

Lawnside School District
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Lawnside, New Jersey 08045
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Ms. Niphon Kirk,
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Lawnside Public School
Mission Statement



The mission of the Lawnside School District is to educate our students, through mastery of the Core Curriculum Content Standards (CCCS), in order to become independent thinkers and problem solvers so they will be empowered to meet the challenges of and achieve success in tomorrow's emerging world community.

The educational community will provide a safe, nurturing environment in which individual and civic responsibility is fostered and diversity is respected.

Annual School Plan Goals:

To address the academic and social needs of our students, the Stakeholder Group of the district developed our Annual School Plan. The following Annual School Plan Goals will be a priority for the 2025-2026 school year:

Area of Focus #1: English Language Arts

By June 2026, 31% students will show proficiency of grade level standards by achieving a score of "Meets Expectations" as measured by the LinkIt Benchmark Assessment.

Area of Focus #2: Social Emotional Learning

90% of the staff will utilize the PBSIS goal of a 3:1 ratio of positive student-staff interaction for every one corrective action as documented through ClassDojo and teacher observations/walkthroughs.

Area of Focus #3: Math

By June 2026, 16.9% will show proficiency of grade level standards by achieving a score of "Meets Expectations" as measured by the LinkIt Benchmark assessment.

Area of Focus #4: Writing

50% of students will achieve a proficient score, "3" for grades 3-8 and a "2" for grades K-2, as measured by common rubric by the end of 2025-2026 school year.

LAWNSIDE BOARD OF EDUCATION

Ms. Darlene Still, President
 Ms. Fatimah Hayes, Vice President
 Ms. Chanelle Arterbridge
 Mr. Henry Austin
 Ms. Bridgett Kittles
 Ms. Ferin Catlett
 Ms. Nana Cauthorne
 Mr. Michael Harper
 Ms. Sydney Hurley-Wardlow

ADMINISTRATION

Dr. Ronn H. Johnson, Superintendent
 Ms. Jennifer Johnson, Board Secretary
 Mrs. Alyssa Miller, Director of Curriculum & Instruction
 Dr. Carmen Henderson, Director of Special Services
 Ms. Nippon Kirk, HIB Coordinator/Assistant Principal

HIB CONTACT INFORMATION

Ms. Nippon Kirk, HIB Coordinator x2252
 Jessyca Harper, HIB Specialist X2203

BOARD MEETINGS

Second Thursday of each month at 7:00 pm

SCHOOL HOURS

8:25 AM - 3:10 PM

TELEPHONE NUMBERS

Main Office	856-546-4850 x2201
Superintendent	856-546-4850 x2201
Vice Principal	856-546-4850 x2252
Board of Education	856-547-2585
Guidance Office	856-547-4850 x2203
School Nurse	856-546-1473 x2205
Technology	856-546-4850 x2206
Social Worker	856-546-4850 x2203

FAX NUMBERS

Superintendent	856-310-0901
Board of Education	856-310-0901
Child Study Team	856-310-0901

BREAKFAST SCHEDULE

8:00 – 8:25 Daily

LUNCH SCHEDULE

11:07 - 11:54	First Lunch	(PK-3)
11:56 - 12:43	Second Lunch	(4-6)
12:45 - 1:32	Third Lunch	(7-8)

Breakfast and Lunch Prices

Lunch & Breakfast ~ Free

SCHOOL BELL SCHEDULE

8:10	Staff Arrives
8:25	Teachers Meet Students

<u>Period</u>	<u>Begins</u>	<u>Ends</u>
HR	8:30	08:39
1	8:40	09:27
2	9:29	10:16
3	10:18	11:05
4	11:07	11:54
5	11:56	12:43
6	12:45	1:32
7	1:34	2:21
8	2:23	3:10

ONE SESSION/HALF DAY SCHEDULE

<u>Period</u>	<u>Begins</u>	<u>Ends</u>
1	8:40	9:10
2	9:12	9:32
3	9:34	10:04
4	10:06	10:36
5	10:38	11:08
6	11:10	11:40
7	11:42	12:12
8	12:14	12:45

2 HOUR DELAY SCHEDULE

<u>Period</u>	<u>Begins</u>	<u>Ends</u>
Homeroom	10:30	10:44
1	10:46	11:26
2	11:26	11:58
3	12:00	12:30
4	12:32	1:02
5	1:04	1:34
6	1:36	2:06
7	2:08	2:38
8	2:40	3:10

GRADING SYSTEM

GRADES 3-8

A	93 - 100
B	83 - 92
C	73 - 82
D	65 - 72
F	64 - below
I	Incomplete – to be completed within three weeks
M	Medical
W	Withdrawal

REPORTING PUPIL PROGRESS

Report cards are sent home four (4) times annually in all grades. Additionally, interim mid-period reports are sent home to inform parents in individual situations where exceptional growth or decline in pupil achievement is encountered. It is our desire to have every parent present at the parent-teacher conferences. We also encourage both parents and teachers to make arrangements for other conferences whenever the necessity arises. The value of the parent-teacher conference cannot be overestimated. We are anxious to discuss your child's progress as well as his/her learning difficulties and behavior.

Marking Period Ends

- November, 5th
- January, 30th
- March, 13th
- June, 12th

POSSIBLE FAILURES

- February, 7th

REPORT CARD DISTRIBUTION

- November, 25th
- February, 10th
- April, 20th
- June, 18th

PROMOTION POLICY

A student will be promoted upon passing four (4) of his/her six (6) major subjects. A student failing two (2) of the six (6) major subjects will be required to attend summer school. Failure to maintain a "C" or better in each course taken in summer school will result in retention. Failure to pass three of his/her six (6) major subjects will result in retention.

HOMEWORK POLICY

Homework offers an opportunity for the student to apply what he or she has learned in school. Frequently the amount of homework will vary according to the needs of the student, school's policy, subjects involved, and teacher's requirements. Generally, students may expect homework four (4) nights a week. Students in grades 6, 7 and 8 may expect homework every night. There will be recognition for the completion of homework. Students and parents will be told by teachers how much credit is given for homework in determining the total grade of the student.

SCHOOL VISITORS/PARENTAL VISITATIONS

Parents and other visitors are encouraged to visit the Lawnside Public School to become acquainted with the educational program. Visitors are requested to notify the teacher prior to the visit so a suitable date and time can be arranged.

All visitors are required to check in at the main office upon entering the building. Visitors are requested not to engage in conversation with teachers during classroom time, to prevent unnecessary interruptions to the school program. Arrangements to visit the school can be made by calling the main office.

EARLY DISMISSAL/PERMISSION SLIPS

If it is necessary for you to take your child out of school during the day, please call the office or send a note saying that you will call for him/her at a specified time. No child will be allowed to leave the building unless the parent or guardian, who must sign out the child in the office, accompanies him/her.

LATENESS TO SCHOOL

Students reporting after 8:30 are considered late to school and are required to submit a note from their parents/guardians. Parents/guardians may call the school nurse (856-546-4850 x 2205) by 9:30 am. Three (3) lateness's will result in an unexcused absence. Excessive unauthorized lateness/absences will result in additional consequences as identified in the student "Code of Conduct" and "Attendance Policy."

SCHOOL ACTIVITIES

Students in grades 7-8 who have achieved overall academic excellence (3.0) and at least a B in all major subjects and have met required national standards may qualify for membership in the NATIONAL JUNIOR HONOR SOCIETY, Lawnside Chapter.

CELL PHONES

Students have no need for cell phones during the school day. Cell phones must remain in student's locker until the end of the day. If a student has an emergency and needs to contact his/her parents, the student shall report to a designated phone. A staff member or administrator will determine whether or not the situation is an emergency. The phone at the security desk is available afterschool for calling parents. Students found in possession or using a cell phone during the school day (8:00 AM – 3:10 PM) will be subject to disciplinary action. Refusal to turn over a cell phone to school staff will be considered insubordination. Confiscated cell phones must be picked up by a parent or guardian. (See Discipline Code #5)

STUDENT OBLIGATIONS

It is the policy of the Lawnside School District Board of Education that students are responsible for the proper care and return of all textbooks, library books and other materials and equipment loaned to them by the school district. Parents and guardians are responsible for ensuring that students meet their obligations. When returned, items are expected to be in reasonably the same condition as when they were issued. Failure of the student to return such materials will result in the requirement to pay replacement charges. Students in Grade 8 will have diplomas held until obligations are met.

REGISTRATION REQUIREMENTS

Children entering pre-kindergarten must be four (4) years of age before October 1.

Children entering kindergarten must be five (5) years of age before October 1.

Parents must present a birth certificate and physician's report for immunization:

- a) DPT - 4 doses, one on or after the 4th birthday
- b) POLIO - 3 doses, one on or after the 4th birthday
- c) MMR - 2 doses for children born on or after 1-1-90
- d) VALID MANTOUX in past 6 months for all students from out of state and all kindergarten and first grade students entering school for the first time. Mantoux, Tuberculin Test, TB for those students who transfer in the current year from another state or country who do not have a valid record of a Mantoux Tuberculin Test and/or pupils who have transferred into a grade from another New Jersey school where they would have been tested.
- e) HEPATITIS – 3 doses
- f) RECENT PHYSICAL
- g) PROOF OF RESIDENCY

Children transferring to our school from another school must bring a transfer card and health records. The office shall request other records after the enrollment period. No student will be enrolled until all requirements are met and documented upon receipt of transfer information from public and/or licensed private schools.

The Board of Education has approved the re-registration of ALL students attending Lawnside Public School and Haddon Heights High School as deemed necessary. If you have not completed this procedure, your child may be excluded from school. Please contact the main office if you have a question about registration.

GENERAL HEALTH REGULATIONS

The Board of Education employs a school physician and school nurse. It is the policy of the school that NO medication will be given to any student during the course of the day except when the student's personal physician prescribes the medication. All medication is to be administered by the school nurse.

UNDER NO CIRCUMSTANCES MAY A STUDENT HAVE IN HIS/HER POSSESSION OR ADMINISTER TO HIMSELF/HERSELF ANY MEDICATION IN SCHOOL, OR ON THE PLAYGROUND.

All prescription medications must be brought to school in a **CLEARLY** labeled **CURRENT** prescription bottle which includes student's name. Tylenol, cough syrup, Benadryl, etc. **MUST** be brought in the original, clearly labeled bottle. Any medication brought to school in plastic bags, envelopes, Tupperware containers, etc. will not be given. There can be no exceptions made. Please do not send your child to school if he/she has a slight temperature, a severe cold, or any other sign of illness. **PLEASE** notify the school should it be necessary for your child to be absent from school. If he/she is recovering from a disease or illness, please do not let him/her return until he/she is able to participate in the regular activities of the school day, except in cases of long convalescence. If your child becomes ill at school, you will be notified immediately; it is imperative that all pupil injuries be reported to the school at once. All students participating in our sports programs are required to have a physical examination prior to participating in the sport. Information will be sent home at the appropriate time.

COMMUNICABLE DISEASES

Please notify the school immediately if your child has a communicable disease. In certain cases, at the nurse's discretion, a doctor's certificate may be required upon the child's return to school. **IF A CHILD IS ABSENT FROM SCHOOL, PLEASE CONTACT THE SCHOOL ON THE FIRST DAY.**

SUSPENSION

Under most circumstances when a student fails to observe basic and essential courtesies and school regulations, parents of the student are notified to attend a parent-school conference to discuss the behavior concern and to mutually seek a positive solution.

However, when the situation is of a serious nature, (fighting, insubordination, use of profanity, and the like), suspension from school for a brief time, usually three (3) days, will be enforced. Suspension has positive aspects:

FIRST, it allows for the student and parent to thoroughly discuss the concern and situation and make plans to prevent the situation from occurring again

SECOND, it allows time for the school to have dialogue with the student and for the parent to establish positive habits of conduct.

THIRD, suspension serves as an admonition that more serious action will be taken if the same or similar incident occurs, and everyone involved is made aware of these consequences.

FOURTH, suspension safeguards any serious disturbance of the school atmosphere.

A student may be expelled from school if more serious action beyond suspension is required. In this situation the Board of Education determines this action. Every effort shall be made to establish a positive and open working relationship between the school and home. We welcome any questions from our parents on ways to keep lines of communication open, so concerns and problems can be dealt with in a more amenable and routine manner.

******STUDENT BEHAVIOR/DISCIPLINE**

All students are expected to behave in an acceptable and responsible manner while at school, on field trips, on the playground, and in other school related situations. We have developed a code of acceptable behaviors for all students. This code covers many basic areas and if the students follow the code with a positive and responsible attitude, their school experience will be more fruitful and productive. The complete code is included.

1. All students shall be responsible for their learning habits.
2. Respect for adults, fellow students, school regulations and property, and personal belongings, shall be observed.
3. All students will be expected to demonstrate cooperative politeness and fair play while in school and attending school related activities.
4. Self-control and good citizenship are expected from all students.
5. Proper and appropriate language shall be used at all times.
6. Appropriate grooming and personal appearance are the responsibility of the student.
7. All students are expected to be prepared for class and arrive on time according to the schedules set by the school.
8. Good table manners and appropriate cafeteria behavior are expected of all students.
9. All students are to walk (**NOT RUN**) while in the school building and on their way to and from the playground.
10. Absolute obedience for fire drills and other emergencies is required from all students.
11. All students are expected to keep the school buildings and grounds clean and neat.
12. All students are expected to observe acceptable audience behavior while participating in large group activities.
13. All students are to follow routine lines of communication. Student concerns should be directed to the person (teacher or aide) who is on duty or responsible for the group or activity. If a teacher or aide is not available, report concerns to the office.

TITLE 18A: 25-2 AUTHORITY OVER PUPILS

A teacher or other person in authority over such pupil shall hold every pupil accountable for disorderly conduct in school and during recess and on the playgrounds of the school and on the way to and from school.

We urge you to discuss the above State statute with your child. Any student reported for disorderly conduct runs a risk of having his/her privileges taken away for a period of time. Unsafe conditions and uncooperative behavior will not be tolerated. In cases of violation of rules of student conduct, parents shall be notified via telephone and/or letter from the discipline office and/or the superintendent. Severe behavior problems which continue to disrupt the operation of the school will be referred to the Lawnside Board of Education for immediate action.

PARENT-TEACHER ASSOCIATION

We have an active P.T.A. that is engaged in providing quality fundraising that results in overall improvements to the school program. We encourage all parents and teachers to join the P.T.A.!

SCHOOL UNIFORMS

Whereas, the Lawnside School District Board of Education wishes to adopt a mandatory school uniform policy for all students in grades Pre K- kindergarten through eight; and

Whereas, it firmly believes young people who are safe and secure, who learn basic American values and the essentials of good citizenship are better students; and

Whereas, many parents, teachers, and school officials have come to see school uniforms as one positive and creative way to reduce problems, prevent future discipline problems from occurring and increase school safety; and

Whereas, it has been observed that the adoption of a mandatory school uniform policy can promote school safety, improve discipline, and enhance the learning environment; and

Whereas, the Lawnside Board of Education strongly believes that the following issues would support such a uniform policy:

1. Uniforms would create security through identification; enabling school officials to recognize intruders.
2. A more positive atmosphere conducive to education will be established.
3. Similar clothing will eliminate peer pressure dealing with student attire.
4. Uniforms would promote a standard identity.
5. A sense of school unity will be created.
6. Students will be instilled with discipline.
7. School spirit will be enhanced.
8. Uniforms will help assist families with the economic burden of clothing school age children since uniforms are less costly than most clothing.

And, whereas, the actual school uniform for students in grades kindergarten through eight, commencing with the first day of classes of the 2009-2010 school year shall be as follows:

Male Students

Bottoms

Navy blue pants, dress pants or shorts of the appropriate size and length for the student. No baggy, cargo or sweat type pants or **blue jeans** will be permitted.

Tops

Yellow, Navy Blue or White golf or uniform shirt, short or long sleeve or turtleneck in cold weather. In cold weather, navy blue sweater, cardigan or V-neck may also be worn. All shirts must be tucked in and belts worn.

Foot Apparel

Appropriate socks, black, brown or navy should be worn at all times. Shoes, black, brown or navy blue may be worn. Boots may be worn in inclement weather. **Black sneaker may be worn.** Sneakers may not have any other colors on them.

Female Students

Bottoms

Navy blue, dress pants, shorts, skirt, skorts or jumpers of the appropriate size and length for the student. No baggy, cargo, sweat pants, leggings, miniskirts or splits will be permitted.

Tops

Yellow, Navy Blue, White golf shirt, uniform shirt, long or short sleeve or turtleneck (winter). In cold weather, a **navy blue** cardigan or V-neck sweater may also be worn. All shirts must be tucked in, and belts worn.

Foot Apparel

Appropriate socks or stockings, black, brown or navy, should be worn at all times. Shoes, black, brown or navy blue may be worn. Boots may be worn in inclement weather. **Black sneaker may be worn.** Sneakers may not have any other colors on them.

Physical Education

(Grades K-5) Navy blue sweat pants and sweatshirt, T-shirt, and sneakers, blue shorts may be worn in warm weather. The day the student has physical education is the only day athletic sneakers should be worn to school, unless authorized by the superintendent. Documentation must support request.

(Grades 6-8) Navy blue sweat pants and sweatshirt, T-shirt, and sneakers, blue shorts may be worn in warm weather. Students **must bring** their gym clothes to school with them on the day they have physical education. This will be the **only** time athletic shoes should be worn at school, unless authorized by the superintendent. Documentation must support request.

Consequences for failing to conform to this policy:

1. Student brought to office and parent/guardian notified:
Based on questions and response;
 - a. Parent unaware of child not wearing uniform – General Detention issued
 - b. Parent aware – Superintendent decision based on circumstances and situation
2. After three days of non-compliance parent and child will be brought to the Board of Education for a hearing as to why the continuous defiance.

A special fund shall be established to provide support for children from disadvantaged families to purchase uniforms as determined by the administration, and a used school uniform exchange program will be established in the school.

Opt-Out Dress Code

Students who use the opt-out procedure may wear clothes other than the official uniform; however, their apparel must conform to the following dress code.

- ◆ Clothes must be in school colors navy blue and yellow.
- ◆ Students must be well groomed and neatly dressed.
- ◆ Shorts must be fingertip length.

The following items of apparel are **not** permitted.

- ◆ Jeans
- ◆ T-shirts
- ◆ Athletic jerseys
- ◆ Insignias (shirts with emblems)
- ◆ Nylon athletic apparel
- ◆ Cargo pants
- ◆ Tube tops, halters, tank tops
- ◆ Hats
- ◆ Shoes with cleats or taps

Procedures for waiver for Opt-Out Dress Code:

Letter addressed to the school administration must specifically request reason stating why student chose to opt out. This is subject to Board approval.

Legal References:

N.J.S.A. 18A:11-1	General mandatory powers and duties
N.J.S.A. 18A:11-7	Findings, declarations relative to school dress codes; adoption of dress code policy for school permitted; prohibition of gang-related apparel
N.J.S.A. 18A:37-1	Submission of pupils to authority
	Adopted July 11, 2001

LAWNSIDE BOARD OF EDUCATION

FILE CODE: 5131.1

X Monitored

X Mandated

X Other Reason

HARASSMENT, INTIMIDATION AND BULLYING

The board of education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

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

The standards of character education are an essential component of the Lawnside School District's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The chief school administrator shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the chief school administrator shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.5.

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

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

HARASSMENT, INTIMIDATION AND BULLYING

A. Reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

B. Has the effect of insulting or demeaning any student or group of students; or

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

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

Lawnside Board of Education of Policy Absences and Excuses ~ 5113

In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school. In addition, research shows that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school. The Compulsory Education Law (N.J.S.A ISA:38-28 through 31)

requires every parent, guardian, or other having control and custody of a child between the ages of six and sixteen to attend school. Lawnside Public School requires students enrolled in the school district to attend school regularly in accordance with the laws of the state. Below are the five reasons the State of New Jersey deems allowable for absence. The chief school administrator will supervise the development of effective strategies to maximize student attendance and address absence patterns, tardiness, and early departures. The district aims to:

- A. Promote good attendance.
- B. Discourage unexcused absences.
- C. Identify and address absence patterns, tardiness, and early departures.
- D. Intervene to prevent and rectify attendance issues.

Attendance:

For attendance purposes, a school day is defined as a day when the school is open, and students are under the guidance and instruction of teachers. Days when school is closed due to holidays, teacher institutes, or inclement weather are not considered in-session days.

A school day must consist of a minimum of four hours of actual instruction. A continuous session of two and a half hours may count as a full day in kindergarten. A student is considered absent when not in attendance at a session. (N.J.A.C. 6A:32-8.3(h))

Mere presence at roll call is not sufficient for attendance compliance. In a school with both morning and afternoon sessions, a student must be present for at least one hour in each session to be marked present for the full day. In a school with only one session, a student must be present for at least two hours to be marked present for the full day.

Participation in approved school activities, such as field trips, meetings, cooperative education assignments, or athletic competitions, counts as attendance.

Excused and Unexcused Absences:

A. Excused absences are those that do not negatively impact promotion, retention, truancy, grades, course credit, and eligibility for making up missed assignments and tests, or violations of the school code of conduct. Below are the reasons the State of New Jersey and Lawnside Public School District deems allowable or excused for absence.

1. Religious observance (N.J.A.C. 6A:32-8.3(h))
2. A college visit (up to 3 days per school year, ONLY for students in grades 11 and 12)
*Since Lawnside Public School is a Pre-K to 8 building, THIS IS NOT APPLICABLE TO LAWNSIDE PUBLIC SCHOOL.
3. "Take Our Children to Work Day"
4. The closure of a busing district that prevents a student from having transportation to the receiving school.
5. Student's illness.
6. Requirements of a student's individual health care plan.
7. Death or critical illness in the student's immediate family, or other situations approved by the principal.
8. Quarantine.
9. Student's suspension from school.
10. Requirements of the student's individualized education program (IEP).
11. Accommodations for students with disabilities.
12. Required court attendance.
13. Necessary medical or dental appointments that cannot be scheduled outside of the school day.
14. Other acceptable causes approved by the principal.

Attendance does not always have to occur within school facilities. Students attending sessions authorized by the board at locations other than the school are considered in attendance.

Students enrolled in independent study programs, with parental permission, are considered regularly attending if they report their study location and demonstrate regular progress.

STUDENT ILLNESS: The State of New Jersey does not consider sickness an excused absences; however, providing the school with such information in the form of a medical note will provide the school with additional insight when making decisions as it pertains to student attendance. Medical documentation must be provided within ten school days following an absence for the note to be considered by the school when determining the most appropriate action(s). Students that are absent for illness 3 consecutive days or more are required to submit a HCP note indicating they are medically cleared to return to school.

B. Unexcused absences are those occurring for reasons other than those listed as excused. Unexcused absences may impact retention, truancy, course credit, eligibility for making up missed assignments and tests, and violations of the school code of conduct. Unexcused absences include, but are not limited to:

1. Family travel.
2. Household or babysitting duties.
3. Unrelated daytime activities.
4. Leaving school without permission while it is in session.
5. Leaving class due to illness without reporting to the school nurse as instructed.
6. Unauthorized absence from class.

Participation in less than four instructional hours during the school day will be considered an absence from school.

Absence and Vacations: All students who may be absent for a day or a longer period of time, will have the exact number of days to make-up his/her work. For example, if a student is absent for two days, that student will have two school days to make-up his/her missed work. For extended absences, parents are expected to communicate with their child (ren) teacher(s) in advance of the absence, when applicable. If there is an extreme circumstance, parents can contact their student's teacher for an extension request. Final decisions for extension request will be at the discretion of school administration. Under normal conditions, students are expected to submit assigned work upon return. Incomplete/Missing assignments not turned in on time will be addressed accordingly.

*To avoid disciplinary action of unexcused absence due to vacation travel; parent/guardian must notify chief school administrator of travel dates and plans for student to make-up classwork, homework, and/or test prior to first day of absence.

In accordance with the laws of the state, Lawnside Public School will follow the steps outlined in N.J.S.A. 18A:38-2S. Below is a guideline of the steps that will be taken for persistent absences:

Unexcused absences 1-5: Prior to the start of the following school day, the district will attempt to notify student parent(s)/guardian(s) to determine the cause of the unexcused absence and determine needed action to have student return to school and maintain regular attendance. If deemed necessary, the district will work with local law enforcement and proceed in accordance with N.J.S.S 9:6-1 and 6A:16-11 in regard to a missing or abused child. Students with habitual absences may be required to attend Saturday School for four hours, from 9:00 am to 1:00 pm. This requirement is triggered after accumulating five absences.

Unexcused absence 6-10: Prior to the start of the following school day, the district will attempt to notify student parent(s)/guardian(s) to determine the cause of the unexcused absence. The district will engage student's family through the scheduling of a meeting with the student's parent/guardian to discuss the student's attendance and determine needed action to have the student return to school and maintain regular attendance. If deemed necessary, the district will work with local law enforcement and proceed in accordance with N.J.S.S 9:6-1 and 6A:16-11 in regard to a missing or abused child. Students with habitual absences and have attended two Saturday school sessions for four hours, from 9:00 am to 1:00 pm each occurrence. This requirement is triggered after accumulating ten absences.

Unexcused absence 10 or more: Prior to the start of the following school day, the district will attempt to notify student parent(s)/guardian(s) to determine the cause of the unexcused absence and determine needed action to have student return to school and maintain regular attendance. The district will make the determination for a court referral. A court referral may be made for violations of The Compulsory Education Law (N.J.S.A 18A: 38-25) and the district's board of education's policy. If deemed necessary, the district will work with local law enforcement and proceed in accordance with N.J.S.S 9:6-1 and 6A:16-11 in regard to a missing or abused child. After a student's second Saturday School or ten absences, the student will be referred to court.

- **Student Promotion/Retention** -A student who exceeds twenty (20) unexcused absences may be retained or required to attend summer school as determined by the Superintendent/Principal upon recommendation of a school review committee. Suspension will not count toward the total when considering retention.

Academic Obligations - All students who may be absent for a day or a longer period of time, will have the exact number of days to make-up his/her work. For example, if a student is absent for two days, that student will have two school days to make-up his/her missed work. For extended absences, parents are expected to communicate with their child (ren) teacher(s) in advance of the absence, when applicable. If there is an extreme circumstance, parents can contact their student's teacher for an extension request. Final decisions for extension request will be at the discretion of school administration. Under normal conditions, students are expected to submit assigned work upon return. Incomplete/Missing assignments not turned in on time will be addressed accordingly.

Tardiness:

Tardiness hinders the smooth functioning of educational activities, and students are expected to arrive punctually. The school doors will open at 8:00 am. Students arriving to school after 8:40 am will be designated as tardy. Students arriving late (after 8:40 am) will report directly to the office for attendance purposes. Students will be issued a late slip which will be required to be admitted into class. After 40 minutes of lateness, parents must sign their students into school. Three instances of lateness will count as 1 absence.

Tardiness exceeding half a total class period will be considered an absence from class.

Parents/guardians will receive a letter regarding the student's tardiness. A letter will be sent home to notify parents/guardians of the student's tardiness.

Attendance and Instruction:

To ensure a thorough and efficient education, the board requires the cooperation of parents/guardians and students in maintaining high attendance levels. Frequent absences disrupt instructional continuity and hinder students' ability to successfully complete curriculum requirements. The following rules apply to student absences:

To successfully complete the instructional program requirements, a student must attend **160 or more** school days. The principal, with the recommendation of a review committee, may grant a waiver for attendance requirements based on documented reasons for absences. Absences not accompanied by appropriate documentation will be considered unexcused and may count towards truancy, resulting in potential grade or course credit loss and disciplinary actions. Parents/guardians must notify the school in writing when their child will be absent and provide a reason for the absence. If contact with parents/guardians is unsuccessful, the district may make further attempts or send a letter reporting the unexcused absence and requesting contact.

Truancy:

For cumulative unexcused absences of 10 or more, the student between the ages of six and 16 is truant, pursuant to law. The district shall follow all procedures required by N.J.S.A. 19A:38-28 through 31, Article 3B, Compelling Attendance at School and other applicable state and federal statutes as follows:

1. An attendance officer who finds a truant child, shall take the child and deliver him/her to the parent/guardian or other person having charge and control of the child, or to the teacher of the school which such child is lawfully required to attend;
2. The attendance officer shall examine into all violations and shall warn the child, the parent/guardian or other person having charge and control of the child of the consequences of the violation if persisted in;
3. The attendance officer shall notify the parent/guardian or other person having charge and control of the child in writing, to cause the child to attend school within five days from the date on which notice is served, and regularly thereafter;
4. The attendance officer shall have full police power to enforce the provisions of this article and may arrest without warrant any vagrant child or habitual truant or any child who is habitually incorrigible or who is vicious or immoral in conduct or illegally absent from school;
5. The sheriff and his officers and all police officers and constables shall assist the attendance officer in the performance of their duties;
6. A parent, guardian or other person having charge and control of a child between the ages of 6 and 16 years, who shall fail to comply with any of the provisions of this article relating to his duties, shall be deemed to be a disorderly person and shall be subject to a fine of not more than \$ 25.00 for a first offense and not more than \$ 100.00 for each subsequent offense, in the discretion of the court. In any such proceeding, the summons issuing therein, or in special circumstances a warrant, shall be directed to the alleged disorderly person and the child.

Unexcused Absences for Students in Special Education

The attendance guidelines, discipline and remedial measures set forth in this policy shall apply to classified students where appropriate and in accordance with the student's:

- A. Individualized education program (IEP);
- B. The Individuals with Disabilities Act (IDEA)
- C. Procedural protections set forth in N.J.A.C. 6A:14;
- D. Alternate short or long term accommodations for students with disabilities as required by law;
- E. Requirements of a student's individualized health care plan and individualized emergency healthcare plan.

District Sending and Receiving Relationships

The receiving school shall report attendance problems to the sending district responsible for the student. Following five or more cumulative unexcused absences school officials from the sending district shall proceed in accordance with the sending district's board attendance policy and procedure.

Regular Release of Pupils before the End of the Normal School Day

There are varying situations which may justify release of certain pupils from school before the normal time for closing. Such situations are justifiable only if the release does not jeopardize the pupil's educational program and the reasons for such release can be shown to have positive benefits for the pupil.

Late Arrival and Early Dismissal

The board recognizes that from time to time compelling circumstances will require that a pupil be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this district, the board shall require that the school be notified in advance of such absences by written request of the pupil's parent/guardian, which shall state the reason for the tardiness or early dismissal. Justifiable reasons may include:

- A. Medical or dental appointments which cannot be scheduled outside of school hours;
- B. Requirements of a student's individualized health care plan and individualized emergency healthcare plan;
- C. Requirements of the student's individualized education program (IEP);
- D. Alternate short or long term accommodations for students with disabilities;
- E. Medical disability;
- F. Interview for employment;
- G. Family emergency;
- H. Court appearance;
- I. Such good cause as may be acceptable to the administration.

No pupil in grades kindergarten through eight shall be permitted to leave the school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized by the parent/guardian to act in his/her behalf.

Tardiness not covered by the causes listed shall be cumulative, and may affect course credit.

Legal Custody

A record shall be kept indicating the legal custodian of each pupil. Such custodian shall be responsible for informing the board of any change in the pupil's custodian. The principal may take such steps as seem necessary to ensure that the child is released only to the proper legal custodian.

Potentially Missing Children

- A. If daily attendance records indicate a child is absent, and the parent/guardian has not called, a designated person shall attempt to contact the parent/guardian;
- B. If no telephone contact can be made, the attendance officer shall investigate;
- C. If the attendance officer cannot locate the child, he/she shall inform the principal, who shall inform the appropriate local authorities;
- D. If a child who was present in the morning is absent after lunch, the same procedure shall be followed.

Marking Missing Child's School Record

Whenever the chief school administrator receives notice from the Missing Persons Unit that a child has been reported missing, he/she shall mark the child's records in such a way that whenever a copy of or information regarding the record is requested, district personnel will be aware that the record is that of a missing child. If a copy of a marked school record is requested, the chief school administrator shall supply the record to the requestor without alerting him/her to the fact that the record has been marked, according to provisions in code and statute on accessing pupil records (see policy 5125 Pupil Records). After the chief school administrator has complied with the request for copies of records or information, he/she shall immediately report the inquiry or any knowledge as to the whereabouts of the missing child to the Missing Persons Unit.

Regulations

The chief school administrator shall develop procedures for the attendance of pupils including:

- A. The expectations and consequences regarding students' timely arrival of students to school and classes;
- B. The expectations and consequences regarding attendance at school and classes;

New Jersey Definition of Harassment Intimidation and Bullying

(HIB)

ANY gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents that is **reasonably** perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental physical or sensory [handicap] disability or by any other distinguishing characteristic, that takes place on school property, at any school sponsored function [or] , on a school bus or off school grounds as provided for in section 16 of P.L.2010, CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

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

Bullying Versus Peer Conflict

Bullying – refers to the process of intimidating or mistreating somebody weaker or in a more vulnerable situation based on a distinguished characteristic (Race, Color, Sexual Orientation).

Peer Conflict- is a disagreement or clash between ideas, principle, or

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

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

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

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

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

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

HARASSMENT, INTIMIDATION AND BULLYING

Students' acts of cyber-harassment shall be subject to the code of student conduct for harassment, intimidation and bullying and penalties provided in N.J.S.A. 20:33-4.1 Crime of Cyber-harassment. Cyber-harassment is a crime of the fourth degree and may be reported to the local law enforcement agency. A parent or guardian having legal custody of a minor who demonstrates willful or wanton disregard in the exercise of the supervision and control of the conduct of a minor adjudicated delinquent of cyber-harassment may be liable in a civil action.

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

******NOTE: THIS LIST CONTAINS SOME EXAMPLES AND SHOULD BE MODIFIED BY THE BOARD ACCORDING TO LOCAL DISTRICT PRACTICES. THE BOARD MAY WISH TO INCLUDE THE GRADING OF OFFENSES (e.g. First Offense, Second Offense, Third Offense).**

- A. Consequences
 - a. Admonishment;
 - b. Temporary removal from the classroom;
 - c. Deprivation of privileges;
 - d. Classroom or administrative detention;
 - e. Referral to disciplinarian;
 - f. In-school suspension during the school week or the weekend;
 - g. After-school programs;
 - h. Out-of-school suspension (short-term or long-term);
 - i. Legal action; and
 - j. Expulsion.

B. Remedial Measures

I. Personal

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

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

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

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

A. The student's behavior is not primarily caused by his/her educational disability;

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

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

******NOTE: THIS LIST CONTAINS SOME EXAMPLES AND SHOULD BE MODIFIED BY THE BOARD ACCORDING TO LOCAL DISTRICT PRACTICES. THE BOARD MAY WISH TO INCLUDE THE GRADING OF OFFENSES (e.g. First Offense, Second Offense, Third Offense).**

A Consequences

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

B. Remedial Measures

1. Personal

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

2. Environmental {Classroom, School Building or School District}

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

Reporting Harassment, Intimidation and Bullying Behavior

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

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

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying committed by an adult or youth against a student:

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

HARASSMENT, INTIMIDATION AND BULLYING

The written report shall be on a numbered form developed by the Department of Education. A copy of the form shall be submitted promptly by the principal to the chief school administrator. The form shall be completed even if a preliminary determination is made under the school district's policy that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to section 2 of P.L.2002, c.83 (C.18A:37-14). The report shall be kept on file at the school but shall not be in

included in any student record, unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or federal law. A redacted copy of the form that removes all student identification information shall be confidentially shared with the board of education after the conclusion of the investigation, if a hearing is requested by a parent or guardian.

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

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

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

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

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

The school administrator shall take into account the circumstances of the incident when providing notification to parents and guardians of all students involved in the reported harassment, intimidation, or bullying incident. The circumstances of the incident shall be considered conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense.

District Anti-Bully Coordinator

*Note: Edit for districts with only one school.

The chief school administrator shall appoint a district anti-bullying coordinator. The chief school administrator shall make every effort to appoint an employee of the school district to this position. The district anti-bullying coordinator shall:

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

- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

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

School Anti-Bullying Specialist

The principal in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

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

School Safety/School Climate Team

The board shall form a school safety/school climate team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety/school climate team shall meet at least two times per school year.

The school safety/school climate team shall consist of the principal or his or her designee; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety/school climate team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A. 15A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

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

Investigating Reported Harassment, Intimidation and Bullying

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

OPTION 1

Note: This section may be added at the discretion of the board and is allowed but not required by the NJDOE regulations [N.J.A.C. 6A:16-1.7(a)2., 1x., (1), (A)J. The statute has no provision for a preliminary determination by the principal or his or her designee, in consultation with the anti-bullying specialist.

The principal, or his or her designee, in consultation with the anti-bullying specialist, shall make a preliminary determination prior to initiating an investigation, as to whether a reported incident or complaint, assuming all facts presented are true, is a report that qualifies as harassment, intimidation and bullying according to the law (within the scope of N.J.S.A. 18A:37-14).

If the principal, or his or her designee, in consultation with the anti-bullying specialist, determines that the incident or complaint is a report outside the scope of the law (N.J.S.A. 18A:37-14) and does not qualify as harassment, intimidation and bullying, this determination may be appealed to the board of education according to the appeal process detailed below. The determination of the board may be appealed to the commissioner of education in accordance with law (N.J.A.C. 6A:3).

When a preliminary determination is made on whether a reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to section 2 of P.L.2002, c.83 (C.I.S.A:37-14), the chief school administrator shall also provide annually to the board of education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of that definition for the purposes of the State's monitoring of the school district.

When the principal, or his or her designee, in consultation with the anti-bullying specialist, determines that the reported incident qualifies as harassment, intimidation and bullying, the report shall be investigated promptly and in accordance with law and the following procedures:

IF USING OPTION 1 CONTINUE WITH LIST "A" THROUGH "G" BELOW

OPTION 2

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

IF USING OPTION 2 Continue WITH LIST "A" THROUGH "G" BELOW

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
 - 1. Taking of statements from victims, witnesses and accused;
 - 2. Careful examination of the facts;
 - 3. Support for the victim; and
 - 4. Determination if alleged act constitutes a violation of this policy.
- B. The Investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the Investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying or from the date of the written notification from the chief school administrator to the principal to initiate an investigation. In the event that there is information relative to the Investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation, and in accordance with law and board policy. The chief school administrator may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action including seeking further information.

- E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:
 - 1. Any services provided;
 - 2. Training established;
 - 3. Discipline imposed; or
 - 4. Other action taken or recommended by the chief school administrator.
- F. The chief school administrator or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation in accordance with federal and State law and regulation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:
 - 1. The nature of the investigation;
 - 2. Whether the district found evidence of harassment, intimidation, or bullying; or
 - 3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.
- G. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation.

Range of Ways to Respond to Harassment, Intimidation or Bullying

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

In considering whether a response beyond the individual is appropriate, the principal, in conjunction with the school anti-bullying specialist shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses include:

- A. School and community surveys:
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

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

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

8. Classroom responses can include class discussions about an Incident of harassment, Intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;

- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the chief school administrator and/or

HARASSMENT, INTIMIDATION AND BULLYING

principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

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

A. Students

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

B. School Employees

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

Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

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

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

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

NOTE: THIS LIST CONTAINS SOME EXAMPLES AND SHOULD BE MODIFIED BY THE BOARD ACCORDING TO LOCAL DISTRICT PRACTICES. THE BOARD MAY WISH TO INCLUDE THE GRADING OF OFFENSES (e.g. First Offense, Second Offense, Third Offense).

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom or school;
3. Deprivation of privileges
4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
5. Classroom or administrative detention;
6. Referral to disciplinarian;
7. In-school suspension during the school week or the weekend;
8. After-school programs;
9. Out-of-school suspension (short-term or long-term);
10. Legat action;
11. Withholding of Increment;
12. Suspension;
13. Expulsion;
14. Termination;
15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (board members);
17. Ethics charges (some administrators, board members).

B. Remedial Measures

1. Personal

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

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

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

Appeal Process

The parent or guardian may request a hearing before the board concerning the written information about a harassment, intimidation, or bullying investigation. The request for a board hearing shall be filed with the board secretary no later than 60 calendar days after the written information is received by the parents or guardians. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law against Discrimination."

Approved Private Schools for Students with Disabilities (PSSDs)

The board is committed to ensuring that all district students that require placement in approved private schools for students with disabilities (PSSD) have the safe and civil environment in their school placement necessary for students to learn and achieve high academic standards. All approved PSSDs receiving students with disabilities from this district shall be committed to treating their students with civility and respect, and shall refuse to tolerate harassment, intimidation or bullying.

When an approved PSSD receives a complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred on a district school bus, at a district school-sponsored function and off school grounds, the approved PSSD shall notify the anti-bullying coordinator of the report or complaint.

The chief school administrator shall assign a school anti-bullying specialist to investigate a complaint or report 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 PSSD. The investigation conducted by the district anti-bullying specialist shall be in consultation with the approved PSSD.

The full-time non-teaching principal of the approved PSSD shall report to the anti-bullying coordinator and the child study team director, any complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred at the PSSD or an activity sponsored by the PSSD. The report shall include the names of the district students who are parties to the harassment, intimidation, or bullying investigation and the results of each investigation. The principal of the approved PSSD shall make this report to the district anti-bullying coordinator and to the student's parents/guardians no later than five school days following the investigation's completion. The report to the district shall include information on any service(s) provided; training established; and, discipline imposed or other action taken or recommended by the full-time non-teaching principal of the PSSD.

Once an incident of harassment, intimidation, or bullying is identified, the full-time non-teaching principal of the approved PSSD shall determine the appropriate response to address the individual circumstances in consultation and conjunction with appropriate district staff, as necessary. The approved PSSD shall not, pursuant to N.J.A.C. 6A:14-7.6(f), unilaterally implement disciplinary action involving removal to an interim alternative educational setting, suspension of more than 10 consecutive or cumulative school days in a school year or termination of placement. Disciplinary action involving suspension and expulsion from the approved PSSD shall be implemented in conjunction with the district and according to law (N.J.A.C. 6A:14-2.8) and board policies 5114 Suspension and Expulsion and 6171.4 Special Education.

Parents or guardians of students who are parties to a harassment, intimidation, or bullying investigation conducted by this district or an approved PSSD in which their child is placed may request a hearing before the board of education concerning the information received about an investigation. Any request for a hearing before the board of education shall be filed within 60 calendar days after the written information about the harassment, intimidation, or bullying investigation is received by the district and the parents or guardians. The hearing before the board shall be scheduled in collaboration with the approved PSSD and held by the board within 10 business days of the request. The approved PSSD and the board shall coordinate the policies and procedures for conducting such hearings.

Week of Respect

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

Training

A. School Leaders

Any school leader who holds a position that requires the possession of a chief school administrator, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, Intimidation, and bullying (N.J.S.A. 18A:26-8.2).

B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities as required by law (N.J.S.A. 18A:37-13 ♦.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training The school district shall:

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

The board shall annually examine the training needs of school employees and volunteers who have significant contact with students for the effective implementation of the harassment, intimidation, or bullying policies, procedures, programs, and initiatives of the district board of education and implement training programs for school employees and volunteers who have significant contact with students. The annual examination of training needs shall take into consideration the findings of the annual review and update of the code of student conduct.

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

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the New Jersey Student Learning Standards.

Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the chief school administrator will report to the board of education all acts of violence, vandalism, and harassment, Intimidation, or bullying (HIS) which occurred during the previous reporting period. The report shall include the number of HIS reports in the schools, the status of all investigations, the nature of the HIS, and other data required by law.

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

Reporting to the Department of Education

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

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

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

*Note: revise section below for districts with one school.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. The district shall post all the grades for each school of the district and the overall district grade on the homepage of the district's website. A link to the report shall be available on the district's web site. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release. The chief school administrator will annually submit the report to the Department of Education utilizing the Student Safety Data System (SSDS). The chief school administrator shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

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

Program Assessment and Review

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

Policy Development and Review

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

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, any report(s) and/ or finding(s) of the school safety/school climate team(s). The board shall also make any necessary revisions and additions to this policy as required by law. The board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision.

Publication, Dissemination and Implementation

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

The chief school administrator shall take the following steps to publicize this policy:

*Note: revision needed for districts with one school

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

*Note: revision needed below for districts with one school

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

The school district and each school in the district with a website shall post on its homepage the current version of the document, Guidance for Parents on the Anti-Bullying Bill of Rights Act, developed by the Department of Education. The school climate state coordinator shall ensure that this document is updated as needed and then promptly disseminated to all school districts. The chief school administrator shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

Adopted:

NJSBA Review/Update:

Readopted:

BOARD OF EDUCATION POLICY

FILE CODE: 5132

Lawnside Board of Education

Policy Student Code of Conduct and Discipline Procedures

District Vision:

The Lawnside School District is dedicated to fostering an exceptional learning atmosphere, where each and every student is treasured, embraced, and empowered to create a remarkable and positive impact on their own lives, the community, and the world.

District Belief Statements:

We firmly believe in providing children with personalized and tailored learning experiences that actively engage them and foster their success as learners.

We recognize ourselves as an integral part of a child's support system, collaborating with families and community organizations to ensure access to essential resources.

We acknowledge the immense value of our staff, who are instrumental in delivering excellence in service to our students and families.

We embrace the importance of a diverse staff that mirrors the richness of our student population, emphasizing the significance of cultural awareness and mutual understanding among staff, students, families, and the community we serve.

We prioritize fiscal responsibility, striving for financial sustainability to ensure the equitable allocation of necessary resources, thereby creating a secure and nurturing educational environment for all students.

Introduction:

Creating an optimal learning experience for all students necessitates classrooms and schools to establish an environment that fosters appropriate behavior while minimizing disruptions. The Lawnside School District Code of Conduct plays a pivotal role by outlining both conduct standards that uphold a productive educational setting and a student support system that addresses individual needs, fostering growth in social, emotional, and behavioral aspects. This well-balanced approach thrives through collaborative efforts between school staff and parents/families, who guide and support students to excel within the school environment and become responsible citizens in the broader community.

To facilitate the maintenance of a safe and supportive learning environment, this guide provides assistance to students, parents/guardians/families, administrators, and school personnel. It encompasses four essential parts, encompassing Student Rights, Responsibilities, and the Student Code of Conduct.

1. Describe the rights and responsibilities for students, teachers and staff, principals and school leaders, and parents/guardians.
2. Explain the Code of Conduct, including different types of infractions, recommended approaches, and consequences categorized into Tier 1, Tier 2, Tier 3, and Tier 4. This includes potential disciplinary measures like suspension or expulsion for serious or dangerous incidents. The guide also outlines standardized procedures for administering disciplinary actions to all students, including those with disabilities.
3. Detail the expectations regarding student attendance, absences, and excuses.
4. Outline the procedures for addressing Harassment, Intimidation, and Bullying, ensuring a safe and inclusive school environment.

The Lawnside School District Code of Conduct is designed to cultivate positive school climates within Lawnside Middle School, fostering an environment that optimizes teaching and learning outcomes. Within this framework, the school community assumes responsibility for creating a school climate that supports optimal learning and cultivates positive behavior throughout students' educational journeys. A positive school climate encompasses several key elements:

1. **Nurturing Positive Relationships:** We actively encourage positive relationships among all stakeholders, including students, parents/families, school personnel, and community partners. Our emphasis lies in fostering a collaborative environment that values diversity, inclusivity, equity, and engagement for all students, staff, and stakeholders.
2. **Effective Communication:** We prioritize effective communication that is characterized by respect, honesty, openness, and a proactive approach. Student-centered communication is highly valued, ensuring that the voices and perspectives of students, parents, families, staff, and the community are acknowledged and valued.
3. **Conflict Resolution and Restorative Practices:** We provide comprehensive training and resources to facilitate peaceful and respectful conflict resolution. By equipping students and staff with the necessary skills, we aim to decrease instances of student misconduct and promote a harmonious school environment.

4. **Support for Students in Crisis:** We are committed to supporting students who may be experiencing emotional crises, trauma, or significant challenges. Our dedicated resources and intervention strategies are designed to provide the necessary support to help them navigate difficult circumstances and promote their well-being.
5. **Safety and Security:** We maintain a learning environment that ensures the physical, psychological, emotional, and social safety and security of all students, staff, guests, and individuals within Lawnside Middle School. Upholding a safe environment is paramount in fostering a conducive atmosphere for learning.
6. **Sense of Belonging:** Our approach includes fostering a sense of belonging and connectedness for every student within the learning environment at Lawnside Middle School. Effective classroom management techniques play a pivotal role in creating an inclusive and welcoming atmosphere where every student can thrive.
7. **Academic Excellence and Empowering Growth:** We are dedicated to promoting academic excellence, fostering creativity, and encouraging critical thinking within Lawnside Middle School. Our aim is to maximize the potential of both students and staff, creating an environment that nurtures their growth and development.
8. **Culturally Responsive Education:** We prioritize the integration of cultural responsiveness throughout our academic curriculum programs and extracurricular activities at Lawnside Middle School. This approach ensures that students' behavioral, developmental, social-emotional, health, and academic needs are met in a manner that respects and celebrates their diverse backgrounds.
9. **Collaboration with High Expectations:** We foster a culture of collaboration and high expectations for positive learning outcomes by encouraging students, staff, and other stakeholders at Lawnside Middle School to work together. Through collective effort and a shared commitment to excellence, we strive to achieve the best possible educational outcomes.
10. **Optimal Learning Environment:** We maintain clean, well-maintained facilities at Lawnside Middle School that are equipped with 21st-century technology and resources. By providing a healthy and positive learning environment, we underscore the significance of school pride and promote the value of lifelong learning.

In adhering to the principles set forth in the Lawnside School District Code of Conduct at Lawnside Middle School, we endeavor to create an exceptional educational environment where students thrive, learn, and grow holistically.

PART 1: Student Rights and Responsibilities

Lawnside School District acknowledges the fundamental rights of students to receive a free public education and to enjoy the privileges of citizenship. In our commitment to fostering a safe and positive learning environment, we strive to provide support, guidance, and care to all students. We hold the expectation that our schools will be places where respect, responsibility, and consideration for oneself and others are demonstrated by students, teachers, staff, families, and visitors alike.

Expectations for Academic Achievement and Behavior

Students are encouraged to demonstrate respect through the following actions:

1. Treat others with the same respect they desire for themselves.
2. Communicate using professional, academic, and positive language.
3. Embrace and accept the differences of others, even when perspectives diverge or disagreements arise.

Students are encouraged to exhibit care for themselves and others by:

1. Resolving conflicts and problems in a peaceful manner, demonstrating empathy.
2. Making informed choices to abstain from the use of drugs and alcohol.
3. Practicing kindness towards all individuals, including oneself.

Students are expected to display responsibility by:

1. Attending school and arriving to class punctually, ready to engage in learning each day.
2. Adhering to all classroom expectations and rules set forth by the school.
3. Actively participating in the educational process, completing assignments with honesty, integrity, and striving to achieve personal best.

By upholding these principles, we aim to cultivate a conducive learning environment that empowers students to succeed academically, develop strong character, and contribute positively to the school community.

Students' Responsibilities:

1. Exhibit consistent respect, responsibility, and compassion in all interactions.
2. Strive to contribute positively to the overall school learning experience for everyone.
3. Recognize and seize opportunities for educational growth within the school environment.
4. Seek clarification and guidance regarding their rights and responsibilities as necessary.
5. Communicate truthfully when situations arise where rules have been violated.
6. Adhere to all school policies, procedures, and expectations, including those related to electronic devices, attendance, dress code, and the prevention of bullying, intimidation, and harassment.
7. Take personal responsibility for completing any missed assignments when absent from school.

Students' Rights:

1. Enjoy equal access to educational opportunities, regardless of their race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, nationality, religion, place of residence within the district, marital or socioeconomic status, disability, marriage, pregnancy or parenthood status, political affiliation, or disability.

2. Experience a school environment that is free from bias and promotes unbiased access to facilities, courses, programs, activities, and services, enabling them to reach their full potential.
3. Feel secure and protected while attending school.
4. Be treated fairly and impartially by school staff.
5. Be respected as unique individuals and receive respectful treatment from both staff and fellow students.
6. Express their opinions freely, both verbally and in written form.
7. Have access to information regarding infractions and the corresponding consequences.
8. Access objective information pertaining to drug and alcohol abuse.
9. Seek assistance from qualified individuals or agencies when facing personal challenges, with the assurance of confidentiality.

Part 2: Code of Conduct for Infractions

In the Lawnside Schools, all students, including those with disabilities, are expected to adhere to the Code of Conduct and actively engage in high levels of thinking and learning. When a student violates the Code of Conduct, there are potential consequences that can be imposed, such as suspension or expulsion from their current educational placement.

For students with disabilities who have an Individualized Education Program (IEP), it is crucial for teachers and school leaders to be familiar with the supports outlined in their IEP. These supports are designed to help the student meet the expectations set forth in the Code of Conduct and ensure their success. It is the responsibility of the school to provide the necessary accommodations and assistance as specified in the student's IEP.

In the case of a student with special services and an IEP facing a potential suspension, a Manifestation Determination must be conducted prior to the suspension. This determination is a process to evaluate whether the student's behavior is a manifestation of their disability. It ensures that appropriate considerations are made before disciplinary actions are taken.

If a student with an IEP and classified as having a disability is subject to removal from their current educational placement due to disciplinary reasons, several options can be considered. These options include placement in an interim alternative educational setting, placement in another setting, or a suspension for a maximum of 10 consecutive or cumulative school days in a school year. It is important to note that the procedures for such suspensions are the same as those for non-disabled students and follow the district board of education procedures.

Upon the removal of a student with a disability from their current educational placement, the principal is required to provide written notification and a detailed description of the reasons for the action to the student's case manager and their parent(s).

Restorative Practices and Restorative Justice

The Lawnside Schools are committed to promoting student learning outcomes that encompass creativity, innovation, leadership, collaboration, and cooperation. To achieve this, the schools have implemented restorative practices and restorative justice as exemplary approaches to support students in learning new ways to adjust and modify their behaviors to thrive in their educational journey.

Restorative practices and restorative justice involve a system that brings together victims, school community members, and students who have caused harm. Through open dialogue and discussion, they address the harm done and work collaboratively to explore solutions that address the root causes of the harm. This approach provides an alternative avenue for addressing incidents and encourages active participation in the restorative process, leading to stronger community relations and community-driven public safety. It serves as an alternative to student suspension. For minor incidents, instead of resorting to suspension, the student who committed the infraction may have the opportunity to meet with those who were harmed in a structured environment facilitated by a trained adult.

Discipline within the schools is designed to be progressive. This means that the consequences for a student's first infraction will generally be of a lesser degree compared to repeated infractions. However, in cases where a student's conduct poses a threat to the safety of others or is deemed dangerous, a more severe form of discipline may be employed. A comprehensive chart outlines the four tiers of infractions and provides recommended consequences for each level.

While the focus is on restorative practices, it is acknowledged that there are instances where students disregard the Code of Conduct, leading to misbehavior that warrants an out-of-school suspension. An out-of-school suspension refers to a student being asked to leave the campus due to an infraction. Such suspensions can range from part of a day, where the student is sent home early by a school staff member, to a full-day suspension. During the period of the out-of-school suspension, students are not permitted to participate in any school activities, including sports events, dances, or field trips.

Assurance

The district provides a guarantee that physical restraint and seclusion techniques are employed solely in situations where a student with disabilities exhibits behavior that poses an immediate physical danger to themselves or others. These interventions are conducted in strict accordance with the provisions outlined in N.S.A. 18A:46-13.4 et seq. The district is committed to upholding the highest standards of safety and welfare for all students, ensuring that these measures are implemented judiciously and in alignment with applicable regulations.

Infractions, Recommended Approaches and Consequences:

Tier 1

Infractions	Recommended Approaches	Student Consequences
- Late to class - Uniform violation - Unauthorized use of a cell phone or electronic device - Disregarding district and school rules and values (defiance and opposition) - Excessively noisy in the hallway - Cut class - Continuously unexcused missed assignments	- Verbal correction, reminders, and or redirection - Redirect the entire class - Praise students - Re-teach or review expected behavior - Confiscation of the electronic device - Written reflection or apology - Seat change - Parent phone call	- In-class time out - In-house suspension - Loss of classroom privileges - Lunch or after school detention

Tier 2

Infractions	Recommended Approaches	Student Consequences
- Habitually cutting class - Persistent or excessive absence from school or class periods - Excessive use of profanity at anyone - Academic dishonesty /plagiarism - Intentional damage to personal property - Failure to respond to school staff questions or concerns - Use profane or offensive language - Make profane or lewd gestures	- Conflict mediation - Restorative Practices - Pair student with a peer - Parent conference with teachers - Change in schedule or class - Daily progress report - Parent conference with administrative team - Parent or guardian accompanies the child to school	- In-class time out - Loss of classroom privileges - Lunch or after school detention - Lost opportunity to participate in co-curricular activities - In school Suspension 1-5 days

Tier 3

Infractions	Recommended Approaches	Student Consequences
• Sale, possession or use of drugs, alcohol, or tobacco • Gambling in school • Stealing • Vandalism • Setting off/dismantling fire alarm • Gang activity • Assault • Harassment, Intimidation, or Bullying (HIB) including reciprocal and retaliation for HIB, cyberbullying, and sexual harassment • Physically threatening a member of the school community • Extortion- taking or attempting to take from another by threat or force, expressed or implied • Trespassing/unauthorized school visitation [2] The definition of trespassing is: 1) breaking into school after school hours; 2) a student going to a campus that is not his/her school of record without permission. Students <i>are not cited</i> for trespassing if they are attending their school during school hours. • Possession of a weapon other than a firearm or explosive device (weapon not in use) • Intentional damage to personal property (generally exceeding \$150 in value) • Leave campus without permission • Fight	• Required referral to school nurse and drug/alcohol counseling, treatment (if infraction is drug, alcohol-related) • [1]A student suspected of being under the influence of drugs or alcohol referred immediately to the school nurse for evaluation. After the nurse has evaluated the student's situation, the principal may assign interventions and consequences, as appropriate. • Required conflict mediation and or restorative practice and justice • Functional Behavior Assessment • Referral to community organizations • Parent conference with administrative team • Parent or guardian accompanies the child to school • School Based Youth Services	• Out of school Suspension 1-10 days • Restorative and Transformative Justice • Lost opportunity to participate in co-curricular activities • Possible Hearing

Tier 4

Infractions	Recommended Approaches	Student Consequences
• Bomb Threat • Starting a fire • Possession or use of a firearm or explosive device • Use of a weapon [3] The definition of weapon is any instrument used to cause bodily harm, including but not limited to razors, knives, or mace. • Assault and battery • Assault against a teacher according to NJ 6A:16 • Using /throwing objects with intent to harm other person	Collaboration with Juvenile Facilities Collaborate with Mental Health Providers	• Placement for Restorative and Transformative Justice • Out of school Suspension for up to 45 days pending disciplinary hearing • Notify District and police • Definite Disciplinary Hearing for Expulsion

Steps for Conducting an Investigation

Step 1: Gathering Written Statements The principal or designated administrator will diligently collect written statements from staff members and other witnesses involved in the incident. These statements will provide a comprehensive description of the occurrence, encompassing pertinent details observed, heard, or personally encountered during the incident. By documenting these accounts in writing, a clear and factual record of the incident will be established as an essential foundation for the investigation.

Step 2: Initial Conference

Following the collection of written statements, the principal or appointed representative will proceed with an initial conference involving the student. During this conference, the principal or designee will comprehensively outline the charges brought against the student and present the evidence supporting those charges. Additionally, the student will be afforded the opportunity to present their perspective and provide their account of the incident. This crucial step ensures that the student's voice is heard and considered prior to any disciplinary actions being taken.

Steps for Suspending a student due to Tier 3 or 4 Infraction:

Step 3: Charges and Evidence for a 1 to 5 Days Suspension

If the principal or designated administrator determines that a student has committed a Tier 3 or 4 infraction, warranting a suspension lasting from 1 to 5 days as defined in the Student Code of Conduct and Policy, the following steps should be followed:

1. **Notify Parents/Guardians:** Notify the parents/guardians both verbally and in writing using the district's "Due Process Notification Letter- SHORT TERM Suspension." This communication must include a clear explanation of the charges against the student. The Due Process Notification Letter- SHORT TERM Suspension should be provided to the parent by the end of the school day on which the suspension decision is made.
2. **Contacting Parents/Guardians:** In the event that the parents/guardians cannot be immediately reached, ensure that the student remains in school until contact is established. The student should not be sent home alone during the school day.
3. **Contents of the Notification Letter:** The Due Process Notification Letter Short Term Suspension should include the following information: a) Specific charges against the student. b) Facts supporting the charges. c) The provision(s) of the code of conduct that the student is accused of violating. d) A copy of the student's Due Process Rights as per N.J.A.C. 6A:16-7.1(c)3. e) Terms and conditions of the suspension.
4. **Academic Coursework:** Ensure that the student receives their academic coursework from their teacher on the first day of the suspension to facilitate continued academic progress.
5. **Documentation in PowerSchool:** On the day of the student's suspension, the principal or designated administrator must ensure that the incident is documented in the school's system (e.g., PowerSchool) using the appropriate absence codes. This ensures accurate record-keeping and tracking of the student's absence due to suspension.
6. **Post-Suspension Meeting:** At the conclusion of the suspension, the principal or designated administrator must meet with the student's parent/guardian to reestablish school expectations. This meeting serves as an opportunity to discuss the incident, reinforce behavioral expectations, and reintegrate the student into the general school program. The student should be marked as present and resume their regular school activities.

Step 4: Charges and Evidence for a 6 to 10 Days Suspension

If the principal or designated administrator determines that a student has committed a Tier 3 or 4 infraction warranting a suspension lasting from 6 to 10 days as defined in the Student Code of Conduct and Policy, the following steps should be followed:

1. **Notify Chief School Officer and/or Designee:** Inform the Chief School Officer and/or the Principal of Alternative Education about the charges and evidence for the short-term suspension of 6 or more days up to 10 days. This ensures that the appropriate personnel are aware of the situation and can provide necessary support and oversight.
2. **Follow Steps 1 to 5 from Step 3**

Procedures for Long-term Suspension More than 10 days for Tier 4

1. **Principal must follow Step 1 and Step 2 for short-term suspension:** The principal must adhere to the procedures outlined in Step 1 and Step 2 for short-term suspension, which involve conducting an initial conference with the student and obtaining written statements from staff or witnesses.
2. **Principal must provide written notification within 2 days of the suspension:** Within two days of the suspension, the principal must provide written notification to the parents/guardians. The written notification should include the following information: a) Specific charges against the student. b) Facts on which the charges are based. c) Student's rights to due process.
3. **Notify parents/guardians verbally and in writing:** The principal must notify the parents/guardians verbally and in writing within two days of the suspension. This notification should be done using the district's "Due Process Notification Letter - LONG TERM Suspension," ensuring that the charges and details are clearly communicated.
4. **Preparation for a formal hearing by the Principal of Alternative Education:** The Principal of Alternative Education will

prepare a formal hearing, which must take place within 30 days of the student's removal. Prior to the hearing, the following information must be provided in writing to the parents/guardians by the Principal of Alternative Education: a) Notice that further conduct warranting expulsion may result in a waiver of the student's right to a free public education. b) List of witnesses and their statements. c) Manifestation determination, if applicable. d) Notice of the right to have an attorney present and access to available legal resources in the community. e) Right to educational services comparable to those provided in the student's general education program. f) Right to impartial officials, ensuring that no official hearing the case has been involved in the incident. g) Right to a translator, if needed.

Procedures for Suspension of Classified Student:

1. Written notice and description of reasons for removal: The principal must forward a written notice and description of the reasons for the classified student's removal to the case manager and the student's parents. It is important to note that any removal of a classified student from their Individualized Education Program (IEP) designated placement for disciplinary reasons constitutes a change in placement if it meets either of the following conditions: a) The removal is for more than 10 consecutive days. b) Separate removals cumulatively exceed more than ten days in a school year, constituting a pattern of removal. The determination of a pattern of removals requires consultation with the case manager and Deputy of Special Services.
2. Due process protections for change in placement: If a change in placement is found, the child and parents are entitled to all due process protections as outlined in N.J.A.C. 6A:14-2.3. Within 15 calendar days, the principal or designated administrator must provide written notice of the determination regarding the change in placement and any proposed action. Parental consent may allow for proposed action to be taken in less than 15 calendar days. Unless the parent disagrees, the proposed action shall be implemented on the 16th calendar day. Disagreements may be resolved by the building principal or designee, or the parent may file a request for mediation or due process according to N.J.A.C. 6A:14-26 or 2.7. In case of a filed request, the proposed action must be delayed pending the results of mediation or due process.
3. Additional protections for disciplinary actions: A classified student subjected to a disciplinary action that includes removal to the interim alternative education program for more than 10 consecutive or cumulative school days, or expulsion, is entitled to additional protections, which include: a) A functional behavioral assessment. b) Behavior intervention services. c) Modifications to address the behavior and prevent its recurrence.
4. Manifestation Determination: Within 10 school days of any change in a classified student's placement due to a violation of the code of student conduct, a manifestation determination must be conducted.

Note:

1. Preschool students with disabilities shall not be suspended or expelled.
2. Students enrolled in grades kindergarten through two shall not be expelled from school, except as provided by the "Zero Tolerance for Guns Act," P.L.1995, c.127 (C.18A:37-7 et seq.). Out-of-school suspension for these students is permitted only for conduct of a violent or sexual nature that endangers others.
3. Students enrolled in preschool shall not be suspended or expelled, except as provided by the "Zero Tolerance for Guns Act," P.L.1995, c.127 (C.18A:37-7 et seq.).

Part 3: Attendance, Absences, and Excuses:

Student absenteeism can have detrimental effects on academic achievement, increasing the risk of dropout, delinquency, and involvement in gangs. At the Lawnside School District, we employ collaborative multi-systemic approaches to improve attendance and eliminate chronic absenteeism.

We firmly believe that regular student attendance in school and class is crucial for providing a high-quality education. Our district sets the expectation and goal for each school to achieve a student attendance rate of 95% or higher, while adhering to the procedures outlined by the New Jersey Department of Education Code for student attendance.

To be considered as attending for the day, students must attend school and class for a minimum of four hours. For kindergarten students, a continuous session of two and a half hours may be considered a full day. In the event of an absence, the parent or guardian is responsible for contacting the school attendance officer, providing notes for excused absences, including doctor's notes if necessary, and submitting any medical plans such as asthma management plans to the school nurse. It is the student's responsibility to make up any missed assignments due to absences and make necessary arrangements with the teacher and principal.

Excused Absence: The district recognizes the following reasons as valid for a student's excused absence:

1. Student illness
2. Requirements of a student's individual healthcare plan
3. Death or critical illness in the student's immediate family, or others with permission from the principal
4. Quarantine
5. Observance of the student's religion on a day approved for that purpose by the State Board of Education
6. School suspension
7. Requirements of the student's individualized evaluation plan (IEP)
8. Alternate short- or long-term accommodations for students with disabilities
9. Student's required attendance in court
10. Interviews with an admissions officer of a higher education institution
11. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day
12. Any other valid cause acceptable to the principal

A student is considered present despite being absent from school when participating in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic activity. Students with excused absences face no disciplinary action, denial of awards or award eligibility, or loss of opportunities to compete for awards.

Unexcused Absence: An unexcused absence occurs when a student is not in attendance at school and class, except for religious holidays, which are recorded as excused. Students must submit a signed parent letter, doctor's note, or other records verifying the excused absence as per district policy to the school main office. Absences not falling under religious holidays, or the aforementioned excused reasons will be considered unexcused. Consequences of unexcused absences may include retention, truancy court involvement, loss of course credit, ineligibility to make up missed assignments and tests for full credit. The following reasons are examples of unexcused absences, but not limited to:

1. Family travel
2. Performance of household or babysitting duties
3. Other daytime activities unrelated to the school program
4. Leaving school without permission while it is still in session
5. Leaving class due to illness without reporting it to the school nurse
6. Cutting class

Truancy: In accordance with the law, when a student between the ages of 6 and 16 accumulates 10 or more unexcused absences, they are considered truant. The district follows the following steps:

1. Notify the parent after the first unexcused absence
2. Conduct a home visit after three unexcused absences to discuss available supports and resources
3. Conduct a home visit with an official letter after five unexcused absences
4. Conduct a home visit with a second official letter after eight unexcused absences
5. Consider the student for referral to court after ten unexcused absences, involving both the student and parent.

We emphasize the importance of regular attendance and actively work to address absenteeism within our district, supporting the academic success and well-being of our students.

1 day	School messenger will call	Provide excused absence note
3 days	• School messenger will call daily • 3-day unexcused letter will be mailed • Teacher's call parent	• Contact school attendance officer • Bring in notes/ have asthma plans in place with Nurse • Get student make-up work
5 days	• School messenger will call daily • 5-day unexcused letter will be mailed • Teacher and attendance department calls parent 3-5 days of absences • Parent teacher conference with attendance • Refer to resources and supports if needed	• Contact school attendance officer • Bring in notes/ have asthma plans in place with Nurse • Get student's make up work • Collaborate with attendance plan • Mandatory meeting with Teacher and attendance
10 days *At 10 days a court referral/ complaint can be filed	• <i>School messenger will call daily</i> • <i>10-day unexcused letter will be hand delivered</i> • <i>Conduct a home visit</i> • <i>Offer Pre-court or conduct a mandatory parent conference</i> • <i>Follow up phone calls</i> • <i>Make court referrals if needed</i>	• Attend mandatory meeting with attendance, FOC and Guidance officer • Possibly Attend Pre-court • Bring notes/ have asthma plans in place with Nurse • Prepare to discuss a plan of intervention
18 days	• <i>Offer referral service and intervention</i>	• The student is Chronically Truant! Working together we can prevent your child from missing 18 days or more

Late Arrival and Early Dismissal:

It is expected that students arrive at school and their classes on time. If a student is late to any class, they may face disciplinary action. Consequences for accumulating instances of lateness may include mandatory detention and potential loss of credit.

For students in grades Kindergarten through eighth grade, they are not allowed to leave school before the end of the day unless their parent/guardian or an authorized person meets them at the school.

If a student needs to be late or dismissed early, the student's parent/guardian must provide written notification to the school in advance. This notification should state the reason for the lateness or early dismissal. Acceptable reasons for lateness or early dismissal may include:

1. Medical or dental appointments that cannot be scheduled outside of school hours.
2. Requirements outlined in the student's individualized health care plan or individualized emergency healthcare plan.
3. Requirements specified in the student's individualized education plan (IEP).
4. Alternate short or long-term accommodations for students with disabilities.
5. Medical disability.
6. Motor vehicle driver's test.
7. Interview for college entrance or employment.
8. Family emergency.
9. Court appearance.
10. Any other good cause that may be deemed acceptable by the administration.

Lateness that does not fall within the listed acceptable reasons will be cumulative and may have an impact on the student's course credit.

Discipline for Cutting Class:

When a student habitually cuts class, the school will implement discipline measures in accordance with board policy 5131 regarding class attendance. These measures may include:

1. Denial of participation in co-curricular activities.
2. Denial of participation in athletic competitions.
3. Loss of partial or total course credit.
4. Detention or suspension.

The school district believes in collaborating with parents and students to provide support for school and class attendance. When a student cuts class or accumulates up to four unexcused absences, the district will take the following steps:

1. Notify the parent/guardian about the unexcused absence.
2. Work with parents and students to identify the underlying reasons for the unexcused absence by addressing questions such as: A. Where is the student? B. Why isn't the student coming to school? C. How can we provide support or assistance?
3. Collaborate and consult with parents and/or students to develop an action plan aimed at improving student attendance. This may involve: A. Implementing attendance trackers. B. Educating parents on the importance of attendance. C. Connecting students and parents to internal and external support programs and resources.
4. Follow district procedures outlined in policy 5141.4 for potential cases of missing or abused children/youth (Child Abuse and Neglect policy).
5. Collaborate with municipal court, law enforcement, and other authorities and agencies involved in addressing student attendance.

Students with Disabilities

Each student's Individualized Education Program (IEP) outlines the specific support and accommodations they require in order to meet academic expectations. It is crucial for teachers and school leaders to be familiar with these supports so that they can effectively assist students with disabilities and set them up for success.

If a student with special services is facing the possibility of suspension, it is important to conduct a Manifestation Determination prior to implementing any suspension. This determination involves a meeting with the Child Study Team, the student's family, and other relevant parties. The purpose of this meeting is to assess whether the student's behavior is a manifestation of their disability and to determine appropriate disciplinary measures. This process ensures that the student's disability is taken into account when addressing disciplinary actions.

It is important to note that a student with a disability may not receive a long-term suspension unless a Manifestation Determination meeting is held with the Child Study Team and the student's family. This meeting allows for a comprehensive evaluation of the situation and the student's needs, ensuring that disciplinary actions are fair and appropriate.

For more detailed information about the rights, supports, and procedures related to students with disabilities, it is recommended to contact the Child Study Team at your school. They are equipped to provide further guidance and assistance in understanding the specific requirements and processes for students with disabilities.

In the case of tier 1, 2, or 3 infractions that do not result in suspension, they may be handled in a similar manner as for general education students. The disciplinary policies and procedures of the school apply to all students, including those with disabilities. However, it is essential to consider and address any necessary accommodations or supports outlined in the student's IEP when handling disciplinary situations.

Annual Integrate Pest Management Notice

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. Lawnside School District has adopted an Integrated Pest Management Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator for Lawnside School District is:

Mr. Kevin Farrington
426 Charleston Avenue
Lawnside, NJ 08045
856-546-4850 extension 2253

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardians, and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan Lawnside Public School may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

- A copy of the school district's IPM policy is available upon request.
- The date, time and place of any meeting if one is to be held for the purpose of adopting or modifying the school integrated pest management policy or plan will be announce to the public.
- A list of pesticides that are in use or that have been used in the past 12 months on school property may be obtained upon request.

2nd Floor New Jersey's Youth Helpline

The New Jersey Youth Helpline, 2ndfloor, is a toll-free, anonymous and confidential helpline available 24 hours a day, 7 days a week, 365 day a year to all New Jersey young people, ages 10 to 24. Youth can call 2nd floor at 1-888-222-228 to speak with professionals and trained volunteers who listen attentively, non-judgmentally and compassionately to issues and problems they are facing. Visit www.2ndfloor.org for more information and try the message board!

Help is Available~988

988 Suicide and Crisis Lifeline
Speak with someone today

Call ~ 988

Text ~ 988