2026
2027

BEVERLY
CITY SCHOOL DISTRICT

# Student/Family Handbook

## WELCOME TO THE 2026-2027 SCHOOL YEAR AT BEVERLY CITY SCHOOL

This handbook outlines many of the rules, regulations, policies, and procedures that guide the daily operation of the Beverly City School and is intended for the students and families. Please note, while every effort is made to encompass all aspects of your child's time here, due to the evolving nature of running a school district, additional rules and regulations may emerge throughout your child's time here and is at the sole discretion of the school's administration team. It is also important to note, that this handbook is intended to ensure the safety and well-being of your child(ren). The staff and faculty are guided under a different handbook, rules, regulations, policies, and procedures and the two shall not be compared.

## ACADEMIC/BEHAVIORAL ELIGIBILITY STANDARDS

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

**Probation**

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

**Ineligible**

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

## ARRIVAL/DISMISSAL

**ARRIVAL** - NO supervision of students will be provided prior to 8:00 AM. Students should NOT be dropped off earlier than 8:00 AM and no later than 8:15 AM. Arrival is a 15 minute window. Please make sure students are dressed appropriately for ALL weather conditions as we do not have ample space and/or supervision available on inclement weather days.

Students arriving after 8:20 AM will be considered tardy and must report to the main office.

**DISMISSAL** – Students will be dismissed out of their designated locations between 2:55 and 3:00 PM. Students in lower grades will only be released to a parent/guardian. Each year parents are asked to complete a Student Emergency Card. This affords a parent/guardian to identify other appropriate adults who the child is allowed to be released to. These people should be prepared to show photo identification. If, at any time during the year, a new individual arrives to pick up a child and is not identified on the emergency form, the child will not be released without verbal permission from the legal parent/guardian. If you are sending someone to pick up your child, please contact the main office to grant your verbal permission. They will need to show photo identification upon their arrival to the main office. We appreciate your patience and understanding as we ensure your child's safety.

## BELL SCHEDULE

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

## AFFIRMATIVE ACTION

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

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

## ASSEMBLIES/SPECIAL PROGRAMS

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

## ATTENDANCE

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

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

## REQUIREMENTS FOR PRESENCE IN SCHOOL

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

## NOTIFICATION OF ABSENCE

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

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

## RE-ADMISSION TO SCHOOL AFTER ABSENCE

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

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

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

## DEFINITIONS

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

### EXCUSED ABSENCES

A. College Visits with verification from educational institution
B. Take Your Child to Work Day
C. Veteran's Day
D. Transportation issues for Displaced/Homeless Students
E. Religious holidays recognized by the State Department of Education

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

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

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

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

**INSTRUCTION and MISSED WORK**

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

**MANDATED SCHOOL DISTRICT RESPONSE TO UNEXCUSED ABSENCES**

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

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

**FOUR (4) UNEXCUSDED ABSENCES**

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

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

**FIVE (5) TO NINE (9) UNEXCUSED ABSENCES**

For between five and nine cumulative unexcused absences, the Building Principal or designee shall complete all stages as outlined above including evaluation of the action plan, a revision of the action plan, as needed, to identify patterns of unexcused absences and establish outcomes based upon the pupil's needs and specify the interventions

for achieving the outcomes, supporting the pupil's return to school and regular attendance that may include any or all of the following:

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

### TEN (10) UNEXCUSED ABSENCES

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

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

### SPECIAL EDUCATION STUDENTS

For pupils with disabilities, the attendance plan and punitive and remedial procedures of N.J.A.C. 6A:16-7.8 and Policy and Regulation 5200 shall be applied, where applicable, in accordance with the pupil's Individualized Education Programs, pursuant to 20 U.S.C. &1400 et. seq.; the Individuals with Disabilities Education Improvement Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plans under 29 U.S.C. &&794 and 705(20); and individualized health care plans, pursuant to N.J.A.C. 6A:16-2.3.

### TARDY STUDENTS

A student is considered tardy, regardless of the reason, if s/he arrives after 8:20 AM.

### RELEASE OF STUDENTS

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

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

## BIRTHDAY PARTIES/CELEBRATIONS/SNACKS

We strictly adhere to the Nutrition Policy located further in this handbook; as well as, any allergen restrictions per classroom including not permitting any product containing peanuts/tree nuts or were made in a facility containing such. **NO OUTSIDE FOOD MAY BE BROUGHT IN FOR BIRTHDAY CELEBRATIONS**. Birthday items must be purchased through Nutriserve. In Grades Pre-K through Grade 5, you must make arrangements with your child's teacher *in advance* of your child's birthday. In order to maintain the academic integrity of our middle school program, no birthday celebrations will be taking place during the school day even in the cafeteria. While we respect, cherish and honor each of the students, the school will not accept any balloons, flowers, etc. and ask that you celebrate with your child at home.

## BREAKFAST AND LUNCH PROGRAMS

Beverly City School has qualified once again for the Community Eligible Provision (CEP). This program affords every student to receive a free breakfast and/or lunch, regardless of the household income level.

Students may bring lunch from home (it may not contain any peanut or tree nut product or be processed or manufactured in a facility that processes peanuts and/or tree nuts).

Monthly menus are available on our website. Parents should review the school menu with their children.

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

- **Cafeteria / Playground Guidelines**

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

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

## CHANGE OF ADDRESS

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

## CHILD STUDY TEAM

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

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

**When Should a Student Be Referred?**
Generally, students who have academic and/or behavioral difficulties are first brought to the attention of the Intervention and Referral Services (I &RS) Committee. This committee will create interventions to address educational difficulties in the general education classroom. Interventions in the general education classroom should be attempted prior to a CST or speech referral.
When interventions in the general education classroom are not appropriate for the student, or when interventions are not effective, the student will be referred to the CST or speech/language specialist for evaluation.

**Once a Student is Referred, What Happens Next?**
Once a referral is received, the parents will be invited to a meeting that will be scheduled within 20 days of receipt of the referral (excluding school vacations other than summer vacation).
Based on a review of available information about the student's educational progress, a decision will be made at this meeting whether a CST or speech evaluation is warranted. If an evaluation is warranted, the nature and scope of the CST or speech evaluation will be discussed. If it appears that the problem can be alleviated with interventions in the general education program and the student has not participated in the I&RS process, there may be a decision not to conduct an evaluation, but to refer the student to the I&RS Committee for development of interventions, suggestions for other interventions for the parent to pursue, or refer the student to the 504 Committee. If the student is already in the I&RS process and an evaluation is not warranted, the I&RS plan can continue or be adjusted.

## CONFERENCES

Parent/Teacher conferences will be scheduled November 2nd and 3rd, and March 10th and 11th, for grades Pre-Kindergarten through Eighth Grade.

## DEVELOPMENTAL SCREENING FOR PRE-KINDERGARTEN & KINDERGARTEN STUDENTS

The State of New Jersey requires that all incoming Pre-Kindergarten and Kindergarten students be given a developmental screening designed to identify children who might be at risk for a possible learning problem or delay. Screening tools quickly sample children's skills across areas of language, reasoning, gross motor, fine motor, and social development. Screening is only the first step in the assessment process. It does not provide enough information to identify and assist children needing special education services.

In the Beverly City School we use the Early Screening Inventory-3. The screening is administered to students within the first 6 weeks of school in the student's native language. Parents will receive notice before their child is screened.

After the screening parents will receive information to inform them about their child's performance. The ESI-3 yields three scores: Refer, Rescreen and OK. These scores are interpreted differently, depending on the age group

When students fall into the "OK" category this indicates there are no developmental concerns. Communication of the results with the parent can be done through a letter home.

When students fall into the "rescreen" category they will be given the ESI-3 again when they are 3.6 years old or in 6-8 weeks. Parents will receive notification prior to, and after the rescreening.

If a child scores "rescreen" two times in a row or when students fall into the "refer" category, a meeting is requested with the parent to gather more information about their child and any concerns they may have. With parental consent the child may be referred to the pre-intervention and referral team (Pre I&RS) or the child study team (CST).

### Frequently Asked Questions

What is ESI-3?
*The Early Screening Inventory (ESI-3) is an individually administered screening instrument for children ages 3 through 5 years of age and takes approximately 20 minutes to administer.*
What is the purpose of the ESI-3?
*The ESI-3 helps to identify children who may need to be further evaluated to determine if they have a possible learning concern that may place them at risk.*
What does the ESI-3 measure?
*The instrument surveys the child's ability to acquire skills rather than their current skill and performance level. Visual-Motor/Adaptive (block building, drawing and copying forms) Language and Cognition (verbal expression and memory) Gross Motor (jumping, hopping and other physical coordination tasks).*
How is the ESI-3 scored?
*To determine a child's screening level, chronological age is first calculated. Based on these results the appropriate ESI-3 version is administered. The ESI-3 contains 25 items. For each item, a child can receive a score ranging between 0-3 points. Subscales are not scored; only the total score is used when interpreting results. The ESI-3 yields three scores: Refer, Rescreen and OK. These scores are interpreted differently, depending on the age group.*
If my child does not pass the ESI-3 does that mean they need special education services?
*The ESI-3 is not used to determine special education services. It is simply a tool to determine if a child may need additional help, would benefit from additional monitoring or further testing.*

## DISCIPLINE POLICY

### Pupil Discipline/Code of Conduct

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

### Pupil Right to Due Process

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

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

Informal Hearing before the Principal or His/Her Designee

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

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

**Students are expected to:**

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

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

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

**General Notes**

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

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

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

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

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

**Why does a bystander's response matter?**

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

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

**Pupils with Disabilities**

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

Pupil Rights

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

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

**DRESS CODE**
School Uniform

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

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

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

2. **Sweaters and Vests**:
   a. Colors: Royal Blue, Gold or White
   b. Crew neck, V-neck or Cardigan over an appropriate shirt, as listed under #1.
   c. Hooded sweatshirts may not be worn to conceal uniforms. Sweatshirts (both hooded and non-hooded) may be worn in the cooler months; however, the colors MUST match the uniform colors. Hoods are not permitted to be worn in school. Sweatshirts should NOT contain any logos.

3. **Pants/Skirts/Jumpers/Shorts:**
   a. Colors: Tan/Khaki or Black
   b. Dress pants
   c. Skirts/Jumpers/Shorts – must be the same colors as listed above and be at or below the knee. Shorts may be worn seasonally, but must fall at or below the knee.

**Repeat warnings of wearing inappropriate attire may result in disciplinary action.**

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

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

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

## ELECTRONIC DEVICES/CELL PHONES/STUDENT USE OF INTERNET-ENABLED DEVICES

To promote an environment that supports learning, engagement, and student well-being, the Board of Education has adopted a policy governing the use of student cell phones and other personal electronic devices in accordance with New Jersey law, P.L. 2025, c. 195.

*Student Expectations*

Students are expected to keep all personal electronic devices, including but not limited to cell phones, smart watches capable of communication, earbuds, tablets, and other internet-enabled devices, powered off or placed on silent and stored in their locker, backpack, or another designated location during the school day unless specifically authorized by a teacher or administrator.

Students may not use personal electronic devices during instructional time, passing periods, lunch, recess, assemblies, or other school activities unless permission has been granted for an educational purpose or another approved reason.

*Approved Exceptions*

Students may use personal electronic devices when:

- Authorized by a teacher for instructional purposes.
- Required by an Individualized Education Program (IEP), Section 504 Plan, or other approved accommodation.
- Needed for a documented medical purpose.
- Directed by a school administrator during an emergency.
- Approved by the principal or designee for another legitimate educational or safety reason.

Students are not permitted to use cell phones, smartwatches, Meta-glasses, or any other internet enabled devise, headphones, or other electronic devices (besides the district-issued Chromebook) while school is in session. All student cell phones and other electronic devices must be silenced and remain in their lockers or backpack in the classroom coat closet while the student is in the school building, and may only be utilized after school has concluded for the day. Students ARE NOT permitted to accept phone calls at any time during school hours. If parents need to contact a student during the school day, they are requested to contact the school office for assistance. If students need to make a phone call during the school day, they must use a school phone, which will be made available to students with appropriate permission.

In order to preserve the privacy of students and staff, taking photographs/video and/or audio recording is prohibited during school hours, except in circumstances where permission is granted by a teacher or administrator for instructional purposes, such as student presentations, demonstrations, or projects. Students who violate this protocol will be disciplined based on our Code of Conduct. Failure to turn over a device or arguing prior to turning over a device will result in additional disciplinary action.

Students bringing electronic devices to school do so at their own risk. These devices should NEVER be left unattended and must be secured in the student's locker or backpack in the classroom coat closet. The Beverly City School District will not assume any liability for any lost, stolen or damaged electronic devices.

Due to the evolving nature of emerging technologies, additional rules and regulations may be added throughout the school year.

## EMERGENCY CLOSINGS/DELAYED OPENING

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

- Contact School – 609-387-2200 for automatic message due to inclement weather or emergency closing.

- A text message, phone call, and email will be sent to each family's telephone, cell and email, so long as the most accurate, updated information is provided.
- Posted on the front/home page of our website: www.beverlycityschool.org
- Any and all delayed openings will be 2 hours. The following is a schedule for Regular Dismissal and Delayed Opening Days:

| | Regular Day | Delayed Opening |
|---|---|---|
| Arrival | 8:00 AM-8:15 AM | 10:00 AM -10:15 AM |
| Homeroom | 8:15 AM-8:25 AM | 10:15 AM – 10:20 AM |

**GRADING**

Students are graded on their mastery of the New Jersey Student Learning Standards.

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

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

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

**HOMEWORK**

The Board of Education acknowledges the educational validity of homework as an adjunct to and extension of the instructional program of the school. The following is a recommended amount of time pupils should spend on the homework at various grade levels. Actual time spent will vary from pupil to pupil. Homework assignments are not necessarily written assignments. Pupils are expected to read and review information discussed in class. Homework will not count for more than 10% of student's grade.

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

Suggestions for making homework study more profitable:

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

## PROGRESS REPORTS

A progress report shall be issued by the teacher at mid-marking period for all students. Progress reports will be available for viewing through your Genesis Parent Portal in grades Pre-K-8 on the following dates:

## REPORT CARDS

The grading system is explained on the report card. The Beverly City School has an on-line grade portal where parents/guardians will have access to grades at any time. To gain access to the Parent Portal through Genesis, please contact the main office. You will need an email address in order to gain access. Report cards will be available for viewing through your Genesis Parent Portal on the dates listed below.

## 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

## HARASSMENT, INTIMIDATION AND BULLYING (HIB)

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

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

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

b. By any other distinguishing characteristic; and that

c. Takes place on school property, ay ant school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A, 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that

d. A reasonable person should know under the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

e. Has the effect of insulting or demeaning any pupil or group of pupils; or

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

All instances of such harassment/bullying must be reported to a Beverly School District employee, classroom teacher and or administrator as stated in Board Policy. The person filing a report may choose to remain anonymous and granted he/she files the report in compliance with the district's Board of Education policy, will be immune from a cause of action for damages arising from any failure to remedy the reported incident. Once reported each incident will be recorded, parents will be contacted and appropriate action will be taken promptly including careful follow-up to prevent re-occurrence. Interventions include, but are not limited to: contacting Superintendent, local authorities, support personnel, Child Study Team, detentions and suspensions when necessary. Victim assistance/support will be provided as well. Contact the Harassment, Intimidation, and Bullying Specialist Mrs. Chelsea Light – School Psychologist at (609) 387-2200 or school administration for further information

See appendix for the full policy.

**INTERNET**

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

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

If a student violates any of these provisions, his/her access to the Internet will be terminated and future computer access could be denied. The student will also be subject to appropriate school discipline. If the activity is illegal, the student may be subject to criminal prosecution.
Please read and discuss this Acceptable Use Policy Agreement with your child. It is important that he/she understands the policy with respect to Internet access and its educational purpose in a school setting.
**Note**: The Beverly City School District makes no warranties of any kind and specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services.

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

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

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

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

3). Security- Security on any computer system is a high priority, especially when the system involves many users. All users have a vested interest in protecting the security of the system and the responsibility of notifying a teacher or system administrator immediately of a potential security problem. Do not demonstrate the problem to others. No one should use another individual's account without written permission from that individual.
Attempts to log-on as a system administrator will result in cancellation of user privileges and possible disciplinary action. Any user identified as a security risk may be denied access to the Internet.
4). Vandalism- Vandalism is defined as any malicious attempt to harm or destroy the data of another user or any of the agencies or networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in the cancellation of privileges and possible disciplinary/legal action.
5). Enforcement- The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of the privilege. School disciplinary action and/or appropriate legal action may also be taken. Serious violations of the Acceptable Use Agreement will be dealt with to the full extent of the law. The Board of Education will determine what constitutes serious inappropriate use.

## ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence (AI) is defined as the simulation of human intelligence in machines that are programmed to think and learn like humans. Some examples include, but are not limited to ChatGPT, Grok, Copilot, and Google Gemini, etc.

Students are expected to use Artificial Intelligence (AI), technologies ethically, respecting copyright laws, privacy norms, and the intellectual property rights of others. AI should not be used to engage in plagiarism, cheating, or any form of dishonesty in academic work.
Permitted uses:
AI tools can be used for tasks like brainstorming, research assistance (confirming understanding, checking grammar), and exploring potential topics.
Prohibited uses:
AI should not be used for plagiarism, cheating, or creating deceptive content.
Transparency:
When AI is used, students are required to disclose its use and cite the specific tools and how they were used.
Avoiding Misuse:
AI should be a tool to enhance learning, not replace critical thinking or academic work.
Ethical Use:
Students will be educated on the ethical implications of AI, including bias, data privacy, and potential for misinformation.
Due to the evolving nature of emerging technologies, additional rules and regulations may be added throughout the school year.

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

Students experiencing academic and/or behavioral difficulties may be referred to the Intervention and Referral Services (I&RS).

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

## LOCKERS

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

## LOST AND FOUND

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

## MEDICATION

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

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

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

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

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

3. The medication must be brought to school by the parent/guardian in the ORIGINAL container, appropriately labeled by the pharmacy, physician, dentist or pharmaceutical company.
4. Medication orders and requests may not exceed one school year. A new order and parental request must be filed each year. Medication shall be retrieved by the parent/guardian by the end of the school year.

B. Administration of Epinephrine

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

C. Permission for Self-Administration of Medication

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

1. The parent/guardian must provide a written request for the administration of the medication at school and sign a statement acknowledging that the school district shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil (Refer to Parent's Request for Student with Life Threatening Condition to Self-Administer Medication- Form N151).
2. Written orders, SIGNED by the private medical provider (physician/advanced practice nurse), must be provided to the school, that the pupil has asthma or another potentially life-threatening illness or allergic reaction and is capable of, and has been instructed in, the proper method of self-administration of medication (Refer to Physician's Request for Student with Life Threatening Condition To Self-Administer Medication- Form N150). The written certification must include:
    a. The pupil's name
    b. Name of the medication
    c. The purpose of its administration
    d. The proper timing and dosage of medication
    e. Any possible side effects
    f. Length of time for which the order is valid (may not exceed the school year)

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

**ANAPHYLAXIS TO FOOD AND OTHER SUBSTANCES**

The Board of Education recognizes pupils may have allergies to certain foods and other substances and may be at risk for anaphylaxis. Anaphylaxis is a sudden, severe, serious, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Anaphylaxis

is a serious allergic reaction that may be rapid in onset and may cause death. Policy 5331 has been developed in accordance with the Guidelines for the Management of
Life-Threatening Food Allergies in Schools developed by the New Jersey Department of Education.
An Individualized Healthcare Plan (IHP) and an Emergency Healthcare Plan will be developed for each pupil at risk for a life-threatening allergic reaction. Self-administration of medication, the placement and the accessibility of epinephrine, and the recruitment and training of designees who volunteer to administer epinephrine during school and at school-sponsored functions when the school nurse or designee is not available shall be in accordance with N.J.S.A. 18A:40-12 and Board Policy and Regulation 5330. School staff will be appropriately trained by the certified school nurse to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur.
The school district will develop and implement appropriate strategies and prevention measures for the reduction of risk of exposure to allergens throughout the school day, during before- and after-school programs, at all school-sponsored activities, in the cafeteria, or wherever allergens are present.
A description of the roles and responsibilities of parent(s) or legal guardian(s), staff, and pupils to prevent allergic reactions and during allergic reactions are outlined in Regulation 5331.
Every incident involving a life-threatening allergic reaction and/or whenever epinephrine is administered throughout the school day, during before and after-school programs, and/or at all school-sponsored activities shall be reported to the school nurse or designee. The school nurse or designee shall be responsible to notify emergency responders, the principal or designee, and the Superintendent of Schools. The Superintendent shall inform the Board of Education after every incident including a life-threatening allergic reaction or whenever epinephrine is administered by the school nurse or designee. In addition, in accordance with the provisions of N.J.S.A. 18A:40-12.5.e.(3), the school nurse or designee shall arrange for the transportation of a pupil to the hospital emergency room by emergency services personnel after the administration of epinephrine, even if the pupil's symptoms appear to have resolved.
There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip, and/or celebration.
Additionally, based on the school cafeteria's use of government commodity the district may not know the exact ingredients used in the preparation of all food and beverage items served within the school lunch program because the ingredients of these food and beverage products may be unknown to the food preparation person and/or server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide, whenever possible, advance notice of the classroom experience, field trip, or celebration in order for the pupil to bring a food or beverage product from their home so they may participate in the activity. Therefore, the parent(s)/legal guardian(s) and/or the pupil with anaphylaxis to food should be responsible for the pupil's purchase and consumption of any food products sold or provided by the school and/or by any school related organizations that may cause an anaphylactic reaction.
When a parent(s) or legal guardian(s) informs the Building Principal and the school nurse the pupil may have an anaphylactic reaction to a substance other than food, the Building Principal will work with school staff to determine if these substances are on school grounds. The Building Principal will inform and work with the parent(s) or legal guardian(s) and the pupil to avoid the pupil's exposure to these substances if present on school grounds.
School staff will be appropriately trained by the certified school nurse to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The certified school nurse will provide appropriate training to school staff to understand allergies to food and other substances, to recognize symptoms of an allergic reaction, and to know the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The school nurse will work with appropriate school staff to eliminate or substitute the use of allergens in the allergic pupil's meals, educational/instructional tools and materials, arts and crafts projects, or incentives.
Policy and Regulation 5331 should be annually reviewed, evaluated, and updated where needed. Policy 5331 will be disseminated and communicated to all parent(s) or legal guardian(s) of pupils in the school in the beginning of each school year and when a pupil enters the school after the beginning of the school year.

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

**NUTRITION POLICY**

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

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

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

1. Based on manufacturers' nutritional data or nutrient facts labels:
    a. No more than eight grams of total fat per serving, with the exception of nuts and seeds.
    b. No more than two grams of saturated fat per serving.

2. All beverages shall not exceed 12 ounces, with the following exceptions:
    a. Water.
    b. Milk containing 1% or less fat.
3. Whole milk shall not exceed 8 ounces.

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

- 100 Calorie Cookies and Crackers
- 100% Fruit Snacks
- Animal Crackers
- Cheese & Crackers
- Crackers
- Cheese Sticks
- Fruit Ices
- Fruit Trays (sealed only)
- Jello
- Rice Cakes
- Vegetable Trays (sealed only)

- Yogurt Pops
- Snacks purchased from the district school lunch provider

When serving food as part of a celebration during the school day and that celebration is away from school grounds, the only restrictions are those items identified in the regulation as foods of minimal nutritional value and homemade food items.
When serving food on days that the school cafeteria is not serving lunch, the only restrictions are those items identified in the regulation as foods of minimal nutritional value, homemade food items and sealed food items.
The following is a list of "nonfood alternatives" to celebrate birthdays. If it is important for you and your child to have a food item as a treat, the list also includes "healthy food alternatives." Providing healthy classroom celebrations demonstrates a school commitment to providing healthy behaviors.

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

## PHYSICAL EDUCATION

All students are required to take Physical Education (PE). When a student is ill or injured, a medical excuse will be accepted. Students who are unable to participate in class for a period of three consecutive days or more must present a doctor's note in advance to the school nurse. All students are expected to dress appropriately for Physical Education classes, inclusive of sneakers on PE days. The appropriate dress for PE classes will be further discussed by the PE teachers.

## SCHOOL RECORDS

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

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

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

## SCHOOL SPONSORED ACTIVITIES

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

## STUDENT ACCIDENT INSURANCE

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

This insurance plan is **excess** coverage: i.e., you must submit all bills to your own insurance carrier first. The school policy will pick up the unpaid balances, up to the limits of the policy.
All injuries should be immediately reported to a coach, nurse or teacher/advisor. Claim forms will be provided to the parent/guardian upon their request to the Health Office and must be submitted to the insurance company with 90 days.

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

## VISITOR POLICY

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

# APPENDIX A

## Harassment, Intimidation, and Bullying Policy

# POLICY GUIDE



## 5512 HARASSMENT, INTIMIDATION, OR BULLYING

Table of Contents


| Section | Section Title |
|---|---|
| A. | Prohibiting Harassment, Intimidation, or Bullying |
| B. | Definition of Harassment, Intimidation, or Bullying |
| C. | Student Behavior |
| D. | Consequences and Remedial Actions |
| E. | Reporting Harassment, Intimidation, or Bullying |
| F. | Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s) |
| G. | Investigating Allegations of Harassment, Intimidation, or Bullying |
| H. | Responding to Harassment, Intimidation, or Bullying |
| I. | Reprisal or Retaliation |
| J. | False Accusations of Harassment, Intimidation, or Bullying |
| K. | Additional Policy Requirements |
| L. | Harassment, Intimidation, or Bullying Training and Prevention Programs |
| M. | Reports to Board of Education and New Jersey Department of Education |
| N. | School and District Grading Requirements |

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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;

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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:

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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;

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

- 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;

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

- 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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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).

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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;

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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,

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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;

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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.

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

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:

© Copyright 2022 • Strauss Esmay Associates, LLP • 1886 Hinds Road • Suite 1 • Toms River, NJ 08753-8199 • 732-255-1500

# APPENDIX B

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

| Table of Contents | |
|---|---|
| Introduction and Purpose | 3 |
| Pre-Kindergarten - Pyramid Model | 4 |
| Grades K-2 - Level 1 Infractions | 5 |
| Grades K-2 - Level 2 Infractions | 6 |
| Grades K-2 - Level 3 Infractions | 6 |
| Grades 3-5 - Level 1 Infractions | 7 |
| Grades 3-5 - Level 2 Infractions | 8 |
| Grades 3-5 - Level 3 Infractions | 8 |
| Grades 6-8 - Level 1 Infractions | 9 |
| Grades 6-8 - Level 2 Infractions | 10 |
| Grades 6-8 - Level 3 Infractions | 10 |
| Grades K-8 - Level 4 Infractions | 11 |
| Violations of the Anti-Bullying Policy | 12 |

## 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:<br><br>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.<br><br>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.<br><br>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) |
| **No dress code can be all inclusive. Therefore, the administration reserves the right to make final decisions on all attire.* | | | | | | |

| 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. |

# APPENDIX C

## Title I Parent Involvement School Plan

Title I School Plan

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

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

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

| TITLE I REQUIREMENT | ACTIVITIES / STRATEGIES | PARTICIPANTS | TIME / DATE | EVIDENCE OF COMPLIANCE |
|---|---|---|---|---|
| Include parents in the development and implementation of the school's *Title I Parent Involvement School Plan.* | Parent/Staff Open House at beginning of school year | ~Title I Parents<br><br>~ Title I Staff<br><br>~ Grants Manager | September 3, 2026 | 1. Invitation to parents<br><br>2. Attendance form<br><br>3. Draft of Parent Involvement Plan |
| Offer parent meetings/ workshops at different times of the day. | Open House, Title I Parent Meeting, Title I Conferences<br><br>~Invitation to parents to attend Title I lessons | ~Title I parents<br><br>~Title I Staff | ~September 3, 2026<br>~November 2,3, 2026<br>~March 10, 11 2027 | ~Invitations sent to all Title I parents<br><br>~Attendance forms |

| | | | | |
|---|---|---|---|---|
| Provide parents of participating children: | ~Title I Compact issued at beginning of school year.<br><br>Title I Parent Meeting | ~Title I parents<br><br>~Title I students<br><br>~Staff | ~ Policy sent home in summer mailing | ~Signed handbook in students' files |
| Develop a school – parent compact that addresses how parents, staff, & students will share responsibility for improved academic achievement and proactively foster a true working partnership. | ~Compact issued at beginning of school year, provided in native language if necessary | ~Title I parents<br><br>~Title I Staff | Beginning of school year | Signed handbook agreement in students' files |
| Ensure effective involvement of parents and staff. | ~Fall Open House<br><br>~Title I Parent Involvement Conferences offered | ~Title I parents<br><br>~Title I Staff<br><br>~ Grants Manager | Ongoing throughout school year | ~Invitations to all conferences, Open Houses, and training session |

| | | | | |
|---|---|---|---|---|
| | ~District Parent Involvement Policy available for review on school district website<br><br>~Parents provided with multiple points of contact with staff, including email addresses and telephone contact information<br><br>~Staff participates in Title I Program Staff Meetings | ~Workshop facilitators | | ~All communication between parents and staff (email, documentation of telephone calls, and written communication) in each students' file<br><br>~District Parent Involvement Policy posted on School District website<br><br>~Staff participation in Title I Program Staff Meetings<br><br>~Staff included in workshops throughout the school year |

## 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 _____