STUDENT HANDBOOK 2026-2027

Osage Elementary School
112 Somerdale Road
Voorhees, New Jersey 08043
Telephone No. (856) 428-2990
Fax No. (856) 427-0296
School Nurse (856) 428-2990 Ext. 4137
www.Voorhees.k12.nj.us/osage
Robert Cranmer, Principal

PRINCIPAL'S MESSAGE

Welcome to the new school year. This is an exciting time of year when we start fresh and set new goals. This planner is a wonderful tool for children and parents to utilize to plan goals, communicate with teachers, and to remember important assignments. Homework is an important part of every student's education and this planner will help your child/children be prepared and organized, so they can accomplish their goals.

I look forward to a fulfilling and successful new school year!

Sincerely,

Robert Cranmer
Principal

This Agenda Belongs to:

Name_____

Address_____

City/Town_____

State_____Zip Code_____

Telephone_____

Student No._____Homeroom No._____

The Osage Parent/Faculty Group sponsored this handbook

SCHOOL HOURS

Regular Day		Early Dismissal	
Starting	Dismissal	Starting	Dismissal
9:00 AM	3:25 PM Grades K thru 5	9:00 AM	1:40 PM Grades K thru 5

ATTENDANCE

Every parent has the responsibility to make sure their child attends school regularly. There is a very strong relationship between attendance and scholastic growth. Whenever a child is absent for any reason, it is the responsibility of the parent to send a note directed to the child's teacher with a short word of explanation for the absence. Telephone calls from parents explaining why a child is absent from school on the day of absence is necessary. However, this does not take the place of a written note, but may be offered in addition to the note for good communication and assurance of attendance. Please call the school nurse at (856)428-2990 Attendance Ext. 4500 Nurse Ext. 4137

ARRIVAL TIME

Children may arrive at school between 8:45 a.m. and 9:00 a.m. Arrival at school prior to 8:40 a.m. is not permitted for safety reasons. It should also be remembered that the police crossing guards are on duty for a limited time.

TARDINESS

Any child who arrives at school after the session has started is required to report to the office. The child is to be accompanied by a parent. The parent is required to sign in the tardy child.

EARLY DISMISSAL

Early dismissal should be requested only in the case of an emergency, and the request must be in writing, and signed by a parent. Parents must report to the office to sign students out.

RELIGIOUS HOLIDAYS

In accordance with state law regarding pupil absence from school because of a religious holiday, these rules and regulations will be followed:

1. No pupil who is absent from school because of a religious holiday may be deprived of any award or eligibility or opportunity to compete for any award because of such absence.
2. If a pupil misses a test or examination because of a religious holiday, that student must be given the right to take an alternative test or examination.
3. A pupil must present a written excuse signed by a parent or guardian prior to the child's absence.

TRANSPORTATION

Transportation is provided for students in grades K-8 who do not live within walking areas described in Board Policy. Exceptions are made in areas declared hazardous If you have any questions on transportation, please call the district's business office at 856 751-8446 ext. 6124.

Rules & Regulations for School Bus Riders

1. Be on time at the bus stop (no more than ten minutes ahead of pick-up time is recommended).
2. Stand off the road while waiting for the bus; use the area along the curb.
3. Show respect for private property-lawns, shrubs, trees, etc. Stay out of garages.
4. Pupils getting on first should move to the rear of the bus.
5. Do not extend hands, arms, head, or other parts of the body out of the window.
6. Remember that loud talking, laughing, or unnecessary confusion diverts the driver's attention and may result in a serious accident.
7. Never tamper with any bus equipment.
8. Treat bus equipment as you would valuable furniture in your own home-or your own car. Willful damage to seats, etc must be paid for by the offender.
9. Assist in keeping the bus clean. Leave no books, lunches or other articles on the bus.
10. Keep the aisles clear of books, band instruments, and other objects.
11. Remain seated while the bus is in motion.
12. If it is necessary to cross the road after getting off the bus, cross at least ten feet in front of the bus. Look both ways. Be alert to the danger signal from the driver. The driver will not pick up or discharge riders at places other than the regular bus stop.
13. No animals or pets are allowed on the bus.
14. No smoking is permitted.
15. Riding the school bus is a privilege. Violation of the rules will result in the loss of bus privileges.

Osage School Dismissal Plan

All students in grades K-5 are dismissed from school at 3:25 p.m. on a regular school day or at 1:40 p.m. on an early dismissal day. Students are designated as bus riders, walkers, CER students, carline students, or escort dismissal students. Announcements are made at the end of the day to alert teachers to begin dismissal. Carline students and escort dismissal students are dismissed to the carline room.

Bus Riders

- Students who ride the bus are dismissed from the front of the building. (or the classroom if inclement weather)
- As buses arrive, students are called to enter their assigned buses in an orderly manner

- Students are not permitted to ride a bus other than the one they are assigned to ride by the district transportation supervisor
- Students are supervised outside while they are loading their assigned buses

Walkers

- Students who are designated as walkers are dismissed from the exit door outside the Watson Center to the play area outside the building
- Students are supervised in the hallway prior to dismissal
- Supervision is provided at the exit door to ensure students leave in a safe, orderly manner, and that visitors do not enter the building

Carline

- Parent/guardian or escort arrival for the carline begins at 3:20 p.m.
- Parent/guardian form a line in front of the building and wait for students to be ushered to their car from the carline classroom
- Once in the carline, parents/guardians need to stay in the carline, as it is extremely dangerous to pass a car waiting in line
- Parents/guardians should not bypass the carline and park their car to pick up their child from the carline classroom
- Students are supervised both inside the carline classroom and outside as they walk to their car
- All complaints regarding people who may not be following procedures need to be directed to the principal or carline supervisor. No one should initiate a confrontation with another person in the carline

CER

- Students who attend the after school program are escorted to the Watson Center at the end of the school day.

Escort Dismissal

- Parents requesting escort supervision of students in grades K-5 must complete the **Request for Supervision at Dismissal Form**
- Students requiring escort dismissal will wait in the carline room under staff supervision until the carline students are dismissed
- Approved escorts (parent/guardian or designated escort) must pick the student up in the carline room, be prepared to show identification, and must sign the dismissal log

Escort Dismissal
Request for Supervision at Dismissal Form

Child's Name:	**Homeroom Teacher:**	**Grade:**
Parent/Legal Guardian Name:		
Home Phone:	**Work Phone:**	**Cell Phone:**

I am requesting the school only release my child to his/her parent/legal guardian or the escorts I have designated below. By signing at the bottom of this form, I understand the following:

- All students using **Escort Dismissal** must be picked up in the school carline room.
- Escort Dismissal will begin after the regular carline has been completed.
- Students designated as participating in escort dismissal will be supervised in the carline room until the regular carline has been completed.
- The dismissal procedures shall be effective upon school official signature and shall apply to all school days including early dismissal days.
- Once my child leaves the school property with their designated escort, the district is not responsible for my child's actions or the actions of the designated parent/guardian or escort.
- In the event that my child is not picked up on time or by the designated adults, my child will be placed in the after school CER program and I will be responsible for the costs associated with CER.
- Any designated escort must be 18 years or older.
- Any parent/guardian or escort should be prepared to show ID to school personnel and must sign the dismissal log.
- My child will not be dismissed to any person not listed on this form.
- This agreement will remain in effect for the entire school year unless revoked in writing.

The following are designated to pick up my child after school from the car pool line.	
Parent/Legal Guardians	**Designated Escorts:**
1.	**1.**
2.	**2.**
	3.
	4.
Parent/Guardian Signature:	**Date:**
School Office Approval:	**Date:**

INCLEMENT WEATHER PROCEDURES

All-Day Closing: When severe inclement weather causes the closing of school for the entire day, phone calls will be made to each student, announcements will be made on cooperating radio stations between 6:00 AM and 8:00 AM. Our code number is **574.**

Delayed Opening: If school openings are delayed, phone calls will be made to each student, announcement of the opening times will be made on the radio, Website, or Channel 19 as soon as possible. Late opening schedule:

Grades K – 5 11:00 AM to 3:25 PM

Early Closing: When it becomes necessary to close school before the regular time, phone calls will be made and announcements will be made on cooperating local radio stations. Every effort will be made to have early dismissal announced before the students have started for school.

PLEASE DO NOT CALL THE SCHOOL OR THE POLICE DEPARTMENT.

APPROPRIATE STUDENT APPEARANCE

The school's regulation as to dress contributes much toward making Voorhees Township Schools a place to feel proud. We expect all students to dress in clean, sensible attire at all times and maintain good grooming habits. On your child's scheduled Health and Physical Education days, please see that loose fitting clothing and sneakers are worn. Except in cases of extreme weather, students will be outside during the winter months. Please see that the children are appropriately dressed for the weather.

INITIAL PLACEMENT OF NEW STUDENTS

All new students grades 1 thru 5 must be screened.

CHANGE OF ADDRESS AND TELEPHONE NUMBER

Please notify the office and homeroom teacher in writing immediately upon the change of address or telephone number. It is important that we have correct phone numbers and emergency numbers in the office.

TRANSFERS

All requests for transfers must come from parents of the child to be transferred. All requests are to be processed through the school principal. Full pupil records will be mailed to the receiving district following a written request from the parent. All financial obligations must be met and all books returned before a transfer will be prepared.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are welcomed at any time during the school year and encouraged if you have any questions concerning your child. School scheduled parent-teacher conferences are held once a year. School will dismiss early to accommodate evening conferences. This year conferences will be held in December. At the conference, the child's strengths and weaknesses are discussed. It also provides the parents the opportunity to become better acquainted with the school and its procedures. Every parent is urged to attend the conference. Conferences are limited to fifteen minutes. If additional time is needed, the teacher will gladly schedule you again.

COMMUNICATION

Our most effective means of communication with parents is through notices sent home with the students. For that reason, it is vital that you check with your child on a day-to-day basis regarding notes from the teacher or office. The immediate delivery of notices to the home, followed by a prompt response carried back to school, serves as an excellent opportunity for children to learn responsibility and allows for improved communication between home and school. Your cooperation with detailed and punctual notes regarding absence and tardiness is also appreciated.

PARENT VISITATION

Parents are more than welcome to visit the school any time, but appointments must be made with the principal and teacher so as not to interrupt the classroom routine. All visitors to the school must report to the office before proceeding with any business involving the school or the faculty. All visitors must sign in at the front office and take a badge.

DISTRICT HOMEWORK POLICY GRADES K-5

The following time schedule should be used as a guide for the assignment of homework:

Grades K, 1 & 2	20 minutes per night
Grade 3	30 minutes per night
Grades 4 – 5	45 – 60 minutes per night

Please note that these times are approximate and variations do exist from student to student. If you find your child working in excess of the stated limits, you should:

- Discuss the homework assignment(s) with your child, (does the assignment include work that should have been completed during the day; was the assignment spread out over more than one day).
- Observe your child's work and study habits at home.
- Contact your child's teacher.

Please remember that the purpose of homework is:

- To reinforce and apply skills learned at school
- To let you know, as a parent, what your child is doing at school and how well they are doing it.

"TRAVEL" HOMEWORK

Requests are frequently made for homework to the teachers for students that will be going on vacation. This is sometimes very difficult to prepare because lesson plans have not yet been completed and support materials are not determined. It is decided that no "specific" worksheets or workbook pages will be assigned. General assignments such as approximate pages in various texts may be given. Important assignments will be saved and students will be given a fair amount of time to complete work. Students will be responsible for making up all tests and projects.

REPORT CARDS

Report cards are issued four times a year in Grades K-5. Grades K and 1 progress is indicated by letters. In Grades 2 – 5 grades will be indicated numerically.

Report cards can be viewed on the Parent Portal in November, February, April and on the last day of school.

LUNCHES

A well-balanced, nutritious lunch is served daily. Monthly menus can be viewed on-line. Lunch and milk prices for the 2026/2027 school year are:

- Elementary school breakfast $1.95 per day.
- Elementary school lunch $3.25 per day.
- Milk/juice $.85 per day.

Lunch may be purchased on a daily or a weekly basis. For lunches purchased on a weekly basis, students should bring their money on Monday or utilize the electronic pre-paid system. Children from low-income families may be eligible to receive reduced price or free lunches. The cafeteria service is a non-profit, self-sustaining service under the direction of the district's food service manager.

LIBRARY USE/CARING OF TEXTBOOKS

Students may borrow one book at a time. This rule may be waived at the discretion of the librarian. Books may be borrowed for one week at a time and may be renewed for another week if no one is waiting for the book. The library is always open for the return of books. Students are encouraged to use the school library on a regular basis. Students and teachers are responsible for the cost of a lost/damaged library book. Parent volunteers may borrow books for one week at a time and may renew them, if necessary.

BASIC SKILLS IMPROVEMENT PROGRAM

The Basic Skills Improvement Program, funded through state and federal resources, provides assistance to students functioning below grade level in language arts and/or mathematics. Students in all district schools may participate in BSIP, which offers individual and small group assistance.

ENRICHMENT PROGRAM

The Enrichment Program services four areas of the entire student population. The four areas serviced are the identified population, sparks group, interest groups, and whole class instruction. Students with outstanding ability are selected to participate in the identified population. These students will meet weekly for a period of two hours throughout the school year. Students that demonstrate a particular ability in a subject area participate in the sparks group. These students can be referred to the enrichment teacher for additional enrichment activities. The enrichment teacher is also available to teach whole class lessons at the request of the classroom teacher.
Parents who have questions about the program are asked to contact the school principal.

SCHOOL PARTIES

School parties are held five times a year. Parties are held for Halloween, Winter, Valentine's Day, Spring and End-of-Year. These parties are held at the discretion of the classroom teacher. Students should be served healthy treats and not foods with sugar as the primary ingredient.

SPECIAL EVENTS

MUSIC: SPRING – 4TH & 5TH grades

PHYSICAL EDUCATION: Spring – All grades will participate in Field Day. The students will demonstrate skills and perform activities taught through the Health and Physical Education Programs.

FIELD TRIPS

Field trips give students first-hand experience in topics discussed and studied in the classroom. It is not compulsory that all classes take a trip each year. Parental permission slips are required for each child attending.

GUIDELINES FOR BIRTHDAY CELEBRATIONS

We love to celebrate birthdays at school, but have a limited amount of time. We ask that you notify your child's teacher a few days in advance of the day you would like to have his/her celebration. Edible treats are not permitted. We encourage non-edible treats (ex. stickers, pencils, etc.)

HOMEROOM PARENTS

The Duties of a Room Parent shall Include:

A. Plan and carry out parties and other activities for the class as requested by the teacher.
B. Each school year, serve on at least one OPF committee, or volunteer to help out at least one OPF event.
C. At least one Room Parent from each class shall attend each OPF Business Meeting.

OSAGE PARENTS & FACULTY ASSOCIATION (OPF)

The Osage Parents Faculty Association (OPF) will send out forms soliciting your help for the school. Your generosity in completing the forms and donating some of your time to the school is greatly appreciated. One member of the OPF shall be named Room Parent Coordinator for the school year. This person will be responsible for encouraging and supporting participation by the Room Parents in OPF meetings and events.

STUDENT PHOTOGRAPHS

Individual photographs of our pupils are taken in October and parents receive them in November or December. Parents are not obligated to purchase the photographs. The price of the photographs depends upon the packet selected.

HEALTH SERVICES

Parents are requested to advise the school nurse if their child must take prescribed drugs during school hours. **The nurse will administer the prescribed medication only upon receiving a written order from the student's physician, a note from the parent and the receipt of the prescription container.** If a student becomes ill or has an accident of sufficient seriousness, the school will contact the parent immediately. The school will administer first aid, but at no time, will a child be given any type of drug.

HOME INSTRUCTION

When a child is expected to be out of school for a prolonged period of time because of certain illnesses or immobility, parents may request that a teacher be furnished for home instruction through the office of the Director of Special Child Study Services. A certificate must be procured from the attending physician stating the nature of the illness and that the child can receive instruction without endangering his or her health.

LOST AND FOUND

Pupils may claim lost articles before or after school.

COMMUNITY EDUCATION/RECREATION PROGRAM

The Community Education/Recreation Program offers courses and activities for all Voorhees residents-preschoolers through senior citizens-in the following areas: recreation, vocation, and academics. The CER Program is co-sponsored by the Board of Education and the Voorhees Township Committee. Brochures describing the available programs are mailed to all residents in September, January and June.

BEFORE AND AFTER SCHOOL CHILD CARE PROGRAM

The CER Program has a Before and After School Child Care Program for working parents. It is in operation from 7:00 am until the beginning of classes and then resumes after classes until 5:30 pm. This program is in operation at the four elementary schools. Call the CER office for more details at (856) 795-2095 X 5232.

STANDARDIZED TEST

All children are assessed annually in the spring. All kindergarten, grade 1 and grade 2 students will be administered a Voorhees Township Assessment. Students in grades 3, 4 and 5 will take the New Jersey Student Learning Assessment (NJSLA). All of these assessments assist us in monitoring student progress and evaluating our curriculum.

SAFETY POLICIES

The playground is supervised beginning at 8:45 am. Faculty members supervise the classes and dismissal. Children are urged to walk home in groups. An adult must call for children, who are detained. An emergency file is kept in the office containing phone numbers that can be used in case of an emergency.

DISCIPLINE

PHILOSOPHY:

The Osage School community is one in which adults and children can flourish in an atmosphere of mutual respect. Children will be guided in a positive manner to develop their full potential academically, socially and emotionally. The Osage School community is a peaceful one in which differences are settled through negotiation and problem solving. Everyone has a right to be shown respect, kindness and courtesy and to live in a safe environment.

SCHOOL RULES

1. Students will speak and behave respectfully toward each other and staff
2. Students will respect their school by keeping it clean and safe
3. Students will come to school ready to learn, and as such, will not bring personal property from home which will be a distraction or safety concern
4. Students will keep hands, feet, and all objects to themselves at all times
5. In order to ensure a safe environment, conflicts will be settled peacefully. Students who feel they are unable to solve conflicts peacefully need to seek an adult for assistance. Students are responsible for their actions and need to avoid physical or verbal aggression at all costs. Physical and/or verbal aggression will not be tolerated and will be considered a severe event resulting in police intervention along with other interventions listed below

HALLWAY RULES

1. Students will walk quietly
2. Students will enter and exit the building through the appropriate doors
3. Students will not wear hats
4. Students will not chew gum

ASSEMBLY RULES

1. The audience will sit quietly and attentively
2. The audience will show appreciation appropriately
3. The audience will enter and exit in an orderly manner
4. The audience will not chew gum
5. The audience will not wear hats

LUNCHROOM/RECESS RULES

LUNCHROOM RULES

Students Will:

1. Enter the cafeteria and be seated by classroom teacher

2. Walk at all times
3. Line up behind the last person
4. Raise hand in order to get up from the table
5. Wait to be dismissed from the table
6. Become quiet when the signal is given
7. Clean up eating area before leaving
8. Use appropriate manners
9. Keep hands and feet to yourself
10. Use quiet voices in the cafeteria
11. Not wear hats
12. Not chew gum

OUTSIDE RULES

1. Students will walk outside in a quiet, single file line on the pavement
2. Students will play only in designated areas
3. Students will follow playground safety rules:
    a. keep hands and feet to yourself
    b. keep sand, dirt, grass, etc. on the ground
    c. avoid stepping in puddles, ice and snow
    d. one person on slide at a time – slide feet first
    e. sit only on the swings – one person to a swing
    f. swing in forward motion
    g. climb inside the tubes only
    h. return equipment to designated place
    i. use equipment appropriately (jump ropes, balls, etc.)
4. Students will line up quickly and quietly
5. Students will maintain order while in line and through the building
6. Students must stay under teacher supervision. They may not leave any area without teacher permission

POSSIBLE INTERVENTIONS FOR INFRACTIONS

1. Student/Teacher conference
2. Develop and implement a behavior plan
3. Parent/Guardian contacted
4. After school detention
5. Parent conference
6. Counseling
7. Suspension (in or out of school)
8. Police intervention
9. Suspended recess

GUIDELINES FOR AFTER SCHOOL DETENTION

1. Teachers may request that students serve detention after school for inappropriate behavior(Not doing homework should not be a reason for detention)
3. Teachers must give the parent/guardian of the child at least 1 day's notice prior to detention
4. Parents must complete the detention form giving permission for their child to remain after school and return the form prior to detention
5. Students who do not return the detention form will be given additional detentions and the parent will be called
6. Teachers should place the detention form in the monitor's mailbox prior to detention
7. There will be a limit of ten students per detention session
8. Detention will be from 3:25 pm to 4:00 pm
9. The teacher should walk their student(s) to the classroom where detention will be held
10. Students will complete a behavior plan and sit quietly until 4:00 pm
11. If the parent/guardian does not pick up their child at 4:00 PM, the student will go to CER. The parent will be required to pay CER per hour. The teacher monitoring detention should give CER phone numbers of the parent/guardian

BOARD OF EDUCATION POLICIES: The following policies are required by the State Department of Education to be distributed to all parents

5512.01- HARASSMENT, INTIMIDATION, AND BULLYING Policy Statement

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

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

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or

2. By any other distinguishing characteristic; and

3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or

4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

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

This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

Expected Behavior

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

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

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

General guidelines for pupil conduct will be developed by the Superintendent, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the developmental ages of pupils**,** the severity of the offenses and pupils' histories of inappropriate behaviors**,** and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

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

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

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

Consequences and Appropriate Remedial Actions

Factors for Determining Consequences

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

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;

9. Classroom participation; and
10. Academic performance.

Environmental

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

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the district's code of pupil conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

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

Examples of Remedial Measures - Personal

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

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

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

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

Reporting Procedure

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

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

Investigation

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

Response to an Incident of Harassment, Intimidation, or Bullying

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

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

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

Reprisal or Retaliation Prohibited

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

Consequences for False Accusation

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

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

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

Policy Publication

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

Harassment, Intimidation, and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.(5)(c)~~e~~ and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be incorporated into a school's employee training program.

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

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

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

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

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

SEXUAL HARASSMENT OF PUPILS (M)

5751 SEXUAL HARASSMENT OF PUPILS (M)

Sexual harassment of pupils is prohibited by the Board of Education. The Superintendent and school district staff will use the following methods to investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

A. Definitions

1. Quid Pro Quo Harassment - When a school employee explicitly or implicitly conditions a pupil's participation in an educational program or activity or bases an educational decision on the pupil's submission to unwelcome sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the pupil resists and suffers the threatened harm or submits and thus avoids the threatened harm.

2. Hostile Environment Sexual Harassment - Sexual harassing conduct (which can include unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another pupil, or by a third party that is sufficiently severe, persistent, or pervasive to limit a pupil's ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.

3. Notice - The school district has notice if it actually "knew, or in the exercise of reasonable care, should have known" about the harassment. If an agent or responsible employee of the school district received notice, the school district is deemed to have notice. The school district may receive notice in many different ways:

   a. A pupil may have filed a grievance or complained to a teacher about fellow pupils harassing him/her.

   b. A pupil, parent, or other pupil may have contacted other appropriate school personnel.

   c. An agent or a responsible employee of the school district may have witnessed the harassment.

   d. The school district may obtain information in an indirect manner such as staff, community members, newspapers, etc.

4. Constructive Notice - A school district will be in violation if the school district has "constructive notice" of a sexually hostile environment and fails to take immediate and appropriate corrective action. Constructive notice exists if the school district "should have" known about the harassment and if the school district would have found out about the harassment through a "reasonable diligent inquiry."

5. Gender-based Harassment - Gender-based harassment that includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender, but not involving conduct of a sexual nature, may be a form of sex discrimination if it is sufficiently severe, persistent, or pervasive and directed at individuals because of their gender.

6. Title IX of the Education Amendments of 1972 - Title IX applies to all public school districts that receive federal funds and protects pupils in connection with all the academic, educational, extra-curricular, athletic, and other programs of the school district, whether they take place in the school facilities, on the school bus, at a class or training program sponsored by the school at another location, or elsewhere. Title IX protects any "person" from sex discrimination; accordingly both male and female pupils are protected from sexual harassment engaged in by school district employees, other pupils, or third parties. Title IX prohibits sexual harassment regardless of the gender of the harasser even if the harasser and the pupil being harassed are members of the same gender. Although Title IX does not specifically prohibit discrimination on the basis of sexual orientation, sexual harassment directed at gay or lesbian pupils may constitute sexual harassment as prohibited by Title IX. Harassing conduct of a sexual nature directed toward gay or lesbian pupils may create a sexually hostile environment and therefore be prohibited under Title IX.

7. Grievance Procedure - The grievance procedure provides for prompt and equitable resolution of discrimination complaints, including complaints of sexual harassment. The grievance procedure provides the school district with a mechanism for discovering sexual harassment as early as possible and for effectively correcting problems.

8. Office Of Civil Rights (OCR) - The OCR of the United States Department of Education has the federal government's enforcement authority of Title IX.

9. Unwelcomeness - In order to be actionable as harassment, sexual conduct must be unwelcomed. Conduct is unwelcome if the pupil did not request or invite it and "regarded the conduct as undesirable or offensive." The school district will be concerned about the issue of welcomeness if the harasser is in a position of authority.

10. Acquiescence - Acquiescence in the conduct or the failure to complain does not always mean the conduct was welcome. The fact that a pupil may have accepted the conduct does not mean that he/she welcomed it. The fact that a pupil willingly participated in conduct on one occasion does not prevent him/her from indicating that the same conduct has become unwelcome on a subsequent occasion. On the other hand, if a pupil actively participates in sexual banter and discussions and gives no indication he/she objects, then the evidence generally will not support a conclusion that the conduct was unwelcomed.

11. Sufficiently Severe, Persistent, or Pervasive Conduct - In determining whether conduct is sufficiently severe, persistent, or pervasive, the conduct should be considered from a subjective and objective perspective. In making this determination, all relevant circumstances should be considered:

    a. The degree to which the conduct affected one or more pupils' behavior. The conduct must have limited a pupil's ability to participate in or benefit from his/her education or altered the conditions of the pupils educational environment.

b. The type, frequency, and duration of the conduct.

c. The identity of and relationship between the alleged harasser and the subject or subjects of the harassment.

d. The number of individuals involved.

e. The age and gender of the alleged harasser and the subject or subjects of the harassment.

f. The size of the school, location of the incidents, and context in which they occurred.

g. Other incidents at the school.

h. Incidents of gender-based, but non-sexual harassment.

B. Grievance Procedure

The following Grievance Procedure shall be used for an allegation(s) of Harassment of Pupils by School Employees, Other Pupils, or Third Parties:

1. Reporting of Sexual Harassment Conduct

a. Any person with any information regarding actual and/or potential sexual harassment of a pupil by any school employee, other pupils, or third parties must report the information to the school Building Principal, their immediate supervisor or the Affirmative Action Officer.

(1) If the Building Principal deems it appropriate, he/she may immediately notify the parent(s) or legal guardian(s) of the alleged harasser(s) or alleged victim(s) upon receipt of any information prior to notifying the Affirmative Action Officer.

(2) The Building Principal will not disclose the name(s) of the alleged harasser(s) or alleged victim(s) to the other party.

b. The school district can learn of sexual harassment through other means such as from a witness to an incident, an anonymous letter or telephone call.

c. Nothing in the Policy and Regulation on Pupil Sexual Harassment shall preclude the Building Principal, or designee, from complying with the provisions of Policy No. 5600 - Pupil Discipline in order to maintain the health, safety and welfare of staff and/or pupils.

d. A report from the school Building Principal or an immediate supervisor will be forwarded to the school district Affirmative Action Officer within one working day, even if the school Building Principal or immediate supervisor feels sexual harassment conduct was not present.

e. Upon receipt of an allegation and/or report, the Affirmative Action Officer shall immediately notify the parent(s) or legal guardian(s) of any alleged harasser(s) and victim(s) for which a report has been filed even if the Building Principal has previously notified the parent(s) or legal guardian(s).

f. The Affirmative Action Officer shall notify the parent(s) or legal guardian(s) of all involved pupils and any other involved individuals of the process to be followed in investigating a report or complaint.

2. Affirmative Action Officer's Investigation

a. Upon receipt of any report of potential sexual harassment conduct, the Affirmative Action Officer will begin an immediate investigation. The Affirmative Action Officer will promptly investigate all alleged complaints of sexual harassment, whether or not a formal grievance is filed and steps will be taken to resolve the situation, if needed. This investigation will be prompt, thorough, and impartial. The investigation will be completed no more than ten working days after receiving notice.

b. When a pupil or the parent(s) or legal guardian(s) of a pupil provides information or complains about sexual harassment of the pupil, the Affirmative Action Officer will initially discuss what actions the pupil or parent(s) or legal guardian(s) is seeking in response to the harassment.

c. The Affirmative Action Officer's investigation may include, but is not limited to, interviews with all persons with potential knowledge of the alleged conduct, interviews with any pupils who may have been sexually harassed by any school employee, other pupils, or third parties and any other reasonable methods to determine if sexual harassment conduct existed.

d. The Affirmative Action Officer will request, if relevant to an investigation, the parent(s) or legal guardian(s) of any pupil involved in the investigation to assist in the investigation to determine if sexual harassment conduct exist(ed).

e. The Affirmative Action Officer will provide a copy of the Board Policy and Regulation to all persons who are interviewed with potential knowledge and to any other person the Affirmative
Action Officer feels would be served by a copy of such documents.

f. The Affirmative Action Officer will explain the avenues for formal and informal action, including a description of the grievance procedure that is available for sexual harassment complaints and an explanation on how the procedure works.

g. Any person interviewed by the Affirmative Action Officer may be provided an opportunity to present witnesses and other evidence.

h. The Affirmative Action Officer and/or Superintendent may contact law enforcement agencies if there is potential criminal conduct by any party.

i. The school district administrators may take interim measures during an Affirmative Action Officer's investigation of a complaint in order to alleviate any conditions which prohibit the pupil from assisting in the investigation.

j. If elementary or middle school pupils are involved, it may become necessary to determine the degree to which they are able to recognize that certain sexual conduct is conduct to which they can or should reasonably object and the degree to which they can articulate an objection. The Affirmative Action Officer will consider the age of the pupil, the nature of the conduct involved, and other relevant factors in determining whether a pupil had the capacity to welcome sexual conduct.

k. The Affirmative Action Officer will consider particular issues of welcomeness if the alleged harassment relates to alleged "consensual" sexual relationships between a school employee and
a pupil.

(1) If elementary or middle school (grades K-8) pupils are involved, welcomeness will not be an issue. Sexual conduct between a school employee and an elementary pupil will not be viewed as consensual.

(2) If secondary (grades 9-12) pupils are involved, there is a strong presumption that sexual conduct between a school employee and a secondary pupil is not consensual.

(3) In cases involving older secondary and post-secondary pupils and older secondary and post-secondary special education pupils, the Affirmative Action Officer will consider the following to determine whether a school employee's sexual advances or other sexual conduct could be considered welcome:

(a) The nature of the conduct and the relationship of the school employee to the pupil, including the degree of influence, authority, or control the employee has over the pupil.
(b) Whether the pupil was legally or practically unable to consent to the sexual conduct in question.

l. If there is a dispute about whether harassment occurred or whether it was welcome (in a case in which it is appropriate to consider whether the conduct could be welcome) determinations should be based on the totality of the circumstances. The following types of information may be helpful in resolving the dispute:

(1) Statements made by any witnesses to the alleged incident.

(2) Evidence about the relative credibility of the alleged harassed pupil and the alleged harasser.

(3) Evidence that the alleged harasser has been found to have harassed others may support the credibility of the pupil claiming harassment.

(4) Evidence of the allegedly harassed pupil's reaction or behavior after the alleged harassment.

(5) Evidence about whether the pupil claiming harassment filed a complaint or took other action to protest the conduct soon after the alleged incident occurred.

(6) Other contemporaneous evidence such as did the pupil write about the conduct and his/her reaction to it soon after it happened in diary or letter and/or tell friends or relatives.

m. The scope of a reasonable response also may depend upon whether a pupil, or parent(s) or legal
guardian(s) reporting harassment asks that the pupil's name not be disclosed to the harasser or that nothing be done about the harassment. The Affirmative Action Officer:

(1) Will provide an overview of harassment policy [and Title IX if applicable] to the pupil, parent(s) or legal guardian(s) which shall include the prohibition of retaliation. In the event the pupil, parent(s) or legal guardian(s) request the pupil's name remain confidential, the Affirmative Action Officer will inform the pupil, parent(s) or legal guardian(s) that the request may limit the school district's ability to respond.

(2) Will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all pupils. The factors to be considered shall be the seriousness of the alleged harassment, the age of the pupil harassed, whether there have been any other complaints or reports against the alleged harasser. And the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result.

(3) May use other means available to address the harassment. Steps that may be taken to limit the effects of the alleged harassment and prevent its reoccurrence without initiating a formal complaint and revealing the identity of the complainant. These steps may require sexual harassment training at the site where the problem occurred, taking a pupil survey concerning any harassment problems that may exist, or other systematic measures where the alleged
harassment occurred.

(4) By conducting a limited investigation without revealing the name of the pupil sexually harassed, may be able to learn about or confirm a pattern of harassment based on claims of
different pupils that were harassed by the same individual. The Affirmative Action Officer may place an individual on notice of allegation of harassing behavior and counsel appropriately without revealing, even indirectly, the identity of the pupil who notified the school district.

3. Investigation Results

a. Upon the conclusion of the investigation, but not later than ten working days after reported, the Affirmative Action Officer will prepare a summary of findings to the parties. At the least this shall
include the person(s) providing notice to the school district and the pupil(s) who were alleged to be sexually harassed.

b. The Affirmative Action Officer shall make a determination whether sexual harassment conduct was present.

c. If the Affirmative Action Officer concludes sexual harassment conduct was not, or is not present, the investigation is concluded.

d. If the Affirmative Action Officer determines that sexual harassment has occurred, the school district administrators and staff shall take reasonable, age-appropriate, and effective corrective action, including steps tailored to the specific situation. Appropriate steps will be taken to end the harassment such as counseling, warning, and/or disciplinary action, as specified in pupil and/or staff discipline policies and regulations. The steps will be based on the severity of the harassment or any record of prior incidents or both. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the harassment.

e. In the event the Affirmative Action Officer determines a hostile environment exists, the school district administrators and staff shall take steps to eliminate the hostile environment. The school district administrators may need to deliver special training or other interventions to repair the educational environment. Other measures may include directing the harasser to apologize to the harassed pupil, dissemination of information, distribution of new policy statements or other steps to communicate the message that the Board does not tolerate harassment and will be responsive to any pupil that reports such conduct.

f. In some situations, the school district administrators may need to provide other services to the pupil that was harassed if necessary to address the effects of the harassment on that pupil. Depending on the type of harassment found, these additional services may include an independent re-assessment of the harassed pupil's work, retaking a course with a different instructor, tutoring and/or other measures that are appropriate to the situation.

g. The school district administrators will take steps to avoid any further sexual harassment and to prevent any retaliation against the pupil who made the complaint, was the subject of the harassment, or against those who provided the information or were witnesses. The Affirmative Action Officer will inform the sexually harassed pupil and his/her parent how to report any subsequent problems and make follow-up inquiries to see if there has been any new incidents or retaliation.

h. All sexual harassment grievances and accompanied investigation notes will be maintained in a confidential file by the Affirmative Action Officer.

4. Affirmative Action Officer's Investigation Appeal Process
   a. Any person found by the Affirmative Action Officer's investigation to be guilty of sexual harassment conduct, or any pupil who believes they were sexually harassed but not supported by the Affirmative Action Officer's investigation, may appeal to the Superintendent. The Superintendent will make his/her determination within ten working days of receiving the appeal.
   b. Any person who is not satisfied with the Superintendent's determination may appeal to the Board. The Board will make its determination within forty-five calendar days of receiving an appeal from the Superintendent's determination.

C. Office Of Civil Rights (OCR) Case Resolution

Parents or pupils not satisfied with the resolution of an allegation of sexual harassment by the school district officials or the Board may request the Office of Civil Rights (OCR) of the United States Department of Education to investigate the allegations.

1. Any alleged victim of sexual harassment may appeal a decision of the Affirmative Action Officer, Superintendent, or the Board to the Office of Civil Rights (OCR).
2. Any person may report an allegation of sexual harassment to the OCR at any time. If the OCR is asked to investigate or otherwise resolve incidents of sexual harassment of pupils, including incidents caused by employees, other pupils, or third parties, OCR will consider whether:

   a. The school district has a policy prohibiting sex discrimination under Title IX and an effective Title IX grievance procedure;
   b. The school district appropriately investigated or otherwise responded to allegations of sexual harassment; and
   c. The school district has taken immediate and appropriate corrective action responsive to Quid Pro Quo or Hostile Environment Harassment.

3. If the school district officials have taken the steps described in 2 above, the OCR will consider the case against the school district resolved and take no further action other than monitoring compliance with any agreement between the school district and the OCR. This shall apply in cases in which the school district was in violation of Title IX, as well as those in which there has been no violation of Title IX.

Issued: 26 September 2007

5530 SUBSTANCE ABUSE

The Board of Education recognizes that a pupil's abuse of harmful substances seriously impedes that pupil's education and threatens the welfare of the entire school community. The Board is committed to the prevention of substance abuse and the rehabilitation of substance abusers by educational means, but will take the necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances. Accordingly, the Board will establish and maintain a comprehensive substance abuse intervention, prevention, and treatment referral program in the schools of this district.

DefinitionsN.J.S.A. 18A:40A-9
N.J.A.C. 6A:16-1.3;6A:16-4.1

For the purposes of this policy:
"Substance" means alcoholic beverages, controlled dangerous substances, including anabolic steroids, as defined at N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system, including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined at N.J.S.A. 2C:35-10.4, and over-the-counter and prescription medications which are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.

"Substance abuse" means the consumption or use of any substance for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick and injured human beings.

"Evaluation" means those procedures used to determine a pupil's need for an educational program or treatment that extends beyond the regular school program by virtue of the use of substances by the pupil or a member of the pupil's family.

"Intervention an d referral to treatment" means those programs and services offered to help a pupil because of the use of substances by the pupil or a member of the pupil's family.

Discipline N.J.S.A. 18A:40A-10: 18A:40A-11
N.J.A.C. 6A-4.1©2.;6A:16-6.3(a)

The Board prohibits the use, possession, and/or distribution of a substance on school premises, at any event away from the school premises that is sponsored by this Board, and on any transportation vehicle provided by this Board.

A pupil who uses, possesses, or distributes a substance, on or off school premises, will be subject to discipline. Discipline will be graded to the severity of the offenses, the nature of the problems and the pupil's needs. Discipline may include suspension or expulsion. The Board may establish consequences for a pupil not following through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors. The Superintendent and/or designee will notify the appropriate law enforcement agency pursuant to N.J.A.C. 6A:16-6.3 (a).

Instruction N.J.S.A. 18A:40A-1 et seq.
N.J.A.C. 6A:16-3.1

The Board shall provide a comprehensive program of instruction on the nature and effects of substances and tobacco. The program will be included in the health education curriculum and conducted in accordance with law, rules of the State Board of Education, and Policy No. 2422.

Identification, Evaluation and Intervention
N.J.S.A. 18A:40A-11 through 18A:40A-17
N.J.A.C. 6A:16-3.1; 6A:16-4.1; 6A:16-4.2; 6A:16-4.3

Whenever any teaching staff member, certified or non-certified nurse or other educational personnel have reason to believe a pupil has used or may be using anabolic steroids that person must report the matter as soon as possible to:

1. The Principal (or, in the Principal's absence, to a person designated by the Principal); and
2. The certified or non-certified school nurse; or
3. The school physician; or
4. The Substance Awareness Coordinator.

The Principal or his/her designee, in response to every report, must immediately:

1. Notify the pupil's parent(s) or legal guardian(s);
2. Notify the Superintendent; and
3. Arrange for the immediate examination of the pupil by a physician selected by the parent(s) or legal guardian(s).
   a. If the physician selected by the parent(s) or legal guardian(s) is not available to perform the examination, the examination will be conducted by the school physician.
   b. The examination conducted, at parental request, by a physician other than the school physician will not be at district expense.

The pupil shall be examined as soon as possible for the purpose of determining whether the pupil has been using anabolic steroids.

A written report of the examination of the pupil shall be furnished by the examining physician to the pupil's parent(s) or legal guardian(s) and to the Superintendent.

If it is determined that the pupil has been using anabolic steroids, the pupil and others, as necessary, shall be interviewed by a Substance Awareness Coordinator or individual who holds a school nurse , psychologist, school social worker, or pupil personnel services endorsements on the Educational Services Certificate and are trained to assess alcohol and other drug abuse for the purpose of determining the extent of the pupil's involvement with substances and the possible need for referral treatment. In order to make this determination, the staff member may conduct a reasonable investigation, which may include interviews with the pupil's teachers and school staff. The school staff member may also consult with physicians and such experts in the field of substance abuse as may be appropriate.

If it is determined the pupil's use of steroids represents a danger to the pupil's health and well-being, certificated staff as per N.J.A.C. 6A:16-4.3(b)4 will initiate a referral for treatment to:

1. Appropriate community agencies as defined in N.J.A.C. 6A:16-4.1(b); or
2. Out-Of-State agencies licensed by the appropriate State regulatory agency for alcohol and other drug services; or
3. Private practitioners certified by appropriate drug and alcohol licensing board.

All staff members shall be alert to signs of substance abuse by pupils and shall respond to those signs in accordance with administrative regulations. Any staff member to whom it appears that a pupil may be under the influence of a substance other than anabolic steroids on school property or at a school function, shall report the matter as soon as possible to:

The Principal (or, in the Principal's absence, to a person designated by the Principal) and the school nurse or the school physician. If neither the school nurse or school physician is available, the staff member responsible for the function shall be notified.
The Principal or his/her designee shall immediately notify the pupil's parent(s) or legal guardian(s) and the Superintendent.
The Principal must arrange for an immediate medical examination of the pupil

1. By a doctor selected by the parent(s) or legal guardian(s) or,
2. If the parent(s) or legal guardian(s) doctor is not immediately available, by the school physician.
3. If neither the parent(s) or legal guardian(s) doctor nor the school physician is immediately available, the pupil shall be taken to the emergency room of the nearest hospital for examination and diagnosis.

The pupil may be accompanied by the pupil's parent(s) or legal guardian(s) if possible and will be accompanied by a member of the school staff appointed by the Principal.

An examination conducted by a physician other than the school physician or the emergency room of the nearest hospital shall not be a t district expense. Treatment will not be at Board expense.

If there is a positive determination from the medical examination of the pupil indicating the alcohol or drug use interferes with the pupil's physical or mental ability to perform in school:

1. The pupil will be returned to the care of the parent(s) or legal guardian(s) as soon as possible; and

2. Attendance at school will not resume until a medical report verifies the pupil's alcohol or drug use no longer interferes with the pupil's physical or mental ability to attend school.

When a pupil's substance abuse or suspected substance abuse threatens the pupil's life or places the pupil and/or others in imminent peril, all procedures shall be expedited in accordance with the emergency. Policy No. 8441, Care of Injured and Ill Persons, may be implemented as appropriate, provided no component of the procedures implementing this policy is omitted.

The Board will provide intervention and treatment referral services by teaching staff members who are properly and appropriately certified and trained to render such services.

Such services will include instruction, counseling, and related services to a pupil who is receiving medical or therapeutic care for diagnosed substance abuse; referral to a community agency approved by the County Local Advisory Council on Alcoholism or Drug Abuse or the State Department of Health; support services for pupils who are in care or returning from care for substance dependency; and/or a special class or course designed to meet the needs of pupils with problems of substance abuse.

A substance abuser who has also been identified as potentially disabled shall be evaluated by the Child Study Team to determine his/her eligibility for special education and/or related services.

In-Service Training N.J.S.A. 18A:40A-16(b)

The Board directs the Superintendent to develop a program of in-service training for all teaching staff members involved in the instruction of pupils. The Board will provide time for the conduct of the program during the usual school schedule. In-service training shall prepare teachers to instruct pupils on substance abuse and inform teachers about the nature of substances, the symptomatic behavior associated with substance abuse, the availability of rehabilitation and treatment programs, the legal aspects of substance abuse, and Board policy and regulations on substance abuse.

Outreach to Parents N.J.S.A. 18A:40A-16; 18A:40A-17
N.J.A.C. 6A:16-4.1©7.

The Board will provide a program of outreach to parent(s) or legal guardian(s) of pupils that includes information on the district's substance abuse curriculum, the identification of substance abusers, and rehabilitation organizations and agencies. The Superintendent is directed to develop the program in consultation with local agencies recommended by the Commissioner and to offer the program at times and in places convenient to parent(s) or legal guardian(s) on school premises or in other suitable facilities.

Records 408 of the Drug Abuse Prevention, Treatment, and Rehabilitation Act, 42 U.S.C., and Implementing Regulations, 42 CFR Part 2

Notations concerning a pupil's involvement with substances may be entered on his/her records, subject to Policy No. 8330 regarding confidentiality and limited access. All such notations shall be expunged when they are no longer required for the counseling or discipline of the pupil or when the pupil leaves school. Information regarding a pupil's involvement in a school intervention or treatment program shall be kept strictly confidential in accordance with 408 of the Drug Abuse Prevention, Treatment, and Rehabilitation Act, 42 U.S.C. 290 ee-3, and implementing regulations, 42 CFR Part 2.

If a secondary pupil involved in a school intervention or treatment program provides information during the course of a counseling session in that program which indicates that the pupil's parent(s) or legal guardian(s) or other person residing in the pupil's household is dependent upon or illegally using a substance as that term is defined in J.J.S.A. 18A:40A-9, that information shall be kept confidential and may be disclosed only with; the pupil's written consent, to another person or entity whom the pupil specifies in writing; pursuant to a court order; to a person engaged in a bona fide research purpose; except that no names or other information identifying the pupil or the person with respect to whose substance abuse the information was provided, shall be made available to the researcher; or to the Division of Youth and Family Services or to a law enforcement agency, if the information would cause a person to reasonably suspect that the secondary pupil or another child may be an abused or neglected child.

Nonpublic School Pupils N.J.S.A. 18A:40A-5; 18A:40A-17c

The Board will lend to pupils attending nonpublic schools located in this district and to the parent(s) or legal guardian(s) of such pupils educational materials on substance abuse prepared and supplied by the Commissioner. The loan of such materials shall be at no cost to the district.

Civil Immunity N.J.S.A. 18A:40A-13, 18A:40A-14;
N.J.A.C. 6A:16-4.3©

No civil action of any kind shall lie against any employee, officer or agent of the Board because of actions taken under the education statutes on substance abuse, N.J.S.A. 18A:40A-1 et seq., provided the skill and care given is that ordinarily required and exercised by other such employees, officers and agents of the Board.

Any employee who in good faith reports a pupil to the Principal, the Principal's designee, the school physician, or School Nurse in an attempt to help such pupil cure his/her abuse of substances shall not be liable in civil damages as a result of making any such report.

Reporting Pupils to Law Enforcement Authorities
N.J.A.C. 6A:16-6.3(a)

The Superintendent, or designee, will report pupils to law enforcement authorities if the staff member has a reason to believe a pupil is unlawfully possessing or in any way is involved in the distribution of controlled dangerous substances, anabolic steroids, or drug paraphernalia, on or within 1,000 feet of the outermost boundary of school property pursuant to N.J.A.C. 6A:16-6.3(a). The Superintendent will not report pupils who have voluntarily sought treatment or counseling for a substance abuse problem provided the pupil is not involved or implicated in a current drug distribution activity.

Policy Review and Accessibility
N.J.S.A. 18A:40A-10; 18A:40A-11
N.J.A.C. 6A:16-4.2(a) & (b)

The Board will annually review the effectiveness of this policy in consultation with appropriate teaching staff members, with community members, as well as consultation with local substance abuse prevention, intervention and treatment agencies licensed by the State Department of Health and Senior Services and community representatives.

This policy and its implementing regulations shall be made available annually, at the beginning of the school year, to all school employees, pupils, and parent(s) or legal guardian(s). Each newly hired employee and transferred pupil will be offered this policy and implementing regulations on his/her arrival in the district.

N.J.S.A. 18A:40A-1 et seq.; 18A:40A-7.1 et seq.
N.J.A.C. 6A:16-4.1 et seq.

Adopted: 26 September 2007
Regulation
Section: Pupils

5331: Management of Life Threatening Allergies in School

A. Definitions

1. Anaphylaxis - A serious allergic reaction that is rapid in onset and may cause death.
2. Epinephrine (adrenaline) - A drug that can be successfully utilized to counteract anaphylaxis.
3. Food Allergy - A group of disorders characterized by immunologic responses to specific food proteins. In the United States, the most likely common allergens in adults and children are cow's milk, eggs, peanuts, wheat, soy, fish, shellfish, and nuts.
4. Individualized Emergency Healthcare Plan (IEHP) - A personalized healthcare plan written by the certified school nurse that specifies the delivery of accommodations and services needed by a pupil in the event of an emergency.
5. Individualized Healthcare Plan (IHP) - A plan written by the certified school nurse that details accommodations and/or nursing services to be provided to a pupil because of the pupil's medical condition based on medical orders written by a health care provider in the pupil's medical home.
6. School-Sponsored Function - Any activity, event, or program occurring on or off school grounds, whether during or outside of regular school hours, that is organized and/or supported by the school.

B. Policy and Regulation Development

1. Policy and Regulation 5331 address different allergens, varying ages and maturity levels of pupils, and the physical properties and organizational structures of schools in this school district. The components below were critical in developing Policy and Regulation 5331.

   a. The school district nursing staff, in consultation with the school physician, if needed:

      (1) Assessed the overall health needs of the pupil population at risk for anaphylaxis, particularly pupils with food allergies; and

      (2) Assessed current and relevant policies and/or protocols regarding the care of pupils with life-threatening allergies and identified areas in need of development or improvement.

2. Policy and Regulation 5331 were developed using a multidisciplinary team that included various school district administrators, teachers, and support staff members.

3. Additional factors need to be regarded at the secondary school level in order to provide the best care for food-allergic teens. The multidisciplinary team should consider the factors below when developing Policy and Regulation 5331 as it pertains to food-allergic teens.

   a. Pupils move to different classrooms, frequently in larger buildings and campuses, presenting needs for updated avoidance strategies, epinephrine availability, and designated assistance.
   b. Pupils may have open lunch periods and accompany friends to local eateries.
   c. Pupils may have access to vending machines.
   d. Certain classes give rise to new avoidance issues, e.g., chemistry/biology labs, home economics/culinary class, etc.
   e. The number of off-site school-sponsored functions increases, e.g., travel, sometimes to other States and foreign countries; athletic games and competitions, sometimes in other towns; dances; etc.
   f. Risk-taking behaviors frequently accompany the independence of adolescent years.
   g. N.J.S.A. 18A:40-12.6 provides for a delegate for the emergency administration of epinephrine even when a pupil is able to self-administer life-saving medication. Although teenage pupils will more than likely be permitted to carry and self-administer emergency medications, those pupils are not to be expected to have complete responsibility for the administration of epinephrine. A severe allergic reaction can completely incapacitate a pupil and inhibit the ability to self-administer emergency medication. Therefore, the school nurse or volunteer delegate shall be available during school and school-sponsored functions to administer epinephrine in an emergency in accordance with the provisions of N.J.S.A. 18A:40-12.5.e.(2).

4. The Principal and/or the school nurse will educate staff and the community regarding Policy and Regulation 5331; obtain feedback on the implementation and effectiveness of the Policy and Regulation; and annually review, evaluate, and update the Policy and Regulation, as needed or required by law.

C. Prevention Measures

1. Considerations for the Cafeteria

   The Principal, in consultation with the school nurse, teaching staff members, food service staff members, and other appropriate staff members, will work to make the cafeteria environment as safe as possible for food-allergic pupils. This process includes making determinations about serving foods with known allergens and identifying steps that can be taken to reduce the chance of accidental exposure. The steps may include:
   a. Training to food service personnel on food label reading and safe handling, as well as safe meal substitutions for food-allergic children.
   b. Educating cafeteria staff and monitors about food-allergy management and making them aware of the pupils who have life-threatening food allergies.
   c. Developing and implementing standard procedures for cleaning tables, chairs, and trays, particularly those designated as allergen-safe, after lunch periods using dedicated and disposable supplies to avoid cross contact.
   d. When possible, sharing ingredient/allergen information for food provided by the school to pupils and parent(s) or legal guardian(s).
   e. Making allergen-safe table(s) an available option for allergic pupils.
   f. Considering allergen-full table(s) (i.e., all those eating peanut butter sit together).
   g. Discouraging pupils from sharing or trading food/snack items, drinks, straws, or utensils.
   h. Encouraging pupils to wash hands before and after eating.

i. Considering the benefits and ramifications of serving and/or removing allergen-containing foods or removing a particular food item from the school menu.
j. Making accommodations in the event a pupil cannot be in direct proximity to certain allergens that are being cooked/boiled/steamed.

2. Considerations for the Classroom

Provisions will be made to develop safeguards for the protection of food-allergic pupils in the classroom. The school nurse will work with the classroom teacher(s) so the teacher understands and is able to initiate the pupil's IEHP, as necessary.

a. If possible, consider prohibiting the use or consumption of allergen-containing foods in the classroom.
b. Conduct training for teachers, aides, volunteers, substitutes, and pupils about food allergies.
c. Develop and implement a procedure that will alert substitute teachers to the presence of any pupils with food allergies and any accompanying instructions.
d. Develop and implement a letter to parent(s) or legal guardian(s) of classmates of the food-allergic pupil (without identifying the pupil), particularly in lower grades, explaining any prohibitions on food in the classroom.
e. Discourage the use of food allergens for classroom projects/activities, classroom celebrations, etc.
f. Encourage the use of non-food items for all classroom events/activities, as a way to avoid the potential presence of major food allergens.
g. Notify parent(s) or legal guardian(s) of classroom celebrations that involve food with particular attention to notification of parent(s) or legal guardian(s) of food-allergic children.
h. Encourage pupils to wash hands before and after eating.
i. Develop and implement standard procedures for cleaning desks, tables, and the general classroom area.

3. General Considerations for the School Environment

The Principal, in consultation with the school nurse, teaching staff members, food service staff members, and other appropriate staff members, will work to make the school environment as safe as possible for the food-allergic pupil to include:

a. Developing and implementing cleaning procedures for common areas (i.e., libraries, computer labs, music and art rooms, hallways, etc.).
b. Developing and implementing guidelines for food fundraisers (i.e. bake sales, candy sales, etc.) that are held on school grounds.
c. Avoiding the use of food products as displays or components of displays in hallways.
d. Developing protocols for appropriate cleaning methods following events held at the school, which involve food.

4. Field Trips and Other School Functions

N.J.S.A. 18A:40-12.6 requires a nurse or delegate to be available during school and school-sponsored functions in the event of anaphylaxis. Pupils with food allergies should participate in all school activities and will not be excluded based on their condition. The appropriate school staff member(s) should:

a. Communicate (with parent(s) or legal guardian(s) permission) relevant aspects of the IEHP to staff, as appropriate, for field trips, school-sponsored functions, and before- and after-school programs.
b. Encourage long-term planning of field trips in order to ensure that food-allergic pupils receive needed services while away from school.
c. Evaluate appropriateness of trips when considering the needs of pupils e.g., a trip to a dairy farm should not be scheduled for a class with a milk-allergic pupil.
d. Encourage, but do not require, parent(s) or legal guardian(s) of food-allergic pupils to accompany their child on school trips.
e. Implement the district's procedure for the emergency administration of medications.
f. Implement the district's procedure for emergency staff communications on field trips.
g. Inform parent(s) or legal guardian(s), when possible, of school events at which food will be served or used.

5. Bus Transportation

The district administrative staff and transportation personnel will consider the needs of pupils with life-threatening allergies while being transported to and from school and to school-sponsored activities. The appropriate school staff member(s) should:

a. Advise bus drivers of the pupils that have food allergies, symptoms associated with food-allergic reactions, and how to respond appropriately.
b. Assess the emergency communications systems on buses.
c. Consider assigned bus seating i.e., pupils with food allergies can sit at the front of the bus or can be paired with a "bus buddy."
d. Assess existing policies regarding food on buses.

6. Preparing for an Emergency

The Principal and school nurse will establish emergency protocols and procedures in advance of an emergency. These protocols and procedures should:
a. Provide training for school personnel about life-threatening allergic conditions.
b. Create a list of volunteer delegates trained by the nurse in the administration of epinephrine, and disseminate the list appropriately.
c. Ensure that epinephrine is quickly and readily accessible in the event of an emergency. If appropriate, maintain a backup supply of the medication.
d. Coordinate with local EMS on emergency response in the event of anaphylaxis.
e. Consider conducting anaphylaxis drills as part of the district or school-wide emergency response plan.
f. Ensure access to epinephrine and allergy-free foods when developing plans for fire drills, lockdowns, etc.
g. Ensure that reliable communication devices are available in the event of an emergency.
h. Adhere to ***Occupational Safety and Health Administration*** (OSHA) and Universal Precautions Guidelines for disposal of epinephrine auto-injectors after use.

7. Sensitivity and Bullying

A food-allergic pupil may become victim to threats of bullying related to his/her condition. N.J.A.C. 6A:16-7.9 requires each Board of Education to develop, adopt, and implement a policy prohibiting harassment, intimidation, or bullying on school grounds, including on a school bus or at a school-sponsored function, pursuant to N.J.S.A. 18A:37-15. The appropriate school staff member(s) should:
a. Remind pupils and staff that bullying or teasing food-allergic pupils will not be tolerated and violators should be disciplined appropriately.
b. Offer professional development for faculty and staff regarding confidentiality to prevent open discussion about the health of specific pupils.
c. Discourage needless labeling of food-allergic pupils in front of others. A food-allergic pupil should not be referred to as "the peanut kid," "the bee kid" or any other name related to the pupil's condition.

D. Roles and Responsibilities for Managing Food Allergies

The risk of accidental exposure to foods can be reduced in the school setting if schools, pupils, parent(s) or legal guardian(s), and physicians work together to minimize risks of exposure to allergens and provide a safe educational environment for food-allergic pupils.

1. Family's Role

   a. Notify the school of the pupil's allergies.
   b. Work with the school team to develop a plan that accommodates the pupil's needs throughout the school, including the classroom, the cafeteria, after-care programs, during school-sponsored activities, and on the school bus, as well as an IEHP.
   c. Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child on written form.
   d. Provide properly labeled medications and promptly replace medications after use or upon expiration.
   e. Educate the child in the self-management of their food allergy including: safe and unsafe foods; strategies for avoiding exposure to unsafe foods; symptoms of allergic reactions; how and when to tell an adult they may be having an allergy-related problem; and how to read food labels (age appropriate).
   f. Review policies and procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.
   g. Provide current emergency contact information and update regularly.

2. School's Role

   a. Review the health records submitted by parent(s) or legal guardian(s) and physicians.
   b. Identify a core team including the school nurse, teacher, Principal, and school food service and nutrition manager/director to work with parent(s) or legal guardian(s) and the pupil (age appropriate) to establish an IEHP. Changes to the IEHP that promote food allergy management should be made with core team participation.
   c. Assure that all staff who interact with the pupil on a regular basis understand food allergies, can recognize symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of food allergens in the allergic pupil's meals, educational tools, arts and crafts projects, or incentives.
   d. Coordinate with the school nurse to ensure medications are appropriately stored and ensure an emergency kit is available that contains a physician's standing order for epinephrine. Epinephrine should be kept in a secure but unlocked location that is easily accessible to delegated school personnel.
   e. Pupils who are permitted to self-administer should be permitted to carry their own epinephrine in accordance with State regulations and district policy.
   f. Designate school personnel who volunteer to administer epinephrine in an emergency.
   g. Be prepared to handle a reaction and ensure there is a staff member available who is properly trained to administer medications during the school day, regardless of time or location.
   h. Review policies and prevention plans with the core team members, parent(s) or legal guardian(s), pupil (age appropriate), and physician after a reaction has occurred.
   i. Work with the transportation administrator to ensure that school bus drivers receive training that includes symptom awareness and what to do if a reaction occurs and assess the means by which a bus driver can communicate during an emergency, including proper devices and equipment.
   j. Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
   k. Follow Federal and/or State laws and regulations regarding sharing medical information about the pupil.
   l. Take threats or harassment against an allergic child seriously.

3. Pupil's Role

   a. Pupils should not trade food with others.
   b. Pupils should not eat anything with unknown ingredients or known to contain any allergens.
   c. Pupils should be proactive in the care and management of their food allergies and reactions based on their developmental level.
   d. Pupils should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

8601 PUPIL SUPERVISION AFTER SCHOOL DISMISSAL

Any parent(s) or legal guardian(s) of a pupil attending a district-operated school or program in grades K to 5, where the pupil is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal may request the school or program not release the pupil to walk home after dismissal unless the pupil is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) may designate up to 4 escorts. The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator.
The Form shall be made available

a. in the Main office of the school building or the location of the program.
b. upon request to the Principal, or designee, or the program administrator.
c. on the school or school district website.
d. to parent(s) or legal guardian(s) in the beginning of the school year.

Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the Request Form.

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of pupils that will be released to a parent(s) or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal**.** The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

The Principal or designee, or program administrator upon receiving the Request for Supervision at Dismissal from School Form, shall notify the appropriate school staff member(s) who has supervision of the pupil at dismissal time at the end of the school day of the parent's or legal guardian's request. The supervising staff member that receives such notice shall retain supervision of the pupil when other pupils are dismissed from school at the end of the school day.

Each Principal or program administrator will develop and implement a written Pupil Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for pupils at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the

parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Pupil Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a Request Form.

In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the district's emergency call procedures.

Pupils shall be supervised by school staff after school dismissal to the location of the Board-approved after-school program. The staff member(s) of the after-school program will assume supervision of the pupil and will only release the pupil when the parent(s) or legal guardian(s) or designated escort arrives in the designated area in the after-school program and signs the pupil out of school.

In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils, and to avoid traffic and vehicular congestion outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination may be made by each Principal or program administrator after considering the unique circumstances of the school building and the building's typical dismissal protocol.
In the event of an emergency such that, when an unforeseen event prevents a parent(s) or legal guardian(s) or designated escort from arriving for the child(ren) at dismissal within the time period designated by the Principal or program administrator, the pupil will remain under the supervision of the after-school program until the parent(s) or legal guardian(s) or designated escort arrives and signs the pupil out of school. In this circumstance, the parent(s) or legal guardian(s) may be subject to after-school program fees. In the event that a student is not picked up by the close of the after-school childcare program, it may be necessary to transfer the child into the custody of the local police and or child protective services for safekeeping.

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to pupils at the school's facilities after formal school dismissal**.**

This Policy shall be published in pupil/school handbooks. In addition, the school district shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the pupil/school handbook, which shall include this Policy and the school calendar. In addition, any changes to the school's calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

5600- PUPIL DISCIPLINE/CODE OF CONDUCT (M)

An integral part of all pupils' education both in school and at home, is learning to be a responsible individual and good citizen. It is essential that pupils abide by the laws of the land and rules of the school. In order to be successful in this, they must respect the rights and property of others and conduct themselves in a responsible manner. Conduct which significantly interrupts the educational process will not be tolerated and will be dealt with through a system of discipline designed to be fair but also to hold pupils strictly accountable for their actions. Discipline in the classroom is the responsibility of each classroom teacher. Teachers shall handle discipline problems with individual pupils in the classroom to the greatest extent possible.

School disciplinary procedures shall be contained in a written Code of Conduct. Disciplinary actions include after-school detentions, in-school suspensions, out-of-school suspensions and expulsion. All disciplinary actions contained within the Code of Conduct will be strictly enforced. Any disciplinary action taken by the school is intended to benefit the pupil through improvement of behavior or attitude. The disciplinary alternatives available to the school are regulated by law and district policy. Consistency of action is of utmost importance. Consistency of action is based on:

1. The objective to continue the educational process uninterrupted;
2. The objective to aid the pupil;
3. The nature of the previous record of behavior; and
4. Written procedures within the discipline system.

Parental support of school disciplinary actions serves to reinforce behavioral or attitudinal improvement in the pupil. In all cases of discipline handled by the Principal, parent(s) and/or legal guardian(s) shall be informed of their child's misconduct and resulting disciplinary actions either by phone, conference, or written notification.

All pupils in grades six through eight shall receive a copy of the Code of Conduct during the first week of school. They shall be instructed to read it carefully, share it with parent(s) and/or legal guardian(s) and abide by the stated rules. Parent(s) and/or legal guardian(s) of other pupils may obtain a copy by calling the school office. A disciplinary guide with offenses and consequences will be provided annually in the student handbook.

A .Purpose

The purpose of these regulations is to achieve the following purposes:

1. Foster the health, safety, social and emotional well-being of pupils;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of pupil problem behaviors at all states of identification; and
6. Establish parameters for school responses to violations of the pupil discipline/code of conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the pupil offenders, and pupils' histories of inappropriate behaviors.

B .Rules of Conduct

1. All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.
2. In addition, pupils shall not:
    a. Be insubordinate to teachers or other school staff or disregard their instructions or demonstrate lack of respect for their authority;
    b. Create disorder or disruptions on school premises;
    c. Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school;
    d. Steal, damage, or deface the property of other pupils, staff members, or the district;
    e. Engage in the sexual and/or other harassment of pupils or staff members;
    f. Violate codes of conduct adopted for organizations of pupils;
    g. Possess or use weapons or any implement intended to harm others;
    h. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
    i. Convey information about other pupils or staff members known to be false;
    j. Act so recklessly as to endanger the safety of others;
    k. Procure the property of others by threat or intimidation;
    l. Enter school premises or any specific portion of the premises without permission and without authority;
    m. Vandalize school property, real or personal;
    n. Create litter on school property;
    o. Be truant from school or class;
    p. Cheat or otherwise engage in academic dishonesty;
    q. Persistently refuse to complete homework and other assignments;
    r. Engage in illegal gambling;
    s. Smoke on school property;
    t. Falsify an excuse or any school document;
    u. Set fire to or cause a fire in any way on school premises;
    v. Possess or explode
    w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;
    x. Possess, use or distribute a substance in violation of Policy No. 5530;
    y. Join a secret society prohibited by law; or
    z. Engage in any other activity expressly prohibited by a school staff member in authority.

3. Pupils assigned to a school bus must obey all school rules, and
    a. Show respect for the driver at all times;
    b. Enter and leave the bus in an orderly manner;
    c. Ride only the bus to which they have been assigned;
    d. Be and remain seated while the bus is in motion;
    e. Avoid reckless and boisterous activity at all times, including during waits at pick up points;
    f. Talk in a reasonable tone of voice and avoid loud noises;
    g. Extend no portion of the body or other object out a bus window;
    h. Keep aisles clear at all times;
    i. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
    j. Refrain from smoking, eating, and drinking on the bus; and
    k. Possess, use or distribute no substance in violation of Policy No. 5530.

4. The Building Principal or designee has the right to impose a consequence on a pupil for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-702, 6A:16-7.3, or 6A:16-7.5.

C. Disciplinary Measures

The following disciplinary measures may be applied as appropriate to the pupil's violation of school rules. The measures are sequential and are organized in order of severity.

1. Admonishment
   A school staff member in authority may admonish the pupil for his/her unacceptable conduct and warn the pupil that additional misconduct may warrant a more severe penalty.
2. Temporary Removal from Classroom
   a. The classroom teacher may direct the pupil to report to the office of the administrator in charge of pupil discipline.
   b. The teacher will complete a form that indicates the pupil's name, homeroom, and the conduct that has caused the pupil's removal from the room.
   c. The administrator in charge of discipline will interview the pupil and determine which, if any, additional disciplinary steps are indicated.
3. Deprivation of Privileges
   The pupil may be deprived of the privilege of:
   a. Moving freely about the school building,
   b. Participation in co-curricular or inter/interscholastic activities,
   c. Attendance at a school-related social or sports activity,
   d. Participation in a graduation ceremony, or
   e. Transportation by school bus, or
   f. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy 5600 and N.J.A.C. 6A:16-7.1 et seq.
4. Detention
   a. The pupil may be required to report before or after the school day to detention for a period of supervised study.
   b. Transportation will be the responsibility of the district or the pupil's parent(s)/legal guardian(s) and determined on a case-by-case basis.
   c. The pupil may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.
5. Grading
   A pupil who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (paragraph B.2.p and paragraph B.2.q) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a pupil's grade be lowered as a direct penalty for misconduct.

6. In-school Suspension
   a. The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3, and Policy 5610.
   b. In-school suspension is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.
7. Suspension from School
   a. The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18a:37-2, and 6A:16-7.3, and Policy 5610.
   b. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.
8. Expulsion
   a. The Board may expel a general education pupil from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.5, AND Policy 5620.
   b. Expulsion is an extremely serious disciplinary measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policies 5610 and 5620.

D. Remedial Measures

The following remedial measures may be taken to aid in correcting pupil conduct and to ensure that the pupil is properly placed in an appropriate educational environment and is not in need of special education and/or related services.

1. Restitution and Restoration
   a. The pupil may be required, to:
      (1) Make restitution, in kind or cost or labor, for any loss he/she has caused; or
      (2) Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.
   b. A pupil who refused to make restitution or restoration as directed may be disciplined by one or more of the measures included at paragraph C.

2. Counseling
   a. The pupil may be required to consult with school guidance counselors to determine the cause of his/her misconduct and to assess the need for a change in educational placement.
   b. The counselor will explain:
      (1) Why the pupil's conduct is unacceptable to the school and damaging to the pupil,
      (2) What the consequences of continued misconduct are likely to be, and
      (3) Appropriate alternate behaviors.

   c. The counselor may refer the pupil, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to:
      (1) The Child Study Team,

(2) Intervention and Referral Team,
(3) A public or private social agency, or
(4) A legal agency.

3. Parent Conferences
The pupil may be required to attend a meeting with his/her parent(s) and appropriate staff members to discuss the causes of the pupil's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

4. Alternate Educational Program
The pupil may be assigned to an alternate educational program as recommended by the Child Study Team and/or the principal.

E. Chart of Discipline

The following list is meant to serve as an example, and is not all-inclusive. Consequences including suspension or expulsion pursuant to N.J.S.A. 18A:37-2 may be changed depending on each incident, the developmental level of the student, and at the discretion of the administration. Repetitive violations of any school rule may result in more severe disciplinary actions.

Offensive Conduct

	Elementary School
Insubordination	
First Offense	Verbal/written warning
Second Offense	Parent Contact
Third Offense	Parent conference/detention/ counselor referral
Disruption	
First Offense	Verbal/written warning
Second Offense	Parent Contact
Third Offense	Parent conference/detention/ counselor referral
Use of Force	
First Offense	Written warning/parent contact/counselor referral and/or parent conference/ detention(s) and/or suspension/development of individual behavior contract
	Elementary School
Second Offense	Written warning/parent contact/counselor referral and/or parent conference/ detention(s) and/or suspension/development of individual behavior contract
Third Offense	Written warning/parent contact/counselor referral and/or parent conference/ detention(s) and/or suspension/development of individual behavior contract
Theft, Damage	
First Offense	Parent contact
Second Offense	Parent conference/ detention(s)
Third Offense	Suspension, possible police notification
Sexual Harassment	
First Offense	Written warning/parent contact/counselor referral
Second Offense	Parent conference/ detention(s) Possible police notification
Third Offense	Suspension/Development of individual behavior contract Possible police notification
Code Violation	
First Offense	Written warning/parent contact
Second Offense	Parent conference/ detention(s)
Third Offense	Detention/suspension
Weapon Possession	
First Offense	Suspension until parent(s) and school develop an action plan/police notification
Second Offense	Suspension until parent(s) and school develop an action plan/police notification

	Elementary School
Third Offense	Suspension until parent(s) and school develop an action plan/police notification
Language Misuse	
First Offense	Verbal/written warning
Second Offense	Parent Contact
Third Offense	Parent conference/detention/ counselor referral
Falsifications	
First Offense	Verbal/written warning
Second Offense	Parent Contact
Third Offense	Parent conference/detention/ counselor referral
Recklessness	
First Offense	Verbal/written warning
Second Offense	Parent Contact
Third Offense	Parent conference/detention/ counselor referral
Extortion	
First Offense	Written warning/parent contact
Second Offense	Parent conference/detention/ counselor referral
Third Offense	Suspension
Wrongful Entry	
First Offense	Verbal/written warning
Second Offense	Parent Contact
	Elementary School
Third Offense	Detention
Vandalism	
First Offense	Written warning/parent contact
Second Offense	Parent conference/detention
Third Offense	Suspension
Fighting	
First Offense	Detention/Parent contact and/or parent conference/referral to counselor/detention(s) and/or suspension until individual behavior plan is developed, and/or possible police notification
Second Offense	Detention/Parent contact and/or parent conference/referral to counselor/detention(s) and/or suspension until individual behavior plan is developed, and/or possible police notification
Third Offense	Detention/Parent contact and/or parent conference/referral to counselor/detention(s) and/or suspension until individual behavior plan is developed, and/or possible police notification
Littering	
First Offense	Verbal/written warning
Second Offense	Parent Contact
Third Offense	Parent conference/detention/ counselor referral
	Elementary School
Truancy	
First Offense	Parent Contact
Second Offense	Parent Contact
Third Offense	Parent conference/counselor referral
Cheating	
First Offense	Written warning/parent contact
Second Offense	Parent conference/referral to counselor/detention

Third Offense	In-school suspension
Noncooperation	
First Offense	Verbal/written warning
Second Offense	Parent Contact
Third Offense	Parent conference/detention/ counselor referral
Gambling	
First Offense	Written Warning/Parent contact
Second Offense	Parent conference/detention/ counselor referral
Third Offense	Suspension
	Elementary School
Smoking	
First Offense	Written warning/parent contact/ referral to counselor
Second Offense	Parent conference/detention
Third Offense	Suspension
Cutting Detention	
First Offense	Written warning/parent contact
Second Offense	Parent contact/detention
Third Offense	Parent conference/detention
Forgery	
First Offense	Written warning/parent contact
Second Offense	Parent conference/detention
Third Offense	Suspension
Failure to Wear Seatbelt in School Bus	
First Offense	Verbal/written warning
Second Offense	Parent contact
Third Offense	Suspension of bus privileges
	Elementary School
Arson	
First Offense	Police referral/suspension until parent(s) and school staff meet to develop an individual contract
Second Offense	Police referral/suspension until parent(s) and school staff meet to develop an individual contract
Third Offense	Police referral/suspension until parent(s) and school staff meet to develop an individual contract
Exploding Devices	
First Offense	Police referral/suspension until parent(s) and school staff meet to develop an individual contract
Second Offense	Police referral/suspension until parent(s) and school staff meet to develop an individual contract
Third Offense	Police referral/suspension until parent(s) and school staff meet to develop an individual contract
Falsifying Alarm	
First Offense	Police referral/parent conference
Second Offense	Police referral/suspension until parent(s) and school staff meet to develop a behavior plan
Third Offense	Police referral/suspension until parent(s) and school staff meet to develop a behavior plan
Substance Abuse	

First Offense	Police referral/suspension until parent(s) and school staff meet to develop a behavior plan
	Elementary School
Second Offense	Police referral/suspension until parent(s) and school staff meet to develop a behavior plan
Third Offense	Police referral/suspension until parent(s) and school staff meet to develop a behavior plan
Secret Membership	
First Offense	Parent contact/counselor referral
Second Offense	Parent conference/detention
Third Offense	Detention/suspension
Disobedience	
First Offense	Verbal/written warning
Second Offense	Parent contact
Third Offense	Parent conferences/ detention/counselor referral
Misuse of Computer Networks/Computers	
First Offense	Verbal/written warning
Second Offense	Parent contact
Third Offense	Parent conferences/ detention/counselor referral

F. Disciplinary Procedures

1 The Pupil Discipline/Code of Conduct Policy Regulation 5600 shall be disseminated annually to all school staff, pupils, and parent(s). Principals will distribute these documents to all pupils on the first day of each school year and to transferring pupils on the first day Of their enrollment in this district.

2. Teachers and administrators in charge of pupil discipline shall make every effort to administer these rules consistently and fairly.
3. The staff member who disciplines a pupil for conduct shall, however minimal the offense or the discipline,
    a. Orally inform the pupil of the conduct for which he/she is being discipline; and
    b. Offer the pupil an opportunity to deny the charge or to present extenuating circumstances.
4. Where the discipline is greater than an admonishment, the pupil's parent(s) or legal guardian(s) will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the teacher, counselor and/or principal..
5. Where the offense is serious and the discipline greater than detention, every effort will be made to notify the parent(s) prior to the informal Hearing conducted in accordance with paragraph F.3.
6. An in-school suspension, suspension from school, or expulsion will be conducted in strict accordance with law and Policies 5610 and 5620.
7. Violations of the rules regarding pupil conduct on school buses will be handled as follows:
    a. The driver will report the offensive conduct to the Principal of the school in which the pupil is enrolled by submission of a completed written form that includes the name of the pupil, the school, and the specific offensive conduct.
    b. The parent(s) or legal guardian(s) will be notified, by copy of the form, of the pupil's conduct.
    c. The Principal or designee will determine the discipline to be administered, in accordance with the severity of the infraction. In general, when the offense is not severe:
        (1) On the first notice of misconduct, the pupil will be counseled, the parent(s) or legal guardian(s) notified, and the pupil suspended from the bus for one school day;
        (2) On the second notice of misconduct, the pupil and parent(s) or legal guardian(s) will attend a conference, and the pupil will be suspended from the bus for three school days; and

(3) On the third notice of misconduct, the Principal will confer with the parent(s) or legal guardian(s) and the pupil will be suspended from the bus for a period not less than five school days or more than one semester or the balance of the school year, whichever is less.

d. When the misconduct is severe, the pupil may be summarily suspended from the bus pending a conference with the parent(s) or legal guardian(s) and further disciplinary action.

G. Pupils with Disabilities

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Educational Improvement Act, and accommodation plans under 29 U.S.C. §§ 794 and 795(2), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

H. Pupil Rights

Pupils subject to the consequence of the Pupil Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.UJ.S.A. 18A:37-2;
2. Education that supports pupils' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of pupils' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A and, where applicable, N.J.A.C. 6A:14-2.7 AND 2.8;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3, and
7. Protections pursuant to 20 U.S.C. § 1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. § 1232h and 34 CRF Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6:3-6, Pupil Records; 45 CFR § 160, Health Insurance Portability and Accountability Act; 20 U.S.C. § 6301, Title IV(A)IV § 4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C.6A:16-3.2, Confidentiality of pupil alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student Records; as well as other existing Federal and State laws pertaining to pupil protections.

I. Records

1. Instances of pupil discipline will be recorded in the pupil's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy No. 8330.
2. When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, disclosure of juvenile information, penalties for disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(A), N.J.A.C. 6A:32-7.5(E)10.iv., and N.J.A.C. 6A:16-7.10.
   a. The record shall be provided within two weeks of the date that the pupil enrolls in the receiving district.
   b. Written consent of the parent or adult pupil shall not be required as a condition of the transfer of this information, however, written notice of the transfer shall be provided to the parent or the adult pupil.
   c. When a pupil transfers to a private school, which includes all sectarian or nonsectarian nonprofit institutional day or residential schools that provide education for pupils placed by their parents and that are controlled by other than public authority, all pupil disciplinary records, with respect to suspensions or expulsions shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner as such records would be provided by a public school district of residence to another public school district, pursuant to N.J.A.C. 6A:16-7.10(b).
   d. The Board shall not use a pupil's past offenses on record to discriminate against that pupil.
   e. All pupil disciplinary records maintained in the district shall conform with the requirements set forth in N.J.A.C. 6A:16-7.10(d).

J. Annual Report

The Superintendent of Schools shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting.

The annual summary shall contain, at a minimum:

1. A numerical inventory of all violations of the pupil behavioral expectations in the Pupil Discipline/Code of Conduct Polity and Regulations;
2. Associated school responses to the violations of the pupil behavioral expectations.
3. An explanation and evidence of the effectiveness of the Pupil Discipline/ Code of Conduct Policy and Regulation. The explanation and evidence, at a minimum, shall address:
   a. The degree of effectiveness of the school district's activities in achieving the purpose of the Pupil Discipline/Code of Conduct Policy and Regulation., pursuant to the purposes as outlined in A. above; and
   b. The degree and effectiveness of the implementation of the contents of the Pupil Discipline/Code of Conduct Policy and Regulation.
4. Any proposed changes to the school district's current policies, procedures, programs or initiatives, based on the annual report.

8690 **MONITORING DEVICES ON SCHOOL VEHICLES**

The Board of Education recognizes that safe and secure conditions for all pup0is transported in school owned or contracted school vehicles is paramount. Pupils transported in a school owned or contracted school vehicle must maintain proper discipline in the vehicle at all times.

To maintain the safe and secure conditions for all pupils transported on school owned or contracted school vehicles, the Board may use devices to monitor and/or observe pupil behavior, teacher and support staff behavior, school bus driver discipline procedure and/or school bus driver driving techniques. The device may be a sound video camera, a voice monitoring device or other appropriate devices.

The recording may be used in pupil and staff discipline matters, driver evaluations or for driver discipline or training. Notice of this policy will be provided to parent(s) or legal guardian(s) and all transportation personnel each year in staff, pupil and/or parent handbooks.

N.J.S.A. 18A:11-1
20 USCA 1231 g
30 CFR 300.571 Part 99, 300.572, 300.573

Recording and Notice

1. In order to maintain a safe and secure environment for all pupils transported on school vehicles the Transportation Coordinator may cause recording devices to be installed in any district owned or contracted vehicles and activated at specific times.
2 Monitoring devices may include sound video cameras, audio recording devices and other appropriate devices..
3. Pupils and drivers will not be notified when a recording device is "on board" and in use on district vehicles.
4. Each school vehicle shall have a sign, prominently displayed stating that: "Video and/or audio monitoring devices are used on school district owned and contracted vehicles and this vehicle may be monitored at any time."
5. Recordings may be used to monitor and observe the behavior of pupils, teaching and support staff members and the vehicle operator.

Pupil Records and Notice

1. School district personnel will comply with provisions of law regarding pupil records requirements including the Family Education and Privacy Act and the Individual with Disabilities Education Act as applicable in the district's use of video recordings. Video recordings considered for retention as a part of the Pupil's behavioral record will be maintained in accordance with established pupil record procedures governing access, review and release of pupil records.

2. The school district personnel will include annual notice in parent/pupil handbooks that monitoring devices may be used on school transportation vehicles transporting pupils to and from curricular and co-curricular activities.

Staff Records and Notice

1 Recordings considered for retention as part of the employee's personnel record will be maintained in accordance with established .Board personnel Policies, administrative regulations and labor agreements governing access, review and release of employee personnel records.

2. The district will include notice to personnel that monitoring devices may be used on school transportation vehicles transporting pupils to and from curricular and co-curricular activities.

3. Staff will not be notified when a video camera is "on board" and in use on district vehicles.

Storage/Security

1, All recordings will be stored by the Transportation Coordinator and secured to ensure confidentiality.

2. Recordings will be stored for sixty school days after initial recording, whereupon such recordings will be released and erased, unless there is an Incident pending resolution.

3. Recordings held for review of pupil or staff incidents will be maintained in their original form pending resolution. The recording media will then be either released for erasure or retained as necessary as a part of the pupil's behavioral record and/or employee's personnel record in accordance with the established district procedures

Use

1. The decision to activate recording devices on specific vehicles and at specific times shall be made by the Transportation Coordinator.

2. Monitoring devices will be used on school transportation vehicles transporting pupils to and from curricular or extracurricular activities on a rotational basis at the discretion of the Transportation Coordinator.

3. Staff and pupils are prohibited from tampering with or otherwise interfering with recording equipment. Any individual found tampering with equipment shall be subject to discipline.

Viewing or Listening

1. Initial viewing or listening to recordings will be done by the school administration.

2. Requests for viewing or listening will be limited to those parents or guardians, pupils, teaching or support staff, drivers and district officials with a Direct interest in any proceedings, disciplinary or otherwise resulting from the recordings as deemed appropriate by the Transportation Coordinator.

3. Only the portion of the video or audio recording concerning a specific incident will be made available for viewing.

4. Approval/denial for viewing or listening will be made within five working days of receipt of request and so communicated to the requesting individual(s).

5. Actual viewing or listening to the recording will be permitted at school related sites only, including the transportation office, schools, district office or as otherwise required by law.

6. All viewing will be in the presence of the Transportation Coordinator.

7. A written log will be maintained by the Transportation Coordinator of those viewing video recordings including date of viewing, reason for viewing,

the date the recording was made, vehicle video-taped and driver and the signature of the viewer.

8. Video recordings remain the property of the district and may be reproduced only in accordance with law, including applicable district pupil records policy and procedures and district personnel records policy, procedures and applicable labor agreements.

Purchase, Maintenance, Replacement of Equipment/Supplies

1. The Transportation Coordinator will be responsible for the purchase, maintenance and replacement of all monitoring devices and supplies and develop a long-range video equipment and supply replacement cycle.

2. Vehicle drivers will be responsible to notify their immediate supervisor if equipment is damaged and for the care of monitoring devices while operating district vehicles.

Dear Parents/Guardians:
Please review this student handbook with your child. Please sign and detach this form and have your child return it to his/her classroom teacher.

My child,_____, and I have reviewed and understand the procedures and policies provided within.

_____ _____
(Student Signature) (Parent Signature)

_____ _____
(Classroom Teacher) (Date)