

# John F. Kennedy Elementary School

BE PROUD TO BE AN EAGLE

## STUDENT HANDBOOK



228 MT. VERNON AVENUE  
WEST BERLIN, NJ 08091  
856-767-9480

[WWW.BTWPSCHOOLS.ORG](http://WWW.BTWPSCHOOLS.ORG)

*Educating Today for Tomorrow's Success*

**Note: Due to the ongoing COVID-19 Pandemic and Health Crisis, in order to create the safest and most optimal learning environment for students and staff, there may be additional policies and practices created and enforced. An addendum to this handbook may be created in the future.**

John F. Kennedy Elementary School  
228 Mt. Vernon Avenue  
West Berlin, NJ 08091  
856-767-9480  
www.btwpschools.org  
Principal: Michael Murphy

### **School Philosophy and Goals**

Mission: At John F. Kennedy Elementary School we see ourselves as the safe harbor of this community. Our goal is to promote resilient young children and we will seek to achieve the highest levels of resiliency through academic education and performing arts.

The primary goal of an elementary education is to strive for high student achievement in core subjects of reading, mathematics and writing. A student's success in these areas is essential for acquisition of all future knowledge. We involve students in the educational process to produce an ownership to knowledge that stresses the value of education. This active process contributes to a student's willingness to learn and improves the transfer of experience to knowledge.

Each student is a unique person, each learning at his/her own special rate, each equipped with his/her own background of experiences, each possessing individual talents, each setting their own personal goals.

A professional staff that takes limitless initiative in solving student problems is a school's most valuable asset. An effective educational environment is the highest form of professionalism. We take pride in a staff that is hard-working, knowledgeable and caring.

Communication between the student and teacher is the most important act that takes place in a school. Through such communication our teachers set realistic goals for student achievement and behavior that correspond to those attributes that will be essential in later life. We believe that cooperation regarding rules and the ability to work hard are the foundation for a successful entry into society.

### **School Hours**

Regular school day: 8:45 – 3:15

Early dismissal day: 8:45 – 1:15

Delayed opening day: 10:45 – 3:15

### **School Calendar – Important Dates**

Please see the school calendar on the JFK school website [www.btwpschools.org](http://www.btwpschools.org) for current events in the school.

### **Student Attendance**

Inconsistent school attendance can cause serious dire consequences in a student's academic and social development. Missing instruction can frustrate a student's efforts in grasping important skills and a negative attitude toward school.

Please contact the school each morning if a student is absent (856-767-9480). Your communication will guarantee that all students are safe. Upon returning to school the student must bring a note explaining the reason for the absence. If a student is absent for **five consecutive days or more, a doctor's note must accompany the student's return to school.** Students, who are absent due to a fever, must be fever-free for 24 hours prior to returning to school. Excessive absences and/or excessive tardiness may result in retention in the present grade level and/or a petition for the student and parent to appear in municipal court.

All students will enter school at 8:45 AM. If a student enters school after 8:50 AM, he/she must report to the office and receive a late pass. Late arrival to school will be recorded in the student's attendance record accordingly. Students must be in school for a minimum of four hours to receive credit for attendance for the day. Dismissal is at 3:15 PM.

Students who do not ride the school bus will enter and exit school through the main entrance of the school located on Mt. Vernon Avenue. Doors open at 8:40 AM and close at 8:50 AM. While waiting to enter school all students must be supervised by an adult. There will be no supervision of students provided by school personnel prior to 8:40 AM. An adult who is listed on the school emergency contact for the student must accompany a student who leaves school. Students will not be permitted to leave school on their own.

Students who must leave school early for a special appointment or due to illness may only be picked up at school by an approved adult as indicated on their emergency contact form. Parents/guardians must give the office

advance notice of late arrival or early dismissal of a student due to a prearranged appointment. All parents or guardians must provide photo identification when picking up a student from school.

Students who need to make arrangements out of the ordinary for dismissal from school (i. e., go home on a different bus) must have a note from the parent/guardian. Students will not be dismissed from school in a manner inconsistent with their usual dismissal procedure unless the parent/guardian provides advance written notice.

### **Make-Up Work**

Parents/Guardians should call the main office to arrange to pick up work when their child is absent from school. This will permit teachers to have make-up work ready at the end of the day after dismissal.

### **Homework**

Homework is an important part of the learning process. Homework carries the educational goals of the school into the home, improves work habits, reinforces skills and teaches independent study habits. The amount of homework assigned is in accordance with the students' grade level. All students are expected to complete homework consistently. When assigned homework is not complete consequences may be imposed including a reduction in the child's grade or loss of privileges in school. **Note: Due to the ongoing COVID-19 Pandemic there may be no homework assigned during the Remote Learning School Environment.**

### **2020-20221 Trimester Dates**

1 <sup>st</sup> Trimester	09/07/2021 – 12/7/2021
2 <sup>nd</sup> Trimester	12/08/2021 – 03/15/2022
3 <sup>rd</sup> Trimester	03/16/2022– 06/16/2022

### **Emergency Closing/Delayed Opening**

Upon submitting emergency contact forms to the school, parents/guardians will be automatically enrolled in the SendIt! messaging system. This system will be utilized for all emergency communication to parents via email, voicemail and/or text messaging at the phone number(s) and/or email of the parent's choosing. Occasionally, the school may use SendIt! for other essential or informational communications.

### **Dress Code Policy**

#### **Berlin Township Board of Education Policy 5132**

We like students to be comfortable in the learning environment and to have the opportunity to participate in all available activities. To ensure that each child has this opportunity, the following guidelines have been established:

- Clothing should be clean and age-appropriate
- Clothing should be activity and weather appropriate
- Sneakers should be worn for physical education, class trips, field day and recess
- Hats and non-prescription glasses are not permitted in the building
- Sneaker skates are not permitted
- Inappropriate graphics/slogans on clothing are not permitted

Students are encouraged to wear shoes with closed front (unexposed toes). Shoes must fasten to the foot with a strap. No slip on, clogs or flip-flops are permitted.

Students who disregard the established standards will be asked to contact their parents to bring appropriate and acceptable attire to school. The student may be excluded from certain activities due to inappropriate attire.

### **Dispensing Student Medication/Medical Screening**

The school nurse is the only authorized staff member in the school to dispense medication to students. He/she will give medicine in compliance with the following regulations:

1. Written instructions, signed by parent and physician, must be sent to the school nurse. Include the child's name, name of medication, its purpose, the time and dosage to be given, possible side effects and termination date for giving the medication.
2. The medication must be delivered to the nurse by the child's parent/guardian, in the original container, labeled by the pharmacy or doctor. Students must not carry medications to and from school.

The school nurse is the only authorized staff member in the school that will conduct medical screenings for students.

1. Height
2. Weight
3. Vision

## 4. Hearing

### **Cell Phones**

Students are not permitted to carry cell phones in school. Students who have cell phones must store them in their backpacks during the school day and have them turned off. If a student carries a cell phone in school, the cell phone will be confiscated and stored in the principal's office. A parent/guardian must retrieve a confiscated cell phone from the principal's office.

### **Birthday Parties**

If a student is inviting his/her classmates to a party, he/she must invite all of the students in the class or all of the female students or all of the male students. When invitations are given in school, students may not arbitrarily invite or exclude classmates from parties. Please note that in-school celebrations will be kept to a minimum as to not disrupt the order of the school day. No latex materials of any kind, including balloons, are permitted in school.

**Note: Due to the ongoing COVID-19 Pandemic birthday celebrations will not occur in the classrooms.**

### **Volunteers/Visitors**

We encourage parents and guardians to become active members of the school community. As such we occasionally invite parents and/or guardians to participate in specific school events. All parents and guardians who wish to participate in a school event or activity, including field trips, must be ADVANCE approved. Please contact the superintendent's office at 856-767-9480 (Ext. 1111) for information on how to become ADVANCE approved. **Note: Due to the ongoing COVID-19 Pandemic, volunteers/visitors will not be permitted in school except with the approval of the School Principal and/or Superintendent of Schools on a case by case basis.**

### **Response to Intervention (RTI)**

The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The RTI committee closely monitors the student's progress at each stage of intervention. Results of this monitoring are used to make decisions about the need for further research based instruction and/or intervention in general/special education or both.

The RTI process has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy of special education evaluations. Information and data gathered by the RTI process can lead to earlier identification of students who have true disabilities and are in need of special education services. Parents should participate in problem-solving discussions with their child's teacher about the specific strengths and areas for improvement. Parents should also ask when will the school update them on the results of an intervention. When possible, parents should make suggestions about strategies and interventions based on what they know works at home. Finally, parents should praise their children for any improvement in the area of concern. Ultimately, a child needs positive reinforcement inside and out of school for success.

The RTI framework helps schools organize effective instruction for the benefit of all students. The program encourages early intervention services to help prevent academic and behavioral difficulties. Lastly, the program is designed to be a proactive and positive approach to educating every student.

### **Positive Behavior Supports (PBS)**

In order to develop an environment that encourages and supports pro-social student behavior at the school-wide, classroom and individual student levels JFK practices and enforces Positive Behavior Supports. Positive Behavior Supports is a research - based process that uses a collaborative and consistent teaming approach to generate and define behavior expectations for all students in all areas of school. Students are taught and expected to be safe, respectful and responsible at all times. Students who do not comply with the school-wide expectations may be referred to the Behavior Referral Team for an intensive analysis of their behavior and to develop an individualized behavior improvement plan of action.

**Expectations:** All students are expected to abide by the following:

- Be respectful to others
- Be responsible for oneself
- Be safe at all times

These expectations and guidelines apply to students during their travel to and from school, during school and at all school functions. Students who do not meet these expectations will be assigned consequences of various levels to encourage them to correct their behavior.

### **Guidance Counselor**

The JFK Elementary School Guidance Counselor will arrange for one on one, small group and whole class mini-lessons.

### **Code of Conduct**

#### **Berlin Township Board of Education Policy 5131**

**Goal:** Our goal is to develop students that exhibit self-control and self-discipline. This in turn will help ensure an effective and productive learning environment. We promote collaborative work and play among our children. The school expectations – be safe, respectful and responsible - help to promote the social interactions of children with peers and adults and to ensure a standard of conduct in the school community. School expectations come from many sources, including New Jersey State Law, Berlin Township Board of Education Policy and other sources. The aim of this discipline code is to provide John F. Kennedy Elementary School personnel, parent/guardians, students and other members of the community a clear understanding of the types of infractions or violations of those rules and to ensure a fair, consistent, reasonable approach in the administration of the discipline code.

Parents, please remember the importance of reinforcing school expectations with your child. If you have a question or concern about the reason for a discipline referral, please feel free to discuss it with the staff member that issued the referral in order to gain a more complete understanding of the situation.

Referrals are written with the intent of addressing a behavior concern, not to punish the student. Everyone makes mistakes; a discipline referral is often a learning experience for the student.

Parental support is essential to shaping appropriate student behavior. When discipline is handled in school and reinforced at home, the behavior will generally not be repeated. However, a cycle of behavior difficulties can start if the parent "takes the student's side" by not supporting the discipline policy and reinforcing the proper standards of behavior, giving the student the perception that he/she is "above the rules."

Thank you for your cooperation with this. Together, our students, your children, will have a successful school year.

Level One (Nuisance Behaviors)

Includes all conduct that impedes the orderly operation of the classroom and/or school

Behaviors	Consequences
<ul style="list-style-type: none"> <li>• Verbal acts of misconduct (swearing, name-calling, teasing, “put downs”)</li> <li>• Defiance and disrespect to others [verbal and non-verbal (gestures)]</li> <li>• Possession of items that are disruptive to learning (Ex. hand-held electronics)</li> <li>• Violation of individual teacher/classroom rules and procedures</li> <li>• Technology violation</li> <li>• Cheating</li> <li>• Defacing school property</li> <li>• Dress code violation</li> <li>• Loitering</li> <li>• Littering</li> </ul>	<ul style="list-style-type: none"> <li>• Student-teacher conference</li> <li>• Natural consequence to rebuild trust (written apology)</li> <li>• Corrective behavior (pick up litter, etc.)</li> <li>• Loss of privilege</li> <li>• Parent contact</li> <li>• Repeated infractions <u>may</u> lead to referral to administration</li> </ul>

Level Two

Includes all conduct that impedes the orderly operation of the classroom and/or school and that may be harmful or dangerous

Behaviors	Consequences
<ul style="list-style-type: none"> <li>• Graffiti on school property</li> <li>• Physical acts of misconduct (kicking, shoving, tripping, hitting, etc.)</li> <li>• Throwing or shooting objects (snowballs, ice, rubber bands, paper clips, etc.)</li> <li>• Tampering with school property or property of others</li> <li>• Inappropriate physical contact</li> <li>• Severe disruptions, disrespect or defiance</li> <li>• Verbal threat with the intent to frighten or intimidate</li> <li>• Disrespectful actions toward a staff member or substitute (talking back, gestures of disrespect, etc.)</li> <li>• Inappropriate physical exposure</li> </ul>	<ul style="list-style-type: none"> <li>• Student-teacher conference</li> <li>• Natural consequence to rebuild trust (written apology)</li> <li>• Loss of privilege</li> <li>• Parent contact/conference</li> <li>• Possible referral to administration</li> <li>• Possible suspension from school</li> </ul>

Level Three

Includes all conduct that is illegal and/or life/health threatening

Behaviors	Consequences
<ul style="list-style-type: none"> <li>• Weapons possession, assault with weapon</li> <li>• Drugs – distribution, usage</li> <li>• Assault, physical cruelty</li> <li>• Repeated verbal or graphic threat with explicit intent to harm</li> <li>• False alarms/bomb threats</li> <li>• Theft/stealing (money, electronics, clothing or similar items of value)</li> <li>• Physical, sexual, verbal and/or emotional harassment</li> <li>• Vandalism/destruction of school property or property of others</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate referral to administration</li> <li>• Natural consequence (repair item, return of property)</li> <li>• Mandatory parent conference</li> <li>• Suspension</li> <li>• Possible police involvement</li> <li>• Referral to BOE for expulsion/disciplinary hearing</li> </ul>

Consequences represent discipline options available to staff members. Staff members may consider the behavior as well as whether or not it is repetitious in nature in order to determine the appropriate consequence(s). Staff members may choose to use a combination of consequences (i. e., corrective behavior plus parent contact). Involvement of support staff (counselor, social worker, psychologist) is also available when necessary, to develop a plan of improvement (see Positive Behavior Supports above). **Note: Behavior expectations will also apply to the Remote Learning School Environment, if applicable**

**Harassment, Intimidation, and Bullying**  
**Berlin Township Board of Education Policy 5131.1**

The Berlin Township Board of Education 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 of education 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 Berlin Township School 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.

"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.

### ***Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying 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:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. 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:

#### A. Consequences

- 1. Admonishment;
- 2. Temporary removal from the classroom;
- 3. Deprivation of privileges;
- 4. Classroom or administrative detention;
- 5. Referral to disciplinarian;
- 6. In-school suspension during the school week or the weekend;
- 7. After-school programs;
- 8. Out-of-school suspension (short-term or long-term);
- 9. Legal action; and
- 10. Expulsion.

#### B. Remedial Measures

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



- k. Student counseling;
- l. Parent conferences;
- m. Student treatment; or
- n. Student therapy.

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

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;
- f. Modifications of schedules;
- g. Adjustments in hallway traffic;
- h. Modifications in student routes or patterns traveling to and from school;
- i. Supervision of students before and after school, including school transportation;
- j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- k. Teacher aides;
- l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- m. General professional development programs for certificated and non-certificated staff;
- n. Professional development plans for involved staff;
- o. Disciplinary action for school staff who contributed to the problem;
- p. Supportive institutional interventions, including participation of the intervention and referral services team;
- q. Parent conferences;
- r. Family counseling;
- s. Involvement of parent-teacher organizations;

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;
- B. The program that is being provided meets the student's needs.

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:

- A. Consequences
  - 1. Admonishment;
  - 2. Temporary removal from the classroom;
  - 3. Deprivation of privileges;
  - 4. Referral to disciplinarian;
  - 5. Withholding of Increment
  - 6. Suspension;
  - 7. Legal action; and
  - 8. Termination
- B. Remedial Measures
  - 1. Personal a. Restitution and restoration;
  - b. Mediation;
  - c. Support group;

- d. Recommendations of behavior or ethics council;
- e. Corrective action plan;
- f. Behavioral assessment or evaluation;
- g. Behavioral management plan, with benchmarks that are closely monitored;
- h. Involvement of school disciplinarian;
- i. Counseling;
- j. Conferences;
- k. Treatment; or
- l. Therapy.

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

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;
- f. Modifications of schedules;
- g. Supervision;
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- i. General professional development programs for certificated and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

***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.

### ***Investigating Reported Harassment, Intimidation and Bullying***

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with 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 of 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 of education 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.

## ***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.

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.

A. 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 the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

### **B. School Employees**

The 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;

C. 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;

D. 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.

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:

### **A. Consequences**

1. Admonishment;
2. Temporary removal from the classroom or school;
3. Deprivation of privileges
4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
5. Classroom or administrative detention;
6. Referral to disciplinarian;
7. In-school suspension during the school week or the weekend;
8. After-school programs;

9. Out-of-school suspension (short-term or long-term);
10. Legal action; 1
1. Withholding of Increment;
12. Suspension;
13. Expulsion;
14. Termination;
15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (board members);
17. Ethics charges (some administrators, board members).
- B. Remedial Measures
  1. Personal
    - a. Restitution and restoration;
    - b. Mediation;
    - c. Peer support group;
    - d. Recommendations of a student behavior or ethics council;
    - e. Corrective instruction or other relevant learning or service experience;
    - f. Supportive student interventions, including participation of the intervention and referral services team;
    - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
    - h. Behavioral management plan, with benchmarks that are closely monitored;
    - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
    - j. Involvement of school disciplinarian;
    - k. Counseling;
    - l. Conferences;
    - m. Treatment; or
    - n. Therapy.
  2. Environmental (Classroom, School Building or School District)
    - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
    - b. School culture change;
    - c. School climate improvement;
    - d. Adoption of research-based, systemic bullying prevention programs;
    - e. School policy and procedures revisions;
    - f. Modifications of schedules;
    - g. Supervision;
    - h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
    - i. General professional development programs for certificated and non-certificated staff;
    - j. Professional development plans for involved staff;
    - k. Disciplinary action;
    - l. Supportive institutional interventions, including participation of the intervention and referral services team;
    - m. Conferences;
    - n. Counseling;

#### **ACCEPTABLE POLICY FOR TECHNOLOGY INTERNET ACCESS**

The Board considers use of the school district's technology resources to be a privilege, not a right, and inappropriate use will result in disciplinary consequences, including possible cancellation of the privilege, suspension or expulsion and even, in serious situations, legal prosecution. The Board of Education policy in

regards to Technology Internet Access will be provided to parents in its entirety and will be available on the Berlin Township School District website [www.btwpschools.org](http://www.btwpschools.org). Note: Acceptable Use Policy extends to the Remote Learning School environment.

### Bus Rules & Expectations

- It is a privilege for students to ride the bus.
- All students must adhere to the bus rules listed below.
- All students must ride assigned bus and enter and exit at assigned stop.
- To ensure safety of preschool and kindergarten students an adult will escort them to and from the bus.
- Students who violate bus expectations may be subject to suspension of bus privileges including field trips.
- If your child is not eligible for bus transportation, he/she may not ride the school bus. If your child wants to go home with another student, a parent must provide transportation. Your child's teacher and the main office will need a note from the parent/guardian to change normal dismissal procedures for your child.

Bus behavior expectations:

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> <li>• Stay out of the street</li> <li>• Wait for the bus to come to a complete stop before getting on and off</li> <li>• Remain in assigned seats</li> <li>• Fasten seatbelt properly</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions</li> <li>• Use quiet voices while on bus</li> </ul>	<ul style="list-style-type: none"> <li>• Keep bus clean</li> <li>• Be responsible for your belongings</li> <li>• Calm quiet behavior</li> </ul>

Bus behavior consequences:

1 <sup>st</sup> offense	Conference with principal/ behavior letter to parent/ meeting with counselor
2 <sup>nd</sup> offense	Written warning
3 <sup>rd</sup> offense	5 day suspension from the bus
4 <sup>th</sup> offense	10 day suspension from the bus
5 <sup>th</sup> offense	1 year suspension from the bus

### Bicycles

#### Berlin Township Board of Education Policy 5131.1

Students who ride their bicycles to school must obtain and submit to the office a written consent from their parent/guardian. A copy of the signed permission form must be filed in the school office and will be valid through the end of the school year. Bicycles must be in sound condition. All students must wear a helmet at all times while riding a bicycle. Bicycles may be secured just outside the school. Berlin Township will not be responsible for any bicycle that is lost, stolen or damaged.

### C.A.R.E Program

Berlin Township Children's After-School Recreation and Education (CARE) is an extended day program providing children with an environment that is safe, warm, friendly, and stimulating. The program includes time for rest, play and learning as well as an opportunity for the child to develop intellectually and to interact with adults and peers through a variety of activities. CARE is sponsored by the Berlin Township Board of Education and is open to any school-aged child (grades pre-kindergarten through 8<sup>th</sup>) enrolled in the district provided the program can meet the needs of that child.

225 Grove Avenue  
West Berlin, NJ 08091  
609-929-4271