

TABLE OF CONTENTS	PAGE
Administration-----	3
Administering Medication-----	26
Admission Policy-----	6
Affirmative Action-----	24
Alcohol and Other Drugs – Programs-----	27
Attendance Policy-----	8
Bus Transportation-----	26
Calendar-----	59-60
Code of Conduct-----	22
Computer Use Policy-----	55-58
Curriculum-----	19
Delayed Opening/Inclement Weather-----	10
Dress Code-----	23-24
Early Dismissal/Parent Request-----	9
Early School Closing-----	9
Fire Drills/Lock-Down Drills/Evacuation Drills-----	24
Gum Chewing-----	24
Harassment, Intimidation and Bullying Policy-----	28-48
Health-----	25-26
Home Instruction-----	53
Homework Program-----	20-21
Internet Student Access Agreement Form-----	2
Lunch/Breakfast Programs-----	52
Message from the Superintendent-----	4
Other School Programs-----	19
Parent Acknowledgement Form-----	1-2
Parent Advisory Council-----	53
Parent Notification System-----	11
Parent Organizations-----	53
Philosophy – District-----	5
Photographs/Video Tape – Public Relations-----	19
Progress Reports/Report Cards-----	21
Project CHILD FIND-----	54
Promotion and Retention-----	21
Pupil Records-----	19
Pupil Supervision After School Dismissal-Policy 8601-----	13-18
Radios/Cell Phones/Tape Recorders/Bicycles/Skateboards-----	49
Religious Holidays-----	8
Remedial Program-----	19
Safety – To/From School-----	27
School Hours-----	7
Section 504-----	49
Smoking-----	25
Student Medical Examinations-----	25
Student Services-----	49-51
Summer School-----	27
Suspension/Expulsion-----	22
Tardiness-----	10
T.V. and Radio Announcements-----	9
Truancy-----	7
Visits to School-----	52
Website Address-----	4

CLIFTON PUBLIC SCHOOLS

STUDENT/PARENT HANDBOOK – ELEMENTARY SCHOOLS
ACKNOWLEDGEMENT FORM

This form MUST be signed by the parent/guardian and returned to the child's classroom teacher as soon as possible. Signing this form means you have read this handbook and are aware of its contents.

Student's Name (please print) School # Grade

Signature of Parent/Guardian Date

If you have additional children in this school, please complete the following information. Use additional lines if necessary.

Student's Name (please print) Grade

Student's Name (please print) Grade

Student's Name (please print) Grade

PLEASE COMPLETE BOTH SIDES AND RETURN THIS PAGE

TO YOUR CHILD'S SCHOOL

CLIFTON PUBLIC SCHOOLS
STUDENT/PARENT HANDBOOK

CLIFTON PUBLIC SCHOOLS
CLIFTON BOARD OF EDUCATION

James Daley, President
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Wayne Demikoff
Mary Kowal
Michael Paitchell
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ELEMENTARY SCHOOLS DIRECTORY

School No. 1	Luca Puzzo	158 Park Slope	973-470-2370
School No. 2	Jennifer Lucas	1270 Van Houten Avenue	973-470-2380
School No. 3	Linette Shyers	365 Washington Avenue	973-470-2390
School No. 4	Theresa Evans	194 West Second Street	973-470-2382
School No. 5	Francine Parker, Ed.D.	136 Valley Road	973-470-2386
School No. 8	Nancy Latzoni	41 Oak Street	973-470-2393
School No. 9	Michele Cecere	25 Brighton Road	973-470-2396
School No. 11	Gregg Dickey	147 Merselis Avenue	973-470-2401
School No. 12	Maria Parham-Talley	165 Clifton Avenue	973-470-2404
School No. 12A	Jason Habedank	225 Ackerman Avenue	973-594-4190
School No. 13	Marilyn Torley, Ed.D.	782 Van Houten Avenue	973-470-2410
School No. 14	David Montroni, Ed.D.	99 St. Andrew's Blvd	973-470-2411
School No. 15	Jennifer Montesano	700 Gregory Avenue	973-470-2418
School No. 16	Michelle Christadore	755 Grove Street	973-470-2420
School No. 17	Anthony Orlando	361 Lexington Avenue	973-458-6017

CENTRAL ADMINISTRATION

Richard Tardalo	Superintendent of Schools	973-470-2260
Mark C. Tietjen	Assistant Superintendent of Schools	973-470-2436
Karen L. Perkins	Business Administrator/ Board Secretary	973-470-2288
Thomas H. Kryger	Assistant Business Administrator/ Board Secretary	973-470-2275

Message from the Superintendent of Schools

Dear Parents and Guardians:

As the Superintendent of the Clifton Public Schools, I join with the Board of Education in welcoming each of you to the 2011-2012 school year. We will continue to provide each of your children the opportunity to grow and achieve in a caring and nurturing environment.

This booklet is an important resource that contains all of the policies and procedures to be followed at the elementary schools. We hope it will answer many of your questions and concerns. We further encourage you to utilize the enclosed calendar to mark the important dates in your child's school year.

We invite you to get involved in your child's education. Visit the school and make a connection with your child's teachers, join the PTSA, come in and meet the school principal since education has been shown to be most effective when there is a partnership between the schools and the parents.

Clifton Public Schools maintains an **Internet Website** that contains pertinent information about each school with interesting facts and references furnished regarding the Board of Education, administration, school calendar as well as a district-wide calendar, emergency closings, athletic schedules, and other programs.

The website address for the Clifton Public Schools is: **www.clifton.k12.nj.us**.

We thank you for trusting us to educate your most precious possession, your child, and wish you and your child(ren) a successful 2011-2012 school year.

Richard Tardalo

Richard Tardalo
Superintendent of Schools

DISTRICT PHILOSOPHY

The Clifton Board of Education firmly believes that it is the inherent right of every child enrolled in the public schools to receive a sound education rooted in equal opportunity and delivered in an environment that ensures physical and mental security. In today's diverse technological society, our first and foremost task is to instruct students in the democratic principles found within the ethical framework of the Constitutions of the United States and the State of New Jersey.

The Clifton Board of Education recognizes the importance of promoting early literacy as a foundation for academic success. Through its instructional program and co- and extra-curricular experiences, students will become independent thinkers, good decision makers, and self-supporting, productive citizens.

The Clifton Board of Education promulgates the following outcome goals:

1. To provide students with the skills essential to obtaining information, thinking critically, solving problems, and communicating effectively.
2. To create an atmosphere which encourages students to obtain knowledge and to develop the life skills necessary to enter the work force and/or pursue higher education.
3. To furnish students with knowledge of current and changing technologies across the curriculum.
4. To encourage the school community to become responsible contributors to the decision-making process.
5. To develop an appreciation for the creative process through problem solving and technology.
6. To foster understanding, sensitivity, and respect regarding all cultures.
7. To impart knowledge, practices, and perspectives that promote personal and global health and safety.
8. To nurture an appreciation for the fine, applied, and performing arts.
9. To encourage students to be knowledgeable consumers of electronic information able to discern quality resources.

To attain these goals, the Clifton Board of Education shall provide meaningful instruction in an environment conducive to learning with an opportunity for community input, and with a professional staff of the highest quality.

ADMISSION POLICY

A child having attained the age of five years on or before October 1st of a given school year shall be entitled to attend Kindergarten in the Clifton Public School System; and six years on or before October 1, for entrance into First Grade.

The following information is necessary for entrance to the Clifton Public Schools:

1. Birth Certificate
2. Immunization Record from healthcare provider (with official stamp including name, address and phone number of healthcare provider) with the dates of the following vaccines:
 - a. 3 doses of Diphtheria, Pertussis, Tetanus (DPT) and a DPT Booster six months after original series and booster after the fourth birthday.
 - b. 2 doses of Polio Vaccine (OPV or IPV) and a Polio booster six months after original series and booster after the fourth birthday.
 - c. Measles Vaccine, live virus vaccine given on or after the first birthday and Measles Booster preferably after the fourth birthday.
 - d. Mumps Vaccine, live virus vaccine given on or after the first birthday.
 - e. Rubella Vaccine, live virus vaccine given on or after the first birthday.
 - f. Varicella (Chicken Pox) Vaccine given on or after the first birthday for students born on or after January 1, 1998. Proof of chicken pox disease is also acceptable.
 - g. Hepatitis B Vaccine (Series of three doses).
 - h. Mantoux Tuberculin Skin Test is mandated by the Department of Health and Senior Services for specific students. Students transferring in from certain countries outside the United States and students entering Kindergarten who were born in certain countries outside the United States will be required to have a Mantoux Test within six months prior to admission. The school nurse will advise parents of this requirement when necessary.
3. Proof of recent physical examination on an approved physical form within 365 days of the start of school.
4. Three (3) Original and Current Proofs of Residence: tax bill, mortgage, lease, water, gas, and electric or telephone bill.

THREE PROOFS OF RESIDENCY ARE REQUIRED.

5. Additional Information Needed:
 - a. Emergency phone number/person whose phone is listed for emergency use and available to pick up your child.
 - b. Name of child's doctor and dentist, complete with address and telephone number.

SCHOOL HOURS

Elementary school classes, with the exception of School #12,* School #12 Annex* and School #17* Grades K to 5, are held as follows:

Morning	8:45 a.m. - 11:45 a.m.
Afternoon	12:45 p.m. - 3:15 p.m.

Remedial-Enrichment Period (held on most Tuesdays, Wednesdays, and Thursdays)	3:20 p.m. - 3:50 p.m.
--	-----------------------

Children who arrive after 8:45 a.m. are tardy.

Children should not arrive at school before 8:30 a.m. as we do not provide supervision until that time.

*School #12, School #12 Annex and School #17 are on a one-session day schedule as follows:

Regular day	8:45 a.m. – 2:45 p.m.
Remedial/Enrichment	2:45 p.m. – 3:20 p.m.
Kindergarten Hours - regular day	8:45 a.m. – 2:45 p.m.

Schools #12, #12 Annex and #17 children should not arrive at school before 8:30 a.m.

School hours may be changed in the event of school-day revision by the Board of Education.

The early dismissal schedule for all elementary schools is as follows:

Grades K - 5	8:45 a.m. – 1:00 p.m.
--------------	-----------------------

(See page 10 for complete closing schedule.)

TRUANCY

Pupils absent from school without the knowledge and consent of the parent or guardian will be considered truant. Truancy will result in disciplinary measures as described in Board of Education Policy 5200.

ATTENDANCE POLICY

“Attendance at school is required by all children between the ages of 6 and 16” (N.J.S.A. 18A:38-25 and 26).

Regular attendance is important. Any student with **excessive absences** for the year may not be promoted unless acceptable documented evidence is presented to a Review Committee. It is understood that occasional school absences will occur. Therefore, the following may be considered as documented absences:

1. Illness requiring a longer than four-day recuperation period as verified by a doctor's note.
2. Certified hospital stay.
3. Periods during which bedside instruction is received.
4. Approved religious holidays.
5. School-approved reasons (as field trips, suspension, death in family, or other school initiated reason).

PARENTS ARE REQUESTED TO CALL THE SCHOOL AS SOON AS POSSIBLE TO REPORT A CHILD'S ABSENCE. SINCE THE DISTRICT OPERATES A VOICE-MAIL MESSAGE-RECORDING SYSTEM, MESSAGES CAN BE LEFT AS SOON AS IT IS KNOWN THAT A CHILD WILL BE ABSENT. UPON THE CHILD RETURNING TO SCHOOL, THE ABSENCE SHOULD BE VERIFIED BY A NOTE ADDRESSED TO THE TEACHER.

RELIGIOUS HOLIDAYS

The following Board of Education policy is presented with regard to religious holiday absenteeism. Pertinent extracts from N.J.S.A. 18A:36-16, are as follows:

1. No pupil who is absent from school because of a religious holiday may be deprived of any award or eligibility or opportunity to compete for any award because of such absence.
2. If a pupil misses a test or examination because of a religious holiday, he/she must be given the right to take an alternate test or examination.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent.
4. Any approved absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence.

A list of religious holidays for the current school year can be provided upon request.

PARENT REQUEST FOR EARLY DISMISSAL FOR INDIVIDUAL STUDENTS

PUPILS MUST PRESENT A NOTE FROM THE PARENT OR GUARDIAN TO THE TEACHER, who will initial it and send it to the office. All students being excused early must be picked up by a parent or guardian from the office. Medical and dental appointments should be made so that they do not conflict with school hours.

SCHOOL CLOSING/EARLY DISMISSAL FOR STORMY WEATHER (See page 10 for time schedule)

Parents should make arrangements with neighbors or other responsible individuals to receive and care for the children in the event of an early dismissal. (CHILDREN ARE TO BE INSTRUCTED BY THE PARENTS EXACTLY WHAT THEY ARE TO DO IF THIS SHOULD OCCUR).

PARENTS ARE TO PROVIDE AN UP-TO-DATE EMERGENCY TELEPHONE NUMBER OF A DESIGNATED ADULT WHO WILL ASSUME CARE OF THE CHILD WHEN THE PARENT IS NOT AVAILABLE.

MULTI-MEDIA POSTING OF STORMY WEATHER ENTIRE DAY SCHOOL CLOSING/EARLY DISMISSAL EMERGENCY SESSION

PARENT NOTIFICATION SYSTEM – Phone call to primary telephone number informing parents/guardians.

WEB SITE ANNOUNCEMENT: www.clifton.k12.nj.us

CHANNEL 12 - NJ NEWS NETWORK - Announcements begin at 5:30 a.m. displayed at the bottom of the television screen during their regular morning programming.

CHANNEL 5 - FOX NETWORK - Announcements provided during their regular morning program beginning at approximately 6:00 a.m.

Note: The Board of Education, the TV stations or Police Headquarters **MUST NOT BE CALLED FOR INFORMATION** regarding school closing! **PLEASE COOPERATE.**

**CHART LISTING DISTRICT REGULAR SESSION/EARLY DISMISSAL/DELAYED
OPENING SCHOOL STARTING AND ENDING TIMES*****

	REGULAR SESSION	SCHEDULED SESSION³	UNEXPECTED EARLY DISMISSAL³	DELAYED OPENING
CLIFTON HIGH SCHOOL	7:49 - 2:30	7:49 - 12:08	7:49 - 12:08	9:15 - 2:30
MIDDLE SCHOOLS	8:05 - 2:55	8:05 - 12:30	8:05 - 12:30	9:50 - 2:55
ELEMENTARY SCHOOLS Grades K-5	8:45 - 3:15 ¹	8:45 - 1:00	8:45 - 1:00	10:15-3:15 ²
PRE-SCHOOL DISABLED A.M.	9:10 - 11:40	9:00 - 11:00	9:10 - 11:40	CANCELLED
PRE-SCHOOL DISABLED P.M.	SCHOOL 17 <u>12:15-2:45</u> SCH. 14,16 <u>12:45-3:15</u>	11:00 – 1:00	CANCELLED	SCHOOL 17 <u>12:15-2:45</u> SCH. 14,16 <u>12:45-3:15</u>
PRE-SCHOOL DISABLED FULL DAY SCHOOLS 9, 14, 16	9:00 – 2:30	9:00 – 11:45	9:00 – 11:45	10:30 – 2:30
TAG (Bused Students)	Neighborhood School Schedule	NO TAG PROGRAM <i>Students Stay at Neighborhood School</i>	NO TAG PROGRAM <i>Students Stay at Neighborhood School</i>	10:15 – 3:15 NORMAL TAG PROGRAM

*** *Certain district elementary schools may have special programs requiring distinctive starting and ending session times. Parents are requested to inquire within their respective schools as to any varied schedules.*

¹ School #12, School #12 Annex and School #17 are on a one-session day schedule as follows:

Regular Day 8:45 a.m. – 2:45 p.m.

Remedial/Enrichment 2:45 p.m. – 3:20 p.m.

² School #12 and School #12 Annex and School #17 Delayed Openings - For Grades K - 5, the delayed opening hours are 10:15 a.m. to 2:45 p.m. dismissal.

³ No lunch is served during any early dismissal days.

TARDINESS

It is recognized that an elementary school child may occasionally be tardy to school due to an unforeseen emergency. Repeated lateness can disrupt classroom activity as well as affect the normal flow of events occurring in the school. Continued student tardiness can precipitate unacceptable building and classroom interruptions as well as cause a student to miss an unreasonable amount of schoolwork. Parents need to make every effort to ensure that their children arrive at school in a punctual manner. EXCESSIVE STUDENT TARDINESS IS UNACCEPTABLE AND CAN RESULT IN PUNITIVE MEASURES AT THE DISCRETION OF THE PRINCIPAL.

PARENT NOTIFICATION SYSTEM

COMMUNITY
Policy 9126
Parent Notification System

9126 - Parent Notification System

The purpose of this policy is to establish procedures and guidelines governing the use of the Parent Notification System.

The Parent Notification System will be used for both crisis and non-crisis situations to notify parents of the Clifton School District relative to important information as deemed necessary by the Superintendent of Schools or his/her designee. Examples of information that may be communicated through the Parent Notification System are:

1. School closings
2. School emergencies
3. School events
4. School calendar changes
5. Time sensitive notifications that require an immediate response

The Parent Notification System for the Clifton School District shall be activated only when approved by the Superintendent of Schools or his/her designee. The Parent Notification System shall not be used for non-school purposes.

Adopted: April 2, 2009

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Pupil Supervision After School Dismissal

Clifton Board of Education

The Clifton School District is concerned about the safety of your children even when the school day ends. When students are dismissed, they are expected to leave the building and return home or another designated location of your choosing. To assist in this process, the district has implemented Policy 8601 and a form which addresses this issue. Both of these items are attached to this memo. **You are asked to review the policy and complete the form which must be returned to the school.** The form requires that **you initial item #1** which acknowledges your review of the policy and also **to initial item 2 or 3** which informs the school of your plans for your child at dismissal. The form also requires the completion of additional information which is required by our policy.

Any change in this plan for dismissal of an individual student who does not receive transportation must be addressed with the Principal using the attached form. Any daily changes require notification in writing to the Principal. The process you select will be in force for all school days including early dismissal days including emergency closings which will also be a minimum of four (4) hours in length.

It is anticipated that any parent who opts to pick up their child(ren) at the end of the school day (dismissal) will do so in a timely manner. Excessive habitual abuse of this policy will not be tolerated. School personnel have been instructed to begin contacting parents or designated escorts within a reasonable time frame at the end of the school day (dismissal) in order ensure prompt and efficient pick up of all children.

Your cooperation in the implementation of the policy is very much appreciated.

Thank you.

Pupil Supervision After School Dismissal

OPERATIONS

8601/page 1 of 3

Pupil Supervision After School Dismissal

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8601 PUPIL SUPERVISION AFTER SCHOOL DISMISSAL

The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemay Clarke.

The New Jersey Supreme Court, in Jerkins, indicated dangers exist for younger pupils at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board of Education adopts and requires the implementation of Policy 8601 for the supervision of younger pupils after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of pupils attending district-operated schools or programs in grades Pre-K to 8 who are not eligible for district-provided transportation after dismissal or are eligible and elect not to use district-provided transportation after dismissal.

Any parent(s) or legal guardian(s) of a pupil attending a district-operated school or program in grades Pre K to 8, where the pupil is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal may request the school or program not to release the pupil to walk home after dismissal unless the pupil is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator.

The form shall be made available on the school or school district website to parent(s) or legal guardian(s) in the beginning of the school year.

Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the request form.

Pupil Supervision After School Dismissal - continued

OPERATIONS

8601/page 2 of 3

Pupil Supervision After School Dismissal

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In order for the school administration to effectively implement the requirements of the policy and to ensure the safety and security of pupils that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The request form must be re-submitted at the end of the duration period. In addition a parent(s) or legal guardian(s) may rescind their request by submitting a written request to the principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

The Principal or designee, or program administrator upon receiving the Request for Supervision at Dismissal from School Form, shall notify the appropriate school staff member(s) who has supervision of the pupil at dismissal time at the end of the school day of the parent's or legal guardian's request. The supervising staff member that receives such notice shall retain supervision of the pupil when other pupils are dismissed from school at the end of the school day.

Each principal or program administrator will develop and implement a written Pupil Supervision After School Dismissal Plan for their school building or program location. This plan shall include the school building's or program's supervision procedures for pupils at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Pupil Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a request form.

In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the principal or designee will attempt to contact the parent(s) or legal guardian(s) using the district's emergency call procedures.

Pupil Supervision After School Dismissal – continued

OPERATIONS

8601/page 3 of 3

Pupil Supervision After School Dismissal

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For school districts that do not have after-school programs or elect not to use the after-school program for the supervision of children who are not permitted to walk home alone unless escorted by a parent(s) or legal guardian(s) or designated escort, the pupil(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the pupil **and signs the pupil out of school.**

In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils within the building, and to avoid traffic and vehicular safety problems outside the school building, the principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by each principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within the time period designated by the principal or program administrator, the pupil will be relocated to the main office in the school building and will remain in the main office supervised by the main office staff until the parent(s) or legal guardian(s) or designated escort arrives **and signs the pupil out of school.**

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to pupils at the school's facilities after formal school dismissal. Pupils that are not picked up within 45 minutes of dismissal time will be placed in the After School Program (if one exists) at the expense of the parent.

This policy shall be published in pupil/school handbooks. In addition, the school district shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the pupil/school handbook, which shall include this policy and the school calendar. In addition, any changes to the school's calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

Adopted: December 10, 2008

**PLEASE COMPLETE BOTH SIDES AND RETURN THIS PAGE
TO YOUR CHILD'S SCHOOL**

Dismissal From School For Pupils in Grades Pre K to 5

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

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

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

Parent/Legal Guardian Name _____

Phone Numbers _____
Home Work Cell

Please initial all areas that apply:

_____ 1. I acknowledge that I have received and reviewed Board Policy 8601 and understand my obligations in authorizing the school district to maintain/not maintain supervision of my child after school dismissal. **I understand that this Policy is not intended to serve as after school child care.**

_____ 2. I am requesting my child listed above **be permitted** to leave school at dismissal (end of school day) and walk _____(Home)or to the _____
(Designate location, responsible adult and phone number).

_____ 3. I am requesting my child listed above **not be permitted** to leave school at dismissal (end of school day) unless escorted by a parent/guardian or designated escort. Therefore, I am requesting the school only release my child listed above to a parent/guardian or to the designated escort(s) under the following conditions:

- Any day to day changes in designated escort must be communicated to school in written form or child will not be released/dissmised from school.
- If parent or designated escort is unable to pick up child at dismissal time, parent or designated escort will enter the building and meet child in the office to sign out child. Parent or designated escort will leave the building promptly upon signing out child.
- I understand this request shall be for every school day, including early closing days due to emergencies, and shall apply for the duration of the entire school year unless the principal is informed in writing of any desired changes.

_____ 4. Designated escorts who may pick-up my child(ren) in my absence are:

Name _____ Relationship _____

Phone # _____

Name _____ Relationship _____

Phone # _____

Name _____ Relationship _____

Phone # _____

Name of Parent/Legal Guardian (Please print)

Signature

Date

Issued: _____

CURRICULUM

The K-5 curriculum is aligned to the New Jersey Core Curriculum Content Standards and includes Reading, Mathematics, Language Arts Literacy, Social Studies, Science, Visual and Performing Arts, Comprehensive Health and Physical Education, World Language, and Character Education, Technology Literacy, Career Education and Consumer, Family and Life Skills, Instrumental Music is taught in Grades 4 and 5 only. Curriculum guides are available for review by appointment in the school offices.

OTHER SCHOOL PROGRAMS

Various other programs and services are offered in the elementary schools and are made available for the purpose of meeting the individual needs of students. These include:

After-School Homework Program	Field Trips
Band/Strings/Chorus	Gifted and Talented
Basic Skills Improvement (B.S.I.)	Gifted and Talented Art - Grades 3-5
Computer-Assisted Instruction	Intervention and Referral Service
Drug Abuse Resistance Education (D.A.R.E.) - Grade 5	Media/Technology Education
English as a Second Language: (E.S.L.) and Bilingual Education	Special Education
	Speech and Language Therapy

PUPIL RECORDS

Parents, guardians, and adult pupils are advised that they have the right to review pupil records in accordance with N.J.S.A. 18A:36-19; New Jersey Administrative Code: Title 6, Sub-title A, Chapter 3, and the Clifton Board of Education Policy manual. Such requests must be directed, IN WRITING, to the building principal for prior approval.

THE REMEDIAL PROGRAM

On Tuesdays, Wednesdays, and Thursdays from 3:20 p.m. until 3:50 p.m., time is provided for remedial, make-up, and enrichment work. The Remedial Program was established to make every teacher available to give assistance to students. [NOTE: Schools #12, #12 Annex and #17 have remedial time from 2:45 p.m. until 3:20 p.m.]

NOTE THAT REMEDIAL IS NOT CONDUCTED: ON DAYS WHEN PROGRESS REPORT/REPORT CARD CONFERENCES ARE SCHEDULED, ON TUESDAYS AND THURSDAYS DURING THE WEEK OF A ONE-HOUR MONDAY FACULTY MEETING, OR ON THE LAST DAY OF A SHORTENED SCHOOL WEEK.

PHOTOGRAPHS/VIDEO TAPE - PUBLIC RELATIONS

There may be occasions when your child may be photographed or videotaped participating in school functions. If you **DO NOT WISH TO HAVE YOUR CHILD PHOTOGRAPHED OR VIDEO TAPED**, please advise the school principal in writing.

HOMEWORK PROGRAM

Homework practices are an important part of the educational process, enhancing school work and helping develop good study habits. Requisite study skills must be taught by teachers and strengthened at home. Homework serves to reinforce learning and gives students the additional opportunity to practice and/or explore related subject matter. As an integral part of the curriculum homework is related to the educational goal of the district.

Purpose:

- To prepare for tests
- To practice skills
- To build work and study skills
- To provide instructional enrichment
- To provide for missed school instruction
- To develop effective independent work habits
- To serve as a communication link between home and school

AMOUNT OF HOMEWORK

The amount of time students in the same grade spend on homework will vary. Students should be assigned homework on a daily basis that is appropriate to their grade and instructional level. There will also be times when no written assignment will be given, allowing students time to review, do research, and to complete long-term assignments.

GRADING/EVALUATION OF HOMEWORK

A teacher, in giving a homework assignment, attaches importance to that assignment. Therefore, the teacher attaches similar importance to the grading of that assignment.

1. The teacher checks homework as promptly as possible and affixes a comment and/or assigns appropriate evaluation to all written assignments. Thus, homework becomes a part of the report card grade.
2. The student is responsible for submitting each assignment on its due date. A penalty will be imposed for a late assignment.
3. The teacher will accept only the highest quality work - work which is comparable to regular class work.
4. The teacher will provide discussion time in class to clarify any misunderstandings in the assignment.
5. The parent will be notified whenever a student repeatedly fails to do his/her homework.
6. Homework is considered an important part of the overall school program and will therefore be counted as one of the criteria used in determining a marking period grade.

HOMEWORK DURING ABSENCES

1. All missed class work and homework assignments due to absence are to be made up within a time period specified by the classroom teacher or administrator, not to exceed 10 school days unless there are extenuating circumstances.
2. Homework shall be sent home during periods of absence depending on the medical condition of the pupil(s) and placement on home instruction.
3. Upon his/her return to school, the student will be required by the teacher to make up tests.
4. The student is expected to show initiative in seeking out a teacher to determine what assignments were missed and when they will be done.

NOTE: SHOULD A STUDENT BE ABSENT DUE TO PARTICIPATION IN A FAMILY TRIP OR OTHER UNAUTHORIZED LEAVE FROM THE SCHEDULED SCHOOL CALENDAR, THE WORK MISSED WILL BE ASSIGNED AS HOMEWORK UPON THE RETURN TO SCHOOL. NO WORK WILL BE PROVIDED PRIOR TO THE ABSENCE.

PROGRESS REPORTS/REPORT CARDS

In the middle of each of the 4 marking periods, a progress report is issued during the school year for the purpose of providing information regarding school achievement and adjustment. The progress report must be signed by the parent or guardian and returned to school.

The Kindergarten Report Card is issued two times a year, during the second and fourth marking periods occurring approximately in February and June.

Report Cards for grades 1 to 5 will be issued four times a year. A marking scale is indicated at the top of the report card for each grade level.

PROMOTION AND RETENTION

The Board of Education recognizes that the personal, social, emotional, physical, and educational growth of children will vary. Placement in academic settings should be appropriate to student's needs at the various stages of growth.

In general, students shall be placed at the grade level to which they are best suited academically, socially, and developmentally. The educational program shall provide for the continuous progress of the students from grade to grade, with students spending one year in each grade. Retention may be considered when the student is not achieving minimum proficiency levels in basic skills. In grades 3-5, pupils failing two major subjects may be retained. Also, pupils in grades Pre K-8 with fewer than 150 days in attendance will not be promoted to the next grade level (Regulation 5410).

CODE OF CONDUCT

Students are expected to act in a civil, courteous, and studious manner. In so doing, children contribute to their own successes and those of others. To focus on these desirable characteristics, a Code of Conduct has been developed. The following expectations represent a path to success. Students should:

1. Show respect to everyone.
2. Be non-violent in speech or action.
3. Participate in school activities.
4. Maintain studies as a primary goal at school.
5. Be honest in actions and relationships with others.
6. Always strive to make their family proud.
7. Attend school daily and arrive for school on time.
8. Accept the consequences of their actions.
9. Always strive to do their best.
10. Recognize that we are all unique individuals who should strive to apply our talents to make our school a better place.

SUSPENSION/EXPULSION

Positive student commitment and behavior are essential for effective learning. Attitudes and acts of children are directly related to their school experience and that of their classmates. It is expected that pupils will behave in ways that will enhance social relationships in the school and facilitate learning. Children are expected to fulfill the behavioral expectations of the school community.

The Board of Education recognizes that, from time to time, circumstances will exist wherein a student must be disciplined in a manner to include suspension and/or expulsion. The provisions for such action are outlined in Board of Education Policies 5610 & 5620 and are in compliance with New Jersey Statutes 18A:37-2. Included in Policies 5610 & 5620 are the provisions for individual due process prior to the enactment of any suspension (in and/or out of school) or expulsion. Policies 5610 & 5620 are available for review in their entirety.

Schools will institute in-school suspension, out-of-school suspension and/or expulsion as deemed appropriate by the building principal.

SCHOOL DRESS CODE

Philosophy - Parents have the primary responsibility for determining appropriate dress and grooming for their children. While it is not the intent of these regulations to usurp parent or student prerogatives in the selection of clothing styles, which frequently change and reflect personal taste, it is necessary to establish guidelines and limits of what will be permitted within the school environment. Of paramount importance in this dress code are the health and safety of the students and the avoidance of disorder and/or distractions to the educational process. Optimum learning conditions are of utmost importance and are our focus. This dress code reinforces that value.

Purpose - The purpose of the school dress code is to establish standards for what is acceptable dress and grooming within the school setting with particular concern for the health and safety of the students. In addition, the code is designed to encourage a mode of dress and grooming that is conducive to establishing a climate of discipline, order, teaching and an effective learning environment.

THE DRESS CODE

Clothing

The following items of clothing shall **not** be permitted in schools during school hours:

1. Fashion or materials that exaggerate, emphasize, reveal, or call attention to anatomical details;
2. Torn or cut articles of clothing;
3. Muscle shirts, tank tops, mesh shirts, or biker shorts; oversized baggy pants, pajama bottoms, pajama types, fleece pants, or pant legs that hang over the sneakers or shoes;
4. Skirts or shorts above the extended finger tips (placed at the student's sides);
5. Sweatbands, bandanas and similar headgear are not permitted unless used for religious purposes;
6. Pants shall be worn at the waist and not on hip;
7. Messages on clothing by picture or word may not be lewd, obscene, drug/alcohol orientated, or profane, and may not infer violence/weapons;
8. Shirts in which the shoulders are not covered from the base of the neck to the edge of the shoulder or that expose the midriff;
9. Any shirt that falls below the extended fingertips must be completely tucked in to the waistband; also, all non-collared shirts must be completely tucked into the waistband;
10. Jewelry that poses a safety hazard such as: spike bracelets or necklaces or heavy chains are not permitted. No jewelry is permitted in physical education classes;
11. Sunglasses;
12. Clothing or jewelry representing membership of affiliation with a particular group, unless approved by the administration, e.g. ROTC

Footwear

For safety, footwear that provides a firm walking surface and good balance must be worn. Therefore, loose, untied laces or straps, flip-flops, slippers, or any footwear that poses a safety hazard are not permitted.

For health and safety, socks must be worn by students at the elementary level.

Continued

Dress Code - continued

Miscellaneous Dress Code Information

Coats, jackets, hats, headbands and head coverings – Students are required to place coats, jackets, hats and headbands in their lockers during school hours. These articles may not be carried in any way inside the school after the first period class begins.

In situations in which health and/or safety factors become critical, temporary modifications of the dress code may be necessary and will be established before the activity by the classroom teacher and/or building administrator (e.g., in lab classes, at special events, in physical education classes, or on field trips).

Clothing worn specifically for religious purposes will be permitted after the religious tenet of faith is shared with the building principal.

No student is to wear heavy cologne or perfume that would cause health concerns to other students and/or staff.

No student is to wear any jewelry or article of clothing identified with any such fraternal organization or group.

Enforcement

Enforcement and disciplining for infractions of this policy will be decided by the grade level administrator. Progressive discipline will be age level appropriate (K-5, 6-8, 9-12).

NOTE: IN ALL INSTANCES, THE BUILDING ADMINISTRATOR SHALL BE THE FINAL ARBITER OF THE SCHOOL DRESS CODE.

FIRE DRILLS/LOCK-DOWN DRILLS/EVACUATION DRILLS

State Law mandates that two fire drills be conducted each month in the elementary schools. When the alarm is sounded for a fire drill or evacuation drill, everyone is required to respond in a prompt and orderly manner, leaving the school building by a prescribed route as directed by the teachers. During the winter months, it is recommended that a sweater be provided by the home to be kept in school. The district also practices lock-down and evacuation drills to ensure the safety of our school community.

AFFIRMATIVE ACTION PROGRAM

It is the policy of the Clifton Board of Education not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status in its educational program or activities and employment. (Policies as required by Title IX of the Educational Amendments of 1972 and N.J.A.C. 6A:7-1.1 et seq.). Inquiries regarding compliance may be directed to the district's Affirmative Action Officer.

GUM CHEWING

Gum chewing is prohibited in school.

SMOKING

Smoking is prohibited in any school building, on any school grounds and at school-sponsored functions.

HEALTH

A school nurse is available to each school. If a student becomes ill or is injured, he/she must report to the nurse or school office. If the illness or injury is of such a nature that the student should go home, his/her parent will be notified. Therefore, it is imperative that parents/guardians provide updated information (current addresses, phone numbers, and emergency names and phone numbers) for the yellow clinic card distributed by the school nurse at the beginning of each year. PARENTS ARE URGED TO REPORT CHANGES AS THEY OCCUR.

Students are screened for scoliosis, pediculosis, and receive visual and auditory examinations at specific grade levels by the school nurse. Dental screenings are available.

NOTE: If a child is absent from school due to illness, a written excuse from the parent or guardian must be presented to the homeroom teacher upon return to school.

SCOLIOSIS SCREENING

In compliance with New Jersey State Law, every Board of Education must provide the biennial examination for scoliosis of every student between the ages of 10 and 18. The purpose of this screening is to detect possible spinal problems at its earliest stage so that the need for treatment can be determined. The procedure for screening is a simple one and will be done by school nurse. Each student's spine will be examined, taking note of the way he/she stands and bends. During the separate examinations of boys and girls, boys will be required to remove their shirts only and girls will be requested to wear a bathing suit or leotard under their school attire on the day of the examination. You may be present and there will be notification of the date of this screening. If a spinal problem is suspected, parents/guardian of the child will be requested to see their own physician for further evaluation.

If you wish your child not to participate in the screening for scoliosis, you must send a letter to the school nurse requesting that your child not be screened.

If your child is under the care of a physician for scoliosis, please send a letter to the school nurse and also submit a report from the physician.

STUDENT MEDICAL EXAMINATIONS

The Clifton Board of Education, in compliance with New Jersey Administrative Code, has determined that student medical examinations are required upon entering into the Clifton Public Schools. This medical examination must state what, if any, modifications are required for full participation in the school program. These medical examinations are to be completed at the student's medical home (private physician.) It is very important for the student to receive a medical exam at least once during each developmental stage. The stages are as follows:

Continued

HEALTH - continued

- Early childhood: (pre-school through Grade 3)
- Pre-adolescence: (grades 4-6)
- Adolescence: (grades 7-12)

ADMINISTERING MEDICATION

There will be times when a student will be required to take medication during school hours which has been prescribed by a physician. The administration of prescribed medication will be permitted only when failure to take such medication would jeopardize the health of the pupil, or the pupil would not be able to attend school if the medicine were not made available to him/her during school hours.

Before any medication may be administered to or by any pupil during school hours, parents are required to submit a written request for such medication and relieve the Board of Education and its employees of liability for actions related to the administration of medication.

The Board shall permit self-administration for asthma or other potentially life-threatening illnesses by pupils in grades three through twelve, both on school premises during regular school hours and off-site or after regular school hours when a pupil is participating in field trips or extra curricular activities.

Copies of District Policy #5330 Administering Medication and required forms are available in the Nurse's Office in all schools. The Parent Permission slip requires the signature of parent/guardian and prescribing physician.

BUS TRANSPORTATION

Bus transportation is provided at public expense for children who qualify. In the elementary schools where this occurs, parents are urged not to permit children to go to assigned bus stops too early. Pupils should be instructed to stand on line and wait in an orderly fashion with no playing, pushing, shoving, or other unruly behavior which might cause damage to property near the bus stop or result in physical injury to children.

During extremely cold or stormy weather, when buses may be late at pickup stops, pupils should be instructed by their parents to return to their homes if the bus does not arrive within a reasonable length of time.

Students are to conduct themselves in an orderly fashion while being transported. They must remain seated at all times. A pupil may be excluded from the bus by the Principal if necessary, and the parents must then provide the transportation during the period of exclusion.

SUMMER SCHOOL

The Clifton Board of Education reserves the right to provide summer school programming. Decisions as to which programs will be administered will be made on an annual basis. Notification of the programs and schedules will be made in a timely manner each spring.

SAFETY IN TRAVELING TO AND FROM SCHOOL

Pupil cooperation with police officers, crossing guards, and the student safety patrol is essential. It is suggested that parents review their child's walking route prior to the opening day of school and inform themselves of the suggested routes used by the students.

When walking along streets that have no sidewalks, pupils should walk facing traffic, if possible. Pupils are to cross at lights and crossing-guard stations where provided. They are to cross at intersections and not jaywalk. Pupils should not accept rides from strangers.

ACCORDINGLY, CHILDREN WILL NOT BE PERMITTED INTO SCHOOLS (WITH NO ESTABLISHED PRE-SCHOOL PROGRAMS) PRIOR TO 8:30 A.M., SINCE SUPERVISION BEGINS AT THAT TIME.

ALCOHOL AND OTHER DRUG ABUSE PREVENTION AND INTERVENTION

The Clifton Public Schools maintain a comprehensive program of alcohol and drug abuse prevention, identification, intervention, and chemical health education. Students experiencing alcohol or other drug problems, or difficulty with other family member's use, may receive assistance or referral through the district's Student Assistance Program. Confidential assistance is assured by agency referral, or for student assistance, contact the office of the Supervisor of Counseling and Student Service/District Substance Awareness Coordinator – 973-470-5697. Alcohol and other controlled dangerous substances are not allowed on school property or at school-sponsored functions.

HARASSMENT, INTIMIDATION AND BULLYING

PUPILS

5512.01/page 1 of 21
Harassment, Intimidation and Bullying

M

5512.01 HARASSMENT, INTIMIDATION AND BULLYING

Table of Contents

<u>Section</u>	<u>Section Title</u>
A.	Policy Statement
B.	Harassment, Intimidation, and Bullying Definition
C.	Pupil Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Off School Grounds
F.	Harassment, Intimidation, and Bullying Reporting Procedure
G.	Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)
H.	Harassment, Intimidation, and Bullying Investigation
I.	Range of Responses to an Incident of Harassment, Intimidation, or Bullying
J.	Reprisal or Retaliation Prohibited
K.	Consequences and Appropriate Remedial Action for False Accusation
L.	Harassment, Intimidation, and Bullying Policy Publication and Dissemination
M.	Harassment, Intimidation, and Bullying Training and Prevention Programs
N.	Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review
O.	Reports to Board of Education and New Jersey Department of Education
P.	Reports to Law Enforcement
Q.	Collective Bargaining Agreements and Individual Contracts
R.	Pupils with Disabilities

A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 2 of 21

Harassment, Intimidation and Bullying
M

Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

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

B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be in 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
2. By any other distinguishing characteristic; and that
3. 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, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
4. A reasonable person should know, under the circumstances, that the act(s) 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
5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. 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.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS
5512.01/page 3 of 21
Harassment, Intimidation and Bullying
M

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

C. Pupil Expectations

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

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

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

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

1. Pupil responsibilities (e.g., requirements for pupils 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. Pupil rights; and
4. Sanctions and due process for violations of the Code of Pupil Conduct.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 4 of 21

Harassment, Intimidation and Bullying

M

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

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

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

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

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 5 of 21

Harassment, Intimidation and Bullying

M

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C.6A:16-7.

Factors for Determining Consequences

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

Factors for Determining Remedial Measures

Personal

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

Environmental

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

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 6 of 21

Harassment, Intimidation and Bullying

M

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

Consequences and appropriate remedial action for a pupil 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 pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C.6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension; (short-term or long term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 7 of 21

Harassment, Intimidation and Bullying
M

6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

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

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

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS
5512.01/page 8 of 21
Harassment, Intimidation and Bullying
M

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

N.J.A.C. 6A:16-7.9(a) 2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

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

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior 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
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior 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.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 9 of 21

Harassment, Intimidation and Bullying

M

F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. 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. Pupils, parent, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil 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.

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

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

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 10 of 21

Harassment, Intimidation and Bullying
M

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

G. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety 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 pupils;
- 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 pupils in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 11 of 21

Harassment, Intimidation and Bullying
M

- e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team 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 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 process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least two times per school year.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 12 of 21

Harassment, Intimidation and Bullying
M

4. The School Safety 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 pupil in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;
- b. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- 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;

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 13 of 21

Harassment, Intimidation and Bullying

M

- g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety 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 pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.

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. 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.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 14 of 21

Harassment, Intimidation and Bullying
M

The Principal shall proceed in accordance with the Code of Pupil 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 Pupil 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, as necessary.

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

Parents of the pupils 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 or guardians shall include 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 of Education.

A parent or guardian may request a hearing before the Board of Education after receiving the information. When a request for a hearing is granted, the hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the pupils.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 15 of 21

Harassment, Intimidation and Bullying
M

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 of Education 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, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

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

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

The Board authorizes the Principal of each school, in conjunction with the Anti-Bullying Specialist, 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, and bullying, according to the parameters described in this Policy. The Board recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for a pupil 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:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 16 of 21

Harassment, Intimidation and Bullying

M

In considering whether a response beyond the individual level 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., classrooms, 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 parent and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions and to the involvement of law enforcement officers, including safe schools resource officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal and for the Superintendent to follow. 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 pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 17 of 21

Harassment, Intimidation and Bullying

M

4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula 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 district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The district will identify a range of strategies and resources, which could include, but not limited to, the following actions for individual victims: counseling; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

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

All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. Examples of consequences and remedial measures are listed in the Consequences and Appropriate Remedial Actions section of this policy.

K. Consequences and Appropriate Remedial Action for False Accusation

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

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

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 18 of 21

Harassment, Intimidation and Bullying

M

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils found to have falsely accused another as a means of harassment, intimidation or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to, reprimand, suspension, increment withholding, or termination.
 3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services.
- L. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

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

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

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

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

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 19 of 21

Harassment, Intimidation and Bullying

M

M. Harassment, Intimidation and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation and Bullying Policy to school employees, contracted service providers, and volunteers who have significant contact with pupils. 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's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

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

The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

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

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS

5512.01/page 20 of 21

Harassment, Intimidation and Bullying

M

The school district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or guardians, law enforcement, and community members in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

- N. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

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

The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.

- O. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year at a public hearing all acts of harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46.

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.

HARASSMENT, INTIMIDATION AND BULLYING - CONT'D

PUPILS
5512.01/page 21 of 21
Harassment, Intimidation and Bullying
M

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

R. Pupils with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a pupil 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, and Bullying Policies to the appropriate Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-32
N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses - April 2011

Adopted: August, 2011

SECTION 504 – REHABILITATION ACT OF 1973

Section 504 of the above act requires a barrier-free environment for all pupils and personnel in the district. Parents, students, and teachers are advised to report concerns to the Office of Counseling and Student Services at 973-470-5697, who also serves as the Coordinator for implementation of Section 504.

Discipline for classified students will be consistent with Board policy and in compliance with State laws and the student's Individual Education Plan (IEP).

STUDENT SERVICES

All elementary schools provide services for identification and early intervention for students having academic or behavior difficulties which may interfere with a successful school experience. In some instances, parents/guardians may have knowledge of conditions at home which could interfere with school performance without timely intervention. Each school has an Intervention and Referral Services Committee (I&RS).

The Department of Counseling and Student Services –973-470-5697

In addition to the services offered by the Department of Counseling and Student Services the Special Education Department provides special services for those students who need additional help. Child Study Team evaluations and related services e.g., counseling, physical therapy, occupational therapy, speech and language therapy are provided to students who meet eligibility criteria as per N.J.A.C. 6A:14. The Special Education Department can provide these services for children aged 3 through 21. For additional information, call 973-470-2285 or 973-470-2286.

STUDENT INTERVENTION AND REFERRAL SERVICES

PROGRAM
2417/page 1 of 2
Student Intervention and Referral Services

2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation of procedures in each school building for the delivery of intervention services for pupils who are experiencing difficulties in their classes in meeting the New Jersey Core Curriculum Content Standards and who have not been determined to be in need of special education programs and services pursuant to N.J.S.A. 18A: 46-1 et seq. and N.J.A.C. 6A:14.

The school district will:

1. Identify pupils in need, and plan and provide for appropriate intervention or referral services and/or referral to school and community resources, based on desired outcomes;
2. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral services;
3. Provide support, guidance and professional development to school staff who identify and refer pupils and to school staff who participate in planning and providing intervention and referral services;
4. Actively involve parent(s) or legal guardian(s) in the development and implementation of intervention and referral plans;
5. Coordinate access to and delivery of school services for identified pupils;
6. Coordinate the services of community-based social and health provider agencies; and
7. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.

Intervention and Referral Team

Each school will establish an Intervention and Referral Services Team (I&RST) to provide the delivery of intervention and referral services. Each I&RST will be composed of the principal or a regular teaching staff member appointed by the principal to act in his/her place;

STUDENT INTERVENTION AND REFERRAL SERVICES - CONT'D

PROGRAM
2417/page 2 of 2
Student Intervention and Referral Services

a regular teaching staff member; an educational services staff member; the staff member who referred a pupil in need of assistance or identified an issue requiring remediation; and such other staff members as may be required to assist the pupil or study the issue.

The IRT will identify pupils in need and plan for appropriate intervention or referral services and/or referral to community resources, based on desired outcomes.

When a pupil is referred to the IRT, the team may provide support and guidance to the pupil's classroom teachers, plan and provide for appropriate interventions, coordinate access to and delivery of school services to the pupil, and/or coordinate the services of community-based social and health provider agencies. An intervention and referral plan may be developed, implemented, and monitored for each referred pupil who requires assistance.

Parent(s) or legal guardian(s) shall be notified whenever a pupil is referred to the I&RS team, except as such notice may be waived by laws protecting abused children and the confidentiality of persons seeking drug or alcohol rehabilitation. Parent(s) or legal guardian(s) shall be offered an opportunity to participate in the development and implementation of intervention and referral plans.

After consultation with the I&RS team and the supervisor of counseling, the principal shall report to the Superintendent at the end of the school year on the concerns and issues identified by the team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plans.

N.J.A.C. 6:26-1.1 et seq.; 6A:14 et seq.

Adopted: November 14, 2007

RADIOS/CELL PHONES/TAPE RECORDERS & PLAYERS/CD PLAYERS BICYCLES/ SKATEBOARDS/ROLLERBLADES

Radios, cell phones, tape recorders and players, and CD players **are not** permitted for use in school. Bicycles may be ridden to school at the discretion of the building principal. Skateboards and rollerblades are not to be ridden to school and will not be allowed on any district vehicles. Any of these items brought to school will be confiscated and returned only to a parent or guardian. Any other objects that interfere with classroom learning, with the overall safety of children, or with the operation of the school will also be confiscated. Parents may make appropriate arrangements to pick up such items from the office.

LUNCH/BREAKFAST PROGRAMS

Lunchroom facilities are available in each school. Children may purchase lunches on a weekly basis; or, if they meet certain requirements, they may be eligible for free or reduced lunch. Lunch money is collected in advance for the following week's lunch. Menus are periodically distributed to students in English and Spanish.

Acceptable behavior is required in the lunchroom, which includes being patient on line, speaking softly, using good table manners, being courteous, taking an assigned seat each day, and following the instructions of the lunchroom aides and supervisor.

We encourage children to have healthy meals and snacks. Suggestions for healthy food and snacks are available through each school.

Several of our elementary schools have breakfast programs. Ask your building principal for details.

For health and safety reasons, **ABSOLUTELY NO** carbonated beverages or glass containers are permitted in school.

VISITS TO SCHOOL

While visits to school by parents, interested educators, and other adult residents of the community are encouraged, security of pupil and staff safety is of utmost importance.

To protect the educational program from undue disturbance, arrangements for all visits **must** be scheduled in advance through the office of the principal.

All visitors must register at the school office to receive a visitor's pass in order to conduct business within the building. A Principal may prohibit a visit by any person whose past activity has proven disturbing to the school program or when he/she has reason to believe that the individual may disturb the school program.

HOME INSTRUCTION

Home instruction is available for those students who cannot otherwise attend school due to a medically related confinement at his/her residence of record for at least a two-week period of time. Home instruction shall be administered by the Counseling & Student Services Office, 973-470-5697, under regulations contained in N.J.A.C. 6A:14-4.8. In addition, all attempts shall be made to provide home instruction within seven days of receipt of the attending physician's notice of confinement simultaneously seeking the school physician's approval. If the school physician approves, home instruction will continue for the requested confinement time.

PARENT ADVISORY COUNCIL

A committee made up of the Superintendent of Schools and parents serves as a forum to review the educational programs of the school, and, working cooperatively, they plan to contribute effectively to future program development. Inquiries or concerns may be directed to the committee through the parent representative in each school.

PARENT ORGANIZATIONS

Parents are encouraged to take an active role in the school through participation in the parent organizations in order to lend support to the goals, which are mutually developed by the district.

PARENTS OF DISABLED CHILDREN ADVISORY GROUP

The Parent Advisory Group as per 6A:14-1.2 (h) states: Each district board of education shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities.

Parents in the group are invited to work together with the school district to discuss issues and present ideas as they work together to discuss common concerns. The district's intent is to include parents in educational discussions that will help to improve overall procedures and programming for special needs students.

PROJECT CHILD FIND (1-800-322-8174)

Project CHILD FIND is a free referral service and public awareness campaign to assist in the identification of unserved/underserved youth with a delay or disability **from birth through twenty-one years of age.**

In addition Project CHILD FIND develops and distributes information to the public about early intervention services and special education programs throughout New Jersey.

Project CHILD FIND's comprehensive efforts include:

1. Assisting families of infants and toddlers, birth through two, concerned about their child's development by directing all requests regarding early intervention to a family's local Special Child Health Case Management Unit. If you need the number for your Special Child Health Care Management Unit, call for information

PROJECT CHILD FIND

1-800-322-8174 (in service 7 days a week, 24-hours a day)

(All calls received are confidential.)

2. Assisting families of preschoolers, three through five, concerned about their child's development by directing requests to their local school district.
3. Helping families access community services through referral.
4. Promoting community and public awareness of all children with disabilities by providing information.
5. Assisting local school district boards of education to identify unserved children from **age three through twenty-one** who are in need of special education and related services.

Project CHILD FIND was established by the New Jersey Department of Education Through I.D.E.A., Part B funds from the U.S. Department of Education.

CLIFTON BOARD OF EDUCATION
"Excellence in Education"
POLICY

PROGRAM
2361/page 1 of 4
Acceptable Use of Computer Network/Computers
and Resources

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2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS
AND RESOURCES

The Board of Education recognizes that as telecommunications and other technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow pupils to explore databases, libraries, Internet sites, bulletin boards, etc. while exchanging information with individuals throughout the world. The Board supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes.

The Board also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using Board-approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers to forge documents, print illegal copies, violate copyrights, institutional or third party copyrights, license agreements or other contracts.

CLIFTON BOARD OF EDUCATION
"Excellence in Education"
POLICY

PROGRAM
2361/page 2 of 4
Acceptable Use of Computer Network/Computers
and Resources

- C. Using the computer network(s) in a manner that:
1. Intentionally disrupts network traffic or crashes the twork;
 2. Degrades or disrupts equipment or system performance;
 3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
 4. Steals data or other intellectual property;
 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 6. Gains or seeks unauthorized access to resources or entities;
 7. Forges electronic mail messages or uses an account owned by others;
 8. Invades privacy of others;
 9. Posts anonymous messages;
 10. Possesses any data which is a violation of this policy; and/or
 11. Circumvents district content filtering and/or security systems including, but not limited to the use of proxy servers, anonymizers, circumventors).
 12. Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided.

Internet Safety/Protection

The school district is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries that block and/or filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

CLIFTON BOARD OF EDUCATION
"Excellence in Education"
POLICY

PROGRAM
2361/page 3 of 4
Acceptable Use of Computer Network/Computers
and Resources

The school district will certify on an annual basis that the schools, including media centers/libraries, in the district are in compliance with the Children's Internet Protection Act and the school district enforces the requirements of this policy.

This policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they shall have filed a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this policy shall be subject to the consequences as indicated in Regulation No. 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act.

Adopted: November 14, 2007

CLIFTON BOARD OF EDUCATION
"Excellence in Education"
POLICY

PROGRAM
2361/page 4 of 4
Acceptable Use of Computer Network/Computers
and Resources

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they have submitted to the building administration a consent form signed by the student and his/her parent(s) or guardian(s).

STUDENT ACCESS AGREEMENT

I understand that when I am using the Internet or any school computer network resources and equipment, I must adhere to all rules of conduct and the laws regarding access and copying of information as prescribed by either Federal, State, or Local law, Internet Service Provider and the Clifton Public School District. My signature below, and that of my parent(s) or guardian(s), means that I agree to follow the standards as outlined in this policy for the use of computer networks/computers and computer resources of the Clifton Public Schools.

Student Name

Student Signature

Date

PARENT or GUARDIAN (If applicant is under the age of 18, a parent or guardian must also read and sign this agreement.) We ask you to review this policy with your child and to sign the consent form. Your child's teacher has already discussed the policy with your son or daughter.

As the parent or guardian of this student, I have been afforded the opportunity to read, in the student handbook, the Clifton Public Schools' Acceptable Computer Use Policy and have discussed it with my child.

Parent/Guardian Name

Parent/Guardian Signature

Date

THIS PAGE IS FOR HOME REFERENCE ONLY - DO NOT RETURN TO SCHOOL

CLIFTON PUBLIC SCHOOLS
Clifton, New Jersey

2011-2012 ELEMENTARY SCHOOL CALENDAR

September 6 [Tuesday]	Schools Reopen
September 22 [Thursday]	Elementary Schools Back-to-School Night [Early Dismissal for Pupils]
September 29, 30 [Thursday & Friday]	Rosh Hashanah
October 10 [Monday]	Columbus Day Observance
November 8 [Tuesday]	Election Day [Early Dismissal for Pupils]
November 10 and 11 [Thursday and Friday]	N.J.E.A. Convention
November 23 [Wednesday]	Thanksgiving Eve [Early Dismissal for Pupils]
November 24 and 25 [Thursday and Friday]	Thanksgiving Recess
December 23 [Friday]	Early Dismissal for Pupils
December 26 through 30 [Monday – Friday]	Holiday Recess
January 2 [Monday]	New Year’s Day Observance (Legal Holiday)
January 16 [Monday]	Martin Luther King, Jr. Birthday Observance [Schools Closed for Pupils - Staff Development Day]
February 6 [Monday] [Alternate Date Feb. 13]	Elementary Schools Parent Evening Conferences [Early Dismissal]
February 20 through 24 [Monday – Friday]	Winter Recess
April 6 [Friday]	Good Friday (Legal Holiday)
April 9 through April 13 [Monday – Friday]	Spring Recess

Continued

CLIFTON PUBLIC SCHOOLS

2011-2012 ELEMENTARY SCHOOL CALENDAR CONTINUED

April 17 [Tuesday]	School Board Election [Early Dismissal]
April 30, May 1, 2, & 3 [Mon. – Thurs.]	NJASK Grade 5 Testing Dates
May 7, 8, 9, 10 & 11 [Mon. – Fri.]	NJASK Grade 4 Testing Dates
May 7, 8, 9 & 10 [Mon. – Thurs.]	NJASK Grades 3 Testing Dates
May 28 [Monday]	Memorial Day Observance [Legal Holiday]
June 5 [Tuesday]	Primary Election Day [Early Dismissal]
June 18, 19, 20, 21, 22, & 25	Early Dismissal for All Pupils
June 25 [Monday]	Last Day of School and CHS Graduation

Note: This School Calendar is tentative, depending on weather conditions, and may be modified as required to provide a minimum of 180 days. In the event of emergency closing due to storms or other unforeseen circumstances, the calendar will be amended correspondingly to provide at least the minimum days of pupil attendance required by law.

Unused snow days will be returned as additional days off as follows:

Four unused snow days – April 16, 2012 will be a school holiday as well as the Friday before and Tuesday after Memorial Day and Primary Election Day, June 5 will be school holidays.

Three unused snow days – April 16, 2012 will be a school holiday as well as the Friday before and Tuesday after Memorial Day will be school holidays.

Two unused snow days – Friday before Memorial Day and the Tuesday after Memorial Day will be school holidays.

One unused snow day – Friday before Memorial Day will be a school holiday.