

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

Educating Today for Tomorrow's Success

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: 8:55 – 3:25

Early dismissal day: 8:55 – 1:25

Delayed opening day: 10:55 – 3:25

School Calendar – Important Dates

Please see the school calendar on the JFK school website 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 8:50 AM. If a student enters school after 9:00 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 3:25 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 8:50 AM and close at 9:00 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.

2023-2024 Trimester Dates

1 st Trimester	09/07/2023 – 12/7/2023
2 nd Trimester	12/08/2023 – 03/14/2024
3 rd Trimester	03/15/2024– 06/17/2024

Emergency Closing

In the event of an emergency school closing or delayed opening we will notify the KYW (1060 AM) radio station. Our school number is 582. You can also check the website at www.btwpsschools.org.

Dress Code Policy

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 must 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.

Volunteers

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.

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

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

Level Three

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

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

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).

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:16-7.5.

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.

Bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. "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: 5131.1 5131.1 1 of 20

- 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. This includes all social media platforms.

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

The consequences for a student who commits an act of harassment, intimidation, or bullying may include:

- A. For the first act of harassment, intimidation, or bullying committed by a student, a copy of the results of the investigation shall be placed in the student's record and the student may be subject to remedial actions, including the provision of counseling or behavioral intervention services, or discipline, or both, as determined by the principal in consultation with appropriate school staff;
- B. For the second act, a copy of the results of the investigation shall be placed in the student's record and the student may be subject to remedial actions, including the provision of counseling or behavioral intervention services, or discipline, or both, as determined by the principal, in consultation with appropriate school staff; and
- C. For the third and each subsequent act, a copy of the results of the investigation shall be placed in the student's record, and the principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the chief school administrator or the chief school administrator's designee, and may include remedial actions including counseling or behavioral intervention services, or progressive discipline, or both, and may require the student, accompanied by a parent or guardian, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation or bullying behavior.

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

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.
- 5131.1 5131.1 2 of 20 Students' acts of cyber-harassment shall be subject to the code of student conduct for harassment, intimidation and bullying and penalties provided in N.J.S.A. 2C:33-4.1 Crime of Cyber-harassment. Cyber-harassment is a crime of the fourth degree and may be reported to the local law enforcement agency. A parent or guardian having legal custody of a minor who

demonstrates willful or wanton disregard in the exercise of the supervision and control of the conduct of a minor adjudicated delinquent of cyber-harassment may be liable in a civil action.

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. Report to local law enforcement and possible 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; 5131.1 5131.1 3 of 20
- 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. Report to local law enforcement and possible legal action; and
- 8. Termination

B. Remedial Measures

- 1. Personal
 - a. Restitution and restoration; 5131.1 5131.1 4 of 20
 - 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.

HIB Form 338 for LEA Personnel and HIB Form 338 for Families and Caregivers must be used to report a suspected HIB incident. These forms are posted on the district and school websites. The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying committed by an adult or youth against a student: 5131.1 5131.1 5 of 20

- 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. The principal shall keep a written record of the date, time, and manner of notification to the parents or guardians; 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.

The written report shall be on a numbered form developed by the Department of Education. A copy of the form shall be submitted promptly by the principal to the chief school administrator. The form shall be completed even if a preliminary determination is made under the school district's policy that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to section 2 of P.L.2002, c.83 (C.18A:37-14). The report shall be kept on file at the school but shall not be included in any student record, unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or federal law. A redacted copy of the form that removes all student identification information shall be confidentially shared with the board of education after the conclusion of the investigation, if a hearing is requested by a parent or guardian.

The school district shall provide a means for a parent or guardian to complete an online numbered form developed by the Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

The principal shall report to the chief school administrator if a preliminary determination is made under the board policy that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying, and the chief school administrator may require the principal to conduct an investigation of the incident, if the chief school administrator determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, or bullying. The chief school administrator shall notify the principal of this determination in writing.

A school district is not required to reveal personal information about the targeted student such as a student's sexual orientation, gender identity or gender expression as part of the parental notice, nor it's a district required to reveal information about perceived distinguishing characteristics.

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 5131.1 5131.1 6 of 20 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. Student bystanders of a suspected HIB incident are encouraged to report this to a teacher, guidance counselor, other staff member, or parent who in turn will report this to the principal for investigation. The school administrator shall take into account the circumstances of the incident when providing notification to parents and guardians of all students involved in the reported harassment, intimidation, or bullying incident. The circumstances of the incident shall be considered conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense

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:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students;
- B. Collaborate with school anti-bullying specialists in the district, the board of education, and the superintendent to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
- C. Provide data, in collaboration with the superintendent, to the Department of Education regarding harassment, intimidation, and bullying of students; and

D. 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.

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:

- A. Chair the school safety/school climate team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety /School Climate Team

The district shall form a school safety school climate 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 school climate team shall be appointed by the principal and consist of the principal 5131.1 5131.1 7 of 20 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:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A. 18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

A parent shall be on the school safety/school climate team only in regard to general school climate issues and shall not participate in activities that may compromise a student's

confidentiality. Other members of the school safety/school climate team who are not authorized to access student records (see board policy 5125 Student Records) shall be on the team only in regard to general school climate issues and shall not participate in activities that may compromise a student's confidentiality

Investigating Reported Harassment, Intimidation and Bullying

To protect the victim, the chief school administrator shall take into account the circumstances of the incident when communicating with parents/guardians and when following the investigation procedures.

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 or from the 5131.1 5131.1 8 of 20 date of the written notification from the chief school administrator to the principal to initiate an investigation. 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, including seeking further information.

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 in accordance with federal and State law and regulation 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.

G. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of education 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.

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:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. 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 5131.1 5131.1 9 of 20 and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, shortterm counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. 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;
- C. 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;
- D. 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).

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.

For a first and second act of HIB, a copy of the results of the investigation shall be placed in the student's record and the student may be subject to remedial actions including the provision of counseling or behavioral intervention services, or discipline, or both, as determined by the principal in consultation with appropriate school staff;

For a third HIB act by a student and each subsequent act, a copy of the investigation report will be placed in the student's record, the principal, in consultation with appropriate staff, shall develop an individual student intervention plan which the superintendent or his/her designee

shall approve, which may include remedial actions as noted above, discipline and may require the student, accompanied by a parent or guardian to complete a class related to reducing HIB behavior.

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. 5131.1 5131.1 10 of 20

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 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. Referral to law enforcement or other legal action;

11. Withholding of Increment; 5131.1 5131.1 11 of 20

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. Parent/guardian/district administration conferences;

m. Treatment;

n. Therapy; or o. Alternative placement.

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, or pattern of student movement;

g. Increased student 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 noncertificated 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; 5131.1 5131.1 12 of 20

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.btwnschools.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 you child.

Bus behavior expectations:

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

Bus behavior consequences:

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

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 8th) enrolled in the district provided the program can meet the needs of that child.

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