

ADAMSVILLE SCHOOL
Bridgewater – Raritan School District
“Be Kind, Work Hard, Never Give Up”



Bridgewater Raritan Regional School District Mission Statement

We will teach them one and all, young to old and big to small.
Inspire, engage and educate, improve our world and make it great.
Challenge all to grow, exceed so one day they will take the lead.

Student-Parent Handbook 2019-2020
400 Union Avenue
Bridgewater New Jersey 08807
908-526-6440
Fax 908-725-0610
www.brrsd.org

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PRINCIPAL'S MESSAGE

Dear Parents/Guardians:

The Adamsville family is very excited to welcome you and your child to our school community. Adamsville School serves over 550 students in grades Pre-K through 4th. At Adamsville School, we believe that every student has the right to learn in a safe, supportive, respectful, and nurturing environment. We value diversity and provide an inclusive environment for all students. Additionally, we believe that the elementary years of schooling are vital in developing the skills, attitudes, and understanding that foster a love of learning.

Our school is dedicated to providing challenging educational opportunities for all students. The strength of our school rests in the commitment of our entire community to make our school a great learning environment that makes a positive difference in the lives of our students.

Our **Parent Teacher Organization (PTO)** will be present to welcome you at their monthly meetings and share the many ways to get involved to support your child's education. The P.T.O. is an integral part of our success for promoting an enriching experience your child will treasure.

Please visit our district and school websites to create an account so you may be included in e-mail notifications. In addition, our websites are regularly updated with important dates, news and forms that are necessary for a successful school year.

Sincerely,



James Singagliese
Principal, Adamsville School



INTRODUCTION

The first Adamsville School was built over 160 years ago. In January 1955, the Adamsville School on Union Avenue was completed and opened as an Intermediate School with Mrs. Florence Emmons as Principal. In 1983, it became an elementary school housing grades K-5. In September 1995, Adamsville School became a primary school servicing students in grades K-3. Today, Adamsville School is a Pre-K–4 school with approximately 575 students.

BOARD OF EDUCATION

Ms. Jill Gladstone, President
Ms. Jackie Barlow, Vice-President
Mr. Jeffrey Brookner
Mrs. Lynne Hurley
Mr. A.J. Joshi
Mr. Zachary Malek
Ms. Ann Marie Mead
Ms. Melanie Thiesse
Mr. Barry Walker

DISTRICT PERSONNEL DIRECTORY

Harmon V. Wade Building
P.O. Box 6030, 836 Newman's Lane
Bridgewater, NJ 08807
908-685-2777

Mr. Russell Lazovick, Superintendent	ext. 3201
Dr. Daniel Silvia, Assistant Superintendent	ext. 3277
Dr. Gina Villani, Assistant Superintendent	ext. 3273
Dr. Alice Steinheimer, Director of Student Services	ext. 3262
Mr. David Matonis, Supervisor of Special Programs (K-12)	ext. 3252
Ms. Cathy Assante-Sobel Transportation Coordinator	

908-722-1820 ex. 13

Over the course of the 2018-19 school year, the Bridgewater-Raritan Regional School District Board of Education updated and adopted policies. In the event that the policy number referenced in the handbook is not accurate, please visit your school's website, under the tab handbook update, to access the new policy numbers and any additional information that was not available when our hard copy handbook was printed. We encourage parents to visit the website regularly to ensure that they have the most current information during the 2019-2020 school year.

2019-2020 Staff

MAIN OFFICE

Dr. James Singagliese
Principal

Mrs. Violetta Kudelko
Principal's Secretary

Ms. Elizabeth Giuliano
School Secretary

Mrs. Sue Sacco
Nurse

Mrs. Mary Ellen Filep
LDTIC, CST

Mrs. Kelly Erd
Elementary Teaching Specialist

Mrs. Lindsey Blake
School Counselor & Anti-Bullying Specialist

Ms. Jodi Zuchowski
School Psychologist, CST

Ms. Kim Ford
Social Worker, CST

TEACHERS

Preschool Team

Ms. Ruth Denys
Ms. Rachel Glassman
Ms. Jessie Tredinnick

Kindergarten Team

Ms. Michelle Datuin
Ms. Caitlin Zorella
Mrs. Shannon Smith
Mrs. Tami Billy
Ms. Lisa Picillo

First Grade Team

Mrs. Michelle McCann
Ms. Alexandra Pelligrino
Mrs. Paula Discenza
Mrs. Susan Henning
Mrs. Ava Gallagher
Mrs. Heather Hayes
Mrs. Kirstie Nafey

Second Grade Team

Mrs. Vesna Kirk

Mrs. Nicole Jacquish

Mrs. Juyon Kang

Mrs. Beth Ann Stauffer

Ms. Suzy Michaels

Mr. Michael Bartol

Ms. Michelle Chatterton

Third Grade Team

Ms. Carolina Smith

Ms. Maridy Gamoso

Ms. Katie Tricarico

Ms. Jennifer Consomer

Mrs. Jill Murphy

Ms. Michelle Levash

Mrs. Christine Pfitzenmayer

Fourth Grade Team

Ms. Stephanie Ohlsson

Ms. Debbie Ericksen

Mrs. Judge Judge
Ms. Loree Raia
Mrs. Denise Trabachino

Mrs. Meghan De La Rosa

SPECIAL AREA TEACHERS

Art

Ms. Dana Rogers

Physical Education

Ms. Michelle Favatella
Mr. Robert Chartowich
Mrs. Jenna Ostrowski
Mr. Joseph King

Technology

Mrs. Jutta Seeler

Music

Mrs. Kimberly Ladson
Mrs. Michelle Gomes
Mr. Alex Holland
Ms. Shuxian Lim

Library

Mrs. Kelly Mumber
Ms. Patricia Gray

INTERVENTION SPECIALISTS

Ms. Ashely Hirt
Mrs. Cynthia Nurse
Mrs. Susan Fleisher
Ms. Kim Grande
Ms. Monica Hammond

Ms. Alyssa Cagno
Mrs. Marylynn Kleszyk
Dr. Angelina Pecoraro

RESOURCE ROOM

Mrs. Christie Mundy

Mrs. Cindy Sahns (LDTTC)

RELATED SERVICE PROVIDERS

Mrs. Debbie Calabrese, Speech
Ms. Lauren Tucker, Speech
Ms. Kathryn Garden, Speech

Mrs. Beth Cassidy, Occupational
Therapist
Mrs. MaryJane Hart, Physical Therapist

TEACHER ASSISTANTS

Mrs. Rose Lamorte
Mr. Mike Rodriguez
Ms. Holly Leighty
Mrs. Meenakshi Sharma

Mr. Jason Smit
Ms. Donna Critchlow
Mrs. Aphrodite Vlahos
Mrs. Lynn Beaufait

CAFETERIA ASSISTANTS

Mrs. Josephine Balliro
Ms. Kristen Diagalakis

Mrs. Chiara Acquiva

Mrs. Roxanna Race

Mrs. Lisa Stazo

HEAD CUSTODIAN

Ms. Gloria Guzman

ARRIVAL PROCEDURES

We appreciate your cooperation following these guidelines as we are unable to provide adult supervision prior to 8:25 AM.

Buses begin unloading at 8:25 AM.

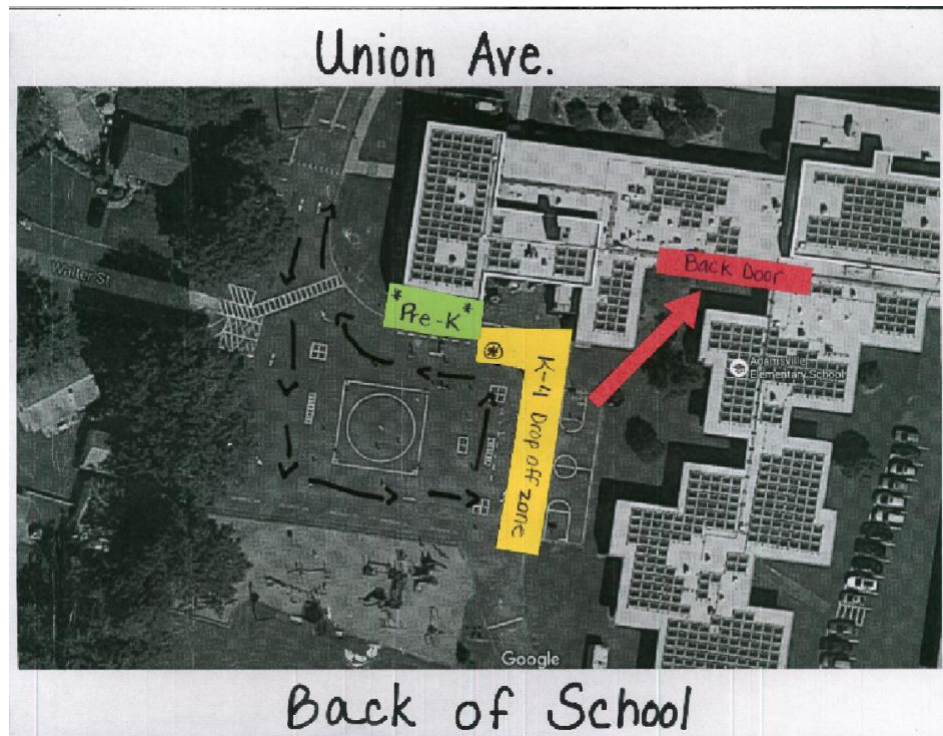
Students are not allowed to enter the school building any **earlier** than 8:25 AM. Childcare is available before and after school hours. Please contact Natalie Longua @ 908.303.5684 for additional information. At 8:25 AM teachers are on duty to help walkers across the rear parking lot and to assist with Parent Drop-off. Please do not allow your child to walk across the rear parking lot without adult supervision.

One of our most serious concerns is the safety of our youngsters at Adamsville School, especially when children are arriving at school in the morning and being dismissed in the afternoon. Children are excited and anxious to meet with friends and often walk and ride bicycles without due regard to traffic. To assist you in providing for the "safety of our children" please observe the following guidelines and refer to the attached parking lot schematic:

The area labeled Pre-K is an area where parents with pre-school aged children may park their car while a school employee assists the child safely to exit the vehicle. Parents should not leave their vehicle.

The area labeled K-4 drop off is the area where cars should pull up as close to the black star labeled on the map. Starting at 8:20 A.M. students may exit the car from the passenger side, if the car is in the designated drop off zone. Once your child has safely exited the vehicle please follow the car in front of you to exit the back parking lot.

There will be a staff member near the pre-k drop off zone directing traffic. Since the pre-k cars are parked and employees are assisting the child out of the vehicle, K-4 cars may pass slowly on the left.



DISMISSAL PROCEDURES

Parents wishing to pick up their children before dismissal must send a note including the child's full name, teacher's name, pick up time and reason for dismissal. However, in the event of an emergency, contact the main office **BEFORE** 12:30pm.

While email is handy and convenient, a parent has no way of knowing if a teacher is absent/ill and unable to respond. Always send in a written note (or if an emergency arises, phone the school office) with information we need on that day for a safe dismissal of your child. Parents must sign their children out in the office.

An adult other than the child's parent or guardian coming to pick up a student must have written permission from the parent or be listed as an emergency contact.

Parents picking up children at the end of the school day must drive to the school's rear parking lot, park, and come in to the All Purpose Room (APR) to sign out and pick up children.

SCHOOL HOURS

AM Kindergarten and Pre K	8:35 AM – 11:15 AM
PM Kindergarten and Pre K	12:15 PM – 2:55 PM
Grades 1 – 4	8:35 AM – 2:55 PM

HALF DAY SESSIONS (4 hour session) Lunch Served

AM Kindergarten and Pre K	8:35 AM – 10:40 AM
PM Kindergarten and Pre K	10:45 AM – 12:50 PM
Grades 1 – 4	8:35 AM – 12:50 PM

ATTENDANCE REQUIREMENTS

Children must be in school to learn. The most successful students have low absentee rates. Absences from school should be due to illness or emergencies. Family vacations when school is in session should be avoided as valuable learning is missed by the child.

A student may make up schoolwork due to excused absences; however, it is the responsibility of the parents to initiate a make-up procedure with the teacher. Homework requests for extended absences due to unexcused absences (e.g. family vacations) will not be honored.

Whenever a child is absent/tardy for any reason, parents are requested to notify Adamsville School via e-mail before 8:00 AM that morning. You could also contact us through the web: <https://ad.brrsd.org/parent-resources/absence-reporting>

Please provide your name, your child's name, the grade level, teacher's name, the date of absence, and the reason for the absence (duration, if known). If unable to e-mail, parents should call the school at 908-526-6440, and press 1 to leave a message. Please include the same information. Please note that if you call instead of e-mail, it is necessary for you to send in a note when your child returns to school.

Online communication is necessary to have the school consider it an "excused" absence for an illness. **Use this URL:** <https://ad.brrsd.org/parent-resources/absence-reporting>

The Bridgewater-Raritan Regional Board of Education adopted POLICY 5200 that explains the POLICY ATTENDANCE REQUIREMENTS.

I. Overview

The Bridgewater-Raritan Regional School District requires the students enrolled in its schools to attend regularly in accordance with the laws of the State of New Jersey. The educational program offered by the District is predicated on the regular presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under teacher supervision are vital to this purpose.

District Administrators shall abide by Board of Education policy, the Student Handbooks, and the District Code of Conduct in ensuring that students enrolled in the District attend regularly in accordance with the laws of the State of New Jersey. Students, parents, and legal guardians shall be made aware of the expectations and consequences regarding the timely arrival and attendance of students at school and classes.

It is the responsibility of the students and their parents/guardians, in compliance with N.J.S.A.18A:38-25 et seq., to assure that students attend school regularly and promptly or receive equivalent instruction. To this end, the Board advocates close communication between the staff and home.

II. Absence

In implementing policies and procedures regarding student attendance, District Administrators shall first determine whether a student's failure to report to school is an "unexcused" or "excused" absence.

The determination as to whether to grant an excused absence appears below. In making this determination, an "unexcused" absence shall be based on the definition of a "school day" as set forth in N.J.A.C. 6A:32-8.3. This section provides that a "school day" shall consist of not less than four hours of actual instruction. The determination of whether a student's failure to report to school is an "unexcused" or "excused" absence shall also be based on the following approved excused absences from school. Extensive absences, whether excused or unexcused, could result in loss of credit (see Section III for more information).

A. Excused Absences

1. Student illness (verified by note from parent/guardian or doctor)
2. Consecutive days of student illness, not in excess of three days (when verified by note from parent/guardian or doctor)
3. More than three days of consecutive absence due to illness (when verified by medical note from a doctor)
4. Necessary and unavoidable medical, dental, legal appointments that cannot be scheduled at a time other than school day (verified by note from Professional.)
5. Death in the family for consecutive absences fewer than six days (verified by note from parent/guardian.)

6. Post-Secondary Education - College/Technical/Military (verified by a dated letter from the school or a parent/guardian.) Juniors – two per year Seniors – two per year
7. Post High School Employment Opportunities (verified by dated letter from the organization) Seniors only – two days.
8. Excused religious observances. For the list of State Approved Religious Holidays, go to <https://www.nj.gov/education/archive/holidays.htm>
9. Take Your Child to Work Day. NJ School Register 3.4.4.3.
10. School approved/sponsored activity.
11. In/Out of school suspensions.
12. Motor Vehicle Agency Driver's Test (verified by documentation from New Jersey Division of Motor Vehicles)

B. Advance Written Request for Excused Absence

Except in the event of an emergency or sudden illness, the parent or legal guardian shall submit to the building principal or principal's designee an advance written request that the student be excused from school. The written request should include the date(s) the student will be absent, the reason for the absence(s) (see Paragraph II.A.1-10 for eligible excused absences,) and any documentation the parent or legal guardian wishes considered. When circumstances prevent the submission of a written request in advance of the absence, the documentation must be submitted as soon as possible.

C. Unexcused Absences

All absences not designated as excused in Paragraph II.A.1-10 or deemed excuse when there is a medical reason accompanied by a doctor's note, shall be treated as unexcused. School staff will respond to absences as outlined below. Please note: Absences due to family trips and/or vacations are unexcused. The principal and/or Attendance Committee have the prerogative to address excessive excused absences as they would address unexcused absences, if instruction and the learning environment are negatively impacted.

1. For up to **four cumulative unexcused absences**, school staff will, in accordance with N.J.A.C. 6A:16-7.8:
 - a. make a reasonable attempt to notify the student's parents or legal guardians of each unexcused absence prior to the start of the following school day;
 - b. conduct an investigation to determine the cause of each unexcused absence, including contact with the student's parents or legal guardians;
2. For between **five and nine cumulative unexcused absences**, school staff will, in accordance with N.J.A.C. 6A:16-7.8:
 - a. make a reasonable attempt to notify the student's parents or legal guardians of each unexcused absence prior to the start of the following school day;

- b. conduct a follow-up investigation, including contact with the student's parents or legal guardians, to determine the cause of each unexcused absence;
- c. evaluate the appropriateness of an existing plan;
- d. revise the action plan as needed to identify patterns of unexcused absences; establish outcomes based on the student's needs; specify the interventions for achieving the outcomes, supporting the student's return to school and regular attendance that may include any or all of the following:
 - i. referral to or consultation with the building's I&RS Team (IR&S, PAC, RTT, etc.);
 - ii. conduct testing, assessments or evaluations of the student's academic, behavioral, and health needs;
 - iii. consider an alternate educational placement
 - iv. make a referral to a community based social and health provider agency or other community resource;
 - v. refer to the court program designated by the New Jersey Administrative Office of the Courts; and
 - vi. proceed in accordance with all applicable statutory and regulatory provisions if a potential missing or abused child situation is detected.

3. When students between the ages of six and sixteen are truant for cumulative unexcused absences

of ten or more, the District shall, in accordance N.J.A.C. 6A:16-7.8:

- a. make mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;
- b. make a reasonable attempt to notify the student's parent or legal guardian of the mandatory referral;
- c. continue to consult with the parent or legal guardian and the involved agencies, as appropriate;
- d. cooperate with law enforcement and other authorities and agencies, as appropriate;
- e. abide by all statutory and regulatory provisions regarding compulsory attendance at school, as required.

D. Appeals

1. Pre-Planned Absence Appeal

A written request for determining the status of a pre-planned absence from school which would place the student in violation of the attendance requirements must be submitted to the principal by the parents/guardians at least ten (10) school days prior to the absence.

2. Medical Absence Appeal

An appeal conference may be waived by the principal for extended absences that are medically documented.

3. Excessive Absence Appeals

A school Attendance Appeals Committee will be established to hear appeal cases involving students who have exceeded, sixteen absences from school

III. Retention/Loss of Credit/Disciplinary Action

Per N.J.S.A. 6A:8-5.1(a)3, BRRSD determines that a student must be in attendance in order to receive credit for completion of a course leading to graduation and the awarding of a diploma.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the student of the classroom experiences which is essential to learning

A. Retention

A student with more than sixteen absences from a course or school day, may be subject to consequences up to and including retention.

B. Loss of Credit in High School Courses

A student who is absent more than 16 days from a year-long course, twelve days for a high school Physical Education class, eight days for a semester course, or four days for a single marking period course, may be subject to consequences up to and including loss of credit. A student who satisfactorily completes the curriculum objectives may not receive credit/promotion if the attendance requirement is not fulfilled.

C. Disciplinary Action

Unexcused absences from school or from class shall subject a student to the disciplinary rules of the Board which may include denial of a student's participation in co-curricular activities and/or athletics competition

IV. Tardiness

At the elementary, intermediate, and middle school level, when a student is tardy for school on more than four occasions throughout the year, without a valid excuse, the school will contact the parent or guardian. Tardiness to school due for any of the reasons listed for excused absences in Paragraph II.A.1-10, or for a medical reason that is accompanied by a doctor's note does not count toward the four tardy limit. Lateness due to student illness supported by a parental note is not counted toward the four tardy limit.

At the high school, students who are tardy to school on more than four occasions throughout the year shall be assigned an after-school detention. A detention will be assigned for each occasion of tardiness in excess of four occasions. In addition, students who are late to class unexcused for a time period greater than half the length of the class period, will have the tardiness counted as a class cut.

Tardiness to school due for any of the reasons listed for excused absences in Paragraph II.A.1-10, or for a medical reason that is accompanied by a doctor's does not count toward the four tardy limit.

Lateness due to student illness supported only by a parental note is not counted toward the four tardy limit.

V. Early Release

1. The Board recognizes that the following situations may occur which will require a student to request an early release from school:

- a. An illness which manifests itself after the student reported to school.
- b. An appointment with a physician/dentist that is verified by the school.
- c. A driver's test or court appearance that is verified by the school.

2. No student, with the exceptions listed below, shall be permitted to leave the school before the end of the school day unless met in the school office and signed out by a parent/guardian or a person authorized to act in his/her behalf.

The school shall verify the identity of the authorized person. A student shall not be released on the basis of an unverified telephone call. If there is reason to question the authenticity of the calling person, the school will call the parent/guardian to make a positive verification.

- a. Exceptions to the requirement that students leaving school before the end of the school day be signed out by a parent/guardian or other authorized person:
- b. Adult status students may sign themselves out. The reasons for the early release shall be verified by the school.
 - ii. Minor students who drive themselves to and from school may sign themselves out providing the school has received and verified authorization from the parent/guardian.
 - iii. Students with an approved, modified schedule may leave early.

3. NOTE: Any class absence resulting from an early release will become part of the student's absentee record.

VI. Class Cutting

A. Cutting

Students who are absent from class without authorization, while being in attendance on the day of that absence, shall be referred to the office for cutting class. Individual class cuts will be dealt with as they occur and may result in in-school suspension. A maximum of two cuts in a high school Health class, two cuts in a semester course, three cuts in a high school Physical Education class, and four cuts in a full year class will result in a permanent removal from the course with a Withdrawn Passing (WP), or a Withdrawn Failing (WF) and no credit will be given.

1. First Cut

If the class absence proves to be unauthorized, a letter of notification will be sent to the parents/guardians and a copy of the policy and rule will be attached. The student will be spoken to by an administrator and referred to his/her school counselor.

2. Second Cut in the Same Course

After verification, a letter will be sent to the parents/guardians warning that the next cut will result in permanent removal from that class. A copy of the policy will be attached. The parents/guardians will be encouraged to confer with the school administration.

3. Third Cut in the Same Course

This cut will result in withdrawal from the course. The student will then be scheduled into a quiet study hall in place of the class he/she is removed from, and the parent/guardians will be notified of these proceedings by mail.

- a. Cutting the quiet study hall assignment will result in an in-school suspension.
- b. Any student cutting a particular course three times within a time frame which would not allow implementation of steps a, b, and c above may be subject to the same consequences.
- c. If a student is removed from a class and placed in a study hall during the first semester, he/she may, after a reasonable period of time of exhibiting an earnest effort to conform to the school's attendance rules, ask permission of the building principal to enter a semester course when the second semester begins. Health and Physical Education are considered as two separate courses.

VII. Monitoring

The Superintendent shall calculate and monitor the average daily attendance rate for the District and for each school in the District. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements, the Superintendent or his or her designee shall develop performance objectives to improve student attendance pursuant to N.J.A.C. 6A:32-12.2(a)3.

VIII. Record Keeping

1. Absences from school will be recorded in an appropriate manner on report cards issued every marking period.
2. Tardiness to school will likewise be recorded on report cards.
3. Students entering school after the opening day in September will be given a prorated absence allowance. Legal references: N.J.S.A. 18A:36-12 et seq.

See, also, the following policies and rules:

- Admission, Registration, Placement, Transfer and Withdrawal
- Alternatives to Public Education
- Suspension and Expulsion 5221.1 Mid-Year and Final Examinations: High School
- Student Progress Reports to Parents/Guardians
- Pupil Records
- Graduation Requirements
- Reporting Missing Children
- Excused Absences: Make-up Work
- Home Instruction

Policy Adopted 1/26/10

VISITS TO SCHOOL

Parents are encouraged to confer with the teacher regularly regarding their children. Every effort will be made to provide parents with information concerning their children's progress. During school hours, **all parents, guardians and visitors to school must buzz in, they will be directed to report to the main office to state the purpose of their visit.** Parents and visitors must have a pre-arranged appointment with the teacher and pick up a visitor's badge before going into the classroom.

We appreciate your attention to this particular policy. All school doors are locked for safety purposes.

We strongly discourage parents walking their children down to the classroom for any reason.

In the best interest of personal and school safety, our custodial staff will not be able to open classrooms after school hours. Thank you for your cooperation

EMERGENCY SCHOOL CLOSING

In the event of delayed openings and early closings due to a severe storm or other emergency, a special announcement will be made over the radio, school message system and district website, brrsd.org. In addition, the school voicemail will provide you with information regarding the school closing.

Please listen to one of the listed stations.

WCTC (1450AM) - WMGQ (98.3FM) - WERA (1590AM)

NJ (101.5FM) - WLEV (96FM) School Message System 908-526-6440

EARLY CLOSING PROCEDURES

The morning kindergarten will be dismissed at its regular time (11:15 AM).
The afternoon kindergarten will be **canceled**.
Grades 1-4 will be dismissed at 12:55 p.m.

Please be sure that both home and emergency telephone numbers are up-to-date.

As a precaution to a mix-up in communication from the school to parents, please make sure that your son or daughter knows where he or she is to go to in the event that you are not home to meet him or her.

The school makes every effort to ensure that someone in your family or a designated emergency contact person is notified of an emergency closing. At times, we have been in a situation where no one had been able to be contacted, so we have kept the child at school. In this instance it is the parent's responsibility to pick his or her child up from school as quickly as possible. We will not release your child without adult supervision. It is imperative that your emergency contact information be up to date, so that we can release your child to those you have identified as being able to take care of your child in your absence.

DELAYED OPENING PROCEDURES

School will begin 2 hours later than the regular starting time: 10:35 AM.

STUDENT DISCIPLINE

The Bridgewater Raritan Regional School District believes that students, parents, teachers, and administrators have rights and responsibilities. These responsibilities fall under the umbrella of policies and procedures known as Code of Conduct.

Our classroom teachers follow a variety of classroom management techniques with one common thread. Misbehavior is an opportunity to teach. Children, through proper modeling can follow the goal of positivity, choice and reflection. We strive to teach in every scenario that we have the power to make positive choices. When a negative choice is made, we learn from it and create an action plan for the future. We believe that Bridgewater-Raritan Elementary students will strive to make the best choices on their own. However, we recognize that everyone makes poor choices from time to time. The key is to learn from them. If your child makes a poor choice, here are some outcomes that could occur:

Chart of Discipline

Infractions	1st Offense	2nd Offense	3rd Offense	Repeat Behaviors
MILD				
Failure to follow directions				
Arguing				
Cutting in line	Gr. k-2	Gr. k-2	Gr. k-2	Gr. k-2
Littering	1st Warning	2nd Warning	Take a 5 minute time out	For repeat behaviors, the teacher communicates with the parent/guardian. The teacher makes the Principal aware of the repeated behaviors and contact with parent/guardian.
Misuse of materials				
Picking up objects (sticks, rocks, plants, etc.)				
Teasing/name calling				
Yelling				
Running	Gr. 3-4	Gr. 3-4	Gr. 3-4	Gr. 3-4
Physical annoyance (chasing, following)	1st Warning	2nd Warning	Take a 5-minute time out. Teacher communicates concern to parent/guardian.	Child will meet with the Principal and call home is made with the Principal.
Play fighting (both are playing)				
Giving away technology password				
Using electronic device for non-education purpose				
If these behaviors are chronic, teachers should be making parents aware through phone calls or emails and documenting the conversations.				

MODERATE	1st Offense	2nd Offense	3rd Offense	Repeat Behaviors
Defiant to an adult	Gr. k-2	Gr. k-2	Gr. k-2	Gr. k-2

Throwing objects	Automatic time out	Automatic time out	Automatic time out	Phone call/meeting with parents and principal
Discriminatory language	Parent notification by teacher	Parent notification by teacher	Parent notification by teacher	Action plan developed by counselor/principal for playground
Inappropriate gestures	Notify counselor or designee for record keeping	Seen by counselor or designee	Seen by counselor or designee	Behavior plan for classroom by teacher
Invasion of privacy in bathroom	Inform the Counselor	Loss of class privilege	Loss of class privilege	Loss of privilege (class or school) determined by principal or designee
Misbehavior in the bathroom (minimal)				
Profanity/obscene language	Gr. 3-4	Gr. 3-4	Gr. 3-4	Gr. 3-4
Low level physical interaction (bumping, touching, shoving, blowing)	Automatic time out	Automatic time out	Automatic time out	Phone call/meeting with parents and principal
Taking something from someone else	Parent notification by teacher	Parent notification by teacher	Parent notification by teacher	Action plan developed by counselor/principal for playground
	Notify counselor or designee for record keeping	Seen by counselor or designee	Seen by counselor or designee	Behavior plan for classroom by teacher
Taking and/or using someone else's password		Loss of class privilege	Loss of class privilege	Loss of privilege (class or school) determined by principal or designee

Severe	1st Offense	2nd Offense	3rd Offense	Repeat Behaviors
Fighting/Initiating a fight	Gr. k-4			
Bullying (repeated acts of harassment)	Building Administrator notification (If principal is out counselor or designee)			
Sexual harassment	Seen by counselor and/or principal and discipline is decided upon (may follow consequences above)			
Verbal threats of intimidation	Parent notification by building principal (if principal is out, counselor contacts parent)			
Vandalism/defacing property	Completed paperwork for weapons/vandalism/harassment (EVVRS)			
Weapons	Possible suspension			
Stealing property form the school and or other students	Possible community service			
Posing as another student through electronic means	Report to ABS (Anti-Bullying Specialist)			

Sending inappropriate material electronically	
Accessing and/or browsing inappropriate websites	

Violations of any other BOE policies not listed can also include consequences which is determined by the administrator.

These and all incidents will be determined on a case by case basis, with principal discretion as to the final consequence. Every behavior needs to be weighted independently and measured against past behavior. Multiple infractions may lead to extended suspensions and removal from school functions.

The family is viewed as an essential partner in dealing with student discipline. Communication with parents before a problem becomes serious is expected standard procedure. The school counselor is a resource to both teachers and parents in helping students to learn appropriate behavior. The principal is kept informed of discipline problems in the classroom and is readily available to consult with teachers on preparing alternative strategies for managing students. When there are serious or repeated infractions of the rules, the student may be sent to the principal or school counselor for a conference.

Whenever a teacher sends a child to the Principal's office, that teacher and/or principal will communicate this information to the parents.

The following rules can be used by students to guide their behavior and will be reinforced by all staff:

Hallways

- Walk to the right.
- Walk quietly.
- Stop and let people go through your line.
- Greet adults when they greet you.

Assemblies

- Sit quietly, with legs folded.
- Clap and laugh respectfully.
- Ask appropriate questions.
- Lower your hand when somebody else is talking.
- Leave only if it is an emergency, with teacher permission.

Lunch Room

- Raise your hand when you need help.
- Ask permission to leave your seat.
- Eat your own lunch. Do not share food.
- Talk quietly.

- Keep your table and floor area clean.
- Always walk.
- Follow directions.

Playground

- Use the playground equipment safely.
- Ask others to join your games.
- Follow the rules of the games.
- Return play equipment as directed.
- Do not chase others.
- Follow directions.

Bathrooms

- Use the bathroom quickly and return directly to class quietly.
- Flush the toilet.
- Leave doors unlocked when exiting the stall.
- Wash hands but use soap sparingly.
- Put paper towels in the garbage.

School Bus

- Sit in your seat.
- Use your seatbelt.
- Keep the aisle clear.
- Keep the bus clean.
- Talk quietly.
- Help younger students.
- Respect the driver and follow his/her direction.

Technology – Device Guidelines

The purpose of the district's devices and networks is to support the students' research and learning by providing students with access to programs and data in accordance with the district's curriculum. The use of the district and networks must support and be consistent with the district's educational objectives. The device is the district's property. Users must follow all district and school, policies and procedures. Rules that all users must adhere to include but are not limited to the following:

- Do not lean on the device when it is closed.
- Shut down the device when you are finished using it.
- Do not carry more than one device at a time.
- Do not poke or put pressure on the screen.
- No food or drink allowed near any device.
- Damage or missing devices must be reported to your teacher immediately.

- Inappropriate or non-educational usage of the device and/or networks - please see chart of discipline above.

Technology: Online Communication

- Online communication should be used only for educational purposes.
- Students will not write anything mean, unkind, untrue or inappropriate online.
- Students will T.H.I.N.K before they write.
 - Is it True?
 - Is it Helpful?
 - Is it Inspiring?
 - Is it Necessary?
 - Is it Kind?
- Inappropriate or non-educational usage of online communication - please see chart of discipline above.

TOYS

Students are discouraged from bringing toys, gadgets, Gameboys, iPods and other expensive items to school. The school is not RESPONSIBLE for such items if lost or broken.

No toy weapons are allowed in school or any item that represents a potential danger to another child. This includes such items as toy guns, toy knives, army tanks, dart guns, water pistols, nail clippers and pen knives. Although toy weapons may appear harmless, we disagree. For young children, separating fiction from reality is extremely difficult. At Adamsville and the district, the faculty works hard to promote an atmosphere of peace and respect. Violent acts even pretend ones violate this basic principle.

CELL PHONES

Students are advised against bringing personal property of considerable value to school, including cell phones. Adamsville School cannot assume responsibility for the loss, damage or theft of personal property. If cell phones are brought to school, they must remain turned off and in the student's backpack during the school day.

STUDENT LUNCHROOM AND RECESS BEHAVIOR

All students are expected to follow the rules of behavior established for the lunchroom. Child safety and consideration of others requires that basic rules be followed in the lunchroom for all children.

1. Conversational level talking only

2. Be respectful and responsible.
3. Request permission to leave his or her seat
4. Immediate silence when students' attention is requested by lunchroom assistants
5. No wrestling or hazardous play during recess

Any student who misbehaves consistently may be:

- Temporarily separated from his class table.
- Asked to eat lunch in the office or a classroom
- Restricted from outside recess
- And/or have parents notified through discipline form that **must be signed by a parent and returned to the classroom teacher.**

SCHOOL BUS DISCIPLINE

Students are to ride to and from school on the busses assigned and to get on and off the bus at the designated bus stops. The building principal must first approve any change in bus arrangements.

Any parent wishing to allow his or her child to walk to and from school (if the child is a bus rider) must complete the appropriate form at school. Once this is done, the child will no longer ride the school bus that school year.

All students being transported on school district provided vehicles must be considerate of the safety and well-being of their fellow passengers. Misconduct on a school bus can distract the driver's attention from his primary responsibility, that of safely transporting all students on that vehicle.

Student behavior is the responsibility of both parent and the school from the time a child leaves home to the time he or she returns home in the afternoon. The bus represents an integral part of the school system, and as such, the same standards of conduct that apply in a classroom apply to a school bus. Pupils will behave accordingly.

For the safety of all riders, students will be required to:

- Be early and wait for the bus in a safe place.
- Cross only in front of the bus so that the bus driver's face can be seen, and the driver can see the child.
- On the bus: Sit down, buckle up properly, and be polite.
- Always listen to the bus driver.
- Get on and off the bus in a single file.

The driver is in full charge of the school bus at all times and is responsible for order. He may not exclude a pupil from the bus, but, if unable to manage a pupil he/she will report the unmanageable pupil to the school principal.

A pupil maybe excluded from the bus for disciplinary reasons by the principal and his parents must provide transportations to and from school during the period of suspension. The board of Education for the Bridgewater Raritan District adopted the procedures for students deemed unmanageable. Bus rules are strictly enforced. Students reported by the bus driver for misbehavior will be disciplined by the Principal and Board bus policies will be carried out in a strict manner.

Parents who observe misbehavior or infraction of the bus rules should speak to their bus driver about those students. Often times, the bus driver does not observe student misbehavior to the need to attend to the demands of safely driving the vehicle.

Bus problems which have not been or cannot be dealt with by the driver should be referred to the district transportation office (908)722-1820 and Adamsville School. In cases of bus schedule problems, bus maintenance issues, and driver behavior, the Department of Transportation should be contacted.

In keeping with that statute, the Board of Education adopts the following procedure for students deemed unmanageable.

1. **First Offense in a school year** – The students will be reported to the school principal. A certified letter will be sent to the student's parent/guardians informing them of the problem as well as what procedures will be followed if additional offenses occur during the school year.
2. **Second Offense in a school year** – The student will be reported to the school principal. The student will be excluded from the bus for a period of five (5) school days and his/her parents /guardians shall provide transportation to and from school during that period. Absence from school during this period will be considered truancy. A certified letter will be sent to the student's parents/guardians informing them of the problem and the action taken, as well as what procedures will be followed if additional offenses occur during the school year.
3. **Third Offense in a school year** – The student will be reported to the school principal. The student will be excluded from the bus for a period of up to thirty (30) school days at the discretion of the school principal. His/her parents/guardians shall provide transportation to and from school during this period.
4. **Any Offense beyond the Third Offense in a school year** – The student will be reported to the school principal. The student will be excluded from the bus for and additional thirty (30) school days or for a longer period of up to the end of the school year, at the discretion of the school principal. The student's parents/guardians shall provide transportation to and from school during that period. Absence from school during this period will be considered truancy. A

certified letter will be sent to the student's parents/guardians informing them of the problem and the action taken, as well as what procedures will be followed if additional offenses occur during the school year.

5. **End of the School Year Offenses** – Misbehavior by bus riders at the end of the school year will be reported to the school principal and will result in the suspension of bus privileges being carried over into the next school year, at the discretion of the school principal. The student's parents/guardians shall provide transportation to and from school during that period. Absence from school during this period will be considered truancy. A certified letter will be sent to the student's parents/guardians informing them of the problem and the action taken, as well as what procedures will be followed if additional offenses occur during the school year.

HARASSMENT, INTIMIDATION, AND BULLYING

Like fighting, bullying is not tolerated. Teachers and support staff work hard to create a climate of respect and a healthy school climate. As part of the Counseling and Health Education program and classroom management students need to be taught conflict resolution skills and are expected to apply these skills to settle conflicts in the classroom as well as in other areas of the school.

The school counselor is available to teachers, parents and students as a resource for planning lessons and activities that address cooperation, respect and conflict. Every school is required to have an anti-bullying specialist. Ms. Arora is the anti-bullying specialist at Adamsville School. Please see our District Anti-bullying Policy below.

Bridgewater-Raritan Regional Board of Education POLICY POLICY PROHIBITING HARASSMENT, INTIMIDATION, AND BULLYING SERIES STUDENTS SECTION RIGHTS AND RESPONSIBILITIES

POLICY PROHIBITING HARASSMENT, INTIMIDATION, AND BULLYING

I. Background

The Board believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The Board expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The Board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the district's code of conduct. The Board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The Board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the Board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The Superintendent shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the Superintendent shall ensure that this policy is applied to incidents of harassment; intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The Superintendent has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16- 7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The Board directs the Superintendent or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

II. Definition

“Harassment, intimidation or bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

III. Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

A. Students

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the Board approved code of student conduct and N.J.A.C. 6A:16-7.

Consequences and 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.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

1. Consequences

Admonishment;

- Temporary removal from the classroom;
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to disciplinarian;
- In-school suspension during the school week or the weekend;
- After-school programs;
- Out-of-school suspension (short-term or long-term);
- Legal action and;
- Expulsion.

2. Remedial Measures

a. Personal

- Restitution and restoration;
- Mediation;
- Peer support group;
- Recommendations of a student behavior or ethics council;
- Corrective instruction or other relevant learning or service experience;
- Supportive student interventions, including participation of the intervention and referral services team;
- Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- Behavioral management plan, with benchmarks that are closely monitored;
- Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- Involvement of school disciplinarian;
- Student counseling;
- Parent conferences;
- Student treatment; or
- Student therapy.

b. Environmental (Classroom, School Building or School District)

- i. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- ii. School culture change;
- iii. School climate improvement;
- iv. Adoption of research-based, systemic bullying prevention programs;
- v. School policy and procedures revisions;
- vi. Modifications of schedules;
- vii. Adjustments in hallway traffic;
- viii. Modifications in student routes or patterns traveling to and from school;
- ix. Supervision of students before and after school, including school transportation;
- x. Targeted use of monitors (e.g. hallway, cafeteria, locker room, playground, school perimeter, bus);
- xi. Teacher aides;
- xii. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- xiii. General professional development programs for certificated and non-certificated staff;
- xiv. Professional development plans for involved staff;
- xv. Disciplinary action for school staff who contributed to the problem;
- xvi. Supportive institutional interventions, including participation of the intervention and referral services team;
- xvii. Parent conferences;
- xviii. Family counseling;
- xix. Involvement of parent-teacher organizations.

1. Classified Students

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- a. The student's behavior is not primarily caused by his/her educational disability; and
- b. The program that is being provided meets the student's needs.

B. Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

1. Consequences

- a. Admonishment;
- b. Temporary removal from the classroom;
- c. Deprivation of privileges;
- d. Referral to disciplinarian;
- e. Withholding of Increments;
- f. Suspension;
- g. Legal action; and
- h. Termination.

2. Remedial Measures

a. Personal

- i. Restitution and restoration;
- ii. Mediation;
- iii. Support group;
- iv. Recommendations of behavior or ethics council;
- v. Corrective action plan;
- vi. Behavioral assessment or evaluation;
- vii. Behavioral management plan, with benchmarks that are closely monitored;
- viii. Involvement of school disciplinarian;
- ix. Counseling;
- x. Conferences;
- xi. Treatment;
- xii. Therapy.

b. Environmental (Classroom, School Building or School District)

- i. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- ii. School culture change;
- iii. School climate improvement;
- iv. Adoption of research-based, systemic bullying prevention programs;
- v. School policy and procedures revisions;
- vi. Modifications of schedules;
- vii. Supervision;
- viii. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- ix. General professional development programs for certificated and non-certificated staff;
- x. Professional development plans for involved staff;
- xi. Disciplinary action;
- xii. Supportive institutional interventions, including participation of the intervention and referral services team;
- xiii. Conferences;

xiv. Counseling.

IV. Reporting Harassment, Intimidation, and Bullying Behavior

The Superintendent, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The Board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the

procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

A school administrator who receives a report of harassment, intimidation, or 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.

V. Anti-Bullying Staff Personnel

A. District Anti-Bullying Coordinator

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:

1. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students;
2. Collaborate with school anti-bullying specialists in the district, the Superintendent, and the Board to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
3. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, and bullying of students; and
4. Execute such other duties related to school harassment, intimidation, and bullying as requested by the Superintendent.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

B. School Anti-Bullying Specialist

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 these 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:

1. Chair the school safety team;
2. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation and bullying in the school.

C. School Safety Team

The district shall form a school safety team in each school 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. The school safety team shall meet at least two times per school year.

The school safety team shall be appointed by the principal and consist of the principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

1. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;
2. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
3. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
4. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
5. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation or bullying of students;

6. Participate in the training required pursuant to the provisions of (N.J.S.A. 18:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
7. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
8. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

No parent/guardian who is a member of the school safety team shall:

- Receive complaints of harassment, intimidation or bullying of students that have been reported to the principal;
- Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- Identify and address patterns of harassment, intimidation or bullying of students; or
- Participate in any other activities of the team which may compromise the confidentiality of a student.

VI. Investigation Reported Harassment, Intimidation and Bullying

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with the law and the following procedures:

A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:

1. Taking of statements from victims, witnesses and accused;
2. Careful examination of the facts;
3. Support for the victim; and
4. Determination if alleged act constitutes a violation of this policy.

B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.

- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results to the investigation to reflect the information.
- D. The results of the investigation shall be reported to the Superintendent within two school days of the completion of the investigation, and in accordance with law and board policy. The Superintendent may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- E. The results of each investigation shall be reported to the Board no later than the date of the next board meeting following the completion of the investigation, and include:
 - 1. Any services provided;
 - 2. Training established;
 - 3. Discipline imposed; or
 - 4. Other action taken or recommended by the Superintendent
- F. The Superintendent or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the Board and include:
 - 1. The nature of the investigation;
 - 2. Whether the district found evidence of harassment, intimidation, or bullying; or
 - 3. Whether discipline was imposed, or services provided to address the incident of harassment, intimidation, or bullying.

VII. Range of Ways to Respond to Harassment, Intimidation or Bullying

The Board recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

- A. In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses include:
1. School and community surveys;
 2. Mailings;
 3. Focus groups;
 4. Adoption of research-based bullying prevention program models;
 5. Training for certificated and non-certificated staff;
 6. Participation of parents and other community members and organizations;
 7. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
 8. The involvement of law enforcement officers, including school resource officers.
- B. For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:
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);
 2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
 3. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
 4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).
 5. The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall

include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

VIII. Retaliation and Reprisal Prohibited

The Board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the Superintendent and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

A. Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

1. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law.

2. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service.

3. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to

have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges.

4. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the Superintendent after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

B. Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

1. Consequences

- a. Admonishment;
- b. Temporary removal from the classroom or school;
- c. Deprivation of privileges;
- d. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
- e. Classroom or administrative detention;
- f. Referral to disciplinarian;
- g. In-school suspension during the school week or the weekend;
- h. After-school programs;
- i. Out-of-school suspension (short-term or long-term);
- j. Legal action;
- k. Withholding of increment;
- l. Suspension;
- m. Expulsion;
- n. Termination;
- o. Termination of service agreements or contracts (vendors, volunteers);
- p. Public sanction (Superintendent members);
- q. Ethics charges (some administrators, board members).

2. Remedial Measures

a. Personal

- i. Restitution and restoration;

- ii. Mediation;
- iii. Peer support group;
- iv. Recommendations of a student behavior or ethics council;
- v. Corrective instruction or other relevant learning or service experience;
- vi. Supportive student interventions, including participation of the intervention and referral services team;
- vii. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- viii. Behavioral management plan, with benchmarks that are closely monitored;
- ix. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- x. Involvement of school disciplinarian;
- xi. Counseling;
- xii. Conferences;
- xiii. Treatment;
- xiv. Therapy

b. Environmental (Classroom, School Building, or School District)

- i. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- ii. School culture change;
- iii. School climate improvement;
- iv. Adoption of research-based, systemic bullying prevention programs;
- v. School policy and procedures revisions;
- vi. Modifications of schedules;
- vii. Supervision;
- viii. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- ix. General professional development programs for certificated and non-certificated staff;
- x. Professional development plans for involved staff;
- xi. Disciplinary action;
- xii. Supportive institutional interventions, including participation of the intervention and referral services team;
- xiii. Conferences;
- xiv. Counseling

IX. Appeal Process

The parent or guardian may request a hearing before the Board after receiving the information from the Superintendent regarding the investigation. The hearing shall be held within 10 days of the request. The Board shall meet in executive

session for the hearing to protect the confidentiality of the students. At the hearing the Board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board meeting following its receipt of the report, 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 law, no later than the 90 days after the issuance of the Board's decision.

A parent, student, guardian, or organization may file a complaint with the Division of Civil Rights within 180 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".

IX. Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The district, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14). Throughout the school year the district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the Core Curriculum Standards.

IX. Training

A. School Leaders

Any school leader who holds a position that requires the possession of a Superintendent, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying (N.J.S.A. 18A:6-112).

B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents

of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the Board, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities as required by law (N.J.S.A. 18A:37 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33)

A. Staff, Student and Volunteer Training

The school district shall:

1. Provide training on the district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A. 18A:37-14) and other distinguishing characteristics that may include incidents of discrimination, harassment, intimidation, or bullying; and
4. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the district to provide services to students.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

XII. Reporting

A. Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30 the Board shall hold a public hearing at which the

Superintendent will report to the Board all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

1. The number of reports of harassment, intimidation, or bullying;
2. The status of all investigations;
3. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
4. The names of the investigators;
5. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
6. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

B. Reporting to the Department of Education

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education.

The report shall include:

1. Data broken down by enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and
2. Data broken down by each school in the district, in addition to district-wide data.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law (N.J.S.A. 18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. The district shall post all the grades for each school of the district and the overall district grade on the homepage of the district's website. A link to the report shall be available on the

district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The Superintendent will annually submit a report to the Department of Education utilizing the Electronic Violence and Vandalism Reporting System (EVVRS). The Superintendent shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the Board using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the Superintendent shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The Board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

XIII. Program Assessment and Review

Schools and school districts shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

XIV. Policy Development and Review

The district harassment, intimidation and bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, making any necessary revisions and additions. The Board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision (beginning September 1, 2011).

XV. Publication, Dissemination, and Implementation

In publicizing this policy, the community, including students, staff, Board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment, intimidation, and bullying that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students in accordance with law.

The Superintendent shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on the district website;
- B. Provide a link to this policy on a prominent place on each school's website;
- C. Distribute this policy annually to all staff, students and parents/guardians; and
- D. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks.

The district shall notify students and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the homepage of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the homepage of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parents/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The Superintendent shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

Adopted 6/28/11

BUS TRANSPORTATION

In response to growing concerns about the safe transportation of our students, the Board of Education created the following policy regarding transporting children to and from childcare providers and one-day changes.

For Childcare Providers:

1. The request may be any of the below options but **must be for five days a week.**
 - a. Home to school – School to childcare
 - b. Childcare to school – School to home
 - c. Childcare to school – School to childcare
2. Forms, available in the school office, must be filled out annually. Information on the policy and instructions are on the forms. The deadline for submission is August 15 for the opening of schools. Any change during the school year must be submitted 14 calendar days prior to the change.
3. There must be a seat available on the school vehicle that is not needed for a qualified rider of that route. If a seat is not available, the request must be denied.
4. No additional stops will be made.

For One-Day Bus Passes

- The request must be for a compelling reason, such as a death in the family, sudden family illness or accident, etc.
- A written request from the parent/guardian must be submitted and approved by the school office.
- The request should be submitted at least one day in advance.
- The school office will verify the availability of seats with the district Transportation Department.
- There must be a seat available on the school vehicle that is not needed for a qualified rider of that route. If a seat is not available, the request must be denied.

STUDENT DRESS CODE

School dress reflects the importance of the daily education environment and is a statement of mutual respect for one another. Please note that the Dress Code applies to all students in all grades. Bare backs, shoulders or midriffs, exposed undergarments, spaghetti straps and clothing with offensive wording or

drawings are not acceptable. The school reserves the right to require changes in dress that is deemed inappropriate for school wear. Parents may be contacted, and students may be sent home to change their clothing.

During the warm months of school, I would like to bring your attention to the need to ensure that your children wear shoes that have a back or strap to them. All students are required to wear appropriate footwear on days that they participate in Physical Education class. However, students go out to recess every day and “backless” shoes (e.g., flip flops) can cause preventable accidents.

STUDENT PROGRESS REPORTS

Information regarding student progress is vitally important to students, parents, and teachers. Every effort is made to communicate with parents their child's progress in school via parent/teacher conferences, report cards, homework assignments, and newsletters. Another way to keep in touch is to go to ad.brrsd.org and click on Teacher Websites on the left side of the page.

POWER SCHOOL PARENT PORTAL

The district utilizes Power School for the student records database. Parents can view their child's report card and attendance via the Parent Portal using their login and password information. Parents may contact the main office to obtain Parent Portal Access Username and Access Password. Paper copies of report cards will only be distributed to those families without computer access. Parents without Internet access should notify the office.

GRADING POLICY

Teachers use a wide variety of methods to assess, monitor, and evaluate student performance. Assessment requires continuous, ongoing processes. Students and parents should be aware of the various processes used to assess, monitor, and evaluate performance.

Effective assessment is:

Continuous and ongoing

Integral to instruction

Reflects real tasks related to subject or discipline

Encourages self-reflection

Multidimensional

Developmentally appropriate

Identifying student strengths as well as weaknesses

In grades K-2, the report cards do not use number or letter grades to assess student progress. Instead, the report card provides a list of attributes and indicators demonstrating the student's performance and progress for **Literacy Development, Mathematics, Social Studies, Science, and Personal and Social Expectations**.

In third and fourth grades, letter grades which are aligned to numerical averages are used to report student progress. Listed below is the Grading Assessment Key currently used in Bridgewater-Raritan's Primary Schools:

Grading Scale			
A	92-100	C	72-79
A-	90-91	C-	70-71
B	82-89	D	65-69
B-	80-81	U	Below 65

HOMWORK

As per Policy 2330

Homework should be assigned as reinforcement of the class instruction or to prepare for an upcoming class topic. It shall be of quality and relevance to the subject matter and further the student's comprehension. Assignments must adhere to the following guidelines:

- Homework should be tied to the curriculum and to a student's instructional level with consideration of the student's ability.
- Homework should have explicit directions and timelines.
- Homework should be designed to review materials and to reinforce skills and materials taught in class, to prepare for an upcoming class topic, to extend or generalize concepts or skills learned from familiar to new situations and to offer opportunities for the student to integrate, extend, or creatively apply skills already learned.
- Homework may not be used for punishment.
- Homework should be reviewed in school to correct and reinforce appropriate learning.

A teacher typically assigns homework 3-5 days per week. Developmental, achievement, and ability differences among students all impact the actual time that students may spend on assignments. Long term assignments will require additional time management skills. Since the term homework refers to school-related work that is to be completed outside the classroom, there are certain guidelines and responsibilities for students, teachers, and parents/guardians.

The following time guide for out-of-class study shall be adhered to by the classroom teacher in assigning properly planned and suitable assignments:

Maximum Average Daily Homework Guidelines by Grade Levels

Kindergarten	Varied formal and informal assignments
1	10 – 15 minutes per day
2	15 – 30 minutes per day
2 AI	20 – 40 minutes per day
3	20 – 40 minutes per day
3 AI	30 – 50 minutes per day
4	30 – 50 minutes per day
4 AI	40 – 60 minutes per day
5	40 – 60 minutes per day
5 AI	60 – 90 minutes per day
5 E	Part of 60 -90 minutes per day
6, 7, 8 6E 7E 8E	20 -30 minutes per course per day, 100 – 150 minutes per day maximum
9 -12 Honors Level	30 minutes per course per day

Nightly independent reading for students at all levels is strongly encouraged and is not subject to the homework limits in the chart above.

Listed below are suggestions students will find helpful when doing their homework.

- A. Organizational procedure in the class
 1. Write down complete, detailed instructions given by the teacher.
 2. Clarify any questions pertaining to the instructions before leaving class.
 3. Take home instructions, books, and any materials needed to complete the assignment.
- B. Organizational procedure at home
 1. Set aside a special time in which to do the assignment.
 2. Have a special place to work free from excessive noise and other distractions.
 3. Establish a plan of organization for completing the homework, including long term assignments.
 4. Follow the homework plan.
 5. Check the completed assignment carefully.
 6. Submit completed homework to the teacher by the date requested.
 7. Complete summer work prior to the start of school.

The Teacher's Role

Considerate, discerning teachers are as conscientious and thoughtful about making appropriate homework assignments and properly preparing children for them as they are in shaping any other part of the day's plan.

Teachers' homework practices, based on district policy, should be discussed with students and parents/guardians at the beginning of the school year and should be reviewed as needed throughout the year.

1. Teachers should introduce skills and concepts and provide guided practice before making homework assignments. They should make sure that homework is not assigned unless the concept has been explicitly taught or the purpose of the assignment is to prepare for an upcoming class topic. Homework is not to be a substitute for what should have been learned in class.
2. Teachers making a homework assignment should clearly communicate the assignment to the students, clarify all questions pertaining to completing the assignment and check for student understanding, and inform students about the manner in which the assignment will be evaluated.
3. Teachers must post homework electronically.
4. Teachers should develop a clearly understood procedure for monitoring and evaluating homework assignments and communicate this procedure to students and parents/guardians.
5. Teachers should ensure that the resources required for assignments are reasonably available to students.
6. Teachers should directly notify parents/guardians through email, phone contact, or personal communication if a student regularly fails to do homework assignments.
7. Teachers should remind students of opportunities for before and after school extra help sessions.
8. Teachers should consider extenuating circumstances such as family emergencies in scheduling homework assignments for students absent from school due to illness. (Excused Absences: Make-Up Work.)
9. Teachers should provide students with a schedule of weekly and long-term assignments whenever possible.
10. Teachers may assign weekend homework whenever necessary for the continuity of instruction. The amount of homework given on a weekend or over a holiday break should not exceed the time expectations for one school day. At the primary level (K-4), however, weekend homework shall generally not be assigned.
11. Teachers should evaluate homework on the knowledge and skills that are specific to the content area (i.e. artistic ability and/or effort should not affect the grade in core subjects.)

12. Teachers should clearly communicate summer assignments including the rubric that will be used for evaluation and the ways in which the assignment will be linked to future learning.

The Parent's/Guardian's Role

Completing homework assignments should be primarily the responsibility of the student; the parents/guardians, however, should assume a major role in reinforcing and encouraging the students to do their best. The positive attitudes of parents/guardians will increase the probability of their child's success in school. Several ways for parents/guardians to enhance the value of their child's study periods are listed below:

- A. Providing a place to study
 1. Arrange for a specific study area with emphasis on privacy, convenience, and consistency of location
 2. Select an area which is comfortable and quiet and has the necessary materials for completing the homework assignment.
 3. Limit distractions such as radio, television, and the telephone during the study period.
- B. Monitoring the students' activities
 1. Help the child in scheduling out-of-school time so that a block of time is set aside for study each day.
 2. Students' homework assignments are their own responsibility. Parents/guardians can be of help in selecting topics for themes, gathering materials for experiments or projects.

PARENT CONFERENCES

Parents may arrange conferences with teachers, counselors, or the principal at any time by calling the school. A conference with your child's teacher will be scheduled at Back-to-School Night to take place November 14, 15, 18, and 19, 2019.

Back-to-School Night (starts 6:30 PM)
September 18 – PreK-1st Grades
September 16 - 2-4 Grades

EXTRA HELP

If a student is having difficulty in any subject, help outside the content of the regular school day is available. All of the teachers will provide help on specified days as posted in each classroom. If help is desired, the parent should make an appointment with the teacher in order to confirm the time and place. The

guidance counselor is available to assist in resolving difficulties with school work as well as coordinate extra help sessions.

INTERVENTION REFERRAL SERVICE (I&RS)

A committee composed of teachers, school counselor, school psychologist, school nurse and the principal is available to help teachers and parents with concerns regarding their children's school performance, emotional well-being or school adjustment. Meetings are designed to provide suggestions, options, and support for teachers and parents with concerns. Teachers and parents can ask to meet with the Intervention Referral Service Committee.

STUDENT FILES

Parents are entitled to review the contents of their child's records kept in the Elementary Pupil Cumulative Folder. An appointment with the principal is necessary to review student folders. Student Records Policy #8330

PHOTOGRAPHS OF STUDENTS

Photographs for such purposes as news media coverage of school activities, except for events open to the public, must be authorized in advance by the Superintendent or Principal. Parents/guardians shall be notified annually in the student handbook that photographs of pupils may be taken for news and media purposes. Parents/guardians may request in writing that their child(ren) not be included in any photograph taken for school district and/or outside publication.

GROUPING AND CLASS ASSIGNMENT

In accordance with Board of Education policy, it is the principal's responsibility for grouping and class assignments. Integral to the process of proper student placement are the Elementary Teaching Specialist, the Counselor and the child's teacher.

The following factors are taken into consideration in structuring classes:

1. The student's reading level
2. The student's intellectual potential
3. The student's overall achievements as measured by standardized test results and in class performance
4. Teacher recommendations
5. Student personality and maturity

6. Equity of classroom composition

Parental input for student placement is welcomed as it relates to specific needs of a child of which the school staff may not be aware. Any communication from parents concerning their child's class placement should be submitted in writing by **May 15, 2020**. Please note that specific teacher requests cannot be honored. Student placement is the prerogative and responsibility of the school principal.

PARENT VOLUNTEERS

Adamsville School's staff welcomes volunteer parents who are willing to assist teachers in working with children. We encourage your participation in our school program on a regular basis. Please contact your child's teacher or the Parent Teacher Organization if you are available to help in the classroom, library or on a committee.

CHARACTER EDUCATION

Adamsville School is dedicated to creating a positive learning environment. One of the ways we facilitate this mission is through character education. This year our school wide theme represents helping others by acting through the pillars of character. Students are encouraged to demonstrate the six components or "pillars" of character in their daily activities.

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

Spirit, an eagle, and program mascot, teaches students to soar to new heights by incorporating the six pillars of character school wide.

AMBASSADORS OF CHARACTER

Six Ambassadors of Character are selected (one student per pillar). These students are 4th grade leaders who are responsible for helping to plan school wide activities that foster our school-wide theme.

MEDICATION

Whenever possible, medications should be taken at home rather than in school. However, we realize that from time to time your child's doctor may prescribe

medication which must be taken during school hours, or you may have over-the-counter medication that you want your child to take for a cold.

- Your school nurse is anxious to ensure that such medications are taken at the proper time and in the proper amount. These medications must not be self-administered and cannot be administered by the classroom teacher.
- Before your child may be given medication by the nurse:
- She must receive a note from your child's doctor with his written order for the medication to be given.
- Medication, fully labeled, in its original container, will be kept by the nurse in her office to be dispensed by the authorized personnel.
- Medicine prescribed by your family doctor should also be accompanied by dosage information and the time of day that the medication should be administered.
- You may come to the school and administer the medication yourself in the health office.

STUDENT ALLERGIES AND CLASSROOM CELEBRATIONS

In order to adhere to the district Wellness Policy and the requirements of the State of New Jersey and the District Life Threatening Food Allergy Protocol, the BRRSD school district will not celebrate birthdays with sugar based food items such as cupcakes, donuts, cakes cookies etc. As a district, our goal is to create a culture that is not solely focused on requiring food at all celebrations. Brief celebrations for students generally occur one time per month and follow the BRRSD Wellness Guidelines.

Celebrations may vary by grade level and building, however food is **not** permitted as part of the birthday celebrations. Parents should not distribute anything to students. Party goody bags are not permitted.

The following **may be** permitted by class and/or school. Students may be recognized on their birthday in the daily announcements and awarded a birthday ribbon. The class may celebrate by arranging with the teacher a 10-15 minute read-aloud by a family member or special guest. The birthday celebration may include that student choosing a game to play on the playground.

Holiday celebrations may occur up to four times per school year. Food may be served at these celebrations, but must be fresh fruit, vegetables, or healthy snacks. No sugar based items.

CUSTODY AND GUARDIANSHIP

If your family situation is a delicate or difficult one, we understand. However, the school must obey the law regardless of how strongly a parent or guardian

makes it very clear that s/he insists that we do otherwise. Please know that it is incumbent upon the custodial parent/legal guardian to provide the school with copies of any legal documentation and stipulations with which the school is expected to comply, including court orders, power of attorney, or other relevant documents. Legal situations require legal documentation and keeping legal documentation current is a parent/guardian responsibility. Keep current papers updated and on file with the school, and send a yearly note to the teacher, with a copy to Dr. James Singagliese and Mrs. Violetta Kudelko to ensure that the proper individuals are advised of your concerns. Again, the school must obey the law.

Situations of family conflict are distressing for everyone involved, particularly the children. We are sensitive to such situations. However, when requested, the school is legally bound to accord non-custodial parents the rights and privileges of custodial parents/court-appointed guardians unless specifically denied by legal intervention.

It is incumbent upon non-custodial parents to contact the teacher with their requests for report cards, communications, etc. We cannot stress strongly enough that it is neither the place nor the intention of the school to become involved in family disputes. Please do not expect us to do so. If it happens that Adamsville School is placed in a difficult position without benefit of written guidelines, prudent judgment and best intentions will be utilized to weigh and deal with the situation.

BREAKFAST PROGRAM

Breakfast is served to students in grades one through four. Students may purchase breakfast for \$1.30 daily. A monthly menu is provided in advance and can be found on the school website: <https://www.brrsd.org/parents/food-service>. Free and reduced-price breakfast will be available to children who qualify.

LUNCH PROGRAM

A hot lunch is served to students in grades one through four. A monthly menu is provided in advance and can be found on the school website:
<http://ad.brrsd.org/>

Payment for Lunches: Students must pay for their lunches each day unless they are utilizing the Meal Pay Plus Program. Information about this program is available on the district website or by calling the school. Teachers will take a lunch count each morning at 8:40 AM and students should know what they are buying if they are purchasing a lunch. We encourage you to consider prepaying online for lunches. It eliminates many of the problems often associated with the

daily collection of money and misplaced/lost money. The cafeteria manager maintains records and the system will deduct the lunches as they are used. Children do not have to keep track of tickets.

Free and Reduced-Price Lunches: Free and reduced-price lunches will be available to children who qualify. Families wishing to apply must complete the on-line application and return it to the school office. Paper copies are available upon request. All information provided on the form is kept confidential. Applications are processed during the first week of school. They can also be filed at any time during the school year. The school board office determines the eligibility according to federal income guidelines. Eligible students are not identified in any way during the purchasing procedures.

Students may purchase a hot lunch for \$2.60 daily. Milk is also available: White milk is \$.60 and chocolate or strawberry milk is \$.65. Please report food allergies to the school nurse. Free and reduced lunch forms will be available on our school website and main office.

PHYSICAL EDUCATION DRESS AND GYM CLASS EXCUSES

Children participate in physical education three days per week. The teacher will let you know on which days the class has gym. Every child should be dressed appropriately for gym class. Clothing which allows freedom of movement is suggested and sneakers or other rubber soled athletic shoes (aerobic style) are required to be worn by each student while in gym class. Excuses from physical education can only be allowed by doctor's note or special circumstances explained by the child's parent or guardian. All gym excuses must be channeled through the school nurse.

At Adamsville School, all students have a daily outdoor recess period of approximately 15 minutes unless bad weather does not permit playing outside. From a research standpoint, recess is a multi-dimensional activity and essential to students' well-being.

PARENT TEACHER ORGANIZATION (PTO)

We encourage you to become involved and support our PTO. Our Parent Teacher Organization contributes in many ways to our school program. The Adamsville PTO will be sending additional information to all families.

Samantha Ally - President
Mita Martino - Vice President
Kelly Petrozelli - Corresponding Secretary
Donna Bogdan - Treasurer

Bernie Andersen - Treasurer