

Student and Parent Handbook 2025-2026



Shrewsbury Borough School
20 Obre Place
Shrewsbury, NJ 07702
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SCHOOL ADMINISTRATION

Brent A. MacConnell Superintendent/Principal
 Cheryl Salway Assistant Principal and
 Supervisor of Curriculum & Instruction
 Roseanne Ansell, Ed.D. Supervisor of Special Services
 Lindsey Case Board Secretary/Business Administrator
 Kara Crespo Secretary to the Superintendent
 Alanna O’Handley School Secretary
 Christine DeLeonardo Business Administrator Secretary
 Cindy Rodriguez Accounts Payable/Bookkeeper

BOARD OF EDUCATION

As a rule, the Board of Education meets in the library media center on the third Wednesday of each month at 6:30 PM as a closed executive session, and is open to the public at 7:00 PM. Special meetings or changes in the regular schedule are published in the Asbury Park Press and are advertised on the bulletin board located outside of the main office. No meeting is scheduled for the month of July.

These meetings are open to the public. Parents and community members are always welcome. Written communications intended for the Board should be addressed to the Board Secretary/Business Administrator, Shrewsbury Borough School, 20 Obre Place, Shrewsbury, NJ 07702.

“SIGN UP FOR THE REGROUP ALERT SYSTEM to get important messages via text, telephone or email, about school emergencies or closings. To register, go to the Borough of Shrewsbury New Jersey Regroup Alert website, <https://www.shrewsburyboro.com/snj/Regroup/>.



For your information – Shrewsbury Borough School maintains the Board of Education Policy Manual on the school website.

DAILY TIME SCHEDULE (PRESCHOOL - GRADE 8)

Arrival bell – 8:20 AM

Late bell – 8:30 AM

8:20 – 8:35 – Homeroom	11:47 – 12:33 - Period 5
8:35 – 9:21 – Period 1	12:35 – 1:21 - Period 6
9:23 – 10:09 – Period 2	1:23 – 2:09 - Period 7
10:11 –10:57 – Period 3	2:11 – 2:57 - Period 8
10:59 –11:45 – Period 4	2:57 – 3:00 - Homeroom
	Dismissal - 3:00 PM

DAILY TIME SCHEDULE (PRESCHOOL - GRADE 8)

12:30 DAYS – (DISMISSAL DAYS)

On 12:30 days, school will be in session from 8:30 AM to 12:30 PM.

No school lunch will be served on 12:30 dismissal days.

12:30 Schedule Preschool – Grade 8

8:20 – 8:27 AM – Homeroom

8:30 – 9:00 – Period 1	10:30 –11:00 – Period 5
9:00 – 9:30 – Period 2	11:00 – 11:30 – Period 6
9:30 – 10:00 – Period 3	11:30 – 12:00 – Period 7
10:00 – 10:30 – Period 4	12:00 – 12:30 – Period 8

ATTENDANCE AND EXCUSES - Policy And Regulation #5200

The Board of Education requires that the students enrolled in the school attend school regularly in accordance with the laws of the State. Children admitted to Kindergarten must be five years of age by October 1st of the year they enter Kindergarten. The educational program offered by this district is predicated on the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. Attendance at school may be excused for certain absences as defined by the Board according to the new guidelines from the Department of Education N.J.A.C. 6A:16-7.8.

According to our policy, an “**excused absence**” is a student’s absence from school for a full day or a portion of a day for one or more of the following reasons:

- The student’s illness, (supported by a doctor’s note);
- Family death, (supported by a written letter from the parent);
- Excused religious observances, pursuant to N.J.S.A. 18A:36-14 through 16; and
- Take Your Child to Work Day; (supported by notification from parent and/or employer).

Students absent from school are responsible for the completion of assignments missed because of their absence. No student excused for a religious holiday shall be deprived of the opportunity to make up a test given on the religious holiday.

In accordance with the Board of Education Policy #5200, and all of the corresponding state statutes and regulations, a student must be present for at least four (4) hours during the school day to receive credit for that day. This means that if a student arrives in the morning at 8:30 AM that student must be present in school until 12:30 PM to receive credit for that school day. If a student comes into school late the student must arrive NO later than 11:00 AM and must be present in school until 3:00 PM to receive credit for that school day.

Prolonged or repeated absences, excused or unexcused, from school or from class; deprive the student of the classroom experience deemed essential to learning and may result in retention at grade level. Students shall be subjected to the school district response for unexcused absences during the school year as outlined in N.J.A.C. 6A:16-7.8(b) 4 and Regulation #5200. In addition, unexcused absences from school or from classes within the school day shall subject a student to the disciplinary rules of the Board, which may include the denial of a student’s participation in co-curricular activities and/or athletic competition. Repeated truancies that interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction may result in the suspension or expulsion of any student from the course of study during which absences have occurred, or the suspension or expulsion of any student from the course of study during which absences have occurred or the suspension or expulsion in accordance with Policy #5610 and #5620.

ATTENDANCE PROCEDURES

In each case of absence or tardiness, a written note must be presented upon the student's return to school with the following information:

- **Child's name • grade • date(s) of absence**
- **Reason for absence • and signature of parent or guardian.**

Attendance notes will be collected by the teacher and forwarded to the school secretary in the main office. **All parents of students who will be absent and/or late must call the school no later than 8:45 AM to report the student's absence or lateness.**

To report an absence, late arrival or early dismissal:

1. **Email the Main Office directly at: absent@sbs-nj.org**
2. **Call 732-747-0882 and press 1 to leave a message after the tone**

If any student is absent for three or more days, parents must notify the nurse of the reason for such absence. **All contagious diseases must be reported to the nurse at 732-747-0882 ext. 301 as soon as diagnosed.** A doctor's note is needed for readmission.

TARDINESS - Policy #5240

The Board of Education believes that promptness is an important element of school attendance. Students who are late to school or to class miss essential portions of the instructional program and create disruptions in the academic process for themselves and other students.

Tardiness to school or class that is caused by the student's compliance with a request or directive of an administrator will be considered justified and is excused. All other incidents of tardiness will be considered unexcused unless deemed excused by the Superintendent.

A student who develops a pattern of tardiness, will be offered counseling with an appropriate staff member to determine the cause of the tardiness. Disciplinary measures are possible.

TRUANCY

The Superintendent will report all cases of truancy to the appropriate authorities, to include law enforcement and DCP&P, as they violate state law regarding attendance of students below the age of 16.

The district shall deal with student truancy by investigating causes, notifying parents/guardians, and taking such other actions that are appropriate. District efforts shall be ongoing.

STUDENTS ON VACATION

It is expected that parents will make every effort not to schedule vacations during the school year to avoid interrupting their child's educational program. **Missing school because of a vacation is not a recognized legal absence and teachers are not required to prepare work for students.** Students who miss school will be allowed up to but no more than 1 day to make up work for the school year when they return. These students may want to take their books with them and/or contact a friend or the school website for assignments. **Students will not be excused for any family vacation at any time for any purpose.**

DISMISSAL - Policy #8601

Request for Supervision at Dismissal From School For Students in Grades Kindergarten to Grade 8

In accordance with Board of Education Policy, I am requesting my child(ren) listed above not be permitted to walk home from school alone unless escorted by a parent or an escort. Therefore, I am requesting the school only release my child(ren) listed above to a parent/legal guardian or the escorts I designate. I acknowledge I have received and reviewed Board Policy #8601 and understand my obligations in authorizing the school district to maintain supervision of my child(ren) after school dismissal including, but not limited to:

1. I, and/or my designated escort, may not be able to enter the school building until a time designated by the Principal or program administrator, which may be after other children are dismissed from school.

2. I, and/or my designated escort, will enter the school building and go directly to the location in the building the Principal or program administrator designated to pick up my child(ren). I, or my designated escort, will leave the school building promptly upon picking up the child(ren).
3. I understand this Request shall be for every school day, including half-sessions and early closing days due to emergencies, and shall apply for the duration of time designated in Board Policy #8601.
4. I acknowledge a parent or designated escort is provided permission to enter the school building for the purpose to pick up their child(ren). I, or my designated escort, agree to pick up my child(ren) in accordance with the timelines established by the Principal or program administrator.

***The Permission Slip for Dismissal has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child's records.

Student Demographic/Contact Management

Student Demographic/Contact Management Information is available via the Parent Portal for all parents to review and to make any necessary updates. Parents are responsible for updating all contact information, **except Home Address changes**, whenever a change should occur. If your Home Address should change due to a move within district please contact the school main office and provide new proof of residency as soon as possible. Once new proof of residency is provided your home address will be updated. **It is extremely important that you make necessary updates as changes occur should the need arise for the school to contact you for any reason.** If your email address should change please make the change via Genesis contact management and **contact the school main office and provide your new email address so that we may link the new email to the parent portal.**

SCHOOL LUNCH/RECESS PROGRAM

The school provides a supervised lunch program where students have the opportunity to have lunch and a recreational break from the rigors of classroom learning. Students may purchase lunch through the food service at Red Bank Regional High School. The link to the lunch portal is located on the SBS website. Milk and ice cream are also available for purchase.

If Your child left his/her lunch at home: The child should inform their classroom teacher and they will be sent to the main office to call home.

SCHOOL VISITORS

All parents are welcome to visit the school. **Please sign in at the vestibule and move forward to the main office once you have obtained a visitor's pass.** Information and directions will be provided. No one will be admitted to the building without a Visitor's Pass and all visitors must enter through the main entrance security vestibule.

SECURITY CAMERAS - Policy and Regulation #7441 **ELECTRONIC SURVEILLANCE IN SCHOOL BUILDINGS AND ON** **SCHOOL GROUNDS**

Please be advised that the Board utilizes video surveillance technology for safety and security purposes. The following language is posted in and around the School Facility as notice to our staff and visitors: **WARNING: This Facility employs video surveillance equipment for security purposes. This equipment may or may not be monitored at any time. If you have questions regarding this equipment please contact the Superintendent.**

Please refer to the following Policy located in the Student Parent Handbook and also on the school website:

***The Permission Slip for our Security System has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child's records.

EMERGENCY CLOSINGS

If the school is closed due to inclement weather conditions or other emergency situations, you will be notified by the Regroup Alert System. If you are not signed up for the Regroup Alert notification, please fill out the information on the Borough of Shrewsbury New Jersey Regroup Alert website: <https://www.shrewsburyboro.com/snj/Regroup/>. Any Emergency closings will be posted on the school website and announced through email and social media.

DELAYED OPENINGS

If conditions allow for delay opening, school will begin at 10:30 AM. Parents will receive notification for delayed openings through the regroup alert system, school website and through email and social media.

FIRE DRILLS

Fire drills are held monthly and are signaled by the sounding of the fire alarm. Students should immediately vacate the building in accordance with the posted instructions. In all drills, it is absolutely necessary that students follow all instructions of their teachers quickly, accurately, and silently.

EMERGENCY MANAGEMENT PLAN

An extensive emergency management plan has been developed by law enforcement, emergency management, and school administration. In the event of an emergency situation, pre-established procedures will be followed. Students will be released to parents in a systematic and organized manner and only after deemed appropriate by law enforcement and school administration.

SCHOOL HEALTH SERVICES

School Health Services are provided for:

1. The care of emergency sickness and injury in school;
2. The prevention and control of communicable diseases,

3. To ensure the compliance of all mandatory immunization requirements
4. The communication of perceived health needs to students and parents and appropriate follow up.

The certified school nurse is employed on a full-time basis. During the course of the school year, physical examinations are requested for preschool, kindergarten, first, third, fifth and seventh grade students, and are mandatory for students involved in competitive sports and cheerleading. In addition, all children are weighed and measured during the school year. Vision and hearing tests are conducted on a continuous basis for the entire student body; Scoliosis screening is conducted, as required by law. Any areas of concern will be immediately communicated to parents/guardians.

Parents will be contacted if their child becomes ill or injured while at school and has to be sent home. Please make sure that all emergency contact information is current and on file in the parent portal.

Please notify the school nurse immediately if your child has a communicable disease. A doctor's certificate may be required upon a child's return to school.

ACCIDENTS IN SCHOOL

In the event of an accident in school or on the playground, the teacher and the school nurse will be notified immediately. If a student is seriously injured and/or requires further medical treatment, a parent or the person listed on the emergency card will be contacted as soon as possible. The school nurse will complete and file an accident report.

PHYSICAL EXAMINATIONS

It is important for students to receive medical examinations during the developmental stages of early childhood, pre-adolescence, and adolescence. Shrewsbury Borough School recommends that students be examined by their physician every year. Please have your physician fill out the required SBS physical form for those students in Grades Pre-K, Kindergarten, 1, 3, 5 and 7.

MEDICATION

It is the policy of the school that no medication is given to any student during the course of a school day. In cases requiring any medication, PRESCRIPTION, and NON PRESCRIPTION, the school nurse must have:

1. A written order from a licensed physician containing:
(a) child's name, (b) generic name of drug, (c) dosage, (d) time medication is to be administered, and (e) reason for medication.
2. A written statement from parent/guardian requesting that the school nurse assists the student in taking his/her medication at the appropriate times as prescribed by the physician.
3. The school nurse assumes responsibility and maintenance of records of all medication given during school hours.
4. Medication should be in the original container, clearly marked.
5. Medication shall be administered as prescribed by the school nurse or parent/guardian. State law requires that only the school nurse or school physician may administer medication. No other school personnel are permitted to administer medication.

SPORTS PHYSICAL -Policy #2431 and Regulation #2431.2

An examination of each candidate for a school athletic squad or team shall be conducted within 365 days prior to the tryout and first practice session with examinations being conducted at the medical home of the student. The "medical home" is defined as a health care provider and that provider's practice site chosen by the student's parent(s) or legal guardian(s) for the provision of health care. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility. The school district shall ensure students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(h) and prior to participation on a school-sponsored interscholastic or intramural team or squad for students in grades five through eight.

The medical examination shall be conducted in accordance with N.J.S.A 6A:16-2.2(h) 1 and 2 and Regulation #2431.2. The medical report shall include a determination concerning the student's participation on an athletic team or squad from the examining physician, nurse practitioner/clinical nurse specialist, or physician's assistant. The medical report shall be provided to the School Nurse and the forms will be reviewed and signed off by the school physician. Refer to Policy #2431. All athletes must also submit the required forms in regards to Concussion, Sudden Cardiac Death, and the Use and Misuse of Opioid Drugs.

SPORTSMANSHIP CODE

Students, Parents and Spectators are encouraged to observe the following **SPORTSMANSHIP CODE**:

1. We will treat visiting officials, fans and athletes as our guests.
2. We will support our team at all times.
3. We will accept the decisions of officials without protest.
4. We will not boast in victory nor alibi in defeat.
5. We will encourage the players and coaches in victory or in defeat.
6. We will respect the authority and judgment of the coaches.
7. We will try at all times to be a credit to our school and community.
8. We will recognize good play on either team.
9. We will not inappropriately yell or gesture at officials or players.
10. We will be good sports.

HOME INSTRUCTION DUE TO HEALTH CONDITION – Policy #2412

The Board of Education will provide instructional services to an enrolled student whether a general education student in Kindergarten through grade eight or a special education student age three to fourteen at the student's home or another suitable out-of-school setting when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or has a need for treatment which precludes participation in their usual education setting. These services will be provided when a student is determined by the school physician to need confinement at their residence or other suitable out-of-school setting and the projected need for confinement is for ten consecutive school days or fifteen cumulative school days or more during the school year.

Requests for home instruction shall include a written determination from the student's physician documenting the projected need for the student's confinement to their residence or other treatment setting for ten consecutive school days or fifteen or more cumulative school days during the school year. The written determination from the student's physician shall be forwarded to the school physician, who shall verify the need for home instruction. The parent(s) or legal guardian(s) shall be notified concerning the school physician's verification or reason(s) for denial within five school days after receipt of the written determination by the student's physician.

The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.

EQUITY IN SCHOOL AND CLASSROOM PRACTICES - Policy #2260

The Shrewsbury Borough Board of Education acknowledges its responsibility to ensure all students and employees an equal education opportunity regardless of race, creed, color, religion, sex, age, place of residence, marital status, political affiliation, social, economic or handicap background, or sexual preference for all present and future school and classroom programs and employment and contract practices.

The Shrewsbury Borough Board of Education has adopted rules and regulations concerning nondiscrimination of the disabled and does not discriminate in admission or access to or treatment or employment in its programs and activities. The Supervisor of Special Services is designated to coordinate the efforts necessary to comply with Section 504 of the Rehabilitation Act of 1973. Please refer to Board Policy #2260.

DRESS & GROOMING - Policy #5511

The Board of Education recognizes each student's mode of dress and grooming is a manifestation of the student's personal style and individual preferences. The Board will not interfere with the right of students and their parent(s) or legal guardian(s) to make decisions regarding their appearance, except when their choices affect the educational program of the schools.

The Board authorizes the Superintendent to enforce school regulations prohibiting student dress and grooming practices which:

1. Present a hazard to the health or safety of the student to him/herself or to others in the school;
2. Materially interfere with school work, create disorder, or disrupt the educational program;
3. Cause excessive wear or damage to school property; and
4. Prevent the student from achieving his or her own educational objectives because of blocked vision or restricted movement.

Students should wear clothing that is appropriate for their age and for school. Students are expected to come to school wearing neat, appropriate, and suitable attire that does not distract others and is not offensive.

Shorts may be worn but must be at least at fingertip length when arms are fully extended at the student's side. Abbreviated tops that are low cut, sleeveless or exposing bare midriff are not permitted. Clothing deemed inappropriate by school administration will require the student to call or be sent home for appropriate attire.

Parents and students are requested to use "good judgment" when wearing tee-shirts, hats, shorts, and jackets to school. Students are asked not to wear offensive derogatory logos or "off-color" statements on their shirts or other attire. Students wearing such attire will be asked to call home for a replacement item of clothing.

No student is to wear a hat while in school. Hats are permitted outdoors only. Students wearing hats in school will receive a verbal warning the first time. Any subsequent time they are observed wearing a hat in school will result in a detention. The hat will be confiscated and returned at the end of the school day.

Please do not send students to school with flip-flops, slides, or sandals. Students should wear sneakers or closed toe shoes for their safety during the school day.

In addition to the above, no metal, leather or spiked chains are allowed to be worn in school. No sunglasses are allowed to be worn during physical education class or inside the school building. Sunglasses are only permitted during outside recess. Other types of inappropriate jewelry and/or accessories are also not allowed to be worn in school.

Students found to be in violation of the above will be asked to remove the item and parents will be called.

EXPECTATIONS FOR STUDENT CONDUCT - Policy #5500

The Board of Education believes that students should commit themselves to learning and to the development of their unique potential. Students should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all students can contribute to the effectiveness of the school and the value of their education.

The Board expects all students in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior;
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

EXPECTED BEHAVIOR

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

Students are required to conform to reasonable standards of acceptable behavior; to respect the rights, person, and property of others; preserve the degree of order necessary to conduct the educational program; and obey those in authority. Every student shall observe promulgated rules and regulations and submit to the discipline imposed for infractions of those rules.

Discipline of students will be the responsibility of the teacher or adult in charge. An administrator will become involved only when requested by a teacher or when, in the judgment of the administrator, such involvement is necessary. If continued detention of a student takes place for any reason other than remaining for academic help, the teacher must have a conference with the parent. If a student's misbehavior persists, suspension will be considered.

STUDENT DISCIPLINE/CODE OF CONDUCT - Policy #5600

The **Code of Conduct** provides guidelines to students regarding acceptable behavior, as well as consequences for inappropriate behavior. The **Code of Conduct** consists of motivational, disciplinary, and modification components.

The Student/Parent Handbook contains Policy #5500 and Policy #5600 and Regulation #5600 - **Expectations for Code of Conduct and Student Discipline/Code of Conduct** that parents and students are required to carefully review as it includes procedures for detentions, grievances, drugs, alcohol, tobacco, steroid, violations and crisis intervention. All parents and students are required to sign an acknowledgement that they have read and understand the Code of Conduct.

Any student issued detention cannot participate in any school activities whether it be athletic and/or extracurricular on the day detention is issued and served.

SEXUAL HARASSMENT OF STUDENTS - Policy #5751

The Board of Education will not tolerate sexual harassment of students by school employees, other students, or third parties. Sexual harassment of students is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students (peers), or third parties. The Board shall establish a grievance procedure through which school district staff and/or students can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment.

HARASSMENT, INTIMIDATION, & BULLYING - Policy & Regulation
#5512/Policy #5512.01

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated 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
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

Acts of harassment, intimidation, or bullying may also be a student exercising power and control over another student, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

This Board of Education Policy #5512.01 may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of

N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of student conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the student's physical or emotional safety and well-being or for reasons relating to the safety 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 a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

CYBER-BULLYING Policy #5512.02

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Cyber-bullying by a student in the district directed toward another school district student or school staff member is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

The Board of Education Policy #5512.02 prohibits acts of cyber-bullying by school district students through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyberbullying to law enforcement authorities.

In the event the investigation results indicate cyber-bullying was committed by a school district student using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a student for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to 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. This authority shall be exercised only 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.

Consequences shall be handled in accordance with Policy and Regulation #5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

INTERNET AND E-MAIL RULES

Network storage areas are considered district property. District personnel may review files and communications to maintain system integrity and to ensure that users are accessing the system responsibly. Users should not expect that files stored on district servers are private or maintain an expectation of privacy while using any district assets. Within reason, freedom of speech and access to information will be honored. Any student using such technologies to harass another student/adult or input or extract inappropriate information from a student/adult account or district owned hardware will be subject to suspension at the discretion of the school administration. **In addition, if the incident is severe enough and warrants it, law enforcement personnel will be contacted. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility, just as they do for television, cell phones, movies, music and other potentially offensive media.**

The following rules apply:

1. Personal Safety

- a. Users will not post personal contact information about themselves or other people.
- b. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or that makes them feel uncomfortable.

2. Illegal Activities

- a. Users will not attempt to gain unauthorized access to the District network. Such action includes attempting to log on through another person's account or to access another person's files.
- b. Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.
- c. Users will not use the District system to engage in any illegal act.

3. System Security

- a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from accessing their account.
- b. Students should never share passwords with other students.
- c. Users will immediately notify their teacher or the Network Engineer if they have identified a possible security problem.

4. Inappropriate Language

- a. Users will not use obscene, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

5. Unacceptable Activities

Users are not permitted to:

- a. Send or display offensive messages or graphics;
- b. Harass, insult, or attack others;
- c. Intentionally waste limited resources;
- d. Download songs, games, and other non-curricular information;
- e. Use a password other than their own;
- f. Utilize the network for banking, political lobbying, commercial ventures, gambling, or personal purchases; and/or
- g. On District hardware, copy or display any unauthorized or inappropriate information received.

Violations may result in disciplinary action, in a loss of computer/network access, and in legal action in accordance with Board of Education policy, as well as prosecution under state and federal law. Cyber bullying from home computers that affects students in school will result in disciplinary action as deemed appropriate.

ACADEMIC DETENTION

A program of "academic" detention will be provided for those students who repeatedly fail or refuse to do academic work such as homework, class work, preparation for tests, late projects, etc. This is not intended to supplant the teacher's responsibility to assist or instruct students who need remedial assistance after school. Students will be provided an environment where they will work on overdue tasks/assignments, or the project for which they received the detention. This detention will occur for one hour after dismissal pending prior parental contact. **Any student issued academic detention cannot**

participate in any school activities whether it be athletic and/or extracurricular on the day detention is issued and served.

HOMEWORK - POLICY #2330

Homework plays an important role in the academic development of our students. Homework is helpful if it is based upon student needs and individually assigned projects. It is an effective way to make up for work missed by absences from school and may also aid in overcoming an academic difficulty a student is experiencing. Homework should assist students to work to their capacities and increase their breadth of understanding.

Homework falls into the following categories:

1. Practice – given to help students master specific skills and to reinforce material presented in class.
2. Preparation – given to prepare students for upcoming lessons.
3. Extension – given to decide if students can transfer new skills and ideas to new situations. Extension assignments require abstract thinking skills.
4. Creativity – given to help students synthesize skills and ideas to produce a requested response. These assignments usually take more time to complete, several days, even weeks. Our homework Policy #2330 is listed and contains recommendations for homework time frames.

SUGGESTED HOMEWORK TIME FRAMES

The amount of homework assigned normally increases as a student progresses through school. Working time will vary according to the assignments and ability level of the student. Special, long term projects and tests may require additional time. If a student is continuously having difficulty completing work, the parents should contact the student’s teacher or the guidance office.

Parents are encouraged to read nightly to and with their younger students and older students are encouraged to read independently daily.

LIBRARY/MEDIA CENTER

Please check Mr. Clark’s – Media Center page on the school website for information regarding school programs held throughout the school year.

TEXTBOOKS/SUPPLIES

Textbooks will be issued to each student at the beginning of the school year. Students are responsible for these materials and shall pay for any damage to textbooks (at a depreciated value set by the Superintendent) or for the total cost of any lost textbook or library book. All textbooks and library books are cataloged. If payment is made for a lost book and later is found, the money will be refunded to the parent. Students will be subject to disciplinary measures until all books issued to a student are collected or until payment is made for any lost or damaged textbooks. Calculators for grades 6-8 may be used to each student at the beginning of the school year for their use at all times. If calculators are lost or damaged, the student is responsible for the cost to replace it. All textbooks should be covered.

CURRICULUM

The primary emphasis of the curriculum in grades K-4 is based upon integrated and cross curricular connection of a balanced literacy approach and Mathematics. Students are exposed to: Phonics, Word Recognition, Fluency, Literature, Informational Text, Writing, Speaking, Listening and Language with New Jersey Student Learning Standards that prepare them for college and career readiness. The curriculum is supported with leveled resources, mentor text and digital on-line sites that include rigorous text for both instructional and independent work. In grades 5 through 8, a departmental approach is utilized with students receiving instruction in Science, Social Studies, Language Arts Literacy, Math, Spanish, Technology, Music, Art, Physical Education and Health. The entire collection of Board of Education approved curricula can be found on the school website.

TESTING PROGRAM

TESTING PROGRAM – To Be Determined by the State- Information will follow.

ACADEMIC INTEGRITY - Policy # 5500 and #5701 Policy #2365 - Acceptable Use of Generative Artificial Intelligence

- A. Students are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, and exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities.
 2. Plagiarism is not permitted in term papers, themes, essays, reports, images; take home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, online services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.
 3. Falsifications, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.
- B. A student found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized.

SPECIAL PROGRAMS

RESPONSE to INTERVENTION (RTI)

The Shrewsbury Borough School utilizes a research-based, intensive process known as Response to Intervention to further assist students when they are encountering difficulty in the classroom. Response to Intervention (RTI) is the process of providing high quality, high impact instructional and curricular interventions that are specific and measurable for a student in an effort to address current needs as determined by parents, teachers, and other instructional staff. The three-tier framework incorporates increasing intensities of instruction that are provided to students in direct proportion to their individual needs. Embedded in each tier is a set of unique support structures that help teachers implement research-based curriculum and instructional practices at levels of fidelity that are designed to improve student achievement. Ongoing assessment of students' proficiency on critical academic and/or behavioral skills in an essential aspect of the framework. Progress monitoring data are used to inform instruction at each tier and also to identify the appropriate level of service for each student. In this way, the student's response to researched-based interventions is used as basic data on which decisions are made.

ENRICHMENT

The Shrewsbury Borough School provides several programs to enrich our students.

GIFTED & TALENTED

Gifted and Talented – All students enrolled in the Shrewsbury Borough School District are evaluated for the Gifted and Talented Program. Enrollment is based on a criteria of multiple measures that are specific to the students of the Shrewsbury Borough School District. Students identified as gifted and talented will be provided with enriched programming that supports their unique interests and abilities and fosters a belonging to society(ies) to assist them in reaching their potential.

GUIDANCE PROGRAM

Our vision for guidance and counseling is for every school district in the United States to have a fully implemented comprehensive guidance and counseling program, serving all students and their parents and staffed by active, involved school counselors working closely with parents, teachers, administrators and community members. When guidance and counseling is organized and implemented as a program, it places school counselors conceptually and structurally in the center of education, making it possible for them to contribute directly and substantially to their local school districts' educational goals. As a result, guidance and counseling becomes an integral and transformative program in the district, not a marginal and supplemental activity.

School counseling promotes and enhances the learning process. The goal of the program is to enable all students to achieve success in school and develop into contributing members of our society. A school counseling program based on national standards provides all the necessary elements for students to achieve success in school. This programmatic approach helps school counselors to continuously assess their students' needs, analyze school data, and identify barriers and obstacles that may be hindering student success, and advocate programmatic efforts to eliminate these barriers. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

Any questions regarding Guidance, please contact the School Counselor at ext. 120.

HEALTH EDUCATION

Health is taught in grades K-8 in order to: motivate young people to build healthy life-styles for today and the future; teach students crucial life skills such as decision-making, goal setting, coping and resisting peer pressure; encourage students to think for themselves and to develop responsibility for their actions; reinforce the importance of health knowledge, attitudes, and positive behavior, and cultivate a respect for all life.

The health curriculum includes instruction in Nutrition and Fitness Health Education, Sexual and Reproductive Health and Wellness, and family life skills.

PHYSICAL EDUCATION

All students in grades Kindergarten through Eight must be prepared for physical education. Shorts, shirts and sneakers are required for participation in physical education. Please contact the Physical Education teachers if you have any questions about these requirements.

MUSIC PROGRAM

Grades K-4

An introduction to musical elements and the development of an appreciation for the arts through the usage of voice, rhythm instruments, recorders, dancing, listening, and musical games as a vehicle to gain an appreciation of music.

Grades 5-8

A general music course that is centered around American music history (spanning from folk and blues music all the way through to rap and popular music) and learning how to play the keyboard and guitar.

Concert Band

A performance group composed of 5th – 8th grade students who have the interest and dedication to continue to study, play, and perform on a traditional band instrument.

Chorus

A specialist vocal group composed primarily of 5th – 8th grade students who

have expressed an interest and dedication to perform as a member of a school chorus.

SPECIAL SERVICES

CHILD STUDY TEAM

The Shrewsbury Child Study Team consists of a Supervisor, School Learning Disabilities Teacher-Consultant, School Psychologist, School Social Worker, and Speech/Language Specialist. The primary responsibility of the team is to identify, diagnostically evaluate, and provide individualized educational programming for students in grades Preschool (ages 3-5) through grade 8 with a variety of learning disabilities. Inquiries regarding Child Study Team services are welcome throughout the year.

SPECIAL EDUCATION

Individualized Education Programs are offered to classified students whose needs require a special program to access curriculum in any content area. This instruction may take place in a general education classroom, resource center, self-contained classrooms and/or combination of settings. Classified students may also be eligible for a variety of related services such as counseling, speech/language therapy and/or occupational therapy.

OPEN HOUSE

Open House will be held **Wednesday, September 10th** in the evening. Parents are invited to visit the school, meet the faculty and staff, and visit the classrooms.

BEFORE - AFTER SCHOOL PROGRAM

The Before/After-School Program is provided by The Community YMCA. For additional information, please visit our school website.

LOST & FOUND

Students and parents may inquire about lost and found articles in the main office. The “Lost and Found” is located in the vestibule in the bins by the front door. Unclaimed items will periodically be disposed of or donated.

FIELD TRIPS

Field trips are scheduled by teachers to provide visits to places of interest or performances of various kinds as a means of enriching and expanding the school curriculum. While away from school on such trips, students are expected to observe the highest standards of conduct and to dress appropriately.

Students may be excluded from such trips if general school behavior throughout the year is poor. Parents will be informed before the trip if a student's conduct or behavior is of concern and if the student is to be excluded.

PERMISSION SLIPS

Parental permission slips are required for various activities during the year, including field trips, school dances, basketball teams, cheerleading squad, physical examinations, etc. A student will not be allowed to participate in these activities without a completed permission slip. If your child loses the slip, additional copies are available from the teacher, or a handwritten note may be substituted before the activity.

NOTICES

Please utilize the school website for constant updates concerning school events and news.

PARENT PORTAL

Please be reminded by July 1st the Parent Portal closes each year for summer maintenance. It is extremely important you **PRINT** a copy of your child's report card for your records and for summer sports prior to **June 30th**.

STUDENT PROGRESS

The education of our students is best achieved through a partnership of staff and parents. Parents/guardians are regularly notified of student progress toward achievement of individual and district goals and objectives.

REPORT CARDS

Kindergarten report cards reflect the following grades: "4" – Demonstrating – The student demonstrates a complete and accurate understanding of this skill or concept with little or no teacher support, "3" – Progressing – The student is developing an understanding of this skill or concept with some teacher support, "2" – Emerging – The student is beginning to develop an awareness of this skill or concept with frequent teacher support, "1" – Not yet Demonstrating – At this time, the student is not demonstrating an understanding of this skill or concept. This may be an area of concern. N/A – Not assessed during this marking period.

Grades 1 through 2 have the following performance indicators for subject areas: "4" – Exemplary – Performance exceeds grade level benchmark without prompting from the teacher, "3" – Accomplished – Performance meets grade level benchmark with some prompting from the teacher, "2" – Developing – Performance indicates progress towards grade level benchmark with prompting from the teacher "1" – Area of Concern – Performance indicates insufficient progress towards grade level benchmark. N/A – Not assessed during this marking period.

Grade 3 through 4 have the following performance indicators for subject areas: "4" – Exceeds Standard, "3" – Meets Standard, "2" – Approaches Standard, "1" – Below Standard. Blank = Not addressed during this period.

Middle School Students (grades 5-8) have the following grading explanation:

- 93-100% - Excellent
- 85-92% - Good
- 77-84% - Fair
- 70-76% - Poor, but passing
- Below 70% - Failing
- I - Incomplete
-

REPORT CARDS - November 13th, February 2nd, April 15th, June - Last Day of School

HONOR ROLL & HIGH HONOR ROLL HONOR ROLL

For students in grades 6 to 8 to achieve “Honor Roll” they must:

- Earn a 90% or higher in each major academic subject for that grade level, including Language Arts Literacy, Math, Science, Social Studies and Spanish;
- Earn a “3 or 4” representing “Student consistently meets district and State Core Curriculum Standards” for each of the special areas including Art, Music, Physical Education, Health, and Technology;
- And earn commendable conduct/effort marks.
-

HIGH HONOR ROLL

For students in grades 6 to 8 to achieve “High Honor Roll” they must:

- Earn a 95% or higher in each major academic subject for that grade level, including Language Arts Literacy, Math, Science, Social Studies and Spanish;
- Earn a “3 or 4” representing “Student exceeds district and State Core Curriculum Standards” for each of the special areas including Art, Music, Physical Education, Health, and Technology;
- And earn commendable conduct/effort marks for all subject areas or for all subject area indicators.

Students who achieve Honors or High Honors for four (4) consecutive marking periods will be recognized at the Awards Assembly in June.

WARNING NOTICES

Warning Notices will be available through the Parent Portal for students who are under the 75th percentile in any subject area. The notice indicates the weak area(s) and allows opportunity for improvement. Students who receive two or more warning notices per semester meet with the school counselor to set academic goals. The primary purpose of Warning Notices is to inform parents that their child is encountering academic difficulties. Parents are HIGHLY encouraged to schedule a conference with their child’s teacher in the content area.

WARNING NOTICES – October 7th, December 17th, March 5th, May 15th

PARENT/TEACHER CONFERENCES

Formal Parent/Teacher Conferences for grades Pre-K-8 are scheduled twice during the year to discuss student progress.

CONFERENCES – November 19th & 21st – 1:30 – 3:00 PM
November 20th - 6:30 – 8:30 PM
February 18th & 20th – 1:30 – 3:00 PM
February 29th – 6:30 – 8:30 PM

Conference dates are presented at this time so that parents may plan their time in advance. It is important to the children that parents attend these conferences.

Special conferences, other than those regularly scheduled, are encouraged and may be arranged at any time through the teacher.

COMMUNICATIONS

Teachers will use e-mail, provide information on teacher Websites, or contact parents by telephone when problems arise. In this way, extra help can be provided immediately to students.

You have a question or a problem: Discuss it with your child’s teacher **first**. If the problem is still unresolved, speak to the administration by contacting the Main Office: 732-747-0882.

PROMOTION AND/OR RETENTION OF STUDENTS - POLICY #5410

Children shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The legal age for Kindergarten is age 5; first grade is age 6. The educational program shall provide for the continuous progress of children from grade to grade. A small number of children, however, may benefit from staying another year in the same grade. Such retention may be considered in grades Kindergarten through eight in the event of any of the following:

- a. A student fails two or more major subjects or is working more than one year below grade level;

- b. A student is achieving significantly below activity and district standards set for the grade level based on objective tests and teaching staff decisions.
- c. Retention would have a reasonable chance of benefiting the student; and/or
- d. A student has not been present for a sufficient proportion of the total instructional time as outlined in the regulations for Policy #5410 – Absences and Excuses.

Whenever retention is being considered, the teacher(s) shall confer with the Superintendent and the appropriate personnel member(s), in consultation with the Child Study Team. This conference should be not later than the end of the first marking period, or as soon as possible. The parents/guardians shall thereafter be invited to a meeting with the teacher(s), Superintendent and other appropriate staff as soon as possible. This meeting shall include an explanation to the parents/guardians of their child’s current academic standing in relation to the group and his/her own individual ability. Another meeting of the parents/guardians, teacher(s), Superintendent and other appropriate staff will be held to review the student’s progress as early in the fourth marking period as practical. The final decision shall be made by the Superintendent regarding retention of students. Only in unusual circumstances should a child be retained more than once.

STUDENT RECORDS

As a parent/guardian of a student enrolled in a public school, you have the right to view, to make notes and/or to have a reproduction of any of your child’s records.

Notification of Rights Under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The Principal will make

arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Shrewsbury Borough School to amend a record that they believe is inaccurate or misleading. They should write to the School Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure with consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- (4) The right to file a complaint with the US Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The office that administers FERPA is:
 U.S. Department of Education,
 600 Independence Avenue SW,
 Washington, DC 20202-4605

Directory Information Public Notice

Certain information about district students is considered “directory information”. Directory information includes: student’s name, address, telephone number, e-mail address, enrollment status, grade level, date and place of birth, photograph, dates of attendance, participation in officially recognized activities and sports, weight and height, awards received in school, and most recent school attended.

Directory information will be released to anyone (i.e., companies, organizations, military recruiters) who follows procedures for requesting it, unless the parent objects to the release of directory information about the child. This objection must be made, in writing, to the principal within ten school days after the start of school each year.

STUDENT INSURANCE

Individual accident insurance is available for the students. Information regarding policies is distributed to the children during the first week of school in September.

SCHOOL PHOTOGRAPHS

School photographs are taken yearly. An information brochure will be sent home prior to the dates with instruction.

If you are not pleased with your child’s photograph: A retake date will be announced. On retake day your child is to bring the original picture package and hand it in to the photographer.

The Permission Slip for School Photos has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child’s records.

NEW JERSEY DEPARTMENT OF EDUCATION STUDENT PHOTO RELEASE FORM

I, (*please print full name neatly*), having previously given permission to my local school district to publish photos/images of my child (*please print full name of child*) on the district/school website, additionally give permission for the New Jersey Department of Education (DOE) to display photos/images/videos of this child on the DOE Web site www.state.nj.us/education and on social media (including, but not limited to, Facebook, Twitter, and Instagram).

In granting this permission, I understand that the DOE may use photos/images/videos of my child for purposes such as celebrating achievements and publicizing education events, as deemed appropriate by the Public Information Office, and that such use may include display in the DOE Photo Gallery and on social media. I further understand that, although school districts and/or schools associated with photos/images/videos will be identified, and that adults appearing in photos/images/videos may be named, my child’s name or other personally identifiable information will *not* be used with any photo/image/video.

I am signing this release form with the knowledge that any photos/images/videos posted on the DOE Web site or on social media can be downloaded and reprinted by various news organizations, including print, electronic and broadcast media, and I, therefore, release the DOE from any liability arising from use of my child’s photos/images/videos in DOE Web or social media postings. Additionally, as previously advised by the local school district, I understand that there are potential dangers associated with the posting of personally identifiable information on a Web site or on social media, since global access to the Internet does not allow for control of who may access such information.

I further understand that if I wish to rescind this agreement, I may do so at any time by sending a letter to the principal of my child’s school, who will immediately notify the DOE by fax or email. The requested rescission will take effect upon DOE’s receipt of the principal’s notification.

Please see the new information below received from the NJDOE regarding the NJDOE Student Photo Release that will also be required to complete online located in the Parent Portal under the forms tab.

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child's records.

BICYCLES

Dear Parent/Guardian:

As per Board of Education Policy #5514, the Board regards the operation by students of any vehicle for transportation to and from school as a matter subject to Board authority because student safety is of paramount concern.

Please read the following and acknowledge with your signature:

The Board will permit the use of bicycles by students in grades 2 through 8 in accordance with district rules, provided such students present written parental approval.

The Board also prohibits the use of rollerblades, scooters, and skateboards on school grounds at any time by any persons. Rollerblades, scooters, and skateboards are not permitted in school; any of the above brought to the school building or grounds may be confiscated by the Principal, who shall return the item(s) to the student's parent(s) or legal guardian(s).

According to state law, all students who ride their bicycles to school are required to wear a helmet, regardless of age. Racks are provided for use by those children whose parents feel it is necessary and safe for them to ride bicycles to school. Parents are urged to provide locks. Due to the heavy concentration of both bicycle and automobile traffic, especially early in the morning, Kindergarten and first graders are not permitted to bring their bicycles.

Bicycles must be walked when students are on school property (and when crossing Route 35) to the respective bike racks. All other general rules of bicycle safety are encouraged.

GUIDELINES FOR BIKE RIDERS

All bike riders going to or from school will be subject to the following rules:

1. Bicycle helmets must be worn by all riders;
2. One rider to a bike – no double riders;
3. Sidewalks are to be used whenever possible;
4. If riding in the road, stay close to the curb;
5. Students who cross Route 35 at White Street or Obre Place must walk their bike to and from that point and the bike rack;
6. Students coming from Sycamore Avenue, but not having to cross Rt. 35, will walk their bikes up and down the ramp way
7. Students coming from the north or south side of Sycamore Avenue to Rt. 35 should cross at Sycamore Avenue and Rt. 35 and utilize the westerly side of Rt. 35 in approaching the school;
8. Students using the Obre Place bike rack, coming from Rt. 35, must walk their bikes from the point of crossing;
9. No one shall ride another student's bike without permission, and
10. Failure to comply with these rules will result in the suspension of bike riding privileges.

***The Permission Slip for [Bicycle Permission](#) has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child's records.

SCHOOL CROSSINGS

School crossing guards are on duty at Obre Place and Rt. 35 and at Sycamore Avenue and Rt. 35 from 7:45 AM until 8:35 AM. There is a crossing guard on duty from 2:50 PM until 4:45 PM at the Obre Place crossing, but the Sycamore Avenue crossing is from 2:50 PM until 3:45 PM. In addition to these crossings, a crossing guard is on duty at the intersection of Obre Place and Samara Drive and Sycamore/Silverbrook during the same period as the Sycamore Avenue schedule.

The school also has an active safety patrol which is on duty during the arrival/dismissal times of students.

COMMUNICATION DEVICES AND CELLULAR TELEPHONES

Policy #5516

In an effort to significantly reduce the number of interruptions to all of our students and instructional staff during the school day, all students in Grades Pre-K-8 will be required to turn their cell phones, smart watches, and/or any other electronic communication devices in to their homeroom teacher at the beginning of the school day. At 3:00 PM each day, students will be able to pick up their device(s) to take them as they leave for the day.

Students will be expected to power off their devices and turn them over to their homeroom teachers without any discussion, debate, or excuse every single day. If a student is caught with their phone, watch, or other device during the school day, disciplinary action will be taken and parents will be contacted to prevent recidivism.

If you need to contact your child in an emergency situation: Call the main office 732-747-0882 (Ext. 104 – School Secretary or Ext. 103 - Superintendent Secretary) The Main Office will make sure that any important information is shared with your child. We will also allow students to use the Main Office phone to communicate with you whenever necessary.

LOCKER RULES

1. Students in grades 5th - 8th will be assigned a locker. Combination locks will not be provided. No other person should be allowed to go into your locker under any circumstances with or without your approval. Locks and/or alarm devices are not allowed.
2. Lockers will be checked by the Superintendent, his/her designee or the homeroom teacher. No items may be posted in or on a student's locker. Personal items of monetary or sentimental value should not be kept in a student's locker. Violation of this rule, or permitting another student's use of an assigned locker, could result in loss of locker privilege.
3. Lockers are to be neat and clean at all times. Lockers are school property; therefore, they can and will be searched.

4. Students in grades 6th, 7th, and 8th are permitted to use their lockers before homeroom period in the morning, at the conclusion of third period, prior to lunch to exchange books for the afternoon session and immediately after school dismissal. No one is permitted to go to a locker at any other time during the day unless they are leaving school early or have written permission from a staff member.

ENTRANCE REQUIREMENTS

Kindergarten – Children admitted to kindergarten must be five years of age by October 1 of the year they enter kindergarten. The following must be provided at time of registration:

- An original birth certificate
- Proof of residency (e.g., contract of sale/rent, tax/rent receipt, utility bill)

The following must be provided before school starts in September:

- Proof of a current physical examination (form provided by school); proof of the day, month, and year the following required immunizations were administered:
 1. DPT (Diphtheria, Tetanus, and Pertussis): A minimum of 4 doses of DPT – of which one dose must have been administered after age four – OR any total of 5 doses of DPT is acceptable.
 2. OPV/IPV: Every child less than seven years of age shall have received at least three doses of live, trivalent, oral poliovirus vaccine (OPV), or inactivated poliovirus vaccine (IPV) either separately or in combination, one dose of which shall have been given on or after the child's fourth birthday, or alternatively, any appropriately spaced combination of four doses.
 3. MMR (combined Measles, Mumps, and Rubella): Acceptable in lieu of 4, 5, 6. Two doses of MMR, given on or after age one, are required or documented proof of immunity.
 4. Measles (Rubella): Two doses of a measles vaccine (MMR, MR, or Measles) given on or after age one.
 5. Rubella (German measles): One dose of rubella vaccine administered on or after age one. Children immunized before one year of age are to be re-immunized.

6. Mumps: One dose of mumps vaccine administered on or after age one. Children immunized before one year of age are to be re-immunized.
7. Hepatitis B: Three doses of Hepatitis B vaccine are required.
8. Varicella (Chicken Pox): One dose on or after age one.
- 9.

TRANSFERS INTO DISTRICT

Parents registering a child from another school district are required to: Show proof of residency (e.g., contract of sale/rent, tax/rent receipt, utility bill); complete a Release of Records form (available in school office); submit record of immunizations; submit physical examination upon entry. Exams must be done no more than 365 days prior to entry and must state what, if any, modifications are required for full participation in the school program.

TRANSFER OUT OF DISTRICT

Complete information on any student leaving our school, including grades, health records, achievement test scores, etc., will be sent to the new school upon proper request. In order to facilitate a smooth transition, parents should notify the School Secretary in the main office, in writing, of the student transfer. Upon registration in the new school, notification and a request for records release must be completed, signed by the parent/guardian and sent to Shrewsbury School. This will be processed within ten (10) business days.

EVENING DANCE RULES

Occasionally during the school year dances will be held for the 6th, 7th, and 8th grade students. The following guidelines are required for those occasions:

1. Tickets are sold Wednesday, Thursday, and Friday afternoons prior to the dance. Absolutely no tickets will be sold at the door.
2. Dance will terminate no later than 9:00 PM. Students are requested to make advance arrangements to have transportation available promptly after the conclusion of the dance. Students are not allowed to walk home, even with parental permission. Additionally, students will not be admitted without a signed permission slip.
3. Once students enter the dance they are not allowed to leave and re-enter again.

4. Since dances are social occasions, appropriate clothing should be worn. Dress rules for a specific dance, whether costume, informal or dress-up, will be cleared with the administration approved.
5. Any disruptive attendees of any dance will be asked to leave the dance immediately and call home for a ride.

SCHOOL PARTIES & BIRTHDAYS

The Shrewsbury Borough School District recognizes that each child's birthday is a special day that should be celebrated and recognized. Student birthdays will be announced to the entire school daily as a part of our daily announcements. In grades Pre-K through Four, teachers in individual homerooms will plan activities to recognize each student's birthday. Birthday activities will be planned with students who will be able to choose the type of activity that they would like for their birthday. The SBS Faculty and Staff has developed a choice board for this purpose and you can contact your child's individual teacher to learn more.

Holiday parties and other classroom celebrations will be planned by teachers, grade levels, our School Counselor and our administration and will be focused on school community service projects. We understand how valuable instructional time is and believe this time is best spent engaging students in community service and school projects.

Please do not send any type of food, candy, or other treats to the school at any time. No food will be distributed to students for birthdays, classroom celebrations, or for any other reason. Instead, teachers will let parents and guardians know about special events in their classroom and ask them to send a "special snack" with their child for that time or that day. Unhealthy food and treats conflict with our efforts to teach students about life-long health and wellness, impact valuable instructional time, and can adversely impact the health of students in our school.

SBS continues to make a concerted effort to keep our classrooms free from allergens so that all of our students are happy, healthy, and always ready to learn. We understand that the health and welfare of each of our students is

paramount, so we respect your right to ensure their proper nutrition in whatever way you see fit. As a parent, you should feel confident that your child won't be exposed to or offered any type of food that you don't expressly approve of in advance.

TEACHER GIFT GIVING Policies #3214 & #4214

Shrewsbury Board of Education Policies #3214 & #4214, Conflict of Interest, discourages any type of gift-giving to SBOE employees, "The Board of Education discourages the presentation of gifts to teaching staff members by students and their parent(s) or legal guardian(s), because it may embarrass students with limited means and give the appearance of currying favor.

The Board directs that teaching staff members instruct their students to express their appreciation by means other than gifts.

Teaching staff members may receive gifts of only nominal value from students or their parent(s) or legal guardian(s)."



PARENT/STUDENT ACKNOWLEDGMENTS:

***The Permission Slip for receiving the [Parent/Student Handbook](#) has been removed from the Student Parent Handbook and is now an online form located in the Parent Portal under the forms tab.

You will now have to acknowledge your receipt, understanding, and consent of this same information in the Genesis Parent Portal before you will be able to view teacher assignments, student schedules, and other account information.

Please note this is a mandatory form and if it is not completed, parents will not be able to proceed in the portal to access your child's records.

PLEASE BE ADVISED OF THE FOLLOWING ATTACHMENTS:

Policy #2260 - Equity in School and Classroom Practices
Policy #2330 - Homework
Policy #2365 - Acceptable Use of Generative Artificial Intelligence
Policy #2412 - Home Instruction Due to Health Condition
Policy #2430 - Co-Curricular Activities
Policy #2431 - Athletic Competition
Regulation #2431.2 - Medical Examination Prior to Participation on a School-Sponsored Interscholastic or Intramural Team or Squad
Policy #2460 - Special Education
Regulation #2460.01 - Special Education – Location, Identification & Referral
Regulation #2460.08 - Special Education – Free & Appropriate Public Education
Policy #3214 - Conflict of Interest
Policy #4214 - Conflict of Interest
Policy and Regulation #5200 - Attendance
Policy #5240 - Tardiness
Policy and Regulation # 5410 - Promotion and Retention
Policy #5500 - Expectations for Student Conduct
Policy #5511 - Dress and Grooming
Policy #5512 - Harassment, Intimidation, and Bullying
Policy #5512.01 - Harassment, Intimidation, and Bullying
Policy #5512.02 - Cyber-Bullying
Policy #5514 - Student Use of Vehicle on School Grounds
Policy and Regulation # 5516 - Use of Electronic Communication Devices
Policy and Regulation #5600 – Student Discipline/Code of Conduct
Policy #5610 - Suspension
Policy #5620 - Expulsion
Policy # 5701 - Academic Integrity
Policy #5751 - Sexual Harassment of Students
Policy# 5770 - Student Right of Privacy
Policy #7440 - School District Security
Policy and Regulation # 7441 - Electronic Surveillance in School Buildings and on School Grounds
Policy #7461 - District Sustainability Policy
Policy #7461.01 - Safe Routes to School
Policy #7461.02 - Bicycle Policy
Policy #7461.03 - Walking to School
Policy #8601 – Student Supervision After School Dismissal

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
2260 EQUITY IN SCHOOL AND CLASSROOM PRACTICES (M)

The Board of Education shall provide all students with equitable and bias-free access to all school facilities, courses, programs, activities, and services, regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a), by:

1. Ensuring barrier-free access to all school and classroom facilities;
2. Attaining, within each school, minority representation, that approximates the district's overall minority representation. Exact apportionment is not required, the ultimate goal is a reasonable plan achieving the greatest degree of a representative balance that is feasible and consistent with sound educational values and procedures;
3. Utilizing, on an annual basis, a State-approved English language proficiency assessment that evaluates a student's English language proficiency on the four domains of listening, speaking, writing, and reading for determining the eligibility and placement of students who may be identified as multilingual learners pursuant to N.J.A.C. 6A:15-1.3(a)3.;
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and
6. Ensuring a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies such exclusion is necessary.
 - a. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

Pursuant to N.J.A.C. 6A:7-1.7(b), the Board shall ensure the district's curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS). The Board also shall ensure its curriculum and instruction address the elimination of discrimination by narrowing the achievement and

opportunity gaps, by providing equity in educational activities and programs, and by providing opportunities for students to interact positively with others regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a), by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a);
2. Ensuring courses shall not be offered separately on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a);
 - a. Portions of classes that deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions based on gender identity, provided that the course content for such separately conducted sessions is the same.
3. Increasing and promoting equitable representation of all students in all classes and programs;
4. Ensuring schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and ensuring students understand the basic tenet of multiculturalism;
5. Ensuring the Amistad Commission Curriculum is infused into the curriculum and is taught;
6. Ensuring the Commission on Holocaust Education curriculum is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28; and
7. Ensuring all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLS are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

The Board shall ensure the district's physical education is in a co-educational setting that is developmentally appropriate and does not discriminate on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such

facilities provided for students of each gender shall be comparable;

2. The district may choose to operate separate teams based on sex in one or more sports or single teams open competitively to members of all sexes, as long as the athletic program as a whole provides equal opportunities for students of all sexes to participate in sports at comparable levels of difficulty and competency; and

3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.7

Adopted: September 2012

Revised: 20 September 2016

Revised: May 1, 2024

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

2330 HOMEWORK

The Board of Education acknowledges the educational validity of work assigned to pupils for completion outside the classroom as an adjunct to and extension of the instructional program of the school.

The Superintendent shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school;
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems;
3. Homework should help develop the pupil's responsibility and provide an opportunity for the exercise of independent work and judgment;

4. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the pupil and take into account other activities that make a legitimate claim on the pupil's time;

5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated and that evaluation should be reported to the pupil;

6. The school should recognize the role of parent(s) or legal guardian(s) by suggesting ways in which parent(s) or legal guardian(s) may assist the school in helping a child carry out assigned responsibilities;

7. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

Adopted: May 2009

Revised: September 2013

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION 2365 ACCEPTABLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The Board of Education recognizes the use of artificial intelligence (AI) may result in increased and enhanced learning opportunities for students in the school district. The Board adopts this Policy to provide guidelines and expectations for student use of generative AI.

For the purpose of this Policy, "AI" means all types of generative AI technologies that create new content or outputs from a prompt to produce text, images, videos, or music.

For the purpose of this Policy, "AI tools" means software applications and platforms that utilize AI technologies to perform specific tasks and solve problems that typically require human intelligence.

For the purpose of this Policy, "assignment" means any task or work required of a student as part of a student's educational and co-curriculum program in the district.

The Board recognizes the potential of AI tools to enhance and transform a student's educational and co-curricular experience in the district. However, AI

tools are not inherently knowledgeable and are trained from large amounts of data collected from various sources. Outputs generated by an AI tool may be inaccurate, inappropriate, or incomplete. Therefore, to ensure the responsible use of AI and to maintain academic integrity, students shall be required to comply with the district's Acceptable Use of Generative Artificial Intelligence Plan (AI Plan) that will include proper citation and/or documentation methods to support the content provided by an AI tool in a student assignment.

The Superintendent or designee may designate an AI Coordinator to oversee the use of all AI tools in the district and may designate additional AI Coordinators and/or committees to monitor the use of all AI tools within the district.

The Superintendent or designee, in consultation with district staff and AI Coordinator(s), shall develop the district's AI Plan.

The district's AI Plan will include details addressing the following issues:

1. A list of the schools, departments, and/or grade level(s) in the district where a staff member is authorized to permit student use of AI in assignments;
2. An explanation on when, how, and to what extent a staff member may permit a student to use AI in assignments;
3. A procedure that requires each staff member authorized to permit students to use AI in assignments to inform the students at the time of the assignment the conditions in which AI may be used;
4. A procedure for the Superintendent or designee and the AI Coordinator(s) in the district to approve and review the use of AI tools and a process to ensure strategies will be implemented in the district to address any issues regarding student use of AI in assignments. This may include, but not be limited to, areas such as academic integrity, bias, inaccuracy/misinformation, copyright/licensing unknowns, privacy violations, and equity of access;
5. A procedure to inform parents and receive parental consent in the beginning of each school year for the student to be permitted to use AI for assignments in accordance with this Policy and the district's AI Plan;
6. A list of prohibited uses of AI that violate this Policy or the district's Code of Student Conduct, which may include any

use of AI which does not align with the conditions set when the assignment was provided to the student; using AI to complete an assignment in a way that falsely represents the assignment as the student's own; using AI to purposefully create misinformation or to misrepresent others with the intent of harming, bullying, or intimidating an individual(s); using AI with confidential student or staff personal information; and other prohibited behaviors and/or conduct listed in Policy and Regulation 2361 – Acceptable Use of Computer Networks/ Computers and Resources;

7. A list of consequences if a student violates any provision of this Policy or AI Plan which may include, but not be limited to, the consequences listed in Policy and Regulation 2361 – Acceptable Use of Computer Networks/Computers and Resources or Policy and Regulation 5600 – Student Discipline/Code of Conduct;
8. A procedure where the AI Coordinator(s) in the district, supervisors, administrative staff members, and other staff members review the procedures used in determining the activities where AI may be permitted to be used by students to ensure staff members are implementing AI procedures in accordance with this Policy and the district's AI Plan;
9. An approved list of AI platforms that may be used by students in assignments;
10. A procedure to be used by a staff member to address suspected plagiarism or academic dishonesty using AI in a student's assignment in accordance with the provisions of Policy 5701;
11. A procedure to ensure a student accused of any alleged violation of the provisions of this Policy or the district's AI Plan is provided appropriate due process before making a final determination on the student's conduct in accordance with the provisions of Policy and Regulation 5600 – Student Discipline/Code of Conduct;
12. The method(s) or format(s) to be used by students on how to cite or document content generated from any AI platform that is used in an assignment.
13. Any other provisions deemed appropriate and necessary.

The district's AI Plan will be reviewed and/or revised as needed.

In the event the Superintendent determines a provision(s) of this Policy or the district's AI Plan becomes inapplicable, inappropriate, undesirable, and/or irrelevant for any reason in the school setting, the Superintendent may revise or suspend a provision(s) of this Policy or the district's AI Plan. In such case, the Superintendent will report to the Board the reason for the revision or suspension and recommend the Board ratify the Superintendent's actions.

Adopted: March 19, 2025

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
2412 HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

The Board of Education shall provide instructional services to an enrolled student, whether a general education student in Kindergarten through grade twelve or special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general or special education.

A parent's request for home instruction shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student's physician shall be forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district shall establish a written plan for delivery of instruction and maintain a record of delivery of instructional services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.

For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.

For a student without disability, the home instruction shall meet the Core Curriculum Content Standards, and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

The Board reserves the right to withhold home instruction when the reason for the student's confinement is such as to expose a teacher to a health hazard or dangerous home situation; when a parent or other adult twenty-one years of age or older, who has been designated by the parent, is not present during the hours of instruction; or when the condition of the student is such as to preclude benefit from such instruction.

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.S.A. 18A:38-1 through 18A:38-25
N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: May 2009
Revised: 21 October 2014

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
2430 CO-CURRICULAR ACTIVITIES(M)

The Board of Education believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular instructional program of the school. The purpose of such co-curricular activities shall be to develop leadership capacities and good organizational skills, to aid in the socialization of pupils, and to enable pupils to explore a wider range of individual interests than might be available in the regular curricular program.

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of co-curricular activities for pupils. The Board shall maintain the program of co-curricular activities at no cost to participating pupils, except that pupils may be required to provide supplies in accordance with Board Policy No. 2520 on instructional supplies and pupils may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

For purposes of this policy, co-curricular activities are those activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board and do not include athletic competitions and practices. Co-curricular activities must be related to the curriculum but are not offered for credit toward promotion or graduation and are ordinarily conducted wholly or partly outside the regular school day.

The Board will permit the use of school facilities by organizations of pupils during pupil activity periods. No group of pupils, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the speech at their meeting.

No co-curricular activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Board on recommendation of the Superintendent.

Pupils shall be fully informed of the co-curricular activities available to them and of the eligibility standards established for participation in co-curricular activities. Co-curricular activities shall be available to all pupils who voluntarily elect to participate except that where eligibility requirements specific to an organization are necessary or desirable, the Board shall be so

informed and must approve the establishment of such eligibility standards before they may be operable.

The Board will not permit the organization of a fraternity, sorority, or secret society.

All pupils in good disciplinary and academic standing shall have equal access to all extra-curricular activities.

Good Disciplinary and Academic Standing

1. Pupils will obey all advisors, coaches, parent(s) or legal guardian(s), aides, teachers, and others in charge.
2. Pupils will follow all rules for activities.
3. Pupils will have earned an average of 75 % in all subjects on his/her most recent report card.
4. Pupils will demonstrate appropriate behavior by earning at least a 3 in effort on his/her most recent report card.
5. Pupils will not have merited more than two warning notices during the current marking period.
6. Pupils will not have accumulated more than two detentions during the current marking period.

No pupil who has been absent for a school day may participate in a co-curricular activity scheduled for the afternoon or evening of that school day.

The Superintendent shall prepare procedures to implement a co-curricular program and shall assess the needs and interests of the pupils of this district and provide for the continuing evaluation of the co-curricular program.

39 U.S.C.A. 1701 et seq.
N.J.S.A. 18A:11-3; 18A:42-2; 18A:42-5

Adopted: 26 March 2012

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
2431 ATHLETIC COMPETITION (M)

The Board of Education recognizes the value of athletic competition as an integral part of the total school experience. Game activities and practice sessions provide opportunities to learn the values of competition and good sportsmanship.

For the purpose of this Policy, programs of athletic competition include all activities relating to competitive sports contests, games, events, or sports exhibitions involving individual students or teams of students when such events occur within or between schools within this district or with any schools outside this district. The programs of athletic competition shall include, but are not limited to, high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

Eligibility Standards

A student who wishes to participate in a program of athletic competition must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition will include an acknowledgment of the physical hazards that may be encountered in the activity.

Student participation in a program of athletic competition shall be governed by the following eligibility standards:

1. A student in grades 5 through 8 is eligible for participation in school district sponsored programs of athletic competition if he/she passed all courses required for promotion or graduation in the preceding marking period.
2. A student in grades 5 through 8 is eligible for participation in school district sponsored programs of athletic competition if he/she:
 1. Obeys all coaches, advisors, or faculty/staff members and others in charge.
 2. Follows all rules for the sport or activity

3. Has earned at least an average of 75 % in all subjects on his/her most recent report card.

4. Demonstrates appropriate behavior by earning at least a three (3) in effort and conduct on his/her most recent report card.

5. Has not received more than two (2) warning notices during the current marking period.

6. Has not accumulated more than two (2) detentions during the current marking period.

3. A student in any grade must maintain a satisfactory record of attendance to be eligible for participation in school district sponsored programs of athletic competition. An attendance record is unsatisfactory if the number of unexcused absences exceed five (5) school days in the marking period prior to the student commencing participation in school district sponsored programs of athletic competition.

A student who is absent with an excused absence or with an unexcused absence for a school day may not participate in school district sponsored programs of athletic competition the afternoon or evening of that school day.

A student who is serving an in-school or out-of-school suspension (in-school or out-of-school) suspension may not participate in school district sponsored programs of athletic competition while serving the suspension.

4. A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.

Notice of the school district's eligibility requirements shall be available to students.

Required Examinations – Interscholastic or Intramural Team or Squad

Students enrolled in grades six to twelve must receive a medical examination, in accordance with the provisions of N.J.S.A. 18A:40-41.7, prior to participation on a school-sponsored interscholastic or intramural team or squad and any cheerleading program or activity.

The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season with examinations being conducted at the

medical home of the student. The “medical home” is defined as a health care provider and that provider’s practice site chosen by the student’s parent for the provision of health care pursuant to N.J.A.C. 6A:16-1.3. If a student does not have a medical home, the school district shall provide the examination at the school physician’s office or other comparably equipped facility. The parent may choose either the school physician or their own private physician to provide this medical examination. The medical examination required prior to participation shall be in accordance with the requirements as outlined in N.J.A.C. 6A:16-2.2(h)1 and Regulation 2431.2 and shall be documented using the Preparticipation Physical Evaluation form required by the Department of Education.

The school district shall distribute the Commissioner of Education developed sudden cardiac arrest pamphlet to a student participating in or desiring to participate in an athletic activity, as defined in N.J.S.A. 18A:40-41.e., and the student’s parent(s) shall each year and prior to participation by the student in an athletic activity comply with the requirements of N.J.S.A. 18A:40-41.d.

The school district shall annually distribute the Commissioner of Education developed educational fact sheet relative to use and misuse of opioid drugs for sports related injuries to parents of students who participate in athletic activities and comply with the requirements of N.J.S.A. 18A:40-41.10.

Information concerning a student’s HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq. The health findings of this medical examination shall be maintained as part of the student’s health record.

Emergency Procedures

Athletic coaches shall be trained in first aid to include sports-related concussion and head injuries, the use of a defibrillator, the identification of student-athletes who are injured or disabled in the course of any athletic program or activity, and any other first aid procedures or other health related trainings required by law or the Superintendent.

The Superintendent shall prepare and present to the Board for its approval procedures for the emergency treatment of injuries and disabilities that occur in the course of any athletic program or activity. Emergency procedures shall be reviewed not less than once in each school year and shall be disseminated to appropriate staff members.

Interscholastic Standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts the Constitution, Bylaws, Rules, and Regulations of the New Jersey State Interscholastic Athletic Association as Board policy and shall review such rules on a regular basis to ascertain they continue to be in conformity with the objectives of this Board.

N.J.S.A. 2C:21-11

N.J.S.A. 18A:11-3 et seq.; 18A:40-41; 18A:40-41.10

N.J.A.C. 6A:7-1.7(d); 6A:16-1.34; 6A:16-2.1 et seq.

Adopted: May 2009

Revised: December 15, 2020

REGULATION

SHREWSBURY BOROUGH BOARD OF EDUCATION

2431.2 - MEDICAL EXAMINATION PRIOR TO PARTICIPATION ON A SCHOOL-SPONSORED INTERSCHOLASTIC OR INTRAMURAL TEAM OR SQUAD (M)

Students are required to receive medical examinations in accordance with the provisions of N.J.S.A. 18A:40-41.7 and N.J.A.C. 6A:16-2.2(f) and (h). Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school district shall provide the examination at the school physician’s office or other comparably equipped facility.

The school district shall ensure students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(h) and prior to participation on a school-sponsored interscholastic or intramural team or squad for students in grades six through twelve.

A. Required Medical Examination

1. The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season and shall be conducted by a licensed physician, advanced practice nurse (APN), or physician assistant (PA).

2. The physical examination shall be documented using the Preparticipation Physical Evaluation (PPE) form developed jointly by the American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine and is available online at, <http://www.state.nj.us/education/students/safety/health/records/athleticphysicalsform.pdf>, in accordance with N.J.S.A. 18A:40-41.7.

a. Prior to performing a preparticipation physical examination, the licensed physician, APN, or PA who performs the student-athlete's physical examination shall complete the Student-Athlete Cardiac Screening professional development module and shall sign the certification statement on the PPE form attesting to the completion, pursuant to N.J.S.A. 18A:40-41.d.

(1) If the PPE form is submitted without the signed certification statement and the school district has confirmed that the licensed physician, APN, or PA from the medical home did not complete the module, the student-athlete's parent may obtain a physical examination from a physician who can certify completion of the module or request that the school physician provides the examination.

b. The medical report shall indicate if a student is allowed or not allowed to participate in the required sports categories and shall be completed and signed by the original examining physician, APN, or PA.

c. An incomplete form shall be returned to the student's medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.

3. Each student whose medical examination was completed more than ninety days prior to the first day of official practice in an athletic season shall provide a health history update questionnaire completed and signed by the student's parent. The completed health history update questionnaire shall include information listed below as required by N.J.S.A. 18A:40-41.7.b. The completed health history update questionnaire shall be reviewed by the school nurse and, if applicable,

the school athletic trainer and shall include information as to whether, in the time period since the date of the student's last preparticipation physical examination, the student has:

- a. Been advised by a licensed physician, APN, or PA not to participate in a sport;
- b. Sustained a concussion, been unconscious, or lost memory from a blow to the head;
- c. Broken a bone or sprained, strained, or dislocated any muscles or joints;
- d. Fainted or blacked out;
- e. Experienced chest pains, shortness of breath, or heart racing;
- f. Had a recent history of fatigue and unusual tiredness;
- g. Been hospitalized, visited an emergency room, or had a significant medical illness;
- h. Started or stopped taking any over the counter or prescribed medications; or
- i. Had a sudden death in the family, or whether any member of the student's family under the age of fifty has had a heart attack or heart trouble.

4. The school district shall provide to the parent written notification signed by the school physician stating approval of the student's participation in athletics based upon the medical report or the reasons for the school physician's disapproval of the student's participation.

5. The Board of Education will not permit a student enrolled in grades six to twelve to participate on a school-sponsored interscholastic or intramural team or squad unless the student submits a PPE form signed by the licensed physician, APN, or PA who performed the physical examination and, if applicable, a completed health history update questionnaire, pursuant to N.J.S.A. 18A:40-41.7.c.

B. Sudden Cardiac Arrest Pamphlet

The school district shall distribute to a student participating in or desiring to participate in an athletic activity and the student's parent, each year and prior to participation by the student in an athletic activity, the sudden cardiac arrest pamphlet developed by the Commissioner of Education in accordance with the provisions of N.J.S.A. 18A:40-41.

1. A student and his or her parent shall, each year and prior to the participation of the student in an athletic activity, sign and return to the student's school the form developed by the Commissioner acknowledging the receipt and review of the information pamphlet, pursuant to N.J.S.A. 18A:40-41.d.

2. The Commissioner shall distribute the pamphlet, at no charge, to all school districts and nonpublic schools, pursuant to N.J.S.A. 18A:40-41.b.

3. "Athletic activity" for the purposes of N.J.S.A. 18A:40-41 means: interscholastic athletics; an athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school district or nonpublic school, including cheerleading and club-sponsored sports activities; and any practice or interschool practice or scrimmage for those activities.

C. Use and Misuse of Opioid Fact Sheet

The school district shall annually distribute to the parents of student-athletes participating in an interscholastic sports program or cheerleading program the educational fact sheet developed by the Commissioner of Education concerning the use and misuse of opioid drugs in the event that a student-athlete or cheerleader is prescribed an opioid for a sports-related injury in accordance with the provisions of N.J.S.A. 18A:40-41.10.

1. The district shall distribute the educational fact sheet annually to the parents of student-athletes and cheerleaders and shall obtain a signed acknowledgment of the receipt of the fact sheet by the student-athlete or cheerleader and his or her parent pursuant to N.J.S.A. 18A:40-41.10(b).

2. The fact sheet and sign-off sheet shall be distributed and the sign-off sheet shall be completed and returned to the school annually prior to the student-athlete's or cheerleader's first official practice of the school year.

Adopted: May 2009

Revised: 13 June 2018

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

2460 SPECIAL EDUCATION (M)

The Shrewsbury Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.

2. Homeless students are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

6. Students with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in State-wide assessments or the applicable alternative assessment in grades three, four, five, six, seven, eight, and high school in the applicable courses.

7. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent as set forth in N.J.A.C. 6A:14-2.2 and Policy 2467, when appropriate.

8. The rules set forth in N.J.A.C. 6A:14 ensure a free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school:

- a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;
- b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
- c. A free appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
- d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
- e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

- 9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
- 10. Full educational opportunity to all students with disabilities is provided.
- 11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.
- 12. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
- 13. Students with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1 and N.J.A.C. 6A:14-7.5(b)3.
- 14. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in

accordance with State and Federal law, pursuant to N.J.A.C. 6A:14-1.2(b)13.

15. Pursuant to N.J.A.C. 6A:14-1.2(b)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:

- a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
- b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
- c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
- d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
- e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.

16. Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district.

17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.

18. The school district will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.

19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a

regular basis as specified in each student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).

20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.

21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. and Policy 5339.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.

20 USC §1400 et seq.

34 C.F.R. §300 et seq.

Adopted: June 2012

Revised: 25 April 2017

REGULATION

SHREWSBURY BOROUGH BOARD OF EDUCATION

R 2460.1 SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL (M)

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile students such as migrant and homeless students regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

A. Procedures for Locating Students With Disabilities

1. The Supervisor of Special Services will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may have a disability.

2. By October 1st of each school year, the Supervisor of Special Services or his/her designee will conduct child find activities, in the native language of the population, as appropriate, including but not limited to:

- a. Development of child find materials for distribution.
- b. Broadcasting of child find information on the school district cable television station. (if applicable)
- c. Distribution of flyers to the parents of all students enrolled in the school district.
- d. Mailing of child find material to nonpublic schools in the area.
- e. Mailing of child find material to local pediatricians, hospitals and clergy.
- f. Public service announcements on the local foreign language radio stations and cable television stations.
- g. Public service announcements in local newspapers.
- h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
- i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
- j. A guide to preschool services for potentially disabled children ages three to five is made available to parents and Non-Public School.
- k. Posting of State developed child find materials in the Special Services Office for potentially disabled students and/or early intervention program.
- l. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled students.
- m. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.
- n. Information is distributed through the Parent Advisory Committee.
- o. School handbooks distributed to parents contain information describing special education services.

- p. Distribution of information to the school district's ESL/Bilingual teachers describing child find activities.
- q. Students entering Kindergarten are screened to identify students who may have a disability.
- r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.

3. No later than October 1 of each school year the Supervisor of Special Services will contact by mail the Director/Owner of the nonpublic school(s) to request input from nonpublic school parents and officials for suggestions on ways to conduct child find activities for students attending nonpublic schools.

The child find activities for nonpublic students shall be comparable to the child find activities for public school students.

The following individual(s) shall serve as representatives from nonpublic schools:

<u>School</u>	<u>Title of the Individual Representing the Nonpublic School</u>
Mastro Montessori Academy	Director/Owner
Leap Frog Learning Center	Director/Owner

Based on the suggestions from the representatives of the nonpublic schools and parent(s), the Supervisor of Special Services will modify the child find activities for the next school year, as appropriate.

B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for students ages (3) three to (14) fourteen, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be in-serviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program. The

parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Superintendent or designee will oversee the district's implementation/evaluation of the interventions identified.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1 et seq. and Policy and Regulation 2417.

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.
4. The I&RS Committee shall:
 - a. Plan and provide appropriate intervention services;
 - b. Actively involve the parent(s) in the development and implementation of intervention plans;
 - c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;
 - d. Coordinate the services of community based social and health provider agencies;
 - e. Process and complete the documentation forms;
 - f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; and
 - g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.
5. The Building Principal will insure that:
 - a. I&RS Committee receive in-service training by the Building Principal or designee by October 1 each school year;
 - b. Staff handbooks are updated by October 1 and include information regarding intervention procedures;

- c. New instructional staff attend the district's orientation program commencing in the month of September which includes information on I&RS Committee;
- d. School calendars are distributed in the month of September and provide information on intervention services; and
- e. Parent/student handbooks distributed in the month of September and include information on intervention services.

C. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Child Study Team (CST) office, the Office of Special Services, and the district website.

1. Parental Notification of Referral Procedures

Referral procedures shall be included in the Student/Parent Handbook, newsletter, special education brochure or pamphlet or other school district publication, which shall be distributed to the parent(s). These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be received and dated by the Office of Special Services Administrative Assistant;
- b. The written request shall be immediately forwarded to the office of special services/special education;
- c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and any forms used to open a case;
- d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;

- e. The Case Manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;
- f. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
- g. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet; and
- h. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.

3. School Initiated Referral

Referral of a student to the CST may be made by administrative, instructional, or other professional staff to determine eligibility for special services when:

- a. It is determined (optional: through the I&RS Committee) that interventions in the general education program have not been effective in alleviating the student's educational difficulties.
- b. It can be documented that the nature of the student's educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.
- c. The Supervisor of Special Services, through in-service training, shall ensure that students are referred who may have a disability, but are advancing from grade to grade.
 - (1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
 - (a) As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and
 - (b) The use of functional assessment information supports the IEP team's determination.

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;
- b. I&RS documentation including, but not limited to: teacher reports, grades and other relevant data (optional: the intervention record) shall be forwarded with the referral to the CST along with any other relevant data;
- c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
- d. The referral should be dated upon receipt by the CST;
- e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
- f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
- g. The Case Manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
- h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
- i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
- j. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.

4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(i).

5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.

6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member's conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.

7. The parent(s) must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.

8. A student may be referred directly to the CST when warranted.

Adopted: June 2012

Revised: 25 April 2017

REGULATION
SHREWSBURY BOROUGH BOARD OF EDUCATION
R 2460.8 SPECIAL EDUCATION - FREE AND APPROPRIATE
PUBLIC EDUCATION (M)

A free and appropriate public education is available to all students with disabilities between the ages of three and twenty-one including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to students with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following: (List school officials/designees by district organizational level.)
 - a. Grades Six – Eight Principal/Vice Principal or designee;
 - b. Grades Pre-Kindergarten – Five Principal/Vice Principal or designee;
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)
 - a. Removal for at least half of the school day shall be reported via the Student Safety Data System (SSDS).
3. Each Principal or designee will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons. Documentation will include:
 - a. Student's name;
 - b. The infraction;
 - c. Time suspended; and

d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.

4. When a student is suspended from transportation:

a. Suspension from transportation is not counted as a day of removal if the student attended school.

b. Suspension from transportation is counted as a day of removal if the student does not attend school.

c. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.

d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.

5. When a student with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:

a. Opportunity for the student to participate and progress in the general curriculum,

b. Services and modifications specified in the student's IEP,

c. Interaction with peers who are not disabled to the extent they would have in the current placement, and

d. The student is counted as present for the time spent in the in-school suspension program.

6. When a series of short-term removals will accumulate to more than ten school days in the year:

a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.

b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:

- (1) Enable the student to participate and progress appropriately in the general education curriculum; and
- (2) Advance appropriately toward achieving the goals set out in the student's IEP.

c. Written documentation of the consultation and services provided shall be maintained in the student's file.

7. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, Individuals with Disabilities Education Act Amendments of 2004, 20 U.S.C. §1415(k). The IEP Team shall:

a. Review the behavioral intervention plan and its implementation;

b. Determine if modifications are necessary; and

c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the student's file.

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP's in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age student suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or Supervisor of Special Services.

2. Upon receipt of the written request, the request shall be dated and signed by the recipient.
3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).
4. A file will be initiated for the potentially disabled preschooler:
 - a. The Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
 - b. A “Notice of Referral/Identification Meeting” will be sent to the parent(s);
 - c. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet;
 - d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district’s program; and
 - e. A program shall be in place no later than ninety calendar days from the date of consent.

Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing From Grade to Grade

The Supervisor of Special Services, through in-service training, shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum and the use of functional assessment information supports the IEP Team’s determination.

Procedures Involving Procedural Safeguards to Students Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to students not yet eligible for special education. The parent and/or adult student may assert any of the protections of the law if the district had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Adopted: June 2012
Revised: 19 March 2019

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
3214 CONFLICT OF INTEREST (M)

No teaching staff member of the Board of Education shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity which is in conflict with the proper discharge of the teaching staff member’s duties.

No teaching staff member shall use or attempt to use his/her position to secure unwarranted privileges or advantages.

No teaching staff member of the Board shall act in his/her official capacity in any matter wherein he/she has a direct or indirect personal financial interest.

No teaching staff member of the Board shall accept any gift, favor, service or other thing of value under circumstances from which it might be reasonably inferred that such gift, service or other thing of value was given or offered for the purpose of influencing the teaching staff member in the discharge of his/her duties.

The Board of Education discourages the presentation of gifts to teaching staff members by pupils and their parent(s) or legal guardian(s), because it may embarrass pupils with limited means and give the appearance of currying favor.

The Board directs that teaching staff members instruct their pupils to express their appreciation by means other than gifts.

Teaching staff members may receive gifts of only nominal value from pupils or their parent(s) or legal guardian(s).

The Superintendent may approve an act or gift of appreciation to an individual teaching staff member when special circumstances warrant.

N.J.S.A. 18A:6-8; 18A:11-1

Adopted: May 2009

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
4214 CONFLICT OF INTEREST (M)

No support staff member of the Board of Education shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity which is in conflict with the proper discharge of the support staff member's duties.

No support staff member shall use or attempt to use his/her position to secure unwarranted privileges or advantages.

No support staff member of the Board shall act in his/her official capacity in any matter wherein he/she has a direct or indirect personal financial interest.

No support staff member of the Board shall accept any gift, favor, service or other thing of value under circumstances from which it might be reasonably inferred that such gift, service or other thing of value was given or offered for the purpose of influencing the support staff member in the discharge of his/her duties.

The Board of Education discourages the presentation of gifts to support staff members by pupils and their parent(s) or legal guardian(s), because it may embarrass pupils with limited means and give the appearance of currying favor.

The Board directs that support staff members instruct pupils to express their appreciation by means other than gifts.

Support staff members may receive gifts of only nominal value from pupils or their parent(s) or legal guardian(s).

The Superintendent may approve an act or gift of appreciation to an individual support staff member when special circumstances warrant.

N.J.S.A. 18A:6-8; 18A:11-1

Adopted: May 2009

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5200 ATTENDANCE (M)

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the school district attend school regularly in accordance with the laws of the State.

For the purpose of this Policy and Regulation 5200, "parent" means the natural parent(s), adoptive parent(s), legal guardian(s), resource family parent(s), or surrogate parent(s) of a student. When parents are separated or divorced, "parent" means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, "excused" and "unexcused" student absences, for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in N.J.A.C. 6A:16-7.6 and Policy and Regulation 5200. In accordance with the provisions of N.J.A.C. 6A:16-7.6 and for the purposes of Policy and Regulation 5200, a student's absence from school will either be excused or unexcused. Unexcused absences will count toward truancy.

A parent or adult student shall provide advance notice to the school prior to the student being absent from school. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student's absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student's parent to notify the parent of the absence and determine the reason for the absence.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. In accordance with N.J.S.A. 18A:36-14, a student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level.

Students shall be subjected to the school district's response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4. and Regulation 5200.

Unexcused absences from school or from classes within the school day may subject a student to consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of the Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

N.J.S.A. 18A:36-14; 18A:36-25.6; 18A:38-25; 18A:38-25.1;
18A:38-25.2; 18A:38-26

N.J.S.A. 34:2-21.1 et seq.

N.J.A.C. 6A:16-7.6; 6A:30-5.2; 6A:32-8; 6A:32-13

Adopted: May 2009

Revised: August 25, 2020

Revised: 15 February 2023

REGULATION
SHREWSBURY BOROUGH BOARD OF EDUCATION
5200 ATTENDANCE (M)

A. Attendance Recording

1. School Register – N.J.A.C. 6A:32-8.1

a. The Board of Education shall carefully and accurately track enrollment and attendance of all

students in a manual school register format or in an electronic format of the school district's choosing.

b. The Commissioner of Education will issue and publish on the New Jersey Department of Education's (NJDOE) website guidance for recording student attendance in all public schools of the State operated by district Boards, except adult high schools.

c. Student attendance shall be recorded in the school register during school hours on each day in session, pursuant to N.J.A.C. 6A:32-8.3. An employee designated by the Superintendent shall keep in the school register, attendance of all students, and shall maintain the attendance records in accordance with N.J.A.C. 6A:32-8 and the guidance issued by the Commissioner in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above.

d. A student who has been placed on home instruction shall have their attendance status recorded on the regular register for the program in which the student is enrolled. The student shall be marked absent for the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement. Absences shall not be recorded for the student while on home instruction, provided the hours of instruction are no less than required by N.J.A.C. 6A:14-4.8 and 4.9 and N.J.A.C. 6A:16-10.1 and 10.2. The number of possible days in membership for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.

(1) "Days in membership" means the number of school days in session in which a student is enrolled in accordance with N.J.A.C. 6A:32-2.1. A student's membership begins on the first possible day of attendance following enrollment during the school year, notwithstanding the actual day the student was recorded as present for the first time.

2. Day in Session – N.J.A.C. 6A:32-8.3

a. A day in session shall be a day on which the school is scheduled to provide instruction and students are under the guidance and direction of a teacher(s) engaged in the teaching process. A day on which school is closed for reasons such as holidays and teachers' institutes, or inclement weather not under conditions set forth at N.J.A.C. 6A:32-13, shall not be considered a day in session.

b. A day in session shall consist of not less than four hours, exclusive of recess and lunch periods, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

3. Student Attendance – N.J.A.C. 6A:32-8.4

a. For all State attendance submissions, a student shall be recorded as present, absent, or excused for a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below, on every day the school is in session after the student enrolls until the date the student is transferred to another school or officially leaves the school district.

b. A record of attendance of all students shall be kept in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above. The employee designated by the Superintendent shall keep the attendance records according to N.J.A.C. 6A:32-8 and the guidance issued by the Commissioner in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above.

c. A student enrolled in a school shall be recorded in the school register as present if the student participates in instruction or instruction-related activities for at least half a day in session whether the student is physically on school grounds, at an approved off-grounds location, or in a virtual or remote instruction setting, pursuant to N.J.A.C. 6A:32-13.

d. A student enrolled in a school who is not participating in instruction or instruction-related activities pursuant to N.J.A.C. 6A:32-8.4(c) and A.3.c. above shall be recorded in the school register as absent, unless the student is recorded as a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below.

e. State-excused absences shall be as follows:

(1) Religious observance, pursuant to N.J.S.A. 18A:36-14, 15, and 16.

(a) The Commissioner, with approval of the State Board of Education, shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis;

(2) Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;

(3) Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;

(4) Take Our Children to Work Day;

(5) College visit(s), up to three days per school year for students in grades eleven and twelve;

(6) Closure of a busing school district that prevents a student from having transportation to the receiving school; and

(7) Attendance at a civic event, one day per school year for students in grades six through twelve, pursuant to N.J.S.A. 18A:36-33.2.

(a) "Civic event" means an event sponsored by a government entity, a community-based organization, or a nonprofit organization that incorporates elements of service learning whereby students learn and develop through organized service. A civic event shall address an issue of public concern such as community health and safety or environmental, economic, or community well-being in accordance with N.J.S.A. 18A:36-33.1.

(b) The parent of a student shall provide a signed written notice of an intended excused absence to attend a civic event at least five school days in advance of the intended excused absence and such other documentation as the Superintendent deems necessary to prove that the student meets the requirements for an excused absence pursuant to N.J.S.A. 18A:36-33.2.b.

f. For absences that do not meet the criteria at N.J.A.C. 6A:32-8.4(e) and A.3.e. above, the Board may adopt policies that establish locally approved or excused absences consistent with N.J.A.C. 6A:16-7.6 for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit. However, an absence designated as excused by the Board pursuant to N.J.A.C. 6A:16-7.6 shall be considered as an absence in the submission to the State for the purpose of chronic absenteeism reporting, as set forth at N.J.A.C. 6A:32-8.6.

4. Average Daily Attendance – N.J.A.C. 6A:32-8.5

The average daily attendance rate in a district school or program of instruction for a school year shall be the total number of the days present of all enrolled students, divided by the number of days in membership of all enrolled students. The student average daily attendance means the total number of days that a student is present in the school divided by the total possible number of days in session.

5. Absentee and Chronic Absenteeism Rates – N.J.A.C. 6A:32-8.6

a. A student’s absentee rate shall be determined by subtracting the student’s total number of days present from the student’s days in membership and dividing the result by the student’s days in membership.

(1) State-excused absences shall not be included in a student’s days in membership for purposes of calculating a student’s absentee rate.

b. If a student’s absentee rate is equal to or greater than ten percent, the student shall be identified as chronically absent.

c. Each school with ten percent or more of its enrolled students identified as chronically absent shall develop a corrective action plan to improve absenteeism rates. In accordance with N.J.S.A. 18A:38-25.1, the school will annually review and revise the corrective action plan and present the revisions to the Board, until the percentage of students who are chronically absent is less than ten percent.

B. Unexcused Absences That Count Toward Truancy/Excused Absences for Board Policy

1. Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in Policy 5200 – Attendance and this Regulation.

2. N.J.A.C. 6A:16-7.6(a)3 requires the Board policies and procedures contain, at a minimum, a definition of unexcused absence that counts toward truancy, student conduct, promotion, retention, and the award of course credit.

a. “An unexcused absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined in B.2.b. below.

b. “An excused absence” is a student’s absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:

The student’s illness supported by a written letter from the child’s doctor;

The student’s required attendance in court;

Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 USC §794 and 705(20), and individualized health care plans;

The student’s suspension from school;

Family illness or death supported by a written letter from the parent upon the student's return to school;
Take Our Children to Work Day;
Religious observance, pursuant to N.J.S.A. 18A:36-14 through 16;
Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;
Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;
Attendance at a civic event(s), pursuant to N.J.S.A. 18A:36-33.2;
An absence considered excused by the Commissioner and/or a NJDOE rule;

An absence for a reason not listed above, but deemed excused by the Superintendent upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence;

3. "Unexcused tardiness" may constitute an unexcused absence that counts toward truancy in accordance with Policy 5240 – Tardiness.

C. Notice to School of a Student's Absence

1. The parent or adult student shall notify the school office before the school day when the student will not be in school. However, notice for attendance at a civic event shall be provided in accordance with the procedure set forth in N.J.S.A. 18A:36-33.2.b. and A.3.e.(7)(b) above.

2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session shall provide notice to the school office before the start of the afternoon session.

3. The parent of a student or an adult student shall notify the school office of a future absence if the absence is foreseeable.

4. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student's absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student's parent to notify the parent of the absence and determine the reason for the absence.

D. Readmission to School After an Absence

1. A student returning from an absence of 1 consecutive school days will be required to provide a written statement to the Principal or designee that is dated and signed by the parent or adult student listing the reason for the absence.

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

3. The Superintendent of Schools or designee may require a student who has been absent from school due to a suspension or other reason concerning the student's conduct to receive a medical examination by a physician regarding the student's physical and/or mental fitness to return to school.

a. The Superintendent or designee will notify the student's parent of the specific requirements of the medical examination prior to the student's return to school.

E. Instruction

1. Teachers will cooperate in the preparation of home assignments for students who anticipate an absence of 5 school days duration.

2. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.

3. In general, students will be allowed a reasonable amount of time as determined by the teacher to make up the work missed.

4. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.

5. A student who anticipates an absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy 2412 – Home Instruction Due to Health Condition. The parent must request home instruction.

F. Denial of Course Credit

1. The teacher will determine the credit to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except absences

for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.

2. An elementary student may be retained at grade level, in accordance with Policy 5410 – Promotion and Retention, when the student has been absent 20 or more school days, whatever the reason for the absence, except that absences for the observance of a religious holiday, absences for those excused in accordance with the reporting requirements of the school register, and absences due to student's suspension will not count toward the total.

Exceptions to this rule may be made for students who have demonstrated through completion of home assignments and/or home instruction that they have mastered the proficiencies established for the assigned courses of study.

G. School District Response To Unexcused Absences During the School Year That Count Toward Truancy – N.J.A.C. 6A:16-7.6(a)4.

1. For up to four cumulative unexcused absences that count toward truancy, the Principal or designee shall:

a. Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;

b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parents;

c. Identify, in consultation with the student's parents, needed action designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;

d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and

e. Cooperate with law enforcement and other authorities and agencies, as appropriate;

2. For between five and nine cumulative unexcused absences that count toward truancy, the Principal or designee shall:

a. Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;

b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parents;

c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and G.1.c. above;

d. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:

(1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;

(2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;

(3) Consider an alternate educational placement;

(4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;

(5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;

(6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and

(7) Engage the student's family.

e. Cooperate with law enforcement and other authorities and agencies, as appropriate.

3. For cumulative unexcused absences of ten or more that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:

- a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
 - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required; and
4. A court referral may be made as follows:
- a. When unexcused absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court;
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
 - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g., the student may be referred to Superior Court, Chancery Division, Family Part;
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.
5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's Individual Education Program (IEP), pursuant to 20 USC §1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29 USC §794 and 705(20); and individualized healthcare plan and individualized emergency healthcare plan, pursuant to N.J.A.C. 6A:16-2.3(b)3.xii.
6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and G.1. above for each student with up to four cumulative unexcused absences that count toward truancy.
- a. For each student attending a receiving school with five or more cumulative unexcused absences that count toward truancy, the absences shall be reported to the sending school district.
 - (1) The sending school district shall proceed in accordance with the Board's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and G.2. through G.4. above and N.J.A.C. 6A:16-7.6(b) and G.5. above, as appropriate.
- H. Discipline
- 1. Students may be denied participation in co-curricular activities and/or athletic competition if the Board establishes attendance standards for participation.
 - 2. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.
- I. Recording Attendance
- 1. Teachers must accurately record the students present, tardy, or absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips.
 - 2. A record shall be maintained of each excused absence and each unexcused absence that counts toward truancy as defined in Policy 5200 – Attendance and this Regulation.
 - 3. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.
- J. Appeal
- 1. Students may be subject to appropriate discipline for their school attendance record.
 - 2. A parent of a student or an adult student who has been retained at grade level for excessive absences may appeal that

action in accordance with Policy 5410 – Promotion and Retention.

3. A parent of a student or an adult student who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:

a. A written appeal shall be filed with the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.

b. The Principal or designee will respond in writing no later than seven school days after receiving the written appeal.

c. If the parent or adult student is not satisfied, the parent or adult student may submit a written request to the Principal for consideration by an Attendance Review Committee.

d. In response to a request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the appeal. The student’s parent, the student, and teacher(s) may attend the meeting.

e. The Attendance Review Committee shall decide the appeal and inform the parent and student in writing within seven school days of the meeting.

f. The parent or adult student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board, and the Commissioner in accordance with Policy 5710 – Student Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

K. Attendance Records

1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the NJDOE. The school district will comply with all attendance requirements and any improvement plans as required by the NJDOE.

Adopted: May 2009
Revised: August 25, 2020
Revised: 15 February 2023
Revised: September 26, 2024

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5240 TARDINESS

The Board of Education believes that promptness is an important element of school attendance. Pupils who are late to school or to class miss essential portions of the instructional program and create disruptions in the academic process for themselves and other pupils.

Tardiness to school or class that is caused by a pupil's illness, an emergency in the pupil's family, the observance of a religious holiday, a death in the pupil's family, or by the pupil's compliance with a request or directive of an administrator will be considered justified and is excused. All other incidents of tardiness will be considered unexcused.

A pupil who develops a pattern of tardiness, excused or unexcused, will be offered counseling with an appropriate staff member to determine the cause of the tardiness.

N.J.S.A. 18A:36-14; 18A:36-15; 18A:36-25 et seq.

Adopted: May 2009

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5410 PROMOTION AND RETENTION (M)

The Board of Education recognizes that each child develops and grows in a unique pattern and that pupils should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each pupil

enrolled in this district shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for pupil promotion shall be related to the New Jersey Core Curriculum Content Standards and district goals and objectives and to the accomplishments of pupils. A pupil in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and pupils shall be regularly informed during the school year of the pupil's progress toward meeting promotion standards. A teacher who determines that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the pupil and offer immediate consultation to the pupil's parent(s) or legal guardian(s). Every effort shall be made to remediate a pupil's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the pupil shall be notified of the possibility of the pupil's retention at grade level in advance and, whenever feasible, no later than eight weeks prior to the end of the school year.

School attendance shall be a factor in the determination of a pupil's promotion or retention. Only extenuating circumstances should permit the promotion of a pupil who has been in attendance fewer than one hundred sixty-two days during the school year.

Classroom teachers shall recommend to the Building Principal the promotion or retention of each pupil. Parent(s) or legal guardian(s) and adult pupils may appeal a promotion or retention decision to the Superintendent whose decision shall be final.

N.J.S.A. 18A:35-4.9

Adopted: May 2009

**REGULATION
SHREWSBURY BOROUGH BOARD OF EDUCATION
5410 PROMOTION AND RETENTION (M)**

The following rules are promulgated in accordance with the policy of the Board of Education dealing with the promotion and retention of pupils.

A. Standards for Pupil Promotion

Elementary and Intermediate Grades (PreK-8) - A pupil will be promoted to the next succeeding grade level when he/she demonstrates the proficiencies required for movement into the next grade.

High School (9-12) - A pupil will be promoted to the next grade when he/she has completed, in the current school year, the number of credits required for that grade as indicated in the current High School Pupil Handbook.

B. Procedures for Pupil Promotion

1. A written copy of promotion standards will be given to all parent(s) or legal guardian(s) and pupils at the beginning of each year.
2. Parent(s) or legal guardian(s) and pupils will be provided a minimum of four reports each year as to a pupil's progress towards meeting promotion standards.
3. Teachers who determine that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) of the pupil and offer consultation with the parents or legal guardians.
4. In grades PreK-8, the parent(s) or legal guardian(s) and where appropriate the pupil will be notified no later than three weeks prior to the end of the year when the possibility of a pupil not being promoted is determined.
5. A pupil with fewer than 150 days attendance in grades PreK-8 will not be promoted to the next grade level. In grades 9-12 the attendance policy in effect and published in the High School Handbook will be followed.
6. Extenuating circumstances as determined by the Building Principal can waive the 150-day attendance requirements for grades PreK-8. In the high school, an attendance appeal route is available for pupils whose attendance is in excess of the regulations specified in the attendance policy.

7. Classroom teachers shall provide input to the Principal who makes the final decision concerning the promotion or retention of each pupil.

C. Procedure for Retention or Social Promotion

1. Grades PreK-8 - Classroom teachers must initiate the process by providing to the Building Principal complete forms in accordance with the specified timelines.
2. The Principal will review each case and in consultation with the teacher render a final decision.
3. Parent(s) or legal guardian(s) and adult pupils may appeal a promotion/retention decision to the Superintendent whose decision is final.

Adopted: May 2009

POLICY SHREWSBURY BOROUGH BOARD OF EDUCATION 5500 EXPECTATIONS FOR PUPIL CONDUCT

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all pupils can contribute to the effectiveness of the school and the value of their education.

The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior;
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

The Superintendent shall, in consultation with staff members, parent(s) or legal guardian(s), and, where appropriate, pupils, develop a statement of specific pupil behaviors that exemplify these expectations and shall publish both this policy and the statement of behaviors to all pupils, parent(s) or legal guardian(s), and professional staff members.

N.J.S.A. 18A:11-1

Adopted: May 2009

POLICY SHREWSBURY BOROUGH BOARD OF EDUCATION 5511 DRESS AND GROOMING

The Board of Education recognizes each pupil's mode of dress and grooming is a manifestation of the pupil's personal style and individual preferences. The Board will not interfere with the right of pupils and their parent(s) or legal guardian(s) to make decisions regarding their appearance, except when their choices affect the educational program of the schools.

The Board authorizes the Superintendent to enforce school regulations prohibiting pupil dress and grooming practices which:

1. Present a hazard to the health or safety of the pupil to him/herself or to others in the school;
2. Materially interfere with school work, create disorder, or disrupt the educational program;
3. Cause excessive wear or damage to school property; and
4. Prevent the pupil from achieving his or her own educational objectives because of blocked vision or restricted movement.

Pupils should wear clothing that is appropriate for their age and for school. Pupils are expected to come to school wearing neat, appropriate, and suitable attire that does not distract others and is not offensive. Clothing that is appropriate for the beach, pool, or health club is not appropriate for school, including flip-flops, thongs, or sandals.

Examples of inappropriate attire include, but are not limited to garments that reveal undergarments, midriffs, or buttocks. Pants must be able to stay up without being hand held. The length of skirts, dresses, and shorts should be appropriate for school. The straps of tank tops should be at least two inch wide spaghetti straps; halter tops, short shorts, hats, headbands, sunglasses, ski goggles, and bandanas are not appropriate for school.

Pupils may not wear clothing and/or accessories that have any associations with substances, violence, or gangs. Clothing that is offensive to any national ethnic, religious, sexual orientation, or gender group is not appropriate for school.

Clothing that has any obscene writing or promotes suggestive, indecent, or unacceptable school behavior whether stated or implied will not be permitted.

Shoes/sneakers are required to be worn at all times. Discretion should be used regarding the appropriateness and/or safety of certain types of shoes.

All hats, coats, jackets, and outdoor attire should be placed in appropriate spaces. Coats and hat are not to be worn during the school day. Pupils are advised to wear sweaters if they feel the need to have additional warmth during the winter months.

Pupils who are required to wear a head covering due to religious customs or medical reasons or are required to wear sunglasses due to medical reasons must present a written not from their parent(s) or legal guardian(s) for religious reasons or doctor for medical reasons to the Assistant Principal.

Pupils who are dressed inappropriately for school will remove the items and/or replace them with either clothing they have with them or clothing that the school will loan them. Parent(s) or legal guardian(s) will be contacted to request other clothing and to share the information.

The dress code shall serve as a minimum code. The Building Principal may institute school rules and regulations which he/she deems necessary and/or appropriate.

Enforcement

1. Teaching staff members will report perceived violations of the dress code to the Building Principal or designee, who will interpret and apply the code.
2. Pupils who publicly represent the school or a school organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity. Pupils unwilling to comply with this requirement will disqualify themselves from participation.
3. Pupils will not be permitted to attend a school-related function, such as a field trip, after-school activity unless they are attired and groomed in accordance with this dress code and the reasonable expectations of the staff member in charge.
4. The Principal may waive application of the dress code for special school activity days.
5. A pupil whose dress or grooming has been found by the Principal or designee to violate this Regulation may appeal the determination to the Superintendent.

N.J.S.A. 18A:11-1; 18A:11-7; 18A:11-8; 18A:11-9

Adopted: May 2009

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5512/Harassment, Intimidation, and Bullying

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- A. Prohibiting Harassment, Intimidation, or Bullying

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others

with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

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

B. Definition of Harassment, Intimidation, or Bullying

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or

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

The Board of Education recognizes that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Recognizing "a real or perceived power imbalance" may assist school officials in identifying harassment, intimidation, or bullying within the context and relative positions of the alleged aggressor and target.

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or remotely activating paging device in accordance with N.J.A.C. 6A:16-1.3.

In accordance with the Board's Code of Student Conduct and this Policy, all acts of harassment, intimidation, or bullying that occur off school grounds, such as "cyber-bullying" (e.g., the use of electronic means to harass, intimidate, or bully) are addressed in this Policy.

C. Student Behavior

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

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

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

The Board expects students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, or bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property, and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, school employees, volunteers, students, and community representatives, in the development of this Policy.

Pursuant to N.J.A.C. 6A:16-7.1, the Board developed guidelines for student conduct, taking into consideration the nature of the behavior; the nature of the student's disability, if any and to the extent relevant; the developmental ages of students; severity of the offenses and students' histories of inappropriate behaviors; and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and

consequential measures that are appropriately assigned for infractions of these rules.

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

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. The school district will support students who:

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

D. Consequences and Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying.

In every incident found to be harassment, intimidation, or bullying, the school Principal, in consultation with appropriate school staff, may apply disciplinary consequences and/or remedial actions, such as the provision of counseling, behavioral interventions, or other measures.

Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses; consider the developmental ages of the student offenders; the nature of the student's disability, if any and to the extent relevant; and students' histories of

inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

The following factors, at a minimum, shall be given full consideration by the school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Factors for Determining Consequences

- Age, disability (if any and to the extent relevant), developmental and maturity levels of the parties involved and their relationship to the school district;
- Degrees of harm;
- Surrounding circumstances;
- Nature and severity of the behaviors;
- Incidences of past or continuing patterns of behavior;
- Relationships between the parties involved; and
- Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal:

- Life skill deficiencies;
- Social relationships;
- Strengths;
- Talents;
- Traits;
- Interests;
- Hobbies;
- Extra-curricular activities;
- Classroom participation;
- Academic performance;
- Relationship to peers; and
- Relationship between student/family and the school district.

Environmental:

- School culture;
- School climate;
- Student-staff relationships and staff behavior toward the student;
- General staff management of classrooms or other educational environments;
- Staff ability to prevent and manage difficult or inflammatory situations;
- Availability of programs to address student behavior;
- Social-emotional and behavioral supports;
- Social relationships;
- Community activities;
- Neighborhood situation; and
- Family situation.

Examples of Consequences and Remedial Measures

The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences:

- Admonishment;
- Temporary removal from the classroom (any removal of .5 days or more must be reported in the Student Safety Data System);
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to disciplinarian;
- In-school suspension during the school week or the weekend;
- Out-of-school suspension (short-term or long-term);
- Reports to law enforcement or other legal action;
- Expulsion; and
- Bans from receiving certain services,

participating in school-district-sponsored programs or being in school buildings or on school grounds.

Examples of Remedial Measures

Personal:

- Restitution and restoration;
- Peer support group;
- Recommendations of a student behavior or ethics council;
- Corrective instruction or other relevant learning or service experience;
- Supportive student interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
- Behavioral management plan, with benchmarks that are closely monitored;
- Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- Involvement of school “disciplinarian;”
- Student counseling;
- Parent conferences;
- Alternative placements (e.g., alternative education programs);
- Student treatment; and
- Student therapy.

Environmental (Classroom, School Building, or School District):

- School and community surveys or other strategies for determining the conditions contributing to HIB;
- School culture change and school

climate improvement;

- Adoption of research-based, systemic bullying prevention programs;
- School policy and procedures revisions;
- Modifications of schedules;
- Adjustments in hallway traffic;
- Modifications in student routes or patterns traveling to and from school;
- Supervision of student before and after school, including school transportation;
- Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- Teacher aides;
- Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- General professional development programs for certificated and non-certificated staff;
- Professional development plans for involved staff;
- Disciplinary action for school staff who contributed to the problem;
- Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Parent conferences;
- Family counseling;
- Involvement of parent-teacher organizations;
- Involvement of community-based organizations;
- Development of a general bullying response plan;
- Recommendations of a student behavior or ethics council;
- Peer support groups;
- Alternative placements (e.g., alternative education programs);
- School transfers; and

- Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

The Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan when a student is found to be an offender in three harassment, intimidation, or bullying incidents and each subsequent incident occurring within one school year. The student intervention plan may include disciplinary consequences and/or remedial actions and may require the student, accompanied by a parent, to satisfactorily complete a class or training program to reduce harassment, intimidation, or bullying behavior. Each student intervention plan must be approved by the Superintendent.

While the majority of incidents may be addressed solely by school officials, the Superintendent or designee and the Principal shall report a harassment, intimidation, or bullying incident to law enforcement officials if the conduct rises to the level of a mandatory report as outlined in the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials.

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand; increment withholding; legal action; disciplinary action; termination; and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

E. Reporting Harassment, Intimidation, or Bullying

The Board of Education requires the Principal at each school to be responsible for receiving all complaints alleging harassment, intimidation, or bullying committed by an adult or youth against a student. All Board members, school employees, and volunteers and contracted service providers who have contact with students, are required to verbally report alleged acts of harassment, intimidation, or bullying to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and contracted service providers who have contact with students, also shall submit a New Jersey Department of Education-approved HIB 338 Form to the Principal within two school days of the verbal report. Failure to make the required report(s) may result in disciplinary action. The HIB 338 Form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal Law.

The district may not fail to initiate an investigation of harassment, intimidation, or bullying solely because written documentation was not provided. Failing to conduct a harassment, intimidation, or bullying investigation solely because a parent or student did not submit written documentation violates the Anti-Bullying Bill of Rights Act and this Policy. If a parent makes a verbal allegation of harassment, intimidation, or bullying to a district staff member, but does not complete and submit the HIB 338 Form, the staff member or a designee must complete and submit the HIB 338 Form.

The Principal or designee is required to inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. Pursuant to N.J.A.C. 6A:16-7.7(a)2.viii.(2), when providing notification to the parents of all students involved, the Principal or designee shall take into account the circumstances of the incident when conveying the nature of the incident, including the actual or perceived category motivating the alleged offense. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents.

The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged acts of harassment, intimidation, or bullying to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. The school district shall provide a person an online means to complete the HIB 338 Form to anonymously report an act of harassment, intimidation, or bullying. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

The Principal shall promptly submit a copy of each completed HIB 338 Form to the Superintendent.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, in addition to making the HIB 338 Form available online, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, or bullying or who determines a reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14 and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action. The district also should consider procedures and disciplinary action when it is found that someone had information regarding a harassment, intimidation, or bullying incident, but did not make the required report(s).

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
- e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, or bullying in the district.

2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
- c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist, a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 USC 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Investigating Allegations of Harassment, Intimidation, or Bullying

Prior to initiating an investigation regarding a reported incident or complaint, the Principal or designee, in consultation with the Anti-Bullying Specialist, shall make a preliminary determination as to whether a reported incident or complaint, assuming all facts are presented as true, is a report within the scope of N.J.S.A. 18A:37-14.

Should the Principal or designee, in consultation with the Anti-Bullying Specialist, determine that a reported incident or complaint, assuming all facts presented are true, is not a report within the scope of N.J.S.A. 18A:37-14, the incident will be addressed through the Board's Code of Student Conduct policy. The HIB 338 Form shall be completed, even if a preliminary determination is made not to conduct an investigation of harassment, intimidation, or bullying because the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying, and must be submitted to the Superintendent. The Principal will provide the parents of the alleged offender(s) and victim(s) with formal notice of the decision not to initiate a harassment, intimidation, or bullying investigation.

The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student's record under State or Federal law.

The Superintendent may require the Principal to conduct a harassment, intimidation, or bullying investigation of the incident if the Superintendent determines that the incident is within the scope of harassment, intimidation, or bullying and shall notify the Principal of this determination in writing. Should the Superintendent require the Principal to conduct a harassment, intimidation, or bullying investigation, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school Anti-Bullying Specialist.

Additionally, any preliminary determination that finds the incident or complaint is a report outside the scope of N.J.S.A. 18A:37-14 may be appealed to the Board, pursuant to the Board policies and procedures governing student grievances, and thereafter to the Commissioner in accordance with N.J.A.C. 6A:16-7.7(a)ix(1) and (a)ix(1)(A). Should the preliminary determination not to conduct an investigation of harassment, intimidation, or bullying be overturned, the Principal will immediately initiate an investigation of harassment, intimidation, or bullying by referring the matter to the school Anti-Bullying Specialist.

The Board requires a thorough and complete investigation to be conducted for each reported incident or complaint, assuming all facts

presented are true, that is determined to be a report within the scope of N.J.S.A. 18A:37-14. The investigation shall be initiated by the Principal or designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist appointed by the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The Anti-Bullying Specialist may not participate in an investigation regarding their supervisor or staff at a higher administrative level.

The investigation shall be completed, and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying or ten school days from the date of the written notification from the Superintendent to the Principal to initiate an investigation. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, including seeking further information as necessary.

The Superintendent shall report the results of each investigation to the Board no later than the date of the regularly scheduled Board meeting following the completion of the investigation. The Superintendent's report also shall include information on any consequences imposed

under the Code of Student Conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the Superintendent.

Parents of the students who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents includes the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board.

A parent may request a hearing before the Board after receiving the information. Any request by the parents for a hearing before the Board concerning the written information about a harassment, intimidation, or bullying investigation, pursuant to N.J.S.A. 18A:37-15.b(6)(d), must be filed with the Board Secretary no later than sixty calendar days after the written information is received by the parents. The hearing shall be held within ten business days of the request. Prior to the hearing, the Superintendent shall confidentially share a redacted copy of the HIB 338 Form that removes all student identification information with the Board. The Board shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the alleged incident; the findings from the investigation of the alleged incident; recommendations for consequences or services; and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board meeting following its receipt of the report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, no later than ninety days after the issuance of the Board's decision.

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

The Board also requires the thorough investigation of complaints or reports of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved private school for students with disabilities. The investigation will be conducted by the Board's Anti-Bullying Specialist in consultation with the approved private school for students with disabilities.

H. Responding to Harassment, Intimidation, or Bullying

The Board of Education authorizes the Principal of each school to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, or bullying, according to the parameters described below and in this Policy. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring that the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term suspensions, N.J.A.C. 6A:16-7.3, Long-term suspensions, and N.J.A.C. 6A:16-7.4, Expulsions.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act; the degree of harm; the nature and severity of the behavior; past incidences or past or continuing patterns of behavior; and the context in which the alleged incident(s) occurred.

Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation, or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

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

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected student behavior.

4. District-wide responses can include community involvement in policy review and development; professional development programs; adoption of curricula and school-wide programs; coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations); and disseminating information on the core ethical values adopted by the Board's Code of Student Conduct, per N.J.A.C. 6A:16-7.1(a)2.

In providing support for victims of harassment, intimidation, or bullying, the district should identify a range of strategies and resources, which may include, but is not limited to, the following actions for individual victims:

- Counseling;
- Teacher Aides;
- Hallway and playground monitors;
- Schedule changes;
- Before and after school supervision;
- School transportation supervision;
- School transfers; and
- Therapy.

I. Reprisal or Retaliation

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

J. False Accusations of Harassment, Intimidation, or Bullying

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

1. Students - Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term suspensions, N.J.A.C. 6A:16-7.3, Long-term suspensions, and N.J.A.C. 6A:16-7.4, Expulsions;

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with district policies, procedures, and agreements; and

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services.

K. Additional Policy Requirements

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

The Superintendent shall post a link to this Policy that is prominently displayed on the home page of the school district's website. The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that

set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post the name, school phone number, school address and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Additionally, the Superintendent shall post the contact information for the School Climate State Coordinator on the school district home page alongside this Policy.

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

The Superintendent shall post the New Jersey Department of Education's Guidance for Parents on the Anti-Bullying Bill of Rights Act on the district homepage and on the homepage for each school in the district with a website.

The Superintendent and the Principals shall provide training on the school district's harassment, intimidation, or bullying policies to school employees contracted service providers and volunteers who have significant contact with students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with students.

The Superintendent shall develop and implement a process for annually discussing the school district policy on harassment, intimidation, or bullying with students. The Superintendent and the Principal(s) shall annually conduct a re-evaluation, reassessment, and review of this Policy and any report(s) and/or finding(s) of the School Safety/School Climate Team, with input from the school Anti-Bullying Specialist, and recommend revisions and additions to this Policy as well as to harassment, intimidation, or bullying prevention programs

and approaches based on the findings from the evaluation, reassessment, and review.

L. Harassment, Intimidation, or Bullying Training and Prevention Programs

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction on harassment, intimidation, or bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18A:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member shall complete, during the first year of the member's first term, a training program on harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, or bullying as required in N.J.S.A. 18A:26-8.2.

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

The school district and each school in the district shall annually establish, implement, document, and assess harassment, intimidation, or bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or

approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:37-17.

M. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, or bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

N. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18A:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

O. Reports to Law Enforcement

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

Law enforcement officials may request a suspension or stay of the district's harassment, intimidation, or bullying investigation if the conduct is being investigated by law enforcement. If law enforcement officials request a suspension or stay of a harassment, intimidation, or

bullying investigation, school officials will follow the provisions of the MOA regardless of where the district is in the harassment, intimidation, or bullying investigation timeline.

School officials will immediately memorialize the request, in writing, from law enforcement and advise the parent(s) of the alleged perpetrator(s) and alleged victim(s) of law enforcement's request. The notice to parents must include notice that the district is obligated under New Jersey's Law Against Discrimination to address student-on-student bias-based harassment and the statute of limitations for filing a complaint in the Division of Civil Rights will not be extended due to law enforcement's request.

If law enforcement has not affirmatively requested a stay or suspension of a harassment, intimidation, or bullying investigation, but the school district believes the action(s) involved may constitute a criminal offense(s), school officials will contact law enforcement to inquire as to whether law enforcement may want to investigate the matter.

Some acts of harassment, intimidation, or bullying may be bias-related acts and school officials must report to law enforcement officials any bias-related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the MOA.

P. Collective Bargaining Agreements and Individual Contracts

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

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

Q. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. shall alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports pursuant to N.J.S.A. 18A:37-32.

The school district shall submit all subsequent amended Harassment, Intimidation, or Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-37

N.J.A.C. 6A:16-7.1 through 6A:16-7.9

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – August 2022 – New Jersey Department of Education

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials – 2023 Revisions

Adopted: May 2009
Revised: 16 October 2018
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Revised: February 19, 2025

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5512.01/Harassment, Intimidation, and Bullying

Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to

learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil’s ability to learn and a school’s ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

“Harassment, intimidation, or bullying” means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated 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
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district’s code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil’s physical or emotional

safety and well-being or for reasons relating to the safety and well-being of other pupils, 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 a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

Expected Behavior

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use instances of violations of the code of pupil conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Superintendent, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the

individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

Consequences and Appropriate Remedial Actions

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

Factors for Determining Consequences

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

Factors for Determining Remedial Measures

Personal

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

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the district's code of pupil conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for

documented systemic problems related to harassment, intimidation, and bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

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

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Mediation;
3. Peer support group;
4. Recommendations of a pupil behavior or ethics council;
5. Corrective instruction or other relevant learning or service experience;
6. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
7. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
8. Behavioral management plan, with benchmarks that are closely monitored;
9. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
10. Involvement of school disciplinarian;
11. Pupil counseling;
12. Parent conferences;
13. Pupil treatment; or
14. Pupil therapy.

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

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

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

or out-of-school counseling, professional development programs, and work environment modifications.

Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this Policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district's administrative offices or the reporting party may use a district's web-based reporting system. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident, as set forth in N.J.S.A. 18A:37-16.c.

Investigation

The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.

Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level 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. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district's response to the actions, in the context of acceptable pupil and staff member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

Reprisal or Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or designee after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures. The consequences for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences for employees will range from an admonishment to termination of employment. The consequences for a volunteer will range from an admonishment to dismissal from the volunteer position.

Consequences for False Accusation

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

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

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be in accordance with district policies, procedures, and agreements.

Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, which may include a report to appropriate law enforcement officials.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the Policy applies to all applicable acts of harassment, intimidation, or bullying that occur on school property, at school-sponsored functions, or on a school bus. The Superintendent shall ensure notice of this Policy appears in any publication of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the district, and in any pupil handbook that includes the pupil code of conduct. This notice shall also indicate the district's Harassment, Intimidation, and Bullying Policy is available on the district's website.

Harassment, Intimidation, and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.5(c) and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be incorporated into a school's employee training program.

Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined

programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)2, the school district is required to develop a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

Pursuant to N.J.S.A. 18A:37-15.1, this Policy shall be transmitted to the Executive County Superintendent of Schools.

Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.

N.J.S.A. 18A:37-13 through 18A:37-19
N.J.A.C. 6A:16-7.9 et seq.

Adopted: May 2009

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5512.02 CYBER-BULLYING

Policy Statement

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

Definitions

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

"School district owned, operated, or supervised technologies" is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not

committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only 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. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and

Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

Adopted: May 2009

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5514 STUDENT USE OF VEHICLES ON SCHOOL GROUNDS (M)

The Board of Education regards the operation by pupils of any vehicle for transportation to and from school as a matter subject to Board authority because pupil safety is of paramount concern to the Board.

The Board prohibits the operation of motor vehicles by pupils for travel to and from school. "Motor vehicle" means all motorized vehicles and includes mini-bikes, motorcycles, and all-terrain vehicles.

The Board will permit the use of bicycles, by pupils in grades two to eight in accordance with district rules provided such pupils present written parental approval, have been granted permission by the Superintendent, and live no more than two miles from the school they attend.

The Board also prohibits the use of skateboards, roller blades and scooters on school grounds at any time by any persons. Skateboards and scooters are not permitted in school; a skateboard or scooter brought to the school building or grounds will be confiscated by the Superintendent, who shall return the skateboard or scooter to the pupil's parent(s) or legal guardian(s).

The Superintendent shall develop and disseminate regulations for the operation and parking of vehicles on school grounds. Permission to operate a vehicle on school grounds may be revoked for a pupil's failure to observe rules.

The Board will not be responsible for any vehicle that is lost, stolen, or damaged.

N.J.S.A. 39:4-10 et seq.; 39:4-10.5

Adopted: May 2009

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5516 USE OF ELECTRONIC COMMUNICATION DEVICES (M)

To support school environments in which students can fully engage with their classmates and their teachers, and to focus attention upon instruction, the Board of Education has determined the use of cell phones and other electronic communication devices by students for personal use during the school day and school activities should be limited.

As used in this Policy, "electronic communication device" includes any device with the capability to audio or video record and/or is capable of receiving or transmitting any type of communication with others. An electronic communication device includes, but is not limited to, any type of cameras; cellular and wireless telephones; pagers/beepers; laptop computers; watches; electronic readers; two-way radios; any audio or video broadcasting devices; ear buds; tablets; headphones; and any other device that allows a person to audio and/or video record and/or transmit, in either a real time or a delayed basis, video or still images, text, audio recordings; or other information.

The Board adopts Regulation 5516 and this Policy to address student use of an electronic communication device for personal use on school grounds during the school day, to also include, but not be limited to: during before and after school programs; during any co-curricular activity; and on a school bus.

Nothing in Regulation 5516 and this Policy shall prohibit a student from using an electronic communication device for a purpose documented in a classified student's Individualized Education Plan (IEP) or a plan developed under Section 504 of the "Rehabilitation Act of 1973," 29 USC 794. A student may use an electronic communication device to monitor or address a health condition with prior permission from the Principal, in consultation with the school nurse to be documented in the student's Individual Health Plan.

In addition, the Board believes students and/or school staff members should not be subject to having any type of recording taken of any student(s) or school staff member(s) for any purpose without the consent of the student and the student's parent or the school staff member. In addition to protecting the privacy rights of students and school staff members, the Board recognizes such recordings can be disruptive to the educational program. Inappropriate recordings of educational material, student assessment instruments, and/or student assessment reviews can be used to compromise the integrity of the district's educational program or lead to academic dishonesty in the event such recordings are stored and/or transmitted to other students.

Adopted: May 2009

REGULATION

SHREWSBURY BOROUGH BOARD OF EDUCATION

5516 USE OF ELECTRONIC COMMUNICATION DEVICES (M)

The following provisions govern student use of electronic communication devices on school grounds.

A. Use of Electronic Communication Devices

1. Students are prohibited from using an electronic communication device anywhere on school grounds during the school day to include, but not be limited to: during before and after school programs; during any co-curricular activity; and on a school bus.
2. Under no circumstances is a student permitted to use an electronic communication device to communicate or take videos or photographs in a restroom, locker room, shower area, or any other area where any person is removing or changing cloths and/or in any other area or location where a person has a reasonable expectation of privacy. Student use of an electronic communication device for communicating or recording is also subject to the provisions of Policy 5516 and this Regulation.
3. Students are encouraged not to bring electronic communication devices to school. If a student chooses to bring an electronic communication device(s) to school, the device(s) shall be turned off by the student and passcode protected to prevent any unauthorized use of the device. The electronic communication device shall remain in the student's backpack/book bag or locker during the school day when its use is not authorized in accordance with Policy 5516 and this Regulation.

A classroom or other instructional space may have a designated location where students are required to turn off, ensure the electronic communication device is passcode protected, and store the electronic communication device until the student leaves the classroom or other instructional space.

4. If a student brings an electronic communication device to school, the student assumes the risk of damage, theft, or loss of the electronic communication device. The school district is not responsible for lost, stolen, or damaged devices.
5. If a student needs to be in contact with their parent(s) during a time the student is not permitted to use an electronic device, the student shall request permission from a teaching staff member to go to the main office to use the school phone. If a parent(s) needs to be in contact with their student for an emergency, the parent(s) shall contact the main office.

B. Discipline

1. First Offense in a School Year

- a. The electronic communication device shall be taken from the student by the school staff member and turned in to the Principal or designee's office for the remainder of the academic school day.
- b. The student shall turn off the electronic communication device and ensure it is passcode protected before turning it in to a school staff member.
- c. The student will be able to pick up the electronic communication device in the Principal or designee's office at the end of the academic school day.

d. The student will have the electronic communication device returned upon signing an acknowledgment of their first offense violation of Policy 5516 and this Regulation.

e. The following discipline will be imposed on a student for a first offense of the provisions in Policy 5516 and this Regulation:

(1) Elementary School Student

Confiscate phone or device and call parent.

(2) Middle and High School Student

Confiscate phone or device, call parent, 1 day after school detention.

2. Second Offense in a School Year

a. The electronic communication device shall be taken from the student by the school staff member and turned in to the Principal or designee's office for the remainder of the academic school day.

b. The student shall turn off the electronic communication device and ensure it is passcode protected before turning it in to a school staff member.

c. The electronic communication device must be picked up at the Principal or designee's office by a parent no sooner than the end of the current, academic school day.

d. If the parent cannot pick up the electronic communication device by the end of the academic school day, the parent may pick up the electronic communication device before

the end of the next or any subsequent school day.

e. The parent shall be required to sign for receipt of the electronic communication device with notice provided of a second offense in a school year for their child.

f. The following discipline will be imposed on a student for a second offense of the provisions in Policy 5516 and this Regulation:

(1) Elementary School Student

Confiscate phone or device, call parent, parent meeting, possible after school detention.

(2) Middle and High School Student

Confiscate phone or device, call parent, parent meeting, 3 days after school detention.

3. Third Offense in a School Year

a. The electronic communication device shall be taken from the student by the school staff member and turned in to the Principal or designee's office for the remainder of the academic school day.

b. The student shall turn off the electronic communication device and ensure it is passcode protected before turning it in to a school staff member.

c. The electronic communication device must be picked up at the Principal or designee's office by a parent no sooner than the end of the current, academic school day.

d. If the parent cannot pick up the electronic communication device by the end of the academic school day, the parent may pickup the electronic communication device before the end of the next or any subsequent school day.

e. The parent shall be required to sign for receipt of the electronic communication device with notice provided of a third offense in a school year for their child.

f. The following discipline will be imposed on a student for a third offense of the provisions in Policy 5516 and this Regulation:

(1) Elementary School Student

Confiscate phone or device, call parent, parent meeting, 1 after school detention.

(2) Middle and High School Student

Confiscate phone or device, call parent, parent meeting, 5 days after school detention or out of school suspension.

4. Fourth Offense in a School Year

a. The electronic communication device shall be taken from the student by the school staff member and turned in to the Principal or designee's office for the remainder of the academic school day.

b. The student shall turn off the electronic communication device and ensure it is passcode protected before turning it in to a school staff member.

c. The electronic communication device must be picked up at the Principal or designee's office by a parent no sooner than the end of the current, academic school day.

d. If the parent cannot pick up the electronic communication device by the end of the academic school day, the parent may pickup the electronic communication device before the end of the next or any subsequent school day.

e. The parent shall be required to sign for receipt of the electronic communication device with notice provided of a fourth offense in a school year for their child.

f. The following discipline will be imposed on a student for a fourth offense of the provisions in Policy 5516 and this Regulation:

(1) Elementary School Student

More after school detention.

(2) Middle and High School Student

Suspension, prohibited from bringing any phone or device to school for the remainder of the school year.

5. A student who violates the provisions of Policy 5516 and this Regulation more than four times during a school year shall, for the remainder of the school year, be prohibited from bringing an electronic communication device on school grounds during the school day or while participating in school district programs which include, but are not limited to: during before and after school programs; during co-curricular activities; during extra-curricular activities, and during intra-murals and interscholastic games and practices.

- a. The following discipline will be imposed on a student for bringing their electronic communication device to school after being prohibited to have their electronic communication device on school grounds:

(1) Elementary School Student

Confiscation, parent meeting, further disciplinary action.

(2) Middle and High School Student

Confiscation, parent meeting, further out of school suspension, further progressive discipline.

Adopted: February 19, 2025

POLICY

**SHREWSBURY BOROUGH BOARD OF EDUCATION
5600 STUDENT/ DISCIPLINE/CODE OF CONDUCT (M)**

The Board of Education adopts this Student Discipline/Code of Conduct Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules.

The Superintendent of Schools will establish a process for the annual review and update of the district's Student Discipline/Code of Conduct Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district's schools and community. The Superintendent will report to the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/Code of Conduct Policy and Regulation.

The Student Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board of

Education shall provide to all employees annual training on the Student Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of student conduct that violates the district's Policy and Regulation. Information on the Student Discipline/Code of Conduct Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district's Student Discipline/Code of Conduct's equitable application. Student discipline and the Code of Student Conduct will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.-1 et seq.

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act and accommodation plans under 29 U.S.C. §§ 794 and 705(20), the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description of student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 12.1; a description of behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description of student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

The Board of Education approves the use of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Policy and Regulation 5600 include a description of school responses to violations of behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 – Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy 5512 – Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

The Building Principal shall maintain a current list of community-based health and social service provider agencies available to support a student and the student’s family, as appropriate, and a list of legal resources available to serve the community.

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district’s Code of Student Conduct pursuant to 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. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.4. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying. Consequences 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, and shall be consistent with this Policy and the school district’s Student Discipline/Code of Conduct Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts of harassment, intimidation, or bullying shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school district’s Student Discipline/Code of Conduct Policy. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are included in Policy and Regulation 5519 – Dating Violence at School and shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and aggressor have been involved. Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident. Remedial measures/interventions for acts or incidents of dating violence at school may include, but are not limited to: parent conferences, student counseling (all students involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive student interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

The Board of Education may deny participation in extracurricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment, in accordance with N.J.A.C. 6A:16-7.1(d).

Any student to be disciplined shall be provided the due process procedures for students and their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.9, when a student transfers to a public school district from another public school district, all information in the student’s record related to disciplinary actions taken against

the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a) and N.J.A.C. 6A:32-7.5.

The Superintendent may be required to submit a report annually to the New Jersey Department of Education on student conduct, including all student suspensions and expulsions, and the implementation of the Student Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education. The Superintendent shall report to the Commissioner of Education each incident of violence, including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Student Safety Data System (SSDS), pursuant to N.J.A.C. 6A:16-5.3.

N.J.S.A. 18A:6-1; 18A:36-25.1; 18A:25-2; 18A:36-19a;
18A:37-1 et seq.; 18A:37-13.1 et seq.
N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq.

Adopted: May 2009
Revised: 19 March 2019

REGULATION

SHREWSBURY BOROUGH BOARD OF EDUCATION

5600 STUDENT/ DISCIPLINE/CODE OF CONDUCT (M)

A. Purpose

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and

6. Establish parameters for school responses to violations of the code of student conduct that take into account, at minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.9, as appropriate.

B. Expectations for Academic Achievement, Behavior, and Attendance

All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 12.1.

C. Behaviors That May Result in Suspension or Expulsion

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over the student;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from the student's presence, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;

8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
9. Incitement which is intended to and does result in truancy by other students;
10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

D. Students' Rights

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

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports students' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.9; and
7. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2,

Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by students, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records, as well as other existing Federal and State laws and rules pertaining to student protections.

E. Comprehensive Behavioral Supports

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

1. Positive Reinforcement for Good Conduct and Academic Success

A student will be provided positive reinforcement for good conduct and academic success which may include, but are not limited to:

- a. High Honor/Honor Roll Recognition
- b. Middle School National Honor Society
- c. Peace Builders Character Education Program
- d. Recognition at Board Meetings
- e. Highlighted on the School Website

2. Supportive Interventions and Referral Services

A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation 2417.

3. Remediation of Problem Behavior

The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance.

- a. Restitution and Restoration

- (1) A student may be required to make restitution for any loss resulting from the student's conduct; or
- (2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student's conduct.

b. Counseling

- (1) A student may be required to consult with school guidance counselors or Child Study Team members.
- (2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.
- (3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.

c. Parent Conferences

- (1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

d. Alternate Educational Program

- (1) Students may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.

4. Students with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:

- a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
- b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;
- c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq. and
- d. Be consistent with provisions of N.J.S.A. 18A:6-1, Corporal Punishment of Students.

G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

1. Admonishment/Reprimand

- a. A school staff member in authority may admonish or reprimand a student's unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom

- a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.
- b. The teacher will complete a form that indicates the student's name and the conduct that has caused the student's removal from the teacher's room.
- c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.

3. Meeting with School Administration and Parent

- a. The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to ensure the parent and the student understand school rules and expectations.

4. Deprivation of Privileges

- a. Students may be deprived of privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:

- (1) Moving freely about the school building;
- (2) Participation in co-curricular or inter/intrascholastic activities;
- (3) Attendance at a school-related social or sports activity;
- (4) Participation in a graduation ceremony;
- (5) Transportation to and from school on a school bus; or
- (6) Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy and Regulation 5600 and N.J.A.C. 6A:16-7.1 et seq.

5. Detention

- a. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.

- b. Transportation to detention before school or from detention after school will be the responsibility of the parent.
- c. A student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

6. Grade Adjustment

- a. A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence may suffer a reduced grade by virtue of the disqualified work. In no other instance may a student's grade be lowered as a direct penalty for misconduct.

7. In-school Suspension

- a. If the school operates an in-school suspension program, a student may be removed from his/her regular classes and required to report to the in-school suspension program.
- b. In-school suspension will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

8. Suspension from School

- a. A student may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2 and 6A:16-7.3, and Policy 5610.
- b. Suspension from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

9. Expulsion

- a. The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.
- b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.

H. Chart of Discipline

1. Below is a Chart of Student Discipline listing school responses to violations of behavioral expectations. These behavioral expectations and school responses include, but are not limited to:

Violation	First Offense	Second Offense	Third Offense
Arson	Depending on severity, 3-5 day suspension to expulsion. Notify Police		
Assault	9 days OSS, Notify Police, Parent Conference	Recommendation for expulsion	Recommendation for expulsion
Assault With Weapon	Minimum 5 days OSS, Notify Parent	Minimum 9 days OSS, Parent conference	Board Hearing, possible expulsion
Cheating	Verbal reprimand, restitution	1 day ISS, restitution, parent/legal	2 day ISS, restitution, parent/legal
Cutting Class, Leaving Class, or Leaving Assigned Location Without Permission	Verbal reprimand	Central detention	1 day suspension
Cutting Detention	Double detention	Minimum 1-day ISS	Minimum 2-day ISS
Dating Violence	Parent notification, counseling recommended, possible detention or suspension, report to Board	Parent notification, counseling, Board Hearing, Minimum 5 day suspension, notify police, Referral to I&RS	Parent notification, counseling, possible expulsion, CST referral, Notify policy

Defiance of Authority/Insubordination	Detention, parent/legal guardian notification	Minimum 1 day ISS, parent/legal guardian conference	Minimum 3 day ISS, parent/legal guardian conference
Disruption	Verbal reprimand, parent/legal guardian notification	Detention, parent/legal guardian notification	ISS, parent/legal guardian notification
Extortion	Depending on severity, verbal reprimand to suspension, parent/legal guardian notification	1-3 day suspension, parent/legal guardian conference	5 day suspension, parent/legal guardian conference
Failure to Wear Seatbelt on School Bus	Verbal reprimand, parent/legal guardian notification	Up to 5 day bus suspension	Up to 10 day bus suspension
Falsifying a Fire or Security Alarm	1 -2 day suspension, notification of police	5 day suspensions, notification of police	Possible expulsion, notification of police
Fighting	Minimum 2 day suspension, parent/legal guardian conference	3-5 day suspension, parent/legal guardian conference, recommended counseling	Minimum 5 day suspension, parent/legal guardian conference, recommended counseling

Forgery	Depending on severity, verbal	1-2 day suspension, parent/legal reprimand to suspension, parent/legal guardian notification	3-5 day suspension, parent/legal guardian conference
Gambling	Verbal reprimand, parent/legal guardian notification	Detention, parent/legal guardian notification	Minimum 1 day ISS, parent/legal guardian notification
Harassment, Intimidation, or Bullying	Depending upon severity, detention or suspension, parent/legal guardian notification, Board notification, counseling	Minimum 3 days suspension, parent/legal guardian notification, Board notification, counseling	Possible expulsion, Board Hearing, parent/legal guardian notification
Inappropriate Language	Detention, parent/legal guardian notification	Minimum 2 day ISS, parent/legal guardian conference	Minimum 3 days ISS, parent/legal guardian conference
Inappropriate Dress	Verbal reprimand, parent/legal guardian notification	Detention, parent/legal guardian notification	Minimum 1 day ISS, parent/legal guardian notification
Littering	Verbal reprimand, parent/legal guardian notification	Possible detention, parent/legal guardian notification	Possible ISS< parent/legal guardian conference

Misuse of Computer Networks/ Computers	1 week suspension from computers, parent/legal guardian notification	2 week suspension from computers, parent/legal guardian notification	Loss of computer use, parent/legal guardian notification
Membership in Secret Society	Verbal reprimand, parent/legal guardian conference, recommended counseling	Possible detention or suspension, parent/legal guardian conference	Minimum 3 day suspension, parent/legal guardian conference
Sexual Harassment	Detention or 1 day suspension, parent/legal guardian notification, Counseling recommended	Minimum 1 day suspension, parent/legal guardian notification, Counseling recommended	Minimum 5 day suspension, parent/legal guardian notification, Counseling recommended
Substance Abuse	No less than 5 days suspension from school and parent conference to discuss counseling options and requirements	9 or more days suspension from school and parent conference to discuss counseling options and requirements as well as Board Hearing	Board Hearing to consider extended suspension and/or expulsion. Counseling as recommended by the Superintendent and approved by Board.

Terroristic Threat	Exclusion from school until mental health clearance, consultation with police, parent/legal guardian notification	Exclusion from school until mental health clearance, consultation with police, possible recommendation for expulsion	Exclusion from school until mental health clearance, consultations with police, recommendation for expulsion.
Theft/Damage	Detention or 1 day suspension, parent/legal guardian notification	Minimum 1 day suspension, parent/legal guardian notification	Minimum 3 day suspension, parent/legal guardian notification
Truancy	Verbal reprimand, parent/legal guardian notification	Possible detention, parent/legal guardian conference	3 day ISS, parent/legal guardian conference
Use or Possession of an Exploding Device	Expulsion		
Vandalism/ Destruction of School, Staff or Student Property	Depending on severity, verbal reprimand to suspension, parent/legal guardian notification, responsible for damages	1 -3 days suspension, parent/legal guardian conference and responsible for damages	5 day suspension, parent/legal guardian conference and responsible for damages

Weapon Possession	Depending upon severity, minimum 5 day suspension, parent/legal guardian conference, notification of police	Depending upon severity, minimum 9 day suspension or expulsion	Expulsion
Wrongful Entry	Depending on severity, verbal reprimand to suspension, parent/legal guardian notification	1-3 day suspension, parent/legal guardian conference	5 day suspension, parent/legal guardian conference

2. The school responses to violations of behavioral expectations that are subject to student discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2 outlined in a Chart of Student Discipline shall be consistent with the Board's policies and regulations/procedures on attendance, pursuant to N.J.A.C. 6A:16-7.6 and harassment, intimidation, and bullying, pursuant to N.J.A.C. 6A:16-7.7.

3. The Principal or designee will maintain a list of community-based health and social service provider agencies available to support a student and a student's family, as appropriate, and a list of legal resources available to serve the community.

4. The Board of Education may deny participation in extracurricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment.

5. Nothing in Policy and Regulation 5600 shall prevent the school administration from imposing a consequence for unacceptable student conduct not listed or included in a Chart of Student Discipline.

I. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

a. 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.

b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.

2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

J. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student's conduct.

2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.

3. The parent will be notified of the student's reported conduct.

4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.

5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C. 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

L. Records

1. Instances of student discipline will be recorded in the student's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.

2. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), and N.J.A.C. 6A:32-7.5.

a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.

b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.

3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.

4. The Board shall not use a student's past offenses on record to discriminate against the student.

5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

M. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent's designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.

2. Convene a Student Discipline/Code of Conduct Committee comprised of parents, students, and community members that represent the composition of the district's schools and community to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.

3. The Superintendent's designee shall submit the Committee's recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.

4. The Superintendent will review the Committee's report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.

5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.

N. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

Adopted: May 2009

Revised: 19 March 2019

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

5610 SUSPENSION (M)

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Student Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1 et seq.

For the purposes of this Policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this Policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days and "long term suspension" means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Superintendent prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual

nature that endangers others. Students in preschool shall not receive an out-of-school suspension except as provided pursuant to the “Zero Tolerance for Guns Act,” N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to identify students in preschool through grade two who are experiencing behavioral or disciplinary problems and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student’s educational program and the informal hearing shall be held as soon as practical after the suspension.

In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Standards pursuant to N.J.A.C. 6A:8-3.1 et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student’s Individualized Education Program, in accordance with N.J.A.C. 6A:14.

In the event a student has experienced multiple suspensions or may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as

soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school’s intervention and referral services team in accordance with the provisions of N.J.S.A. 18A:37-2c.

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such student will be designated by code.

N.J.S.A. 18A:37-1; 18A:37-2 et seq.; 18A:37-4; 18A:37-5

N.J.S.A. 18A:54-20g [**vocational districts**]

N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8

Adopted: May 2009

Revised: August 25, 2020

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

5620 EXPULSION

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a student.

The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, only after the Board has provided the following:

1. The procedural due process rights set forth in N.J.A.C. 6A:16-7.1(c) 3 and 7.3, and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3; and
2. An appropriate educational program or service, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610.
 - a. The educational program or service shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 - Program Criteria; N.J.A.C. 6A:16-10.2 - Home or Out-of-School Instruction for General Education Students; N.J.A.C. 6A:14-2.1 et seq. - Special Education, Procedural Safeguards; and N.J.A.C. 6A:14-4.3 - Special Education, Program Options, whichever are applicable; or

b. The educational services provided, either in school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25.

An appeal of the Board's decision regarding the cessation of the student's general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or service in accordance with N.J.A.C. 6A:16-7.4(a)2 until a final determination has been made on the appeal of the Board's action to expel a student.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not be expelled from school, except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq. Students in preschool shall not be expelled, except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to: identify students in preschool through grade two who are experiencing behavioral or disciplinary problems; and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In accordance with the provisions of N.J.S.A. 18A:37-2c, in the event a student may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school's intervention and referral services team. The purpose of the meeting shall be to identify any behavior or health difficulties experienced by the student and, where appropriate, to provide supportive interventions or referrals to school or community resources that may assist the student in addressing the identified difficulties.

The requirements of N.J.S.A. 18A:37-2c shall not apply when a student's immediate removal or suspension from the school's regular education program is required pursuant to: the provisions of the "Zero Tolerance for Guns Act," (N.J.S.A. 18A:37-7 et seq.); N.J.S.A. 18A:37-2.1 – Assault by Pupil Upon Teacher, etc; Suspension; Expulsion Proceedings; N.J.S.A. 18A:37-2.2 –

Offense by Pupil Involving Assault, Removal from Schools Regular Education Program; or in any other instance in which the safety and security of other students or school staff requires the student's immediate removal from school. In these instances, the meeting required pursuant to N.J.S.A. 18A:37-2c shall take place as soon as practicable following the student's removal from the school's regular education program.

The provisions of N.J.S.A. 18A:37-2c shall be construed in a manner consistent with the "Individuals with Disabilities Act," 20 U.S.C. § 1400 et seq.

A student with a disability shall only be expelled from his or her current program in accordance with N.J.A.C. 6A:14 et seq. An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14 et seq.

N.J.S.A. 18A:36A-9; 18A:37-2 et seq.

N.J.A.C. 6A:16-7.4; 6A:14 et seq.

Adopted: May 2009

Revised: August 25, 2020

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

5701 ACADEMIC INTEGRITY

The Board of Education is committed to require a high level of ethical standards for students in the school district that include honesty and integrity in all aspects of their academic program. The Board expects all students to embrace the highest standards of academic integrity in all assignments. Acts of academic dishonesty by students will not be accepted. Students are responsible for complying with the provisions of this Policy and may be subject to disciplinary action for any violation.

Students are expected to be honest in their studies and academic work. Students shall not engage in any of the following prohibited acts that include, but not be limited to:

1. Plagiarizing term papers, themes, essays, reports, images, take-home examinations, and other academic work required of a student in their education program. Plagiarism is presenting work from another source

without full acknowledgment that it is not their own work;

2. The deliberate use of false information or the falsification of research or other findings with the intent to deceive. Fabrication includes, but is not limited to, citing information not taken from the source indicated; listing sources in a bibliography that are not used in the project; fabricating data or source information in experiments, research projects, or other academic exercises; and taking a test for another person or allowing others to take a test for one's self;
3. Providing false information to a teaching staff member in an academic assignment such as giving a false excuse for missing a deadline or falsely claiming to have submitted an assignment;
4. Cheating on examinations by any means and obtaining copies of an examination;
5. Preventing other students from completing their assignments including, but not limited to, removing pages from books, willfully disrupting the experiments or work of other students, misrepresenting the contributions of others in a group to give more credit to one particular student for one's personal gain; and compromising and/or damaging the school district's technology;
6. Using generative artificial intelligence (AI) in violation of Policy 2365 and the district's AI Plan;
7. Selling, for any fee, or other remuneration, prepare, offer to prepare, cause to be prepared, sell or offer for sale any term paper, thesis, dissertation, essay, report or other written recorded, pictorial, artistic or other assignment knowing, or under the circumstances having reason to know, that said assignment is intended for submission either in whole or substantial part under a student's name in fulfillment of the requirements for a diploma

at any school or any educational institution in accordance with N.J.S.A. 18A:2-3.; or

8. Any other conduct determined by the Principal that compromises the academic integrity of a student's work.

Any violation of this Policy shall be addressed in accordance with Policy and Regulation 5600.

A student may appeal a violation of this Policy in accordance with Policy 5710.

Students shall be informed of the conduct prohibited by this Policy at the beginning of the school year.

N.J.S.A. 18A:2-3

Adopted: May 2009
Revised: February 19, 2025

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5751 SEXUAL HARASSMENT OF STUDENTS

The Board of Education will not tolerate sexual harassment of students by school employees, other students, or third parties. Sexual Harassment of students is a form of prohibited sex discrimination. In accordance with Title IX of the Education Amendments of 1972 and the Code of Federal Regulations (CFR), 34 CFR §106, the school district adopts this Policy and implements practices to investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties pursuant to 34 CFR §106.3 (c). In addition, reports of sexual harassment shall also be investigated in accordance with the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

For the purposes of Policy 5751 and in accordance with 34 CFR §106:

1. "Sexual harassment" (34 CFR §106.30(a)) means conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct;
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district's education program or activity; or
- c. "Sexual assault" as defined in 20 U.S.C. §1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. §12291(a)(10), "domestic violence" as defined in 34 U.S.C. §12291(a)(8), or "stalking" as defined in 34 U.S.C. §12291(a)(30).

Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.

In accordance with 34 CFR §106.8(a), any person may report sex discrimination, including sexual harassment using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

A school district with "actual knowledge" of sexual harassment in the educational program or activity of the school district against a student, must respond promptly in a manner that is not "deliberately indifferent".

Any school employee who receives a complaint of sexual harassment or is aware of behavior that could constitute sexual harassment is required to report that information to the Title IX Coordinator in accordance with the provisions of 34 CFR §106.8(a) and B.1. of Regulation 5751. The district must report any potential child abuse in accordance with N.J.S.A. 18A:36-24; N.J.S.A. 18A:36-25; N.J.A.C. 6A:16-11.1; and Policy and Regulation 8462.

The Title IX Coordinator shall notify persons entitled to a notification pursuant to 34 CFR §106.8(a)(1) that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and Policy and Regulation 5751 not to discriminate in such a manner in accordance with 34 CFR §106.8(b)(1).

The Title IX Coordinator shall prominently display the contact information required to be listed for the Title IX Coordinator pursuant to 34 CFR

§106.8(b)(2)(i) on the school district's website and in each handbook or catalog the school district makes available to persons entitled to a notification in accordance with 34 CFR §106.8(a). Policy and Regulation 5751 shall be prominently displayed on the district's website and accessible to anyone.

Supportive measures shall be available to the Complainant, Respondent, and as appropriate, witnesses or other impacted individuals.

The school district shall use the grievance process outlined in 34 CFR §106.45 and Regulation 5751 to address formal complaints of sexual harassment. The school district shall offer both parties an appeal process as outlined in 34 CFR §106.45 and Regulation 5751 from a determination regarding responsibility for sexual harassment and from the Title IX Coordinator's dismissal of a formal complaint or any allegations of sexual harassment.

The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR §106.45(b)(7)(iv). The appropriate school official designated by the Superintendent, after consultation with the Title IX Coordinator, will determine sanctions imposed and remedies provided, if any.

Consistent with the laws of New Jersey a student's parent must be permitted to exercise the rights granted to their child under this Policy, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process.

The Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, appeal officer, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR §106.45(b)(1)(iii).

The school district or any employee of the school district shall not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or Policy 5751, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy, in accordance with 34 CFR §106.71(a).

For each school district response to sexual harassment required under 34 CFR §106.44, the school district shall create and maintain for a period of seven years, records in accordance with 34 CFR §106.45(b)(10).

The Superintendent or designee shall consult with the Board Attorney to ensure the school district's response to allegations of sexual harassment and the school district's grievance process are in accordance with 34 CFR §106.44 and 34 CFR §106.45.

Any time a report is made to the Title IX Coordinator or formal complaint is filed pursuant to this Policy and in accordance with 34 CFR §106, the Title IX Coordinator shall forward the report or complaint to the Principal of the school building attended by the alleged victim for the Principal to follow the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

34 CFR §106

United States Department of Education, Office for Civil Rights – Questions and

Answers on the Title IX Regulations on Sexual Harassment (July 20, 2021)

Adopted: May 2009

Revised: 17 November 2021

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
5770 STUDENT RIGHT OF PRIVACY

The Board of Education recognizes that a pupil's right of privacy may not be violated by unreasonable search and seizure and directs that no pupil be searched without reason or in an unreasonable manner.

Teaching staff members are charged with the responsibility of maintaining order and discipline in the school and of safeguarding the safety and well-being of the pupils in their care. In the discharge of that responsibility, a teaching staff member may search or request the search of the person or property of a pupil as authorized by this policy, with or without the pupil's consent, whenever he/she has reasonable grounds to suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction, the pupil's age, and the pupil's disciplinary history. Except in

exigent circumstances, an intrusive search of a pupil's person or intimate personal belongings shall be conducted by a person of the pupil's gender.

The Board acknowledges the need for the in-school storage of pupils' possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such storage places, pupils may lock them against incursion by other pupils. In no storage place provided by the Board shall pupils have such an expectation of privacy as to prevent examination by a school official. Pupils shall be notified in writing at the beginning of each school year that inspections of their lockers, desks, and other storage facilities on school district property may be conducted. The school Principal or designee is directed to conduct, without further notice, the regular inspection of such facilities provided to pupils for the storage of property. Except as required by exigent circumstances, a request for the search of a pupil or a pupil's private possessions will be directed to the Building Principal or designee who shall, whenever feasible, first request the freely offered consent of the pupil to the inspection.

The Superintendent shall be notified of the proposed search of a pupil's person or intimate personal belongings.

Whenever possible, a search will be conducted by the Principal in the presence of the pupil, the pupil's parent(s) or legal guardian(s) or a representative of the parent(s) or legal guardian(s), and a teaching staff member other than the Principal. Under no circumstances shall any pupil be subjected to a strip search or a body cavity search.

A search prompted by the reasonable belief that the circumstances are exigent and pose an immediate threat, will be conducted by any teaching staff member with as much speed and dispatch as may be required to protect persons and property.

The Principal shall conduct a pupil search on the request of a law enforcement officer only on presentation of a duly authorized search warrant or on the voluntary and knowing consent of the pupil or when the Principal has independent grounds to suspect the presence of an incriminating object.

The Principal shall be responsible for the prompt recording in writing of each pupil search, including the reasons for the search; information received that established the need for the search and the name of the informant, if any; the persons present when the search was conducted; any substances or objects

found; and the disposition made of them. The Principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a pupil.

N.J.S.A. 18A:36-19.2, 18A:37-6

Adopted: May 2009

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
7440 SCHOOL DISTRICT SECURITY

The Board of Education believes the buildings and facilities of the school district represent a substantial community investment. The Board directs the development and implementation of a plan for school district security to protect the school community's investment in the school buildings and facilities. The Board will comply with the security measures required in N.J.S.A. 18A:7G-5.2 for new school construction and for existing school buildings.

The school district security program will include: maintenance of facilities that are secure against unwelcome intrusion; protection against fire hazards and faulty equipment; and compliance with safe practices in the use of electrical, plumbing, heating, and other school building equipment.

As used in this Policy and N.J.S.A. 18A:41-7.1, "critical incident mapping data" means information provided in electronic or digital form to assist first responders in an emergency including, but not limited to: aerial images of schools; floor plans, including room and suite numbers; building access points; locations of hazardous materials and utility shut-offs; and any other relevant location information.

The Board shall provide to local law enforcement authorities critical incident mapping data for all schools and school grounds. In the case of a school building located in a municipality in which there is no municipal police department, critical incident mapping data shall be provided to an entity designated by the Superintendent of the New Jersey State Police. The Board shall provide revised mapping data to the applicable law enforcement authorities or designated entities any time that there is a change to the critical incident mapping data.

Critical incident mapping data provided pursuant to N.J.S.A. 18A:41-7.1.a. shall be: compatible with all platforms and applications used by local, State, and Federal law enforcement authorities; provided in a printable format; and verified for accuracy through an annual walkthrough of school buildings and school grounds.

Nothing in this Policy or N.J.S.A. 18A:41-7.1 shall be construed to require local law enforcement authorities or designated entities to access critical incident mapping data using third party viewing software.

The Board directs close cooperation of district officials with law enforcement, fire officials, and other emergency agencies.

Each public elementary and secondary school building shall be equipped with at least one panic alarm for use in a school security emergency pursuant to N.J.S.A. 18A:41-10 through 13 and this Policy and Regulation 7440.

The Superintendent of Schools shall designate a school administrator, or a school employee with expertise in school safety and security, as a School Safety Specialist for the district in accordance with the provisions of N.J.S.A. 18A:17-43.3 and this Policy and Regulation 7440. The School Safety Specialist shall be required to acquire a New Jersey Department of Education School Safety Specialist certification in accordance with the provisions of N.J.S.A. 18A:17-43.2 and this Policy and Regulation 7440. The School Safety Specialist shall also serve as the school district liaison with local law enforcement and national, State, and community agencies and organizations in matters of school safety and security.

Access to school buildings and grounds outside the hours school is in session shall be limited to personnel whose employment requires their presence in the facility. An adequate key control system will be established to limit building access to authorized personnel and guard against the potential of intrusion by unauthorized persons who have obtained access improperly.

In accordance with N.J.S.A. 18A:7G-5.2.b.(15), propping open doors to buildings on school grounds is strictly prohibited and students and staff shall not open a door for any individual. All persons seeking entry into the building shall be directed to the main entrance.

Building records and funds shall be kept in a safe place and secured as appropriate and necessary.

Protective devices designed to be used as safeguards against illegal entry and vandalism may be installed when appropriate. The Board may approve the employment of school resource officers, school security officers, and/or law enforcement officers in situations in which special risks are involved.

The school district shall annually conduct a school safety audit for each school building in accordance with the provisions of N.J.S.A. 18A:41-14.

N.J.S.A. 18A:7G-5.2; 18A:17-43.1; 18A:17-43.2; 18A:17-43.3;
18A:41-7.1; 18A:41-10; 18A:41-11; 18A:41-12;
18A:41-13; 18A:41-14
N.J.A.C. 6A:16-1.3; 6A:26-1.2

Adopted: May 2009
Revised: December 15, 2020
Revised: 24 May 2023

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
7441 ELECTRONIC SURVEILLANCE IN SCHOOL BUILDINGS AND
ON SCHOOL GROUNDS

The Board of Education authorizes the use of electronic surveillance systems in school buildings and on school grounds to enhance the safety and security for school district staff, students, community members, and other building occupants and to protect the school district's buildings and grounds.

The content produced by the surveillance system under certain circumstances may be considered a student record and if so it will be subject to the Board policy and regulation regarding confidential student records. If the content of the surveillance system becomes the subject of a disciplinary proceeding, it shall be treated like other evidence in the proceeding.

In accordance with the provisions of N.J.S.A. 18A:41-9, if at least one school building of the school district is equipped with video surveillance equipment that is capable of streaming live video wirelessly to a remote location, the Board shall enter into a Memorandum of Understanding (MOU) with local law enforcement authorities providing the authorities with the capacity to activate the equipment and view live streaming video during an emergency situation. The MOU shall include the provisions of N.J.S.A. 18A:41-9 and any additional information required by law enforcement officials. In the event the

parties to the MOU are unable to reach an agreement regarding any provision required to be included in the MOU as per N.J.S.A. 18A:41-9a, the County Prosecutor shall make the final determination regarding that provision. Nothing in N.J.S.A. 18A:41-9 shall be construed as to require the installation of video surveillance equipment capable of streaming live video wirelessly to a remote site from a school building that does not have the ability to have live streaming video.

The Board shall post signage in a prominent, public place in buildings and on school grounds where electronic surveillance equipment may be used.

In addition to posting, the district shall notify school staff members, parent(s), and students that electronic surveillance may be used in school buildings and on school grounds through publication in student and staff handbooks, school calendars, notice sent home with students, or any other effective means to publish the district's use of electronic surveillance equipment in school buildings and on school grounds.

N.J.S.A. 18A:41-9
A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials – 2023 Revisions

Adopted: May 2009
Revised: 20 February 2018
Revised: February 19, 2025

REGULATION
SHREWSBURY BOROUGH BOARD OF EDUCATION
7441 ELECTRONIC SURVEILLANCE IN SCHOOL BUILDINGS AND
ON SCHOOL GROUNDS

In order to enhance a safe and secure environment, the Board authorizes electronic surveillance devices to be used in school district buildings and on school grounds.

A. Recording and Notice

1. Surveillance devices may include, but are not limited to, sound/video cameras, audio recording devices, and other appropriate devices.

2. Recordings may be used to monitor and observe the conduct of school district staff, students, community members, and other person(s) in school buildings or on school grounds.
3. Signage will be posted in a prominent public place in school buildings and on school grounds where electronic surveillance equipment may be used.

B. Student Records and Notice

School district personnel will comply with the provisions of applicable law regarding student record requirements including the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). Recordings considered for retention, as a part of a student’s behavioral record, will be maintained in accordance with established student record procedures governing access, review, and release of student records.

C. Staff Records and Notice

1. Recordings considered for retention as part of the employee’s personnel record will be maintained in accordance with established Board personnel policies, administrative regulations, applicable law, and any labor agreements governing access, review, and release of employee personnel records.
2. The district will provide notice to students, parent(s), and school staff members that surveillance devices may be used in school buildings and on school grounds.

D. Storage/Security

1. All recordings will be stored by the Superintendent or designee and secured to ensure confidentiality.
2. Recordings will be retained in accordance with the New Jersey Department of the Treasury – Records Management Services – Records Retention Schedules and will be erased or discarded, unless there is a

legitimate reason for retaining such recording for review, upon receiving prior authorization from Records Management Services.

E. Use

1. The determination of the location of surveillance devices shall be made by the Superintendent or designee.
2. Tampering with or otherwise interfering with surveillance equipment is prohibited. Any individual found tampering with equipment shall be subject to discipline.

F. Viewing or Listening

1. Initial viewing or listening to recordings will be done by the Superintendent of Schools.
2. Requests for viewing or listening will be limited to persons with a direct interest in any proceedings, disciplinary or otherwise, resulting from the recordings, as deemed appropriate by Superintendent of Schools.
3. Only the portion of the recording concerning a specific incident will be made available for viewing.
4. Viewing or listening to the recording will be permitted on school property or as otherwise required by law.
5. All viewing will be in the presence of the Superintendent of Schools.
6. A written log will be maintained by the Superintendent of Schools of those viewing video recordings including date of viewing, reason for viewing, the date the recording was made, and the signature of the viewer.
7. Video recordings remain the property of the school district and may be reproduced only in accordance with law, including applicable district student records policy and

procedures and district personnel records policy, procedures and applicable labor agreements.

G. Law Enforcement Memorandum of Understanding (MOU) (N.J.S.A. 18A:41-9)

1. In accordance with the provisions of N.J.S.A. 18A:41-9, if at least one school building of the school district is equipped with video surveillance equipment that is capable of streaming live video wirelessly to a remote location, the Board of Education shall enter into a MOU with local law enforcement authorities providing the authorities with the capacity to activate the equipment and view live streaming video during an emergency situation. The MOU shall include, but need not be limited to, the following:
 - a. A list of designated persons, including contact information, position, rank, and supervisor's contact information, of those who are authorized to activate the equipment to view the live streaming video. The list may be executed as a confidential attachment to the MOU;
 - b. Description of the emergency circumstances under which the designated individuals could activate and view live streaming video; and
 - c. A detailed plan for preventing and detecting unauthorized access to live streaming video.
2. In the case of a school building that is located in a municipality in which there is no municipal police department, the Board shall enter into a MOU with an entity designated by the Superintendent of the State Police.
3. In the event the district and law enforcement authority are unable to reach an agreement regarding any provision required to be included pursuant to G.1.a.-c. above,

the County Prosecutor shall make the final determination.

4. Nothing in N.J.S.A. 18A:41-9 shall be construed as to require the installation of video surveillance equipment capable of streaming live video wirelessly to a remote site from a school building that is not equipped with such equipment.

H. Purchase, Maintenance, Replacement of Equipment/Supplies

1. The School Business Administrator/Board Secretary or designee will be responsible for the purchase, maintenance, and replacement of all electronic surveillance devices.

Issued: May 2009
Revised: 20 February 2018
Revised: February 19, 2025

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
7461 District Sustainability Policy

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. It considers the interrelationship of economic, social, and environmental factors that protect and enhance present and future quality of life.

The Board of Education desires to conduct its operations and make decisions with identified sustainability priorities that include at a minimum: protecting students, staff, and community from environmental harm; preparing students for the future by educating for sustainability (knowledge of concepts and practices of environmental, social, and economic responsibility and sustainability); and include an intent to preserve current and future resources.

The Board believes by incorporating sustainable practices into school policies and operations it can make an immediate impact on student health, academic performance, and teacher retention while decreasing operational costs and demands on natural resources.

The Superintendent of Schools will establish a School District Sustainability Committee to provide the Superintendent and the Board with information on the benefits of increased sustainability practices within the school district.

The Board wants to protect students, staff, school visitors, and community members from environmental harm and will strive to eliminate the use of potentially toxic and harmful substances; prepare students for the future by providing a high-quality education that support concepts and practices of environmental, social, and economic responsibility and sustainability; and preserving current and future resources by adopting practices in operations that balance environmental, social, and fiscal responsibility to protect and enhance the future quality of life.

The Board of Education authorizes the following sustainability practices to be implemented within the schools of the district:

Professional Development for Sustainability

Quality professional development of staff and Board members facilitates the effective transition to sustainability planning and practices for schools and school districts. Enhancing the knowledge of school personnel about the benefits and requirements of sustainability practices in a school setting increases the likelihood of a successful integration of sustainability into the school district's operations and promotes shared ownership of the outcomes.

The Board of Education will provide a minimum of two hours of time for professional development on sustainability topics to at least five members of the school district staff and/or members of the School District Sustainability Committee to include, but not be limited to, school Board members, district administrative staff members, teaching staff members, and support staff members.

The professional development for sustainability will provide a general understanding of the benefits of sustainable schools as well as specific information and guidance on undertaking some aspect of sustainability practices from planning to operations. The School District Sustainability Committee, Board members, district administrators, and other school staff members will work together to identify Board members and staff members that would benefit from training on sustainability topics. Training needs will be determined based on plans to maintain, implement, or expand sustainable practices in the school district.

Once the training needs have been identified, various professional development offerings will be reviewed and evaluated to determine the learning concepts that will be included, the educational methods that will be incorporated, and the professional skills that will be imparted. Professional development that incorporates sustainability concepts across subject areas in the teaching curriculum will be a key consideration, as educating for sustainability lays the foundation for sustainable thinking and practice among students, staff, and the broader community.

The school district may choose to train multiple staff members on a particular sustainability topic, either by hosting the training internally or by sending a group to an external training event such as a professional association meeting. Outside experts or internal staff with expertise in sustainability may also be utilized to provide the training. The training hours may also be completed through webinars, online courses, or workshops. Individual staff members or Board members may be trained in different sustainability topics as relevant to their official role in the school district.

The school district will maintain sustainability training documentation that identifies the names and position of the individuals receiving training (groups of five individuals are recommended), along with the following course information: date, instructor or course provider, course description or syllabus, and course length. Course training times exclude time for breaks and meals from the two-hour training requirement. The two hour training requirement does not have to be completed at a single event. For example, two one-hour training sessions or three forty-five minute sessions would meet the time requirement. The training hours must have occurred in the twenty-four months prior to submission for Sustainable Jersey for Schools certification, if such certification is desired.

Qualifying training includes courses or workshops on a topic related to sustainability in schools, from leadership, planning, policy, and curriculum development to teaching, enrichment, food service, transportation, and facilities management.

Green Purchasing Policy

Green purchasing, also known as Environmentally Preferable Purchasing (EPP), is the coordinated purchasing of goods and services to minimize impacts on human health and the natural environment. Alternatives exist for

many products used by schools that are less hazardous, save energy and water, and reduce waste.

A simple first step will be for the school district to purchase as many products as possible made from recycled content that are themselves recyclable. Green purchasing moves beyond recycled materials and also takes into consideration the raw materials, including energy and water, used to manufacture products; the production process itself; the packaging and distribution method; and the distance of transport and proximity of production.

The School Business Administrator/Board Secretary or designee will provide an outline of the standards and procedures for selecting products based on environmental criteria. The specific standards and guidelines for selecting products will be based on established environmental criteria, as well as promote the adoption of this Policy to district staff members. The district will attempt to purchase, in accordance with the provisions of applicable purchasing laws: green cleaning supplies; green cleaning equipment; recycled paper; energy efficient appliances; and/or equipment purchases and green cleaning training.

Classroom Chemical Purchase, Storage, and Disposal Policy

The Board of Education requires outdated chemicals used in the school district as part of the school district's Chemical Hygiene Plan are routinely removed from school grounds and future purchases will attempt to curtail or eliminate storage of unneeded chemicals. The School Business Administrator/Board Secretary will coordinate a lab clean-out and clean-out of outdated and unneeded chemicals every eighteen months.

Classroom chemical purchase, storage, and disposal will be in accordance with Board of Education Policy 7420 – Hygienic Management and Regulation 7420.2 – Chemical Hygiene that is in accordance with Federal and State law.

Green Cleaning Policy and Plan

A well-designed Green Cleaning Program developed by the School Business Administrator/Board Secretary or designee will be designed to reduce harmful chemical exposure and yield positive benefits for students, custodial staff, administrators, teachers, and the environment by protecting the environment; providing a healthy learning and work environment; increasing the lifespan of

facilities; and protecting the health of custodial, maintenance, and building staff.

This Policy incorporates recommendations from the district's Green Cleaning Plan which will commit to procuring and using green cleaning products and green equipment, support training for custodial and maintenance staff, and describe efforts to evaluate and monitor progress. This Green Cleaning Policy will be shared with the administration, school staff members, and the broader school community. Before adopting this Green Cleaning Policy, the district will develop a Green Cleaning Plan or Green Cleaning Action Plan that will inform the Policy and support an effective program.

The school district's Green Cleaning Program will incorporate green cleaning products and equipment as well as staff training; engage parents, students, and school organizations in the program implementation; and follow a comprehensive plan that articulates strategies for key building areas including classrooms, kitchens, gymnasiums, offices, and entry systems. In addition to the use of Green Cleaning products, the district's Green Cleaning Program will incorporate technologies like microfiber cloths to reduce the use of cleaning chemicals and HEPA-filtered vacuum cleaners to promote healthy indoor air quality.

The School Business Administrator/Board Secretary or designee will establish a District Green Cleaning workgroup that includes administrators, facility manager, custodial and maintenance staff, teachers, school nurses, support staff, parents, and Green Team members, as well as other individuals interested in Green Cleaning to familiarize the team with Green Cleaning Program components, including Green Cleaning supplies and equipment, as well as the relationship to indoor air quality, chemical exposure, and cost-saving opportunities.

The development of the district's Green Cleaning Plan or Green Cleaning Action Plan will consider the following steps:

1. Complete building cleaning assessments by collecting facility and occupant information, and historical program strengths or weaknesses.
2. Create an inventory of custodial cleaning products and mechanical and non-mechanical equipment, and determine if they meet Green Cleaning standards.
3. Assess staff training and identify training needs and program resources available to support training. Determine how existing

policies and procedures can be modified to utilize the wide range of Green Cleaning techniques and concurrently meet accepted levels of clean for specific areas of the facility.

4. Develop a plan with goals and strategies for cleaning procedures, Green Cleaning supplies, Green Cleaning equipment, and building facility enhancements (like expanded use and maintenance of walk-off mats at entrances). Benchmarks to guide the transition to Green Cleaning are critical due to training, product sourcing, and purchasing and staffing considerations.

5. Identify the Green Cleaning standards that will be used to purchase Green Cleaning equipment, non-mechanical equipment, and Green Cleaning custodial supplies. Possible standards include, but are not limited to:

- a. Carpet and Rug Institute, Green Vacuum Cleaner Standards.
- b. ISSA, Construction Industry Management Standard for Green Buildings that supports Leadership in Energy and Environmental Design (LEED) certification.
- c. EcoLogo Certified products, services and packaging are certified for reduced environmental impact. ECOLOGO Certifications are voluntary, multi-attribute, lifecycle based environmental certifications that indicate a product has undergone rigorous scientific testing, exhaustive auditing, or both, to prove its compliance with stringent, third-party, environmental performance standards.
- d. Environmental Protection Agency's (EPA's) Safer Choice label helps consumers, businesses, and institutional buyers identify cleaning products and others that perform well and are safer for human health and the environment.
- e. Green Seal standard provides sustainability standards for products, services, and companies based on life-cycle research. Green Seal standards provide criteria and guidelines for manufacturers, service providers, and companies to work toward sustainability. Green Seal has 31 issued standards that cover over 375 product and service categories. Examples of Cleaning Products and Services include the GS-42 Commercial and Institutional Cleaning Services, GS-34 Cleaning and Degreasing Agents, GS-37 Green Cleaning Services, GS-40 Floor-Care Products for Industrial and Institutional Use, and GS-41 Hand Cleaners for Industrial and Institutional Use.

f. U.S. Green Building Council's Leadership in Energy & Environmental Design-Existing Buildings criteria; or ISSA Cleaning Industry Management Standard for Green Buildings.

g. Other standards that meet or exceed those listed above are also acceptable.

6. Green Cleaning Action plans may also incorporate implementation timeframes and program-monitoring requirements.

Promoting Physical Activity

In addition to high-quality physical education classes in the school district taught by certified and well-supported physical education teachers, multiple opportunities exist before, during, and after school to enable young people to achieve the U.S. Department of Health and Human Services' recommended sixty minutes of physical activity per day. They include: recess, physical activity breaks, before and after school programs, and the use of school facilities outside school hours.

The Healthy, Hunger-Free Kids Act of 2010 requires every school district that participates in Federal school meals programs to have a local school Wellness Policy that includes goals for physical activity. The Board of Education has adopted Policy 8505 – Local Wellness Policy/Nutrient Standards for Meals and Other Foods to meet this requirement. The Board of Education promotes a comprehensive school-based physical activity program in accordance with Board policy that will permit students to safely walk to and from school, to ride bicycles to and from school, and some of the activities and programs listed below to promote physical activities:

1. Recess: The district will provide a recess period on most school days for Kindergarten through fifth grade students;
2. Physical Activity Breaks: Teachers may periodically conduct three to five minute "physical activity breaks" or "brain energizers" and incorporate physical activity into academic lessons to help improve student performance and on-task behavior;
3. Before and After School Programs: Elementary and Middle Schools in the district will attempt to offer a minimum of two types of extracurricular programs that provide students with opportunities for physical activity beyond school hours. A high school will offer additional extracurricular programs that provide students with opportunities for physical activity beyond school hours;

4. If the district offers a before and/or after school student care program for children, either directly or through a contractor, such programs shall incorporate physical activity as a component of the daily schedule;

5. Intramural sports, which are organized sports that often emphasize fun as well as competition and involve students from the school of all skill levels who may not want to participate in an interscholastic sport;

6. Physical activity clubs that allow students to pursue specific interests or explore new activities;

7. Use of School Facilities Outside School Hours: The district may, in accordance with Board Policy, allow for the joint use of school facilities by community recreation programs offered by municipal or parks and recreation commissions, outside agencies, and/or youth-serving organizations on evenings, weekends, and during breaks in the school calendar.

Safe Routes to School

Safe Routes to School is a nationwide movement aimed at encouraging elementary and middle school students to walk or bicycle to school. The goal of New Jersey's Safe Routes to School initiative is to get children walking and bicycling to school where it is safe and to make it safe where it is not safe. In support of this initiative, the Board has adopted Policy 8505 – Local Wellness Policy/Nutrient Standards for Meals and Other Foods, Policy 8600 – Transportation, and Policy 5514 – Student Use of Vehicles. The Board of Education and the administration will collaborate with municipal, county or State transportation, land-use planning, law enforcement, and other agencies to plan, construct, and encourage the use of safe, accessible, and convenient pedestrian and bicycle routes to and from school.

The Board recognizes the benefits of students walking or riding a bicycle to school on a safe route. Understanding there may not be a safe walking or biking route to and from school for every student, this physical activity for a student is both mentally and physically beneficial.

Students walking and riding a bicycle to school will be required to comply with Board policies, all safety and school rules, and regulations. A list of conditions explaining the rules and expectations of the student and parent will be provided by the Principal or designee.

The Board of Education will post this Policy on the school district website along with samples of the district's outreach activities to staff, students, and parents notifying them of the Policy adoption. Outreach activities/materials will include district newsletter articles, email blasts, presentations/announcements at Board of Education or district-wide staff meetings, and other public events.

Adopted: August 2017

Revised: April 2021

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

7461.01- Safe Routes to School

Support for Active Transportation

The Shrewsbury Borough School District supports active transportation, including walking and bicycling, to and from school as long as students live within walking distance and there are adequate facilities. Walking, bicycling, public transit use, and other forms of active transportation not only save costs related to busing students, but they also allow students to engage in physical activity, which reduces the risk of obesity and related chronic diseases such as diabetes, heart disease, stroke, and cancer. Physical activity also improves mental health, attendance, and academic performance. Further, replacing automobile trips with active commutes reduces one's carbon footprint and decreases traffic congestion and air pollution, which is of particular benefit to students with asthma. Fewer automobile trips also reduce the risk of injury to students from collisions with motor vehicles.

District acknowledges that the choice of which mode of transportation to use when traveling to and from school rests with students and/or their families, rather than with District or individual schools. Accordingly, District shall prohibit individual schools from restricting any mode of active transportation used to travel to and from school. Notwithstanding the foregoing, where unusual traffic or other dangers make active transportation exceptionally unsafe, individual schools can discourage, but not prohibit, students from engaging in active transportation to and from school.

Support for Safe Routes to School

District supports Safe Routes to School programs and activities because active transportation can:

Increase physical activity levels for students,

- Improve student health,
- Decrease automobile congestion and related danger of injury to students,
- Reduce air pollution and related greenhouse gas emissions,
- Reduce costs related to busing, and
- Improve attendance rates and student achievement.

District further supports efforts to increase participation in Safe Routes to School programs and activities in those schools with the fewest resources, and among low-income students, students with health challenges, and those with physical and mental disabilities.

District will assess and if necessary and to the extent possible, make needed improvements to make it safer and easier for pupils to walk and bike to and from school. When appropriate, the District will work together with local public works, public safety, and/or police departments in those efforts. District will explore the availability of Federal Safe Routes to School funds, administered by the State Department of Transportation, to finance such improvements.

Walking School Buses, Bicycle Trains, Walk to School Day and Other Promotional Activities

District supports the creation of Walking School Bus and Bicycle Train programs at each school.

District supports events that encourage students to engage in active transportation to and from school and that promote active, healthy lifestyles for the community at large. Events may include Walk to School Days, Bike to School Days and School Walk-a-Thons.

Roles of Districts, Schools, Parents/Guardians, and Students

The roles of District, families, and students regarding travel to and from school are as follows:

a. District/Schools. The role of District and individual schools is to support safe travel to and from school, and particularly to encourage active transportation. Notwithstanding certain exceptions, District and individual schools assume no liability for injuries or other damages, including property damage, that may occur while a student is in transit to and from school.

b. Parents and Guardians. The role of parents and guardians is to make informed decisions about which mode of transportation best suits their student in light of (i) the student's personality, age, maturity, physical and cognitive development, and decision-making abilities, and (ii) the street, traffic, crime, and other relevant conditions likely to be encountered by the student when traveling to and from school. Parents and guardians are legally responsible and otherwise accountable for their student's safety and well-being when the student is traveling to and from school – a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration towards others. The District assumes no liability for injuries occurring outside school property.

c. Students. The role of students is to be safe and responsible while traveling to and from school, following state and local law and the rules established by their families, and obeying school rules while traveling on school campus. Students should act as good role models for their peers by observing traffic and safety rules, caring for property, and being courteous to others.

Minimizing Driving

Because automobile collisions are a leading cause of death among school-age children, District supports efforts to increase traffic safety by minimizing driving to and from school. District respects the many constraints on families' time and budgets and recognizes that driving is sometimes a necessary or practical alternative to active transportation. Yet, in light of automobile collision data and the numerous benefits of

active transportation, District commits to working with all stakeholders, including school administrators, students, families, public safety personnel, and relevant government agencies, to minimize driving to and from school. Decreasing the number of automobile trips, whether by engaging in active transportation, taking public transportation, or carpooling, will reduce automobile congestion and related collisions and create a safer environment for active transportation. District will encourage pupils to use public transit when available and appropriate for travel to school and will work with local transit agency to provide transit passes for pupils.

Incorporation into Student and Parent Handbooks

All schools shall incorporate this Safe Routes to School Policy into their Student and Parent Handbooks.

Incorporation into School Wellness Policy

This Safe Routes to School Policy is hereby incorporated into District's School Wellness Policy. District shall ensure that the School Wellness Policy reflects this addition.

Adopted: April 29, 2021

POLICY **SHREWSBURY BOROUGH BOARD OF EDUCATION** **7461.02- Bicycle Policy**

Bicycling is among the best ways to promote student well being. The District supports bicycling as transportation as long as students live within bicycling distance and there are adequate facilities. Bicycling provides physical activity, decreases congestion and resulting pollution and provides skills and healthy habits that will last a life-time. Parents are discouraged from driving children to and from school, particularly since motor vehicle crashes are the leading cause of death among school-age children. The District supports students' participation in Safe Routes to School programs.

The District regards the riding of bicycles to school by students as an assumption of responsibility by students and their parents – a responsibility in the care of property, in the observation of safety rules,

and in the display of courtesy and consideration towards others. The District assumes no liability for injuries occurring outside school property.

The District strongly recommends that students and their parents follow recommended bicycling safety guidelines and always use their common sense and good judgment. School employees and parents/caregivers are role models for all children, and older children should be models for younger children. Role models have a responsibility to follow the laws and rules for safe walking, bicycling and driving to ensure the safety of all road users (pedestrians, bicyclists, and motorists). All students under 17 must wear a helmet when riding a bicycle. All bicyclists, including employees and parents/caregivers should wear a properly fitted helmet when riding.

3rd grade and below:

Children in 3rd grade and below should be accompanied by an adult when bicycling to or from school, as well as complying with the other conditions below. Parents are strongly cautioned to exercise great care and supervise carefully if children of this age wish to bicycle to school. Children in 3rd grade and below are unlikely to have the developmental and judgment skills for unsupervised bicycling.

4th grade and above:

The District in conjunction and cooperation with the Shrewsbury Police Department, the Borough of Shrewsbury, and the Safe Routes to School will provide bicycle education starting in grade 3 to teach traffic skills and rules as well as improved judgment in individual and group bicycling. The District recommends that every child take this training or a similar bicycle safety course before riding in traffic.

Students who ride bicycles to and from school must have written consent from a parent or legal guardian and agree to the conditions listed below. The District expects parents and guardians to make students aware of these rules and conditions and the safety reasons supporting them.

Students should follow state law and safety guidelines for bicyclists:

1. According to N.J. state law, anyone under 17 that rides a bicycle must wear a helmet at all times (N.J. state law Title 39:4-10.1). Any student without a helmet will have their bicycle confiscated by the Building Administrator until a parent or guardian picks it up. Noncompliance with this rule will result in disciplinary action.

2. In New Jersey, bicycles are defined as vehicles under the state motor vehicle code contained in NJSA Title 39:4. Parents and students should be aware of these state bicycling laws and follow them at all times. Riders must follow the rules of the road including but not limited to:

- a. Obeying all traffic lights and signals (N.J. state law Title 39:4-14.1, 39:4-14.2, 39:4-10.11),
- b. Using hand signals before making turns,
- c. Only one rider per seat – never let a friend ride on the handlebars or wheel pegs (N.J. state law Title 39:4-12),
- d. Stopping and looking left, right, then left again before leaving driveways or entering any street,
- e. Riding with traffic (N.J. state law Title 39:4-14.2, 39:4-10.11). Don't ride too close to parked cars – doors can open suddenly,
- f. Riding where drivers can see you and don't swerve between cars,
- g. Equipping the bicycle with a bell or other audible device that can be heard at least 100 feet away, but not a siren or whistle (N.J. state law Title 39:4-11), and
- h. If you must ride at dawn, dusk or after dark, use headlights and tail lights – white in the front and red in back (N.J. state law Title 39:4-10).

3. Bicycles ridden to school should be roadworthy and regularly maintained. Students should test tires for air before riding and make sure brakes work (N.J. state law Title 39:4-11.1).

While at school, students must comply with these rules:

4. Bicycles may not be ridden on school grounds during arrival and dismissal; they must be walked.
5. Bicycles must be parked in the racks provided. Students must bring and use bicycle locks.

6. Helmets must be stored in locker, backpack or attached to bicycle.

7. Students are not to interfere with any bikes, helmets or other equipment (steal, unlock quick releases, bounce helmets, etc.).

The School District/Board or its subsidiaries are not liable for any equipment or property damage.

Adopted: April 29, 2021

POLICY

SHREWSBURY BOROUGH BOARD OF EDUCATION

7461.03- Walking to School

Walking is among the best ways to promote student well-being. The District supports walking as transportation as long as students live within walking distance and there are adequate facilities. Walking provides physical activity, decreases congestion and pollution, and provides pedestrian skills and healthy habits that will last a lifetime. Parents are discouraged from driving children to school, particularly since motor vehicle crashes are the leading cause of death among school-age children. The District supports students' participation in Safe Routes to School programs.

The District regards walking to school by students as an assumption of responsibility by students and their parents – a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration towards others. The District assumes no liability for injuries occurring outside school property.

The District strongly recommends that students and their parents follow recommended walking safety guidelines and always use their common sense and good judgment. If crossing guards are available, students and parents should cross where crossing guards are located. Students should use crosswalks. A crosswalk is an extension of the road, sidewalk, curb or edge of the shoulder at an intersection. Crosswalks may be either marked with painted stripes or unmarked. School employees and parents/caregivers are role models for children, and older children should be models for younger children. Role models have a responsibility to follow the laws and rules for safe

walking, bicycling and driving to ensure the safety of all road users - pedestrians, bicyclists, and motorists.

3rd grade and below:

It is recommended that students in the third grade and below walk with adult supervision. Students who walk to school should use sidewalks, paths and/or trails. Students should cross where crossing guards are located and within painted crosswalks where present. All pedestrians should cross streets only at corners or within painted crosswalks, after looking both ways.

4th grade and above:

It is recommended that students walk in groups or with adult supervision. If crossing guards are available, students and parents should cross where crossing guards are located. Students should cross within painted crosswalks where present. All pedestrians should cross streets only at corners or within painted crosswalks, after looking both ways.

The District expects parents and guardians to make students aware of the following safety tips:

1. If there is a crosswalk, use it. (N.J. state law Title 39:4-36)
2. Before crossing, look left, right, and left again to make sure the road is clear. Continue looking while you cross and listen for traffic.
3. Do not cross the street from between parked cars.
4. If you are walking at dawn, dusk or after dark, wear light-colored or reflective clothing.

Adopted: April 29, 2021

POLICY
SHREWSBURY BOROUGH BOARD OF EDUCATION
8601 Pupil Supervision After School Dismissal

The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins*

and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemay Clarke.

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

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

The Form shall be made available in the Main office of the school building or the location of the program, on the school or school district website, and to parent(s) or legal guardian(s) in the beginning of the school year.

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

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of pupils that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal

guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

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

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

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

The pupil(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the pupil.

In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or program administrator may prohibit the parent(s) or

legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by the Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

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

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to pupils at the school's facilities after formal school dismissal.

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

Adopted: May 2009