print

Student's Signature _____

Parent/Guardian Name: _____
Please Print

Parent/Guardian Signature _____

Student's Teacher: _____ Grade: _____