2026 2027

BEVERLY
CITY SCHOOL DISTRICT

Student/Family Handbook

Carefully read the Student/Parent Handbook as information is not duplicated in this Staff Handbook and you are responsible for knowing and adhering to policies and procedures found in each. Memos have also been included in your opening packet & Google Drive to provide further explanations of specific policies and procedures. All Board of Education Policies and Regulations are accessible from our website. Print a copy of the last page, sign and return to the main office no later than September 30th.

AHERA Notification 40 CFR 763.93(g)(4), 40 CFR 763.84(c), 40 CFR 763.93(e)(10), 40 CFR 763.84(d)

As a part of the requirements of the Federal "Asbestos Hazard Emergency Response Act" legislation, the Beverly City School has conducted an AHERA Inspection and has developed a Management Plan for Asbestos-Containing Materials. In March 2011, a required Surveillance Inspection of the Beverly City School was conducted. The results of this inspection confirmed that these materials do not pose any immediate threat and will not in the foreseeable future as long as they continue to be properly maintained. The Inspection and Management Report are on file in the Board and Chief School Administrator's offices and are available to anyone for their inspection. Please be assured that the Beverly City Board of Education administration treats the various environmental issues seriously and will continue to take every reasonable effort to provide all of the building occupants with a healthful workplace.

APPLICATION FOR TEMPORARY LEAVE OF ABSENCE:

We will continue implementing the Red Rover system to report/record absences. Please complete your request via the Red Rover app; as well as, following the procedures found below.

PERSONAL DAY REQUESTS:

Please complete the Personal Day Request Form at least 24 hours prior to the date you wish to be absent. No personal days will be granted the day before or the day after a vacation or long weekend. Any staff member absent on the day before or after a vacation may be requested to submit a doctor's note. Any staff member absent 3 or more days may be required to submit a doctor's note.

SICK DAYS:

Sick days are for when you or an immediate family member are sick or has a doctor's appointment. If you take a sick day before or after a long weekend or vacation, you may be asked to provide a doctor's note. Following your return, an Application for Temporary Leave of Absence form will be placed in your mailbox. This must be filled out and returned to the main office so that we may keep accurate records of your attendance.

ARRIVAL/DISMISSAL

All faculty are required to be signed in no later than 7:55 AM. All faculty are required to remain in the building until 3:15 PM unless there is a faculty meeting. All other staff are required to be signed in per their designated schedules.

ATTENDANCE

Student attendance must be submitted, on-line through Genesis, to the Main Office each morning NO LATER THAN 8:30 AM. Call the Main Office if there are any changes (students leaving or showing up) after lunch. Any student that enters homeroom after 8:20 AM is considered late. It is essential that accurate records be kept on this. Please keep parent notes regarding absences through the end of the year as they may be used to verify excused or unexcused absences; all doctor's notes need to be sent to the main office.

STATE ATTENDANCE CODES:

1 - Full day's absence
2 - Absent-never attended

3 - Excused absence due to religious holiday or "Bring Your Child to Work" day
4 - Excused absence from vocational school-residential district closed - no transportation
5 - Half-day's absence
6 - Suspended
7 - Home instruction

BASIC SKILLS PROGRAM PLAN/TITLE I:

Student Selection Procedure

Students are selected for the program based on the following criteria:

- *Standardized Test Scores (state mandated tests)*
- *Report Card Grades*
- *Teacher Recommendation/I&RS referral*
- *Benchmark Assessments*

New students to the district will be considered for the program based on test scores and reports from the previous school.

Parental Involvement *- See Policy 9130 Public Complaints and Grievances & 2415.04 Title I – Parent Involvement*

Parents of Title I students will be involved in the planning of the Title I Program and will also have the opportunity to evaluate the effectiveness of the program on a yearly basis. A parent meeting will be held each school year to accomplish the following objectives:

- *Explanation of Title I Program (Selection Process, Instructional Program, Teaching Strategies, etc.)*
- *Parent training to help students succeed*
- *Evaluation of the program*

Parents will be notified of students' progress in the program through report card grades in respective subjects/programs. Informal communication – notes, phone calls, conferences, etc. will be done as needed.
The Title I staff will meet on a yearly basis to evaluate the effectiveness of the parental involvement program.

Goals of Title I Parental Involvement

1. *To inform parents about the services their children receive.*
2. *To help parents understand program requirements.*
3. *To provide parents with information regarding working with their children at home.*
4. *To receive feedback from parents regarding the Title I Program.*
5. *To continually evaluate and improve the Title I Program.*

Teaching Staff

Fully certified teaching staff members will be assigned to teach Title I programs in the Beverly City School. Title I teachers will also be assigned non-instructional duties on an equal basis with other teaching staff members.

Staff Development

Title I funds will be designated for staff development activities. Professional development activities must be related to Title I students' needs and be part of the District Professional Development Plan.

BIRTHDAY PARTIES/CELEBRATIONS/SNACK ITEMS IN YOUR CLASSROOMS (Pre-K through Grade 5):

Per the student/family handbook (page 11), NO OUTSIDE FOOD will be permitted for celebrations of any kind or snack time in your individual classrooms. Food items can be purchased through our Birthday Club with Nutriserve. If you choose to offer a snack time, individual students must bring in their own snack. DO NOT accept bulk snack items from a parent or guardian to be shared with the class or students who do not have a snack.

BUILDING SECURITY

All exterior doors to the building must remain closed and locked **AT ALL TIMES**. Items should not be placed in the exterior doors to prop them open. Furthermore, staff and students should **NEVER** open an exterior door to permit a person access to the building, even if he or she is familiar with that person. All access to the building should be through the front door by the main office. Now that the Annex is in open, additional doors may be accessed using your fob (Door A, L, and N). Please announce yourself whenever entering or exiting and the door you are accessing via the walkie-talkie. Example: "Dr. Giacobbe, exiting Door C." Visitors to the building must report to the main office and sign-in and wear a visitor's badge. As a staff member, it is your responsibility to stop and question visitors without the appropriate badge. These visitors should be escorted to the main office to obtain a visitor's badge. Even frequent visitors must follow this procedure.

CELL PHONE USE

Under no circumstances should you be using your cell phone. If there is an emergency need, please seek guidance from an administrator. If you are seen using your cell phone anytime other than your lunch or prep, disciplinary action will be taken.

CERTIFICATE HOLDER 6A:9-17.1(c)

All certificate holders shall report if they are arrested or indicted for any crime or offense to their Chief School Administrator within fourteen (14) calendar days. The report shall include the date of arrest or indictment and charge(s) lodged against the certificate holder. Such certificate holder must also report to their Chief School Administrator the disposition of any charges within seven (7) calendar days of disposition. Failure to comply with these reporting requirements may be deemed "just cause" pursuant to N.J.A.C. 6A:9-17.5.

CODE OF CONDUCT – See Student/Parent Handbook

COMMUNICATIONS

The district has provided you with an email address and a voicemail in order to maintain an open line of communication. Email and voicemail must be checked, at a minimum, once daily. All emails and telephone messages need to be responded to within a 24-hour period. Frequent communication is paramount to a child's academic success. We urge you to maintain frequent communication with ALL of your students' parents. You are required to communicate no less than three times per marking period if a student is receiving a C or less (or the equivalent in younger grades) in *any* subject. This does not include parent/teacher conferences, a letter in the backpack, and/or a note written in the agenda. Sufficient communication includes telephone calls home that are logged, email correspondence that the parent receives and responds to, or any other type that can be verified. Regular calls need to be made to students regarding attendance issues (absences and tardy arrivals). Please call home, until you make contact, after every 5 unexcused absence and/or tardy. Middle school teachers will call home for their specific homeroom. After 9 unexcused absences or tardy arrivals, please refer to I & RS with all your call logs. I & RS will host a meeting with parent/guardian and teacher. After every 10 unexcused absence and/or tardy truancy papers will be filed with the court. This new system will not preclude the Code of Conduct procedures for handling tardy arrivals and absences and the consequences given.

DISCIPLINE

Please see the Code of Conduct in the Student/Parent Handbook. Classroom rules, procedures, and consequences (both positive and negative) need to be established at the start of the school year. These should be posted and reviewed frequently as necessary. Remember: you are the first line of defense and you do not want to relinquish your power unless absolutely necessary. In the rare instance a child is too disruptive, please call the main office and an administrator will be sent to your classroom to assist you. NO STUDENTS MAY BE THROWN OUT OF YOUR CLASSROOM! The first time a parent needs to be called due to a child's behavior should not be by an administrator.

Teachers may approach classroom management in a variety of ways but will always strive to be firm, fair, and aware of the pride and dignity of every student. Praise for positive behavior will be specific, genuine, and generous. Any criticism or concern will address the child's behavior rather than the child himself. Rules will be developed to ensure a safe and respectful classroom environment. Our aim is to change behaviors for a lifetime rather than the moment.

DISMISSAL

Please read carefully the Dismissal Procedures listed in the Student/Parent Handbook and in the letter sent home for the first day of school. Students need a documented plan. Many students are not picked up in a timely manner at dismissal time. Teachers will no longer be bringing their students to the main office to call home. Please be sure that you have an updated list of telephone numbers with you. Please communicate with the main office to alert Samantha and Andrea of who has not been picked up so we are aware of the parents/guardians to expect. Phone calls home should be made from a classroom telephone or the gym. At 3:15 PM, any student not picked up may be brought to the main office.

DCP&P

Division of Child Protection and Permanency, DCP&P (formerly the Division of Youth and Family Services, DYFS), is New Jersey's child protection and child welfare agency within the Department of Children and Families. Its mission is to ensure the safety, permanency and well-being of children and to support families.

DCP&P is responsible for investigating allegations of child abuse and neglect and, if necessary, arranging for the child's protection and the family's treatment.

The Child Abuse Hotline (State Central Registry) receives all reports of child abuse and neglect 24 hours a day, 7 days a week. Reports requiring a field response are forwarded to the DCP&P Local Office who investigates. As a public school employee, you are a mandatory reporter, which means if you suspect abuse or neglect you MUST report it. Failure to report can be punishable by law. The hotline to report is 1-877-NJ-ABUSE.

EMERGENCY PLANS

Emergency Plans and all corresponding copies are to be kept in your room. The location of said plans must reported to the Main Office, via the memo, and are due on September 15th. The plans should include three (3) full days of plans to be used by a substitute in the event your plans are not available. You must have all copies made to support the plans. The location of where these copies can be found must be indicated in your plans. Please include a copy of your class list, your schedule, and a set of procedures for the substitute to follow (e.g., taking attendance, the lunch count, saluting the flag, students with medical problems, basic skills students, emergency drill information, dismissal plans, duties). Please refer to the memo included in your opening packet. These plans need to be updated if used and/or throughout the year to ensure relevance.

FACULTY MEETINGS

Faculty meetings are typically scheduled for Thursdays at 3:00 PM. Location to be determined. Please do not plan outside appointments or extra curricular activities on those days. Please note the dates in the memo provided and schedule appointments accordingly.

FIELD TRIPS

Planning a field trip involves multiple steps to ensure the experience is educational, safe, and inclusive. This process applies to **all field trips**, including:

- **Local walking field trips**
- **Trips with no cost to the district**

Inclusion Requirements

- All students in the grade level must be included, including those in **self-contained classrooms**.
- All required **paraprofessionals and support staff** (e.g., aides) must be included in planning and chaperoning.

Steps for Field Trip Approval

1. Obtain the Field Trip Form

- Get the **field trip form** from the **main office**.

2. Complete Level 1 Verification

- Fill out the form **completely and accurately**.
- Include all **required chaperones**, such as:
    - Teachers and support staff
    - **School nurse** (if applicable)
    - **Bus driver** (if transportation is needed)

3. Submit to School Nurse (Level 2 Verification)

- Submit the completed form to the **school nurse** for review and approval.

4. Adjustments After Nurse Review

- The nurse will return the form to the teacher.
- **Make any necessary adjustments** to:
    - Chaperones (e.g., additional support personnel)
    - Medical needs or supervision
    - Costs associated with these changes

5. Submit to Superintendent (Level 3 Verification)

- Submit the adjusted and nurse-approved form to the **superintendent** for final approval.

6. Receive Official Approval

- Once approved by the superintendent, the **teacher will receive an official confirmation that the trip was approved.**.
- No trip may proceed without this final approval.

Important Reminders

- **Plan ahead**: All forms must be submitted **well in advance** of the **Board of Education meeting for approval prior to the date of the trip.**
- Approval is required **regardless of cost** or **trip distance**.
- Ensure all chaperones and student needs are accounted for to avoid delays in approval.
- You must make a field trip permission slip that is completed by the parent(s)/guardian(s), prior to the trip. Students may not attend the field trip if there is no accompanying slip.
- A lunch order must be given to Nutriserve, at least one week in advance of the planned trip, so that bagged lunches can be provided. Oftentimes, you have to reserve lunch tables, etc. at your destination. Please ensure you review that when making your reservation.

FIRE DRILLS/OTHER EMERGENCY/SECURITY DRILLS

Schools are required to hold a minimum of two of each of the following security drills monthly.
In continuation of the safety and security program in the Beverly City School, we will be conducting monthly unannounced security and fire/evacuation drills. One of each will be conducted within the first 2 full weeks of the school year.

Below are some steps to review with your students as early as possible:

- Students and staff all over the nation are practicing a variety of safety drills in an effort to be prepared for any emergency situation that may arise.
- Although Beverly City School is a very safe place for students and teachers to be, we are constantly working on improving procedures to make it even safer.
- In an effort to be prepared for any school-wide emergency, we are going to begin practicing a number of safety drills. It is very important that students take these drills seriously and listen carefully to their teachers during the drill.
- All students should know what to do if in a bathroom, hallway, or other location during any of the below mentioned drills.
- During a lock-down drill, students will be asked to move in silence to a predetermined safe area of the classroom and wait for instructions from the teacher in charge. In order to alleviate any of the student anxieties, you can use the Three Little Pigs as a reference: sometimes, like in a fire, we need to EXIT the building to stay safe. But other times, like in the Three Little Pigs, we have to stay inside to be safe.

1. **FIRE DRILLS/EVACUATION:**

FIRE/EVACUTION DRILL Procedures

- EXITS MUST BE POSTED IN EACH ROOM.
- Teachers should exit with their classes to their designated locations-follow map or exit list.
- Please bring red/green attendance cards during the drill. In a true emergency, all students' items should be left behind so you can evacuate immediately.
- Classrooms should not be locked—just EXIT the building quickly! Doors should be closed!!!
- Attendance should be taken once you reach your final evacuation site (followed by holding up your red or green sign). Then take attendance again once you are back inside the classroom. If you are missing any students inside the classroom, notify an administrator immediately.
- **Teachers should lead the students to the designated location; however, please be vigilant of the back of your line.**
- The use of cell phones is prohibited during a drill or actual emergency.
- Please remain in quiet straight lines until given the ALL CLEAR signal to return to the building. Please return to the building following the same route.
- Students should remain silent until back in their seats in the classrooms.

2. **ACTIVE SHOOTER:**

An active shooter or armed assault on school grounds involves one or more individuals' intent on causing physical harm to students and staff. Intruders may possess "weapons," which include but are not limited to: gun(s); assault rifle(s); explosives(s); knife (knives) and including all other edged weapons; or other harmful devices. An active shooter situation is when one or more subjects are believed to be armed/has used/has threatened to use a weapon to inflict serious bodily injury or death on other person(s) and/or continues to do so while having unrestricted access to additional victims; their prior actions have demonstrated their intent to continuously harm others; and their overriding objective appears to be that of mass injury and murder.

LOCK-DOWN DRILL Procedures

- Please take the following steps once you hear the following announcement: LOCKDOWN, LOCKDOWN, LOCKDOWN. (Please note that there is not one designated person making this call so be prepared to hear different voices making the announcement.)
    - Make a quick check of the hallway and bring any students left in the hallway into your classroom.
    - Doors should be locked at all times with the "Door Blok" in place. Remove the "Door Blok" so door is closed and locked.
    - Cover the glass in the door with the shade.
    - Leave the shades to the windows as they are.
    - Turn off the lights.
    - Gather children and yourself away from the doors and windows. Everyone should be out of sight and crouched low to the ground away from the doorway. Children should be instructed to remain silent until the drill is over.
    - Once the door is locked, **do not open it for anyone.**
    - Any adult in the hallway needs to go to the nearest safe haven. **Doors are not to be unlocked for anyone, even if you recognize the voice.**
    - Tell your students what they should do if they are not with you when they hear the announcement – hide in a bathroom, etc.
    - **DO NOT COME OUT OF LOCK-DOWN, EVEN IF YOU HEAR AN ANNOUNCEMENT. Wait for someone to come and unlock your door. In a real lock-down situation, the police will evacuate you.**
    - DO NOT exit your safe place if you hear the fire alarms.
    - It is literally, hide and seek for your life.

Calling a Lockdown (to be utilized in an EMERGENCY situation only and NEVER to be shared with students):

ALL call from any **school phone**:

1. Dial 100
2. Listen for beep
3. Press zero (0) zero (0)
4. Wait for the ding on overhead speaker and then announce: **"Lockdown, lockdown, lockdown!"**

ALL call from *any* phone:

1. Call school number – 1.609.387.2200
2. When you hear Liz's voice – press 100
3. You'll hear, "I will now connect you," then listen for beep
3. Press zero (0) zero (0)
4. Wait for the ding on overhead speaker and then announce: **"Lockdown, lockdown, lockdown!"**

Non-Negotiables:

- You may NOT open/hold any door for anyone. Safety first, manners second. Please instruct students of this rule.
- When not in your room, doors locked and closed, shades down. All shades up when in room.
- Never leave your computer unattended while logged into Genesis. Make sure you log out and Ctrl + Alt +Delete to lock your computer.
- Keys must be left in the faculty room mailbox every evening for guest teachers.
- You must provide a written list of your visitors to the main office prior to their visit.
- No person may exit any door except main office doors with the exceptions of recess and PE classes.
- Visitors will have badges displayed and these will be returned to the main office – this includes workers. It is your job to question visitors.
- You can call 911 or announce a LOCKDOWN from any phone – all responsible – like DCP&P – you are all mandatory reporters!
- If going outside, MUST have walkie-talkie.

3. **EVACUATION (NON-FIRE):**

The need for orderly and safe evacuation during certain situations is critical to the safety of the occupants of a school building. A variety of situations may require evacuation ranging from natural events (eg, flooding) to man-made situations (eg, bomb threats, loss of power, gas leaks). All of these events pose a danger to the building occupants.

It is the responsibility of the Chief School Administrator to order an evacuation if the threat is deemed immediate, credible, and reasonable. The Chief School Administrator must also notify emergency responders so that they are aware of the situation and may take appropriate action. If reasonable cause does not exist, the Chief School Administrator should consult with law enforcement and emergency responders about ordering an evacuation of a school building. If law enforcement identifies any situation that would lead a reasonable person to believe that the occupants are exposed to a significant risk or the threats are reasonably confirmed, law enforcement shall order an evacuation.

Regardless of the underlying cause that necessitates the evacuation, it is the responsibility of law enforcement and other emergency services to respond to and to assist in the orderly and safe evacuation of a school building when the need arises. Once an evacuation occurs, law enforcement has the responsibility of advising the Chief School Administrator of the extent of their specific efforts, their findings, and when their efforts are concluded. After considering the information supplied to them by law enforcement, the final decision to reoccupy the facility rests with the Chief School Administrator.

4. **BOMB THREAT RESPONSE:**

The primary concern in a bomb threat situation is the safety of the building occupants. The Chief School Administrator plays a major role in responding to bomb threats. It is the responsibility of the Chief School Administrator to order an evacuation if the bomb threat is deemed credible and reasonable. If reasonable cause does not exist, the Chief School Administrator should immediately consult with law enforcement about ordering an evacuation of a school building. The Chief School Administrator has 3 options when faced with a bomb threat: 1) assess and decide that the threat is not credible, 2) evacuate the building immediately, or 3) search and evacuate the affected area. When a school has been evacuated and a device has not been found, it is the responsibility of the Chief School Administrator to order the re-occupancy of the school based upon the information provided by law enforcement officials.

It remains the responsibility of law enforcement to take each of these threats seriously, respond to the scene when called, assist in evacuating the school building (if necessary), conduct thorough investigations, coordinate the search of the building, and advise the Chief School Administrator of the findings of the search and status of the bomb threat.

Due to the danger of possible bomb detonation from radio or cell phone transmissions, all radio and cell phones at the scene should be turned off. The Chief School Administrator and the law enforcement official are encouraged to confer with one another when determining their communications protocols. This will ensure safe and efficient handling of school bomb threat events.

All threats must be taken seriously and immediate action taken. When teachers hear "EVACUATE":

- Evacuate the building
- No school bags
- Do NOT use cell phones!

5. **SHELTER IN PLACE DRILL Procedures**

Once you hear the following announcement:

"SHELTER IN PLACE"

Please take the following steps:

- Make a quick check of the hallway and bring any students left in the hallway into your classroom.
- Instruct students, if they are in the restroom, to return immediately to the closest classroom. Allow students into your room that are not necessarily your students.
- Close your doors.
- You may continue to instruct students, but you MAY NOT allow any children to leave for the nurse, bathroom, or exit for lunch or special.
- NO ONE SHOULD BE IN THE HALLWAYS FOR ANY REASON. This includes teachers on a prep. You must remain in a room during the drill/emergency.
- Once the drill is over, you will hear an announcement that the "Shelter in Place Drill is Over." You may then resume your normal schedule.

GRADES

Refer to the Student/Parent Handbook for specific grading information, interim report dates, report card dates, and marking period dates.

HEALTH OFFICE PROCEDURES

Nurse's Pass

A nurse's pass **must** accompany every child that is sent to the health office. Please write the passes yourself, specifying the first and last name of the student, the time, and the exact nature of the complaint. Example: John Doe, Mrs. Teacher, 11:00 AM, fell and scraped right knee. Although this sounds like a great deal of work, please bear in mind that it is essential for mandated record keeping. The school nurse will be providing everyone with a Nurse's Pass, which you will need to make copies of and a memo outlining specific procedures.

Health Office Hours

The health office is closed for one hour everyday to administer medications, prep, and lunch. This time has yet to be determined. After the medication schedule is determined an email/memo will be sent notifying you of the time. Please do not send students to the health office during this time. If you are having an emergency, please call the main office.

Student Medical Issues

It is the responsibility of the individual staff member to touch base with the school nurse to educate themselves regarding any medical issues of students within the class.

Physical Education Restrictions

Please send all notes regarding physical education restrictions to the nurse when you receive them. A child excused from physical education may NOT go out for lunch time play.

Every child coming into the classroom with a noticeable injury, including an ace bandage, sutures, a cast, sling, brace, etc. should be sent to the health office before school begins. The nurse will assess the injury and contact the parents to determine removal from physical activity. If a child is wearing a cast, sling, ace bandage, brace, or has sutures, he/she may not be on the playground for any reason.

Worker's Compensation

Any injury to an employee that occurs on school property or while performing job related duties MUST be reported to the building administrator or supervisor IMMEDIATELY by the employee. All injuries must also be reported to the school nurse as soon as possible. It is the responsibility of the employee to notify the compensation carrier.

Bloodborne Pathogens

There are many diseases carried by blood. The two most common are the hepatitis B virus and the human immunodeficiency virus (HIV). Bloodborne pathogens can cause infection by entering your body in a variety of ways, including open cuts, nicks, skin abrasions, dermatitis, and the mucous membranes of your mouth, eyes, or nose. Contaminated surfaces are a major cause of the spread of hepatitis. Hepatitis B virus can survive on environmental surfaces dried and at room temperature for at least 1 week. The key to preventing infection is understanding the danger you face and knowing how to protect yourself.

Five major tactics reduce your risk of exposure to bloodborne pathogens on the job. They include:

- Engineering control
- Work practice controls
- Personal protective equipment
- Housekeeping
- Hepatitis B vaccine

One of the most effective work practice controls is AVOIDANCE. Use GLOVES and replace disposable single-use gloves as soon as possible. If an infectious material gets on your hands, the sooner you wash it off the less chance you have of becoming infected. Handwashing keeps you from transferring contamination from your hands to other areas. Report any exposure to the school nurse PROMPTLY. All employees will utilize *Universal Precautions*. *Universal Precautions* is an infection control method that requires employees to assume that all human blood and body fluids are infectious. If a child vomits, urinates, or has a bloody nose in your classroom and you need a custodian to clean the area, please call the office and the office will notify the custodian. Do not clean it yourself – do not cover with paper towels.

HOLIDAYS TO BE OBSERVED IN THE CLASSROOM

You must observe each of the following holidays; observation exercises need to be noted in your lesson plans. If the actual date falls on a weekend, please observe the Friday preceding the date.

September 13 -	Commodore John Barry Day
September 17 -	Constitution Day
April 24 -	Arbor Day
June 14 -	Flag Day

Last school day preceding:

Martin Luther King's Birthday
Lincoln's Birthday
Washington's Birthday
Decoration or Memorial Day
Indigenous People's Day
Veterans Day
Thanksgiving Day
Juneteenth

In an effort to help you comply with the United States Constitution and create a school environment that celebrates diversity by respecting differing points of view concerning religion, we offer the following suggestions.

- **General Rule:** When a school does choose to acknowledge the December holidays, it is essential that the school must never appear to endorse religion over non-religion or one particular religious' faith over another.

- **Public schools must remain free from activities that could involve religious coercion.** Because of their young age, students are particularly impressionable and susceptible to pressure to conform to the beliefs of the majority. Schools must take care to avoid endorsing the beliefs, practices, or traditions of the majority religion.

- **Schools must be careful not to cross the line between teaching about religious holidays (which is permitted) and celebrating religious holidays (which is not).** Celebrating religious holidays in the form of religious worship or other practices is unconstitutional. Teaching about a holiday will be constitutional if it furthers a genuine secular program of education, is presented objectively, and does not have the effect of endorsing, advancing, or inhibiting religion.

- **Special school events, assemblies, concerts, and programs must be designed to further a secular and objective program of education and must not focus on any one religion or religious observance.** Thus, religious music or drama may be included in school events, but the reason for including that music must be to advance a secular educational goal. Such events must not promote or denigrate any particular religion, serve as a religious celebration, or become a forum for religious devotion.

- **Religious symbols are not appropriate seasonal decorations in public schools.** The classroom and school premises are the place where children spend the majority of their day. It is important that all students feel comfortable and accepted in their school. Symbols of religious holidays may
make some students uncomfortable and unwelcome because their holidays and traditions are not represented or because they do not celebrate religious holidays at all.

- **In an effort to be ecumenical, it is not advisable to rely on information provided by a representative child of a minority religion.** Students should not be put on the spot to explain their religious (or cultural) traditions. The student may feel uncomfortable and may not have enough information to be accurate. Moreover, by asking a student to be spokesperson for his/her religion, the teacher is sending a signal that the religion is too "exotic" for the teacher to understand.

- **Remember: diversity includes religious diversity.** In designing holiday programming, it is essential to keep in mind that the children entrusted to your care likely have widely divergent religious points of view. The way you approach the December holidays will determine whether those children whose religious views fall outside of the majorities are made to feel welcome and comfortable in their school building or whether they will feel as if they do not belong.

IEP & 504's

In accordance with state law, teachers are responsible for reading and implementing the individualized education program (IEP) of all classified children and 504 plans for children in their classroom. They are confidential. All modifications are to be implemented carefully and accurately. Special area teachers are required to read ALL IEPs Access to IEP's is available through Genesis.

INTERNET ACCEPTABLE USE FOR FACULTY/STAFF

FACULTY/STAFF RESPONSIBILITIES:

To the extent possible, and in compliance with the Children's Internet Protection Act (CIPA) and Neighborhood Children's Internet Protection Act (NCIPA), the district filters Internet access on all devices capable of accessing the Internet. The district recognizes that no technology measure can block 100% of the undesirable content, and emphasizes the importance of staff supervision in monitoring student use. It is also the responsibility of all staff to:

- Guide students in the selection and evaluation of educational materials.
- Help students develop informational literacy skills including conformity to copyright laws and the concept of intellectual property.
- Help students develop safe practices while learning in an online world, particularly when the educational experience involves chat rooms, email, and other forms of direct electronic communications.

UNACCEPTABLE USES OF THE INTERNET/WIRELESS

1. General school rules for behavior and communications apply to the use of telecommunication systems, including those regarding sexual harassment. The telecommunications system should not be used to transmit jokes or other comments that may be discriminatory, harassing, or offensive to others or material that defames an individual.
2. End-users shall not disclose the personal information of minors without authorization.
3. The use of telecommunication systems to access and/or distribute objectionable material is prohibited. Prohibited material includes that which is pornographic, material harmful to minors, and/or obscene.
4. The use of telecommunications systems for illegal activity is prohibited.
5. End-users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent themselves on the networks.
6. Telecommunication systems shall not be used in any manner that disrupts the use of systems by others. Hardware or software shall not be destroyed, modified, or abused in any way.
7. End-users shall not use District telecommunications systems for business or commercial purposes.
8. End-users shall not use telecommunications systems to gain or attempt to gain unauthorized access to internal or external systems.
9. End-users shall maintain the privacy of their account information and shall not allow others to access their accounts.
10. End-users shall comply with all copyright laws and guidelines with respect to copying material in digital format and intellectual property.
11. End-users shall not use the Internet for personal purposes (personal purposes may include but are not limited to: hotel/trip reservations; accessing personal emails; shopping) except for before (7:55 AM) and after school (3:15 PM) or during your assigned lunch period.
12. Workstations or devices using the school's wireless Internet network, including those owned by staff, are subject to the Internet User Contract adopted by the Board of Education. By choosing the school's wireless internet service, staff agree to abide by the terms of this policy.
13. Printing and file saving to the Beverly network is not available to guest wireless users.
14. Portable devices owned by staff may access the internet. The school reserves the right to apply certain conditions to wireless internet sessions. Examples of such conditions include but are not limited to: bandwidth usage limits, concurrent user limits, and filtering.
15. All wireless sessions are filtered. Staff are required to abide by the school's policy and not disable any filtering software.
16. The school is not responsible for any personal electronic equipment. Technical assistance is not available to users for configuration of personal devices to gain access to the wireless network.
17. The Beverly City Board of Education makes no guarantee with regard to network availability and does not guarantee a secure connection. Staff using the school's wireless internet service agree that the Board of Education will not be held liable for any

damage to personal hardware or software, or for virus infections or other consequences caused by downloads while using the network. Staff agree to indemnify and hold the Beverly City Board of Education harmless from any and all liability.

18. Staff members may be held liable if they, knowingly or not, compromise the network with a virus or hacker program with their own equipment.

INTERVENTION & REFERRAL SERVICES (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:

- Kerri Lawler, Administration
- Chelsea Light, School Psychologist
- Joanne Mills, Social Worker
- Caitlin Stone, Speech Therapist
- Jessica Shaw, Reading Specialist, General Education teacher
- Peg Gunkel, Special Education teacher
- Alyssa de la Pena, School Nurse

The purpose of the committee is to brainstorm solutions for students' behavioral, academic, and health issues that are impeding their success in school.

Referring Teacher Checklist

Teachers are encouraged to refer students to the I&RS team after following these steps.

1. Contact your grade level liaison to schedule a liaison team meeting.
   Pre-K – Dorann Foglio
   K-2 – Stefanie Maldonado
   3-5 – Anneliese McCloskey
   Middle School (6-8) – Lisa DiPace
   Related Arts – meet with the student's grade level liaison
2. At that meeting, develop an action plan with your liaison and your liaison's team. See below for team list.
3. Distribute the action plan to the teachers who are involved with this student.
4. Follow the action plan and track the data associated with your action plan for at least three weeks.
5. If the interventions in the action plan are unsuccessful, then obtain an I&RS initial referral packet from the main office and complete.
6. Return the initial referral packet by the date listed on the calendar on the opposite side of this document. In addition, turn in liaison action plan with data collected.
7. Triage will assess all forms and notify you of your student's status.

LESSON PLANS

Please make weekly plans available through Oncourse on Mondays by 8:00 AM. Please refer to the memo in your opening packet with all requirements. Plans should contain 3-part objectives, activities, and evaluation for all subjects. They need to indicate the NJ Student Learning Standards for each subject area. Revised plans are due 24 hours following a revision request. Email administration to say the plans have been revised.

LUNCHTIME

Teachers and staff are expected to sign out/in at the Main Office when leaving the building at lunchtime. Teachers and staff should not leave the building at any other time. You may ONLY enter and exit through the doors located by the main office, Door A for the main building and Door N for the Annex.

MARKING PERIOD DATES:

Marking Period 1
Mid-Marking Period date - 10/6/2026
Progress Reports grades due to main office - 10/14/2026
Progress Reports available - 10/16/2026
End of marking period - 11/10/2026
Special Ed Progress Reports completed and Report Cards due to main office -11/18/2026
Report Cards available -11/20/2026

Marking Period 2
Mid-Marking Period date - 12/12/2026
Progress Reports due to main office -12/18/2026
Progress Reports available - 12/23/2026

End of marking period- 1/26/2027
Special Ed Progress Reports completed and Report Cards due to main office -2/3/2027
Report Cards available – 2/5/2027

Marking Period 3
Mid-Marking Period date – 2/26/2027
Progress Reports due to main office – 3/5/2027
Progress Reports available – 3/10/2027
End of marking period - 4/8/2027
Special Ed Progress Reports completed and Report Cards due to main office -4/15/2027
Report Cards available – 4/19/2027

Marking Period 4
Mid-Marking Period date - 5/10/2027
Progress Reports due to main office -5/17/2027
Progress Reports available – 5/21/2027
End of marking period - end of the school year
Special Ed Progress Reports completed and Report Cards due to main office - end of the school year
Report Cards available-end of the school year

PEANUT/TREE NUT ALLERGY

You will receive a memo from the nurse regarding students having severe allergies in your class. As in the past, the Beverly City School District is entirely nut/peanut free. This includes the faculty/staff lounge. You or any of your students may not bring in any item that contains nuts or is processed in a facility with nuts.

PERSONAL BELONGINGS

Please lock your classroom when you leave! Do not leave any money or items of value in your desk drawers at any time. Please remember to be careful of purses (don't leave them around). If you have collected money for any event, you must have it placed in the Main Office on the SAME day it is collected.

POLICIES

A brief description of policies may be found in the appendix attached. The full set of policies are available for you to access online at www.beverlycityschool.org.

PROGRESS REPORTS

If a student is performing unsatisfactorily in any subject, it is essential that parents be notified. Progress Reports should be sent home midpoint into the marking period. (See dates for sending Progress Reports under "Marking Period Dates"). Teachers should also notify parents when students are doing exemplary work.

RECORD KEEPING

Teachers should keep written records of all parent contact, including date and content of telephone conversations or meetings. This should be saved from year to year. Any reports requested (ie, BSI, Academically Talented, student documentation, or curriculum-related matters) need to be compiled neatly and presented in an organized manner.

REIMBURSEMENT

Teachers must seek permission *prior* to purchasing any item if you are expecting to be reimbursed. All orders should be submitted three weeks prior to the next board meeting so it can be purchased with a Purchase Order. This is standard operating procedure and should be adhered to. We do recognize that on rare occasion a teacher may need to purchase something using their personal funds. Teachers must fill out a request for purchase for any items they would like to buy before they are purchased. Items purchased without prior approval will not be reimbursed.

RELATIONSHIPS WITH STUDENTS OUTSIDE OF SCHOOL:

Staff members should not have private relationships with students (current and former) outside of the school building. No staff member should ever put a student into their private vehicle.

REPORT CARDS

See the Student/Parent Handbook. Our parent portal began in September 2013. This should be introduced and demonstrated to ALL parents/guardians at Open House. It is your responsibility to ensure that grades are inputted accurately and in a timely manner.

SUPERVISION OF PLAYGROUNDS, HALLWAYS & CLASSROOMS

Students MUST be under supervision at ALL TIMES. A teacher's absence from his or her area of supervision does not relieve the teacher of responsibility. Absence may be proven as neglect, and the liability then falls on the teacher. The teacher should NOT leave the area in which he or she is supervising students. Remain with your students at ALL times.

TITLE IX

The Title IX Officer for the 2025-2026 school year for Beverly City School District is Dr. Elizabeth C. Giacobbe.

POLICIES:

#1550 – "Nondiscrimination/Affirmative Action" (Administration)

State and federal statutes and regulations prohibit school districts from discriminatory practices in employment or educational opportunity against any person by reason of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, or atypical hereditary cellular or blood trait of any individual, in employment or in educational opportunities. Further state and federal protection is extended on account of disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family status.

#3370/4360 – "Tenure (Certificated & Non-Certificated)"

The Beverly City Board of Education recognizes that the benefit of tenure is conferred by law on staff members who have completed the requisite period of probationary service in this school district. The Board also recognizes that certain service does not qualify the staff member who performs that service for the grant of tenure.

#3362 – "Nondiscrimination/Affirmative Action"

Affirmative Action

The Beverly City Board of Education guarantees to all persons equal access to all categories of employment, retention, and advancement in this district, regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, nonapplicable disability or because of genetic information, or refusal to submit to or make available the results of a genetic test.

An affirmative action/equity program shall be a part of every aspect of employment not limited to but including upgrading; demotion or transfer; recruitment or recruitment advertising; renewal or non-renewal; layoff or termination; rates of pay or other forms of compensation including fringe benefits; employment selection or selection for training and apprenticeships; promotion; or tenure.

Sexual Harassment

Administrators and supervisors will make it clear to all staff that sexual harassment is prohibited. No supervisory employee shall threaten or insinuate, either directly or indirectly, that an employee's refusal to submit to sexual advances will adversely affect the employee's continued employment, evaluation, compensation, assignment, or advancement. No supervisory employee shall promise or suggest, either directly or indirectly, that an employee's submission to sexual advances will result in any improvement in any terms or condition of employment of an employee. Sexually harassing conduct committed by nonsupervisory personnel is also prohibited.

Staff may file a formal grievance related to sexual harassment. The Affirmative Action Officer will receive all complaints and carry out a prompt and thorough investigation and will protect the rights of both the person making the complaint and the alleged harasser.

#3150/4340 – "Grievance Procedure Regulation"

In keeping with federal/state antidiscrimination legislation, the Beverly City Board of Education has adopted and hereby publishes the Grievance Procedure provided for the resolution of student, employee, and parent complaints.

#8320 – "Personnel Records"

Orderly administration of the school district and compliance with state and federal law require the compilation of information about all employees of the district. The Beverly City Board of Education recognizes that there is a distinction between those personnel records that are clearly a matter of public concern and those that must be considered privileged until such time as they are opened to the public by the commissioner of education or the courts.

#3130/4130 – "Assignment; Transfer (Certificated & Non-certificated)

The Beverly City School Chief School Administrator shall make staff assignments and transfers in the manner best calculated, in his/her judgment, to enhance the educational program.

#3222 – "Supervision (Certificated)"

The Beverly City Board of Education acknowledges that the purpose of supervision is to improve teacher performance in the classroom so that all students have an opportunity to achieve the Core Curriculum Content Standards.

#3222 – "Evaluation (Certificated)"

The Beverly City Board of Education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district, including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

#3112 – "Reduction In Force/Abolishing a Position"

The Beverly City Board of Education has the right under state law to abolish unilaterally any existing position in whole or in part and to reduce the number of employees in any category for reasons of economy, reduction in the number of pupils, change in the administrative or supervisory organization, change in the educational program or other good cause.

#3142 – "Nonrenewal"

The Beverly City Board of Education shall renew the employment contract of a nontenured teaching staff member by a recorded roll call majority vote of the full board only upon the recommendation of the Chief School Administrator. A nontenured teaching staff member who is not recommended for renewal by the chief school administrator shall be deemed nonrenewed. Written notice of nonrenewal of employment will be sent to the employee by the Board Secretary. This notice will be given by the date specified by law.

#3150 – "Standards for Staff Discipline (Certificated & Non-Certificated)"

The Beverly City Board of Education directs all staff members (teacher and support staff) to observe statutes of the State of New Jersey, rules of the State Board of Education, policies of this Board, and duly promulgated administrative rules and regulations governing staff conduct. Violations of those statutes, rules, policies, and regulations will be subject to discipline.

#3152/4152 – "Withholding an Increment (Certificated & Non-Certificated)"

Advancements on the salary guide, including annual employment and adjustment increments, are not automatically granted and must be earned by satisfactory performance. Advancements require favorable evaluations of the employee's performance of assigned duties, a satisfactory attendance record, and adherence to the rules of this district and high standards of professional conduct.

#3214 – "Conflict of Interest"

An employee of the Beverly City Board of Education shall not have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, which is in conflict with the proper discharge of his/her duties.

#3216 – "Conduct and Dress"

The Beverly City Board of Education expects all staff members to be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed, or the occasion.

#3281 – "Inappropriate Staff Conduct Procedure Regulation"

Inappropriate conduct by a school staff member will not be tolerated by the Beverly City Board of Education. The Policy and this Regulation have been developed and adopted by this Board to provide guidance and direction to avoid actual and/or the appearance of inappropriate conduct and conduct unbecoming a school staff member to pupils.

#3218 – "Employee Substance Abuse"

General - All Employees

The use of alcoholic beverages in school worksites is prohibited. Violations of this prohibition may subject an employee to disciplinary action, which may include but is not limited to nonrenewal, suspension, or termination at the discretion of the Beverly City Board of Education.

#3437 – "Military (Certificated & Non-Certificated)"

The Beverly City Board of Education recognizes that military service rendered by any district employee in the defense of the country or in maintaining preparedness for conflict, foreign or domestic, is a service benefiting all citizens. Any permanent or full-time officer and/or employee of the district will be provided military leave and related benefits pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Section 4301 et seq., P.L. 2001 Chapter 351 amending N.J.S.A. 38:23-1, N.J.S.A. 38A:1-1 and N.J.S.A. 38A:4-4., and any other applicable Federal and State laws.

#4211 – "Recruitment, Selection & Hiring"

The Beverly City Board of Education shall appoint all staff members only from nominations made by the Chief School Administrator. All appointments shall be by recorded roll call majority vote of the full membership of the board. The Chief School Administrator shall adhere to the following in recruiting and interviewing candidates – see policy for details.

#4220 – "Supervision (Non-Certificated)"

The Beverly City School Chief School Administrator shall ensure development of procedures for observation and supervision of all employees so that optimum support is provided for the educational program.

#4220 – "Evaluation (Non-Certificated)"

The Beverly City School Chief School Administrator shall maintain factual personnel records on all support employees and shall direct evaluation procedures.

#5500 – "Conduct/Discipline"

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

#5512 – "Harassment, Intimidation and Bullying"

The Beverly City Board of Education prohibits acts of harassment, intimidation, or bullying. 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 environment; and 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.

#2416/5752 – "Married/Pregnant Pupils"

No pupil, whether married or unmarried, who is otherwise eligible to attend the district's school shall be denied an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

#5751 – "Sexual Harassment of Pupils"

The Beverly City Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in sexual harassment by school employees, other pupils (peers), or third parties.

#2260/5750 – "Equal Educational Opportunity"

The Beverly City School District shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities and services and give them maximum opportunity to achieve their potential regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, nationality, place of residence within the district, social or economic condition, or disability. Enforcement of other district affirmative action/equity policies (2224, 4111.1, 4211.1 and 6121) contribute to this legally required equality of educational opportunity

#5750/5755 – "Nondiscrimination/Affirmative Action" (Instructional)

No pupil enrolled in the Beverly City School District shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, religion, sex, affectional or sexual orientation, national origin, place of residence in the district, social or economic condition, nonapplicable disability, or because of genetic information or refusal to submit to or make available the results of a genetic test. The Affirmative Action Team as led by the Affirmative Action Officer shall be responsible for planning, implementing, and monitoring the district's affirmative action program with respect to school and classroom practices.

#5842 – "Physical Education and Health"

The Beverly City Board of Education directs that the district's curricular and extracurricular programs of physical education and activities comply with the district's affirmative action resolution and equity plan for school and classroom practices as stipulated in policy. The Board shall ensure that the comprehensive health and physical education curriculum addresses all elements required by the Core Curriculum Content Standards.

#2360/2361 – "Internet Safety and Technology"

The Beverly City Board of Education shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the Core Curriculum Content Standards.

#2110 – "Extracurricular Activities"

The Beverly City Board of Education believes that the educational goals and objectives of the district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom program.

#2430/2431 – "Intramural, Interscholastic Competition"

The Beverly City Board of Education considers all competitive extracurricular activities--academic, artistic and athletic--an integral part of the total educational program. Competitive activities shall be under the same administration and control as the rest of the school program and closely articulated with it.

#1540 – "Code of Ethics"

The members of the Beverly City Board of Education recognize that they hold authority not as individuals but as members of the board. In order to make a clear public statement of its philosophy of service to the pupils of the district, the Board adopts this code of ethics.

POLICY GUIDE

5512 HARASSMENT, INTIMIDATION, OR BULLYING

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O. Reports to Law Enforcement

P. Collective Bargaining Agreements and Individual Contracts

Q. Students with Disabilities

A. Prohibiting Harassment, Intimidation, or Bullying

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

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

B. Definition of Harassment, Intimidation, or Bullying

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;

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2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;

3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

   a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or

   b. Has the effect of insulting or demeaning any student or group of students; or

   c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

The Board recognizes that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Recognizing "a real or perceived power imbalance" may assist school officials in identifying harassment, intimidation, or bullying within the context and relative positions of the alleged aggressor and target.

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or remotely activating paging device (N.J.A.C. 6A:16-1.3).

In accordance with the Board of Education's Code of Student Conduct and this Policy, all acts of harassment, intimidation, or bullying that occur off school grounds, such as "cyber-bullying" (e.g., the use of electronic means to harass, intimidate, or bully) is addressed in this Policy.

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C. Student Behavior

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

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

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

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

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property, and rights of others; obey constituted authority; and respond to those who hold that authority);

2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;

3. Student rights; and

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4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, school employees, volunteers, students, and community representatives, in the development of this Policy.

Pursuant to N.J.A.C. 6A:16-7.1, the Board developed guidelines for student conduct, taking into consideration the nature of the behavior; the nature of the student's disability, if any and to the extent relevant; the developmental ages of students; severity of the offenses and students' histories of inappropriate behaviors; and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. The school district will support students who:

1. Walk away from acts of harassment, intimidation, or bullying when they see them;

2. Constructively attempt to stop acts of harassment, intimidation, or bullying;

3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and

4. Report acts of harassment, intimidation, or bullying to the designated school staff member.

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D. Consequences and Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying.

In every incident found to be harassment, intimidation, or bullying, the school Principal, in consultation with appropriate school staff, may apply disciplinary consequences and/or remedial actions, such as the provision of counseling, behavioral interventions, or other measures.

Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses; consider the developmental ages of the student offenders; the nature of the student's disability, if any and to the extent relevant; and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

The following factors, at a minimum, shall be given full consideration by the school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Factors for Determining Consequences

- Age, disability (if any and to the extent relevant), developmental and maturity levels of the parties involved and their relationship to the school district;
- Degrees of harm;
- Surrounding circumstances;
- Nature and severity of the behaviors;
- Incidences of past or continuing patterns of behavior;
- Relationships between the parties involved; and
- Context in which the alleged incidences occurred.

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Factors for Determining Remedial Measures

Personal:

- Life skill deficiencies;
- Social relationships;
- Strengths;
- Talents;
- Traits;
- Interests;
- Hobbies;
- Extra-curricular activities;
- Classroom participation;
- Academic performance;
- Relationship to peers; and
- Relationship between student/family and the school district.

Environmental:

- School culture;
- School climate;
- Student-staff relationships and staff behavior toward the student;
- General staff management of classrooms or other educational environments;
- Staff ability to prevent and manage difficult or inflammatory situations;
- Availability of programs to address student behavior;
- Social-emotional and behavioral supports;
- Social relationships;
- Community activities;
- Neighborhood situation; and
- Family situation.

Examples of Consequences and Remedial Measures

The consequences and remedial measures may include, but are not limited to, the examples listed below:

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Examples of Consequences:

- Admonishment;
- Temporary removal from the classroom (any removal of .5 days or more must be reported in the Student Safety Data System);
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to disciplinarian;
- In-school suspension during the school week or the weekend;
- Out-of-school suspension (short-term or long-term);
- Reports to law enforcement or other legal action;
- Expulsion; and
- Bans from receiving certain services, participating in school-district-sponsored programs or being in school buildings or on school grounds.

Examples of Remedial Measures

Personal:

- Restitution and restoration;
- Peer support group;
- Recommendations of a student behavior or ethics council;
- Corrective instruction or other relevant learning or service experience;
- Supportive student interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
- Behavioral management plan, with benchmarks that are closely monitored;
- Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- Involvement of school "disciplinarian;"
- Student counseling;
- Parent conferences;

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- Alternative placements (e.g., alternative education programs);
- Student treatment; and
- Student therapy.

Environmental (Classroom, School Building, or School District):

- School and community surveys or other strategies for determining the conditions contributing to HIB;
- School culture change and school climate improvement;
- Adoption of research-based, systemic bullying prevention programs;
- School policy and procedures revisions;
- Modifications of schedules;
- Adjustments in hallway traffic;
- Modifications in student routes or patterns traveling to and from school;
- Supervision of student before and after school, including school transportation;
- Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- Teacher aides;
- Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- General professional development programs for certificated and non-certificated staff;
- Professional development plans for involved staff;
- Disciplinary action for school staff who contributed to the problem;
- Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Parent conferences;
- Family counseling;
- Involvement of parent-teacher organizations;
- Involvement of community-based organizations;
- Development of a general bullying response plan;
- Recommendations of a student behavior or ethics council;
- Peer support groups;

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- Alternative placements (e.g., alternative education programs);
- School transfers; and
- Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

The Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan when a student is found to be an offender in three harassment, intimidation, or bullying incidents and each subsequent incident occurring within one school year. The student intervention plan may include disciplinary consequences and/or remedial actions and may require the student, accompanied by a parent, to satisfactorily complete a class or training program to reduce harassment, intimidation, or bullying behavior. Each student intervention plan must be approved by the Superintendent.

While the majority of incidents may be addressed solely by school officials, the Superintendent or designee and the Principal shall report a harassment, intimidation, or bullying incident to law enforcement officials if the conduct rises to the level of a mandatory report as outlined in the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials.

Consequences and Appropriate Remedial Actions – Adults

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

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E. Reporting Harassment, Intimidation, or Bullying

The Board of Education requires the Principal at each school to be responsible for receiving all complaints alleging harassment, intimidation, or bullying committed by an adult or youth against a student. All Board members, school employees, and volunteers and contracted service providers who have contact with students, are required to verbally report alleged acts of harassment, intimidation, or bullying to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and contracted service providers who have contact with students, also shall submit a New Jersey Department of Education-approved HIB 338 Form to the Principal within two school days of the verbal report. Failure to make the required report(s) may result in disciplinary action. The HIB 338 Form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal Law.

The district may not fail to initiate an investigation of harassment, intimidation, or bullying solely because written documentation was not provided. Failing to conduct a harassment, intimidation, or bullying investigation solely because a parent or student did not submit written documentation violates the Anti-Bullying Bill of Rights Act and this Policy. If a parent makes a verbal allegation of harassment, intimidation, or bullying to a district staff member, but does not complete and submit the HIB 338 Form, the staff member or a designee must complete and submit the HIB 338 Form.

The Principal or designee is required to inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. Pursuant to N.J.A.C. 6A:16-7.7(a)2.viii.(2), when providing notification to the parents of all students involved, the Principal or designee shall take into account the circumstances of the incident when conveying the nature of the incident, including the actual or perceived category motivating the alleged offense. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents.

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The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged acts of harassment, intimidation, or bullying to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. The school district shall provide a person an online means to complete the HIB 338 Form to anonymously report an act of harassment, intimidation, or bullying. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

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

The Principal shall promptly submit a copy of each completed HIB 338 Form to the Superintendent.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, in addition to making the HIB 338 Form available online, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, or bullying or who determines a reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14 and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action. The district also should consider procedures and disciplinary action when it is found that someone had information regarding a harassment, intimidation, or bullying incident, but did not make the required report(s).

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

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

   The district Anti-Bullying Coordinator shall:

   a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

   b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;

   c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;

   d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

   e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, or bullying in the district.

2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

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The school Anti-Bullying Specialist shall:

a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;

b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

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

b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;

c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

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d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;

e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;

f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and

g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

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

G. Investigating Allegations of Harassment, Intimidation, or Bullying

[Select Option 1 or Option 2]

[Option 1 – Investigate All Reports

The Board of Education requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. All details of an alleged incident must be populated into the HIB 338 Form. However, completing the form shall not delay beginning the investigation in accordance with the law.

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The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student's record under State or Federal law.

The investigation shall be initiated by the Principal or designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school anti-bullying specialist appointed by the Principal. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist the school anti-bullying specialist in the investigation. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The anti-bullying specialist may not participate in an investigation regarding their supervisor or staff at a higher administrative level.

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

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

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

Parents of students who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents includes the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board. The district may not divulge personally identifying information or any information that could result in the identification of any student other than the child of the parents being notified.

A parent or may request a hearing before the Board after receiving the information. Any request by the parents for a hearing before the Board concerning the written information about a harassment, intimidation, or bullying investigation, pursuant to N.J.S.A. 18A:37-15b(6)(d), must be filed with the Board Secretary no later than sixty calendar days after the written information is received by the parents. The hearing shall be held within ten business days of the request. Prior to the hearing, the Superintendent shall confidentially share a redacted copy of the HIB 338 Form that removes all student identification information with the Board. The Board shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4.1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the anti-bullying specialist and others, as appropriate, regarding the alleged incident; the findings from the investigation of the alleged incident; recommendations for consequences or services; and any programs instituted to reduce such incidents, prior to rendering a determination.

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

A school administrator who receives a report of harassment, intimidation, or bullying, or who determines a reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14 and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate harassment, intimidation, or bullying, may be subject to disciplinary action.

The Board also requires the thorough investigation of complaints or reports of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved private school for students with disabilities. The investigation will be conducted by the Board's anti-bullying specialist in consultation with the approved private school for students with disabilities.]

[Option 2 – Principal's Preliminary Determination

Prior to initiating an investigation regarding a reported incident or complaint, the Principal or designee, in consultation with the anti-bullying specialist, shall make a preliminary determination as to whether a reported incident or complaint, assuming all facts are presented as true, is a report within the scope of N.J.S.A. 18A:37-14.

Should the Principal or designee, in consultation with the anti-bullying specialist, determine that a reported incident or complaint, assuming all facts presented are true, is not a report within the scope of N.J.S.A. 18A:37-14, the incident will be addressed through the Board's Code of Student Conduct policy. The HIB 338 Form shall be completed, even if a preliminary determination is made not to conduct an investigation of harassment, intimidation, or bullying because the reported incident or complaint is a report outside the scope of the definition of harassment,

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intimidation, or bullying, and must be submitted to the Superintendent. The Principal will provide the parents of the alleged offender(s) and victim(s) with formal notice of the decision not to initiate a harassment, intimidation, or bullying investigation.

The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student's record under State or Federal law.

The Superintendent may require the Principal to conduct a harassment, intimidation, or bullying investigation of the incident if the Superintendent determines that the incident is within the scope of harassment, intimidation, or bullying and shall notify the Principal of this determination in writing. Should the Superintendent require the Principal to conduct a harassment, intimidation, or bullying investigation, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school anti-bullying specialist.

Additionally, any preliminary determination that finds the incident or complaint is a report outside the scope of N.J.S.A. 18A:37-14 may be appealed to the Board, pursuant to the Board policies and procedures governing student grievances, and thereafter to the Commissioner (N.J.A.C. 6A:16-7.7(a)ix(1) and (a)ix(1)(A)). Should the preliminary determination not to conduct an investigation of harassment, intimidation, or bullying be overturned, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school anti-bullying specialist.

The Board requires a thorough and complete investigation to be conducted for each reported incident or complaint, assuming all facts presented are true, that is determined to be a report within the scope of N.J.S.A. 18A:37-14. The investigation shall be initiated by the Principal or designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school anti-bullying specialist appointed by the Principal. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist the school

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anti-bullying specialist in the investigation. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The anti-bullying specialist may not participate in an investigation regarding their supervisor or staff at a higher administrative level.

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

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

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

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

A parent may request a hearing before the Board after receiving the information. Any request by the parents for a hearing before the Board concerning the written information about a harassment, intimidation, or bullying investigation, pursuant to N.J.S.A. 18A:37-15(b)(6)(d), must be filed with the Board Secretary no later than sixty calendar days after the written information is received by the parents. The hearing shall be held within ten business days of the request. Prior to the hearing, the Superintendent shall confidentially share a redacted copy of the HIB 338 Form that removes all student identification information with the Board. The Board shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school anti-bullying specialist and others, as appropriate, regarding the alleged incident; the findings from the investigation of the alleged incident; recommendations for consequences or services; and any programs instituted to reduce such incidents, prior to rendering a determination.

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

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

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The Board also requires the thorough investigation of complaints or reports of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved private school for students with disabilities. The investigation will be conducted by the Board's anti-bullying specialist in consultation with the approved private school for students with disabilities.]

H. Responding to Harassment, Intimidation, or Bullying

The Board of Education authorizes the Principal of each school to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, or bullying, according to the parameters described below and in this Policy. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring that the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37, 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:16-7.4, Expulsions.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act; the degree of harm; the nature and severity of the behavior; past incidences or past or continuing patterns of behavior; and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation, or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's

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response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

This Policy and the Code of Student Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds.

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

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action).

2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, parent programs, and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected student behavior.

4. District-wide responses can include community involvement in policy review and development; professional development programs; adoption of curricular and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations); and disseminating information on the core ethical values adopted by the Board's Code of Student Conduct, per N.J.A.C. 6A:16-7.1(a)2.

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In providing support for victims of harassment, intimidation, or bullying, the district should identify a range of strategies and resources, which may include, but is not limited to, the following actions for individual victims:

- Counseling;
- Teacher Aides;
- Hallway and playground monitors;
- Schedule changes;
- Before and after school supervision;
- School transportation supervision;
- School transfers; and
- Therapy.

I. Reprisal or Retaliation

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

J. False Accusations of Harassment, Intimidation, or Bullying

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

1. Students - Consequences and appropriate remedial action for a student could 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:16-7.4, Expulsions;

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2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with district policies, procedures, and agreements; and

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services.

K. Additional Policy Requirements

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

The Superintendent shall post a link to this Policy that is prominently displayed on the home page of the school district's website. The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the school district's website. Additionally, the Superintendent shall post the contact information for the School Climate State Coordinator on the school district home page alongside this Policy.

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Each Principal or designee shall post the name, school phone number, school address, and school email address of both the school anti-bullying specialist and the district anti-bullying coordinator on the home page of each school's website.

The Superintendent shall post the New Jersey Department of Education's Guidance for Parents on the Anti-Bullying Bill of Rights Act on the district homepage and on the homepage for each school in the district with a website.

The Superintendent and the Principals shall provide training on the school district's harassment, intimidation, or bullying policies to school employees contracted service providers and volunteers who have significant contact with students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with students.

The Superintendent shall develop and implement a process for annually discussing the school district policy on harassment, intimidation, or bullying with students. The Superintendent and the Principal(s) shall annually conduct a re-evaluation, reassessment, and review of this Policy and any report(s) and/or finding(s) of the school safety/school climate team, with input from the school anti-bullying specialists, and recommend revisions and additions to this Policy as well as to harassment, intimidation, or bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

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

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, or bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide

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prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

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

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

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

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

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

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, or bullying which occurred during the previous reporting period in

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accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

N. School and District Grading Requirements

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

O. Reports to Law Enforcement

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, or bullying may be bias-related acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

P. Collective Bargaining Agreements and Individual Contracts

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

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

Q. Students with Disabilities

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

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

N.J.S.A. 18A:37-13 through 18A:37-37
N.J.A.C. 6A:16-7.1 through 6A:16-7.9
Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – August 2022 – New Jersey Department of Education

Adopted:

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APPENDIX B

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

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Introduction and Purpose

To meet the mission of the Beverly City School District and provide a thorough and efficient education, discipline is a necessary tool for a learning environment that is safe and conducive to the highest level of teaching and learning. The district expects the students to act consistent with their age, level of maturity, and appropriate regard for the rights of other students and school personnel.

Discipline and consequences are based on the district's code of conduct.

The purpose of the code of student conduct is to:

- Foster the health, safety, and social and emotional well-being of students.
- Support establishing and maintaining civil, safe, secure, supportive, and disciplined school environments conducive to learning.
- Promote achievement of high academic standards.
- Prevent the occurrence of problem behaviors.
- Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
- Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of offenses, the developmental ages of student offenders, and students' histories of inappropriate behaviors by N.J.A.C. 6A:16-7.2 through 7.8, as appropriate (N.J.A.C. 6A:16-7.1(b)).

The code of conduct also accommodates today's emphasis on equity, a positive school climate, and a culture of respect. The code of conduct is structured and focused on educating students about appropriate and social behavior, promoting equity, and contributing to a positive school climate.

Consequences administered, when there is a student infraction, will be based on the severity or repetition of the student's action. **The consequences listed in this code of conduct are a guide, and the administration reserves the right to enforce a different consequence depending on the situation and infraction.**

Our goal is to use this as a learning process and avoid any future infractions. Our code of conduct provides for equitable application of the Code of Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic and be consistent with the provisions of corporal punishment of pupils, under N.J.S.A. 18:6-1.

Pre-Kindergarten

The Pyramid Model

In alignment with the Best Practices set forth by the New Jersey Department of Education:

The goal of the early childhood program is to provide each child with a high-quality Pre-Kindergarten experience with individualized support as needed for school success. Children entering early childhood programs come from widely divergent backgrounds and typically display a range of social and emotional behavior on the developmental continuum. Some young children will exhibit challenging behavior, which, if unaddressed, can negatively impact the classroom environment. Disruptive and challenging behaviors exhibited by preschool-aged children will be addressed through a comprehensive approach to behavior support that is designed to teach, nurture, and promote positive social behaviors.

The Beverly City School District values the opportunity to promote learning experiences as the basis of student conduct at the Pre-Kindergarten level. The District's Pre-Kindergarten teachers are focused on positive behavior support through their Professional Learning Community predicated on the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. The Pyramid Model is a comprehensive, positive behavioral intervention approach with a focus on establishing a supportive learning environment, targeting social-emotional skills and supporting children that exhibit challenging behavior.

The District implements the Tools of the Mind curriculum for our Pre-Kindergarten students. Tools of the Mind, is a unique approach to teaching and learning. Neuroscience research identifies early childhood as a critical time to develop self-regulation. Self-regulation involves children's developing ability to regulate their emotions, thoughts, and behavior to enable them to act in positive ways toward a goal. Our program is designed to enable children to learn how to learn, while building all the skills they need to be successful in school and life. Tools of the Mind pairs the Vygotskian theory with neuroscience to create actionable curriculum and teaching practices. Tools of the Mind empowers teachers with unique teaching practices to build inclusive, regulated classroom cultures. Being included and accepted affects children's motivation, cognitive functioning, and academic achievement.

Grades K-2						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
1	Disruptive Behavior	Inappropriate language or actions which interfere with classroom instruction	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Disrespect to Other Students	Uncivil/insulting language or gestures that do not include profanity to another student	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Disrespect to Staff Members	Uncivil/insulting language or gestures that do not include profanity to a staff member	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Minor Insubordination	Deliberate and willful refusal to obey the directions of a staff member	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Inappropriate Language	Foul or Language, Gestures, Symbols, or Comments not appropriate for school	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Inappropriate Physical Contact	Play-Fighting with no intended bodily injury	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Use of Cell Phone/Recording Device	Cell phone or recording device usage or possession during school hours	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Uniform/Dress Code Violation*	Not wearing the acceptable, District approved uniform	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Hallway Misbehavior	Inappropriate language or actions causing a disruption in the hallway	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Bathroom Misbehavior	Inappropriate language or actions causing a disruption in the bathroom	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Cafeteria Misbehavior	Inappropriate language or actions causing a disruption in the cafeteria	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)
	Recess Misbehavior	Inappropriate language or actions causing a disruption during recess	Parent Notification	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)

**No dress code can be all inclusive. Therefore, the administration reserves the right to make final decisions on all attire.*

Grades K-2						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
2	Cutting Class	Leaving without permission and/or staff member approval	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Cutting Lunch/Recess Detention	(Consequences are in addition to make up of missed detention)	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Cutting After School Detention	*(Consequences are in addition to make up of missed detention)*	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Academic Dishonesty	Cheating, Plagiarism or Forgery (Consequences are in addition to no credit for the assignment)	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Theft	Stealing of personal or school property	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Transient Threat (Verbal/Written)	A transient threat means there is no sustained intent to harm	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Major/Repeated Insubordination	Refusal to comply with a directive that disrupts the function of the school	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Dangerous Conduct	Conduct that is highly serious causing imminent danger to self or others	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)

Grades K-2						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
3	Physical Assault (student-student)	Attempts to cause or purposely, knowingly or recklessly causes bodily injury to another	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	Afterschool Det (4)
	Fighting	Two or more students mutually engaging in an attempt to cause bodily injury to each other	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	Afterschool Det (4)
	Verbal Abuse Toward Staff	Foul or indecent language with the intent to demean a staff member	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	Afterschool Det (4)
	Cutting School	Intentionally not attending school without parent or school knowledge	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	Afterschool Det (4)

Grades 3-5						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
1	Disruptive Behavior	Inappropriate language or actions which interfere with classroom instruction	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Disrespect to Other Students	Uncivil/insulting language or gestures that do not include profanity to another student	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Disrespect to Staff Members	Uncivil/insulting language or gestures that do not include profanity to a staff member	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Minor Insubordination	Deliberate and willful refusal to obey the directions of a staff member	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Inappropriate Language	Foul or Language, Gestures, Symbols, or Comments not appropriate for school	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Inappropriate Physical Contact	Play-Fighting with no intended bodily injury	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Use of Cell Phone/Recording Device	Cell phone or recording device usage or possession during school hours	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Uniform/Dress Code Violation*	Not wearing the acceptable, District approved uniform	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Hallway Misbehavior	Inappropriate language or actions causing a disruption in the hallway	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Bathroom Misbehavior	Inappropriate language or actions causing a disruption in the bathroom	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Cafeteria Misbehavior	Inappropriate language or actions causing a disruption in the cafeteria	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)
	Recess Misbehavior	Inappropriate language or actions causing a disruption during recess	Lunch Det (1)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)

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Grades 3-5						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
2	Cutting Class	Leaving without permission staff member approval	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Cutting Lunch/Recess Detention	(Consequences are in addition to make up of missed detention)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Cutting After School Detention	*(Consequences are in addition to make up of missed detention)*	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Academic Dishonesty	Cheating, Plagiarism or Forgery (Consequences are in addition to no credit for the assignment)	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Theft	Stealing of personal or school property	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Transient Threat (Verbal/Written)	A transient threat means there is no sustained intent to harm	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Major/Repeated Insubordination	Refusal to comply with a directive that disrupts the function of the school	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Dangerous Conduct	Conduct that is highly serious causing imminent danger to self or others	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)

Grades 3-5						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
3	Physical Assault (student-student)	Attempts to cause or purposely, knowingly or recklessly causes bodily injury to another	OSS (2)	OSS (3)	OSS (4)	OSS (5)
	Fighting	Two or more students mutually engaging in an attempt to cause bodily injury to each other	OSS (2)	OSS (3)	OSS (4)	OSS (5)
	Verbal Abuse Toward Staff	Foul or indecent language with the intent to demean a staff member	OSS (2)	OSS (3)	OSS (4)	OSS (5)
	Cutting School	Intentionally not attending school without parent or school knowledge	Afterschool Det (2)	Afterschool Det (3)	Afterschool Det (4)	Afterschool Det (5)

Grades 6-8						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
1	Disruptive Behavior	Inappropriate language or actions which interfere with classroom instruction	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Disrespect to Other Students	Uncivil/insulting language or gestures that do not include profanity to another student	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Disrespect to Staff Members	Uncivil/insulting language or gestures that do not include profanity to a staff member	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Minor Insubordination	Deliberate and willful refusal to obey the directions of a staff member	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Inappropriate Language	Foul or Language, Gestures, Symbols, or Comments not appropriate for school	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Inappropriate Physical Contact	Play-Fighting with no intended bodily injury	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Use of Cell Phone/Recording Device	Cell phone or recording device usage or possession during school hours	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Uniform/Dress Code Violation*	Not wearing the acceptable, District approved uniform	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Hallway Misbehavior	Inappropriate language or actions causing a disruption in the hallway	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Bathroom Misbehavior	Inappropriate language or actions causing a disruption in the bathroom	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Cafeteria Misbehavior	Inappropriate language or actions causing a disruption in the cafeteria	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)
	Recess Misbehavior	Inappropriate language or actions causing a disruption during recess	Lunch Det (2)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)

**No dress code can be all inclusive. Therefore, the administration reserves the right to make final decisions on all attire.*

Grades 6-8						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
2	Cutting Class	Leaving without permission staff member approval	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	OSS (1)
	Cutting Lunch/Recess Detention	(Consequences are in addition to make up of missed detention)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	OSS (1)
	Cutting After School Detention	*(Consequences are in addition to make up of missed detention)*	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	OSS (1)
	Academic Dishonesty	Cheating, Plagiarism or Forgery (Consequences are in addition to no credit for the assignment)	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	OSS (1)
	Theft	Stealing of personal or school property	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	OSS (1)
	Transient Threat (Verbal/Written)	A transient threat means there is no sustained intent to harm	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	OSS (1)
	Major/Repeated Insubordination	Refusal to comply with a directive that disrupts the function of the school	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	OSS (1)
	Dangerous Conduct	Conduct that is highly serious causing imminent danger to self or others	Afterschool Det (1)	Afterschool Det (2)	Afterschool Det (3)	OSS (1)

Grades 6-8						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
3	Physical Assault (student-student)	Attempts to cause or purposely, knowingly or recklessly causes bodily injury to another	OSS (3)	OSS (4)	OSS (5)	OSS (6)
	Fighting	Two or more students mutually engaging in an attempt to cause bodily injury to each other	OSS (3)	OSS (4)	OSS (5)	OSS (6)
	Verbal Abuse Toward Staff	Foul or indecent language with the intent to demean a staff member	OSS (3)	OSS (4)	OSS (5)	OSS (6)
	Cutting School	Intentionally not attending school without parent or school knowledge	Afterschool Det (3)	Afterschool Det (4)	Afterschool Det (5)	Afterschool Det (5)

Grades K-8						
It is mandatory that level 4 infractions are reported to law enforcement						
Level	Infraction	Description	Offense			
			1st	2nd	3rd	4th
4	Controlled and Dangerous Substances	Unlawful possession of a controlled dangerous substance, related paraphernalia, cannabis, or is involved or implicated in distribution activities regarding controlled dangerous substances, pursuant to N.J.A.C. 6A:16-6.3	Consequences will be made on a case-by-case basis after any police report is completed and the District consults with law enforcement. A hearing at the Superintendent or Board of Education level may be required.			
	Firearms and Dangerous Weapons	A firearm or other dangerous weapon has unlawfully been possessed on or off school grounds, a weapon was used in an assault against a student or other school personnel, or that any student or other person has committed an offense with, or while in possession of, a firearm, whether or not such offense was committed on school grounds or during school operating hours, pursuant to N.J.A.C. 6A:16-5.5, 5.6(d)4 and 6.3(b) (Article 3.6).				
	Planned or Threatened Violence (Substantive Threat)	Threatening, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the person genuinely intends at some time in the future to commit the violent act or to carry out the threat, pursuant to N.J.A.C. 6A:16-6.3(c) through (e) (Article 3.10).				
	Sexual Offenses	Criminal sexual contact committed on school grounds, or by or against a student during school operating hours or during school-related functions or activities, pursuant to N.J.A.C. 6A:16-6.3(d) (Article 3.12).				
	Assaults on District Board of Education Members or Employees	An assault upon a teacher, administrator, other school board employee, or district board of education member has been committed, with or without a weapon, pursuant to N.J.A.C. 6A:16-5.7(d)5 (Article 3.14).				
	Bias-Related Incidents	An act that is directed at a person, group of persons, private property, or public property that is motivated in whole or in part by race, color, national origin, ethnicity, gender, gender identity or expression, disability, religion, or sexual orientation.				

Violation of the Anti-Bullying Bill of Rights (H.I.B.) Policy
In accordance with District Policy and the Anti-Bullying Bill of Rights Act (ABR) (N.J.S.A. 18A:37-13 et seq.), N.J.A.C. 6A:16-7.7, Harassment, Intimidation and Bullying and the provisions of the cyber-harassment statute, Section 1 of P.L.2013, c.272 (C.2C:33-4.1) with graduated consequences.

HANDBOOK ACKNOWLEDGEMENT/AGREEMENT PAGE
2026-2027

Beverly City School

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

Student/Family Handbook
School Behavior Expectations/Code of Conduct
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, but are available to view on the district's website: https://www.beverlycityschool.org/districts-policies-and-regulations.html. 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 _____