

Jonathan Dayton High School
&
Grade 8 Academy

Student/Parent Handbook
2026-2027



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Dear Dayton Students and Families,

At Dayton, we are committed to providing a safe, supportive, and engaging learning environment where every student can thrive. The expectations and guidelines outlined in this handbook are designed to promote responsibility, respect, and accountability while empowering students to make positive choices and reach their full potential.

We encourage every student and parent/guardian to read this handbook carefully and refer to it throughout the school year. Inside, you'll find important information about attendance, academics, grading, student conduct, schedules, extracurricular opportunities, and other resources that will help you navigate life at Dayton with confidence.

We are excited to partner with you on this journey and look forward to a year filled with learning, growth, achievement, and Bulldog pride. Together, we can make this an outstanding year for every student.

Our handbook is a living document, and thus changes are made as needed. Major changes will be communicated to parents and students via letters, memos, emails, and on the website (<http://www.springfieldschools.com>). This publication is revised and updated every year. We encourage you to make suggestions to help us make this handbook as useful as possible.

Norman Francis, Jr., Ed.D., Principal

ADMINISTRATION

BUILDING ADMINISTRATION

Dr. Norman Francis, Jr.
Dr. Lisa Ramirez

Principal
Assistant Principal

SUPERVISORS AND DIRECTORS

Mrs. Meredith Gerckens
Mr. Raymond Lepski
Mr. Gregory Salmon
Mrs. Candice Schiano

Director School Counseling Services
Director of Athletics, Physical Education, and Health
Supervisor of Science & Mathematics
Supervisor of Humanities

CENTRAL ADMINISTRATION

Dr. Rachel Goldberg
Mrs. Erica Scudero
Mrs. Michelle Calas
Mrs. Ann Suter
Ms. Julie Spoerl
Mr. David Walker

Superintendent
Assistant Superintendent of Curriculum
Business Administrator/Board Secretary
Director of Student Support Services
Director of Technology and Learning
Supervisor of Facilities and Support Service

SPRINGFIELD PUBLIC SCHOOLS

Our Vision:

Cultivating compassionate and extraordinary learners.

Our Mission:

Springfield Public Schools will challenge every student through meaningful, engaging experiences, empowering all students to flourish and contribute in an evolving world.

District Goals

- I. All students will achieve at high levels to develop lifelong learners and global citizens. This includes providing inclusion opportunities for special education students and utilizing technology to provide meaningful and engaging learning experiences. *Core Value: Instructional Excellence*
- II. Provide all students and staff with a safe, secure, and educationally appropriate instructional environment. *Core Value: Safety & Security*
- III. Maintain a strong organization through fiscal responsibility, policy review, high standards for operational efficiency, and responsible stewardship of taxpayer funds. *Core Value: Fiscal & Operational Excellence*
- IV. Engage in clear, consistent, and timely communication with our community. *Core Value: Communication*
- V. Springfield Public Schools will work to address the academic, social, emotional, and mental health needs of all students. *Core Value: Social-Emotional Support & Learning*

Jonathan Dayton High School Belief Statements

At Jonathan Dayton High School, we believe that...

- Every student deserves a safe, inclusive, and supportive environment where they can thrive academically, emotionally, and physically.
- Every student has the potential to learn, grow, and achieve excellence.
- Learning is strengthened when we honor individual strengths, diverse perspectives, and the unique cultural heritage of every member of our community.
- Lifelong learning, curiosity, and resilience empower students to succeed in an everchanging world.
- Strong character, integrity, respect, and personal responsibility are the foundation of meaningful success.
- Developing confidence, independence, and self-worth prepares students to become capable leaders and lifelong learners.
- Every student's talents, whether demonstrated through academics, the arts, athletics, service, or leadership, deserve to be recognized and nurtured.
- Responsible citizenship and a commitment to serving others strengthen our school, our community, and our world.

Profile of a JDHS Graduate

Jonathan Dayton High School graduates are:

- Prepared with a well-rounded education and the skills to thrive in college, careers, military service, and beyond.
- Lifelong learners who embrace curiosity, growth, and continuous improvement.
- Critical thinkers, effective communicators, and creative problem-solvers who analyze, innovate, and make informed decisions.
- Ethical leaders who demonstrate integrity, responsibility, respect, and compassion.
- Collaborative citizens who contribute positively to their communities and work effectively with others.
- Confident, resilient, and well-rounded individuals who value wellness, pursue their passions, and adapt to new challenges.
- Digitally fluent learners who use technology responsibly and effectively.
- Proud Bulldogs who honor their school community and remain connected through a lifelong commitment to Jonathan Dayton High School

Contacts

Main Office Contacts

Name	Position	Ext.	Email
Dr. Norman Francis	Principal	5505	nfrancis@springfieldschools.com
Dr. Lisa Ramirez	Assistant Principal	5506	lramirez@springfieldschools.com
Cindy Ferretti	Secretary to Principal	5500	cferretti@springfieldschools.com
Tina Ferreira	Secretary to Assistant Principal	5501	tferreira@springfieldschools.com

School Counseling Department Contacts

Name	Position	Ext.	Email
Meredith Gerckens	Director of School Counseling Services	5515	mgerckens@springfieldschools.com
Darlene Hill	School Counselor	5518	dhill@springfieldschools.com
Stephanie Renelle	School Counselor	5519	srenelle@springfieldschools.com
Jacqueline Ritter	School Counselor	5520	jritter@springfieldschools.com
Lillian Abidir-Chou	Transition Counselor (8th Grade)	5521	lchou@springfieldschools.com
TBD	Secretary - Guidance	5517	
Nicole Escalante	Secretary - Registrar	5516	nescalante@springfieldschools.com

Health Office Contacts

Name	Position	Ext.	Email
Jeanine Pentz	Nurse	5510	jpentz@springfieldschools.com

Curriculum Supervisors

Name	Position	Ext.	Email
Raymond Lepski	Supervisor of Physical Education/Health	6030	rlepski@springfieldschools.com
Greg Salmon	Supervisor of STEM	5545	gsalmon@springfieldschools.com
Candice Schiano	Supervisor of Humanities	5546	cschiano@springfieldschools.com

Athletics Office Contacts

Name	Position	Ext.	Email
Raymond Lepski	Director of Athletics	6030	rlepski@springfieldschools.com

Briane Triano	Athletic Trainer	5309	btriano@springfieldschools.com
Sue Lies	Secretary to Athletics	6031	slies@springfieldschools.com

Cafeteria and Food Services

Name	Position	Ext.	Email
	Food Services Director	5531	pomptonian@springfieldschools. com

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DAYTON BLOCK SCHEDULE

REGULAR DAY

	A Day	B Day	C Day	D Day
	(Drop periods 4&8)	(Drop periods 3&7)	(Drop periods 2&6)	(Drop periods 1&5)
BLOCK 1	1- 7:40-8:38	4- 7:40-8:38	3- 7:40-8:38	2- 7:40-8:38
	Announcements 8:38 - 8:43			
BLOCK 2	2- 8:47 to 9:45	1- 8:47 to 9:45	4- 8:47 to 9:45	3- 8:47 to 9:45
BLOCK 3	3- 9:49 - 10:47	2- 9:49 - 10:47	1- 9:49 - 10:47	4- 9:49 - 10:47
BLOCK 4	5- Lunch 1 Lunch: 10:51 -11:23 Class: 11:27- 12:27 Lunch 2 Class: 10:51-11:21 Lunch: 11:23 -11:55 Class: 11:57-12:27 Lunch 3 Class: 10:51 -11:51 Lunch: 11:55-12:27	8- Lunch 1 Lunch: 10:51-11:23 Class: 11:27- 12:27 Lunch 2 Class: 10:51-11:21 Lunch: 11:23 -11:55 Class: 11:57-12:27 Lunch 3 Class: 10:51 -11:51 Lunch: 11:55-12:27	7- Lunch 1 Lunch: 10:51-11:23 Class: 11:27- 12:27 Lunch 2 Class: 10:51-11:21 Lunch: 11:23 - 11:55 Class: 11:57-12:27 Lunch 3 Class: 10:51 -11:51 Lunch: 11:55-12:27	6- Lunch 1 Lunch: 10:51-11:23 Class: 11:27- 12:27 Lunch 2 Class: 10:51-11:21 Lunch: 11:23 - 11:55 Class: 11:57-12:27 Lunch 3 Class: 10:51 -11:51 Lunch: 11:55-12:27
BLOCK 5	6- 12:31-1:29	5- 12:31-1:29	8- 12:31-1:29	7- 12:31-1:29
BLOCK 6	7- 1:33-2:31	6- 1:33-2:31	5- 1:33-2:31	8- 1:33-2:31

Lunch 1: 10:51-11:23
Lunch 2: 11:23-11:55
Lunch 3: 11:55-12:27

Lunch 1: 10:51-11:23
Lunch 2: 11:23-11:55
Lunch 3: 11:55-12:27

Lunch 1: 10:51-11:23
Lunch 2: 11:23-11:55
Lunch 3: 11:55-12:27

Lunch 1: 10:51-11:23
Lunch 2: 11:23-11:55
Lunch 3: 11:55-12:27

HALF DAY SCHEDULE - EARLY DISMISSAL

***No lunch served on half days. All courses meet.**

BLOCK - PERIOD	TIME	MINUTES
BLOCK 1 - PER. 1	7:40–8:10	30
Announcements	8:10- 8:16	6
BLOCK 2 - PER. 2	8:19–8:49	30
BLOCK 3 - PER. 3	8:52–9:22	30
BLOCK 4 - PER. 4	9:25–9:55	30
BLOCK 5 - PER. 5	9:58–10:28	30
BLOCK 6 - PER. 6	10:31–11:01	30
BLOCK 7 - PER. 7	11:04–11:34	30
BLOCK 8 - PER. 8	11:37–12:07	30

***No lunch is served on half days.**

“BLUE” DAY SCHEDULE

***All courses meet on BLUE days.**

BLOCK - PERIOD	TIME	MINUTES
BLOCK 1 - PERIOD 1	7:40 – 8:15	35
Advisory	8:18 – 9:02	44
BLOCK 2 - PERIOD 2	9:05 – 9:40	35
BLOCK 3 - PERIOD 3	9:43 – 10:18	35
BLOCK 4 - PERIOD 4	10:21 – 10:56	35
BLOCK 5 - PERIOD 5	Lunch 1 Lunch: 11:00 AM to 11:31 PM Class: 11:35 PM to 12:35 PM Lunch 2 Class: 11:00 AM to 11:29 PM Lunch: 11:32 PM to 12:03 PM Class: 12:06 PM to 12:35 PM Lunch 3 Class: 11:00 PM to 12:00 PM Lunch: 12:04 PM to 12:35 PM	
BLOCK 6 - PERIOD 6	12:39 – 1:14	35
BLOCK 7 - PERIOD 7	1:18 – 1:53	35
BLOCK 8 - PERIOD 8	1:56 – 2:31	35

TWO-HOUR DELAY

*Courses are attended per the assigned rotation day

BLOCK	TIME	MINUTES
1	9:40 AM - 10:14 AM	34 min
2	10:18 AM - 10:52 AM	34 min
3	10:56 AM - 11:31 AM	35 min
4	Lunch 1 Lunch: 11:35 AM to 12:05 PM Class: 12:09 PM to 1:13 PM Lunch 2 Class: 11:35 AM to 12:05 PM Lunch: 12:09 PM to 12:39 PM Class: 12:43 PM to 1:13 PM Lunch 3 Class: 11:35 PM to 12:39 AM Lunch: 12:43 PM to 1:13 PM	
5	1:17 PM - 1:52 PM	35 min
6	1:56 PM - 2:31 PM	35 min

Academic Program

Academic Recognition

- HONOR ROLL - At the end of each marking period, students who meet the requisite course averages are recognized by being placed on the JDHS Honor Roll.
 - Students who have a 90 or above in all of their courses are placed on the Principal's HONOR ROLL.
 - Students who have an average of 82 or above in all of their courses are placed on the HONOR ROLL.
- NATIONAL HONOR SOCIETY CONSIDERATION (JUNIORS AND SENIORS) - All students with a weighted GPA of 3.7 or higher are invited to submit an application to the JDHS chapter of the National Honor Society. Applications are reviewed by the NHS Faculty Council, and students are notified regarding induction.
- JDHS ACADEMIC SCHOLARS OF DISTINCTION (SENIOR RECOGNITION) - Each year, the two senior students with the highest GPAs are recognized as the JDHS Academic Scholars of Distinction. These students receive recognition from the Union County Superintendents' Association and are extended the opportunity to speak at commencement.
- DISTINGUISHED SCHOLAR AWARD (SENIOR RECOGNITION) - Each year, the top 20 senior students, per GPA, are recognized by the Springfield Lions Club as Distinguished Scholars.
- NATIONAL JUNIOR HONOR SOCIETY CONSIDERATION (Grade 8 Students) - Candidates must have a cumulative unweighted average of 96% or higher at the time of selection. This average must be maintained throughout membership. Any member whose average falls below the required standard will be given one grading period to bring it back up to the required level. Failure to do so may result in probation or dismissal from the chapter. Charter information can be found at this link: [National Junior Honor Society](#) (7th & 8th Grade)

Course Recommendation Procedures

Grouping provides differentiated learning experiences for students, with groups varying in learning tasks, instructional methods, and pace. The degree of grouping depends on factors

such as the offering's nature, student enrollment, and departmental application.

Consideration for grouping includes:

- Current academic achievement and previous performance in related subjects.
- Reading ability (measured by tests and observations).
- Writing ability (measured by samples).
- General scholastic ability (measured by test instruments).
- Work-study habits, motivation, effort, diligence, perseverance, and maturity.

The professional staff makes placement decisions based on the above criteria. A student or parent may initiate a request for specific group placement. If a review is needed, each case is considered individually. The high school guidance department adjusts schedules based on individual student needs and abilities.

If a student or parent requests an override for placement, the student is expected to commit to staying in that group. Mid-year schedule changes may not be feasible and could delay graduation progress. Parents must indicate understanding of this via email or a signed letter for override approval. The request must be sent to the school counselor and received by March 26th. Principal approval is required.

Groupings include:

- Advanced Placement (AP): College-level courses following College Board guidelines.
- Honors (H): Advanced-level courses for students prepared for greater independent, in-depth work.
- College Prep (CP): Regular level courses.

Note regarding Advanced Placement (AP) examinations: Students in AP courses must take the associated AP Examination. The Springfield Board of Education pays for the exam. Families must reimburse the district for missed examinations. Students should contact their school counselor for any issues about their ability to take AP Examinations.

Dropping and Adding Courses

With principal approval, students may drop a course before the following dates without it appearing on their transcript:

- Full Year Course: October 2nd
- Semester 1 Course: September 18th
- Semester 2 Course: February 12th

The dates indicated for semester courses are also the last dates a semester course can be added.

Grading Procedures

Marking Periods - There are two marking periods for a one-semester course and four for a full-year course. Each marking period grade receives equal weight in computing the final average. One mid-term grade is recorded for Health Education. The lowest average a student can earn per marking period is 50%. For midterm and final exams, students receive the grade earned.

Mid-term, Final Exam, Product or Project - A midterm examination and a final examination, product, or project are required in all full-year subjects. If either is not completed, a grade of "I" (incomplete) will be recorded for both the exam/project and the course. The examination product or project is weighted one-tenth in computing the course average.

In a full-year course, each marking period grade is multiplied by 2; the mid-term and final examination product or project grades are multiplied by 1; the total is divided by 10.

Final Average - Before an "F" is recorded for the last marking period, the teacher must notify the parent in writing that the student is in danger of failing. The teacher's notice will be copied to the student's school counselor and the building principal.

Grade Values:

Grade	Percentage
A+	98 - 100
A	92 - 97
A-	90 - 91
B+	86 - 89
B	82 - 85
B-	80 - 81
C+	76 - 79
C	72 - 75
C-	70 - 71
D	65 - 69
F	Below 65

Final Examination Exemptions

Final Examination Exemption For Senior Year Students:

Exemptions for seniors are at the discretion of the classroom teacher. Only senior year students may be exempt from final examinations. A senior is defined as a student who has earned at least 95 credits.

Advanced Placement Exemption:

All students in AP classes are eligible for a final examination exemption regardless of grade level, provided they take the AP Test and have an “A” average in the final two marking periods of the class. Students achieving a score of “5” on their AP exam may receive a final average adjustment at the teacher's discretion. Exemptions are based on a cumulative average of “A” or greater during the third and fourth marking periods of a full-year course or both marking periods of a half-year course. The cumulative average is the average of the report card grades for each marking period.

Students who qualify for an exemption may choose to take the examination; however, the final examination will be used in calculating the final average in such cases. The exemption applies only to final examinations; no student is exempt from completing a final project, regardless of grades. For exempt students, the final average is computed based on marking period grades and the mid-term examination.

Incomplete Grades

A teacher may enter “I” for a marking period grade if a student is allowed to complete and submit late work. Students have 10 days from the end of a marking period to submit the work. If the work is not submitted within the 10 days, the “I” will become an “F.”

Graduation Requirements

All completed courses count towards graduation requirements, with certain required subjects included. All students must complete a core curriculum of academic courses essential for all citizens, regardless of post-high school objectives. Students need a minimum of 130 credits to graduate.

By New Jersey State graduation requirements (N.J.A.C.6 A:8-5.1) and Springfield Public Schools High School Graduation Policy No. 5460, the requirements for a Jonathan Dayton High School diploma are:

Course Category	Minimum Credits
Language Arts Literacy	20 credits

Mathematics	20 credits
United States History	10 credits
World History	5 credits
Science (Laboratory/inquiry-based course)	15 credits
Physical Education and Health	15 credits
Visual and Performing Arts	5 credits
World Languages	10 credits
Economic and Financial Literacy	2.5 credits
21st Century Life and Career/Practical Arts	5 credits
Electives	To reach 130 total

High School Graduation Testing Requirements

The State of New Jersey tests students in English Language Arts, Mathematics, and Science through the New Jersey Student Learning Assessments (NJSLA). Refer to the NJDOE website for updates and specific information regarding assessment graduation requirements:

<https://www.nj.gov/education/assessment/>

NJGPA - Statute requires the State graduation proficiency assessment for all 11th-grade students (N.J.S.A. 18A:7C-6). NJGPA measures graduation readiness in English Language Arts (ELA) and Mathematics. The ELA component aligns with grade 10 standards, and the Mathematics component aligns with Algebra I and Geometry standards. Special Education students with IEPs specifying alternative proficiencies will follow their IEP's graduation assessment requirements.

Volunteer Hours

Students at JDHS must complete 30 hours of community service and/or volunteer work each year. This is a mandate from the Springfield Public School District.

- Freshmen and Sophomores are REQUIRED to submit documentation by JUNE 1ST of the academic year.
- Juniors and Seniors are REQUIRED to submit documentation by MARCH 15TH of the academic year.

Click here for more information: [☰ Student & Parent Guide: Community Service Portal](#)

High School Promotion Policy

To be promoted to the next grade level, students must earn the following minimum credits in required courses:

- Sophomore Status: Minimum of 30 credits
- Junior Status: Minimum of 65 credits
- Senior Status: Minimum of 95 credits

Grade 8 Promotion Policy

All courses satisfactorily completed count toward promotional requirements. Specific courses that must be completed satisfactorily are:

- Communication Arts
- Mathematics
- Science
- Social Studies
- Physical Education and Health
- Practical Arts Grades (1 semester)
- Visual and Performing Arts (1 semester)
- World Languages (full year)

Student Participation

Students will be informed of course goals and evaluation criteria. They are responsible for actively participating in classroom activities and adhering to rules, expectations, and procedures. If parents or guardians request that their student not participate in state-required Comprehensive Health Education Curriculum units on Family Life, alternative activities will be provided.

Attendance

The Board of Education requires students enrolled in Springfield Public Schools to attend school regularly, by the State of New Jersey (N.J.A.C. 6:8-4.7 (2) (d) (2)).

Students with excessive unexcused absences will receive an attendance letter. Notices are sent in increments of 5 for daily attendance accounting. Students with excessive absences and/or tardiness (excused and unexcused) may be referred to the school's Intervention and Referral Service team (I&RS). At the I&RS team's discretion, students with a pattern of absences may be referred to staff and/or outside agencies for intensive interventions. The school counselor, as

part of the I&RS team, will consult with the student and parents/guardians, verify absence reasons, and determine appropriate interventions.

All students must be in school for a minimum of four hours to be considered present for the day, meaning a student must sign in to the Main Office before 10:30 a.m. to receive attendance credit. Students requesting early dismissals before 11:40 a.m. will be recorded as absent for the day for participation purposes.

Reporting a Student Absent

Whenever a student is absent, a parent or guardian must report it through the Genesis Parent Portal. Any related documentation (e.g., medical notes) must also be uploaded directly to the portal. Parents who do not submit a notification will receive an automated call and text reminder. Repeated failure to report absences may result in the school contacting appropriate authorities. The JDHS attendance desk can be reached at 973-376-1025.

Notes for Absences

A note does NOT automatically result in an “excused” or “non-chargeable” absence. All notes must be uploaded to the Genesis parent portal within 5 school days of the student’s return. Submitted notes will be referenced in the event of a loss of credit appeal.

Absences and Extracurricular/Athletic Participation

When a student is absent for unauthorized reasons, they are excluded from all school activities on the day of absence, including: class activities, student council, school trips, band or chorus rehearsals, practices, performances, club activities, dances, proms, and athletic games or practices. The student is ineligible for extra-curricular participation until they have been in attendance for one full school day. Friday absences negate participation in Saturday and Sunday activities.

Absences for Vacation Purposes

Absences for vacations are neither “excused” nor “non-chargeable” and will count towards allowable absences. Parents must notify the school of such absences as far in advance as possible, in writing to the principal. For such an absence to be considered in an attendance appeal, the request must be made BEFORE the vacation absences occur.

Class Attendance

When students miss a class for any reason, they are considered absent from that class. For grades 9, 10, 11 and 12 unexcused absences are recorded towards their total allowable absences for the year. If a student exceeds the maximum allowable absences for a course, they will automatically lose credit for the course.

Loss of Credit will be applied on:

- 10th absence in a semester course

- 19th absence in a full-year course
- For Physical Education and Health:
 - 6th absence in Health Education (1 quarter course)
 - 14th absence in Physical Education (3 quarter course)

For Grade 8 students, excessive absences may result in loss of privileges and opportunities to participate in extra curricular activities..

Appeal of Loss of Credit due to Attendance Issues

Should a student receive notification of loss of credit, their parent/guardian may file an appeal in writing to the principal within 10 school days of the student exceeding the absences. The letter or email must include the student's name and course name. A copy of the notification of loss of credit should be included with the appeal. Parents will be notified of the appeal outcome.

Make Up Work for Absences

It is important for students to make up missing work regardless of the absence's legitimacy. Teachers may assign equivalent, but different, tasks or assessments upon a student's return. For unexcused absences, teachers may deny credit for missed assignments or assessments, per principal and leadership team approval. Students and/or parents must communicate directly with the teacher about make-up work. It is the student's responsibility to seek out work in advance and upon return, and to determine missed work and deadlines.

Cutting Class

A student with an unauthorized absence from a class will be referred to the assistant principal for disciplinary action. The student may not receive credit for missed assignments or tests at the teacher's discretion.

Tardiness

Prompt arrival at school and class is expected to ensure orderly conduct. Tardiness hinders school activities. A student tardy to any class will face disciplinary action. Consequences for accumulated tardiness may include detention, unexcused absence for classes missed, and loss of credit.

Tardy to School

Excessive tardiness to school will result in disciplinary action, including but not limited to: after-school detentions, Saturday detention, and loss of student privileges. Daily tardiness to school is counted separately from class tardiness and monitored by the attendance desk. The 5th tardy results in an Extended School Day detention (ESD).

Tardy to Class

Excessive tardiness to a class may result in loss of credit for the course. Tardiness to class is

counted and monitored by the teacher. Students will be marked tardy within the first 29 minutes of a class period for late arrival. Students missing more than 50% of a class period will be marked absent, unless a legitimate reason is determined. Every 5th tardy will result in an unexcused absence for the course.

Truancy

If a student is identified as absent and at-risk for truancy, an attendance officer (or designated school official) will take the following:

- Make phone contact with parent
- Refer case to school counselor and I&RS team to coordinated supports
- Coordinate with law enforcement as necessary to facilitate the student's return to the parent/guardian or school.
- Address the student's behavior per the code of conduct as necessary

Truancy - 10 or More Consecutive Days

For cumulative unexcused absences of 10 or more days, a student between the ages of six and 16 is truant, per law. The district shall:

- Determine the need for a court referral for truancy.
- Make a reasonable attempt to notify parents of the mandatory referral.
- Continue to consult with parents and agencies to support the student's return to school.
- Cooperate with law enforcement and other authorities.
- Follow procedures required by N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School.

The school principal (or designee) shall notify the parent/guardian in writing to cause the student to attend school within five days from notice service, and regularly thereafter. Failure to comply will result in the school district filing truancy charges with the municipal court.

Excused Absences:

- Work approved or sponsored by the school, SPS, or MSDE
- Death in the immediate family
- Student illness and well-being concerns (principal may require a physician's certificate for chronic/extended illness)
- Court summons
- Hazardous weather conditions endangering a student on the way to or from school
- Doctor/Medical appointments
- Observance of a religious holiday (approved by the State Board of Education, recorded as "R" and may not count for loss of credit; a note is required)
 - See the official site for the State of NJ:
<https://www.nj.gov/education/holidays.shtml>
- Lack of authorized transportation (e.g., the school bus does not show up)

- College Visit - Up to 3 days per school year, ONLY for students in grades 11 and 12. Notes from the College Admissions or Registrar's office are due to the main office within 5 school days of the student's return.
- Permission from the principal - Parents may request (excusal for cause) by writing to the principal, per BOE policy 5230.

Unexcused Absences

An absence not excused by the above conditions is unexcused. If a student has an unexcused absence, they will receive an unexcused absence in each class missed. Generally, students are precluded from participating in extracurricular activities on a day they have an unexcused absence.

Unauthorized student "cut days" (e.g., "Senior Cut Day," days before/after vacations or long weekends, days after Prom) are NOT authorized. Students will be charged an unexcused absence for the day and each class missed. If the absence is not submitted by a parent on the Genesis parent portal, the student will be considered truant.

Leaving the School Building/Grounds

Students seeking authorization to leave the school building during the school day must do so only through the Main Office. Students who leave without proper authorization, regardless of reason, will be subject to disciplinary action.

Emergency Contacts

Parents/guardians are responsible for notifying the school in writing of authorized adults to take custody of their child. This information must be recorded in the Genesis parent portal, under Contacts. Designated emergency contacts should be prepared to show identification. STUDENTS WILL NOT BE RELEASED TO AN ADULT WHO IS NOT ON RECORD AS AN EMERGENCY CONTACT.

Emancipated students (18+) may sign themselves out via the Main Office only. Such absences are neither excused nor non-chargeable.

Senior Lunch Privilege

- If a senior student has a study hall **immediately before their assigned lunch, or immediately after their assigned lunch**, they may use this time to extend their lunch period.
- To leave, senior students must present their student ID at the designated exit and sign

out (**Door #5**). If a student does not have their ID, they will not be permitted to leave. These protocols are in place to ensure that students entering and exiting the building can be properly identified by supervising staff.

- Seniors who are tardy to school, without a legitimate explanation, will Not be permitted to leave the building during lunch or study hall for that day.
- Senior students are encouraged to carry their smartphones with them while they are out of the building. All smartphone rules and protocols must be followed. No phone use in the building is permitted, during school hours.
- Students are not permitted to drive during lunch.

Pupil Grievance Procedure

Any student/parent with a grievance must follow these sequential steps; no step shall be skipped.

1. Pupil-Teacher Conference: The student calmly and respectfully explains the grievance, and the teacher considers the student's point(s).
2. Pupil & Parent Contact with Teacher: The pupil and their parent conference (via meeting, call, or email) with the teacher to attempt resolution. Contact the school counselor to make an appointment, which will include the teacher, supervisor, and school counselor.
3. Pupil & Parent Contact with Supervisor: The pupil and their parent conference (via meeting, call, or email) with the supervisor to attempt resolution. At the supervisor's discretion, the teacher may be included. If no satisfactory resolution, the parent may appeal in writing to the principal.

Affirmative Action/504/ADA Compliance

Jonathan Dayton High School complies with Affirmative Action/504/ADA regulations. See the Appendix for the full policy.

Emancipated Students

To be recognized as emancipated by school officials, a student must be 18 years or older and complete the emancipation form, available in the main office. Once the form is completed and reviewed by the principal or designee, the student is emancipated, and all communications will be directed to the student, and not the parent/guardian. A letter will be sent to the parent/guardian indicating this.

Signing out of school: An emancipated student may sign themselves out for medical appointments, illness (if cleared by the school nurse), court appointments, or other

administration-cleared reasons. The sign-out is not for casual or recreational use. The sign-out book is in the main office. The student must indicate the date, time, and reason for leaving school.

Title IX

The District complies with Title IX and thus does not discriminate based on gender. See the Appendix for the full policy.

Expectations

Jonathan Dayton High School's expectations of conduct are based on two cornerstone principles:

1. Do the right thing, simply because it is the right thing to do.
2. Respect Yourself, Respect Others, Respect Your School.

Discipline Philosophy

The Dayton approach to discipline is informed by and operates within the following district policies and regulations:

- [5500](#) – Expectations for Student Conduct/Student Code of Conduct
- [5600](#) – Expectations for Student Conduct/Student Code of Conduct (M)

Growing and maturing adolescents will make mistakes or poor decisions that may result in disciplinary consequences. While students will be held accountable, they will also be counseled, supported, and encouraged to learn from their mistakes.

To ensure a safe and positive environment at JDHS, students must understand and abide by the following:

- Physical or verbal violence, harassment, intimidation, bullying, and/or threatening behavior will not be tolerated.
- Students must refrain from profanity and use respectful language at all times. Inappropriate language or gestures towards staff or schoolmates are unacceptable.
- Students must respect others' property and the school's property. Stealing or vandalism will not be tolerated; disciplinary action will be taken, and police will be informed. Students will be responsible for related costs.
- Students are expected to be prepared for class daily.
- Student behavior must be courteous and respectful towards classmates and teaching staff.
- Students should not be insubordinate to teachers or staff or show a lack of respect for authority.
- Students must do their own work; academic dishonesty (cheating) will not be tolerated.
- All work should be completed with the best effort and submitted by the teacher's deadlines.

- Running, shouting, and disorderly conduct are not permitted in the building.
- Use of smartphones in hallways for calls, texting, social media, recording, pictures, Airdropping, or music during the school day is prohibited.
- Students must move through hallways quickly and attentively during passing periods.
- Students will adhere to the school dress code; attire must be appropriate for the educational environment.
- Smoking, e-cigarettes, or vaping devices are not permitted on school grounds or at school events.
- Wearing identification badges with the required lanyard daily is a critical component of security and safety.
- Code of Conduct violations may result in disciplinary consequences, counseling, etc.

Examples of Conduct Violations

Examples include, but are not limited to:

- Dress code violations
- Unauthorized use of electronic devices
- Inappropriate display of affection
- Not carrying a student ID
- Presence in off-limits areas
- Sharing lockers
- Conduct unbecoming of a student (e.g., “horse-play,” running in halls)
- H.I.B. offenses
- Unwanted Physical Contact
- Tardiness: class / lunch / activity period / detentions / assemblies, etc.
- Gambling/unauthorized sale of tickets/raffles
- Cutting: class / lunch / activity period / detentions / assemblies, etc.
- Insubordination
- Profanity or obscene gestures
- Failure to follow instructions during evacuation/security drills or real incidents
- Conduct disruptive to the school environment
- Assault
- Aggressive Physical Conduct (e.g., fighting, hitting, shoving)
- Leaving school without permission
- Possession of dangerous instruments / volatile substances
- Smoking: including e-cigarettes or vaping
- Stealing
- Threatening behavior
- Truancy
- Vandalism
- Violation of Computer Acceptable Use Policy (AUP)
- Illegal Acts
- Academic Dishonesty (Sharing work, Forging, Plagiarism, Cheating, etc.)

- Profanity or obscene gestures directed at school personnel
- Breaking/entering
- Jeopardizing the safety of students or school order
- Possession of controlled, dangerous substances or weapons
- Under the influence of a controlled, dangerous substance
- Disruptive behavior
- Loitering in common areas (restrooms, hallways, stairwells, etc.)

CONDUCT VIOLATIONS AND CONSEQUENCES			
Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Chronic Lack of Preparedness	Repeatedly reporting to class without necessary materials such as books, physical education attire, supplies, etc.	1	3
Failure to Comply with Safety Protocols	Repeatedly ignoring the safety protocols in the school, etc.	1	4
Cutting Class	Failing to attend scheduled class and/or arriving to class at least fifteen (15) minutes beyond the scheduled start time without a valid pass.	1	4
Defacement/ destruction of School Property (Policy 5613)	Participating in activity that results in substantial destruction or disfigurement of school property that is not the result of accidental behavior.	1	5
Academic Dishonesty / Forging / Cheating Policy 5701	Academic dishonesty includes plagiarism, such as taking someone else's work or ideas; forgery, such as faking a signature of a teacher or parent/guardian, or cheating. It also includes unauthorized use of AI (Artificial Intelligence) software for completing classroom assignments, tasks, assessments, or other applicable activities.	1	4
Disruption	Causing an interruption in a class or activity, which may include sustained loud talking, yelling or screaming, making noises with materials, horseplay or rough-housing, and/or sustained out-of-seat behavior.	1	5
Trespassing/Entering School Grounds Without Permission	Trespassing on school property during or outside of regular hours of building operation and/or during out-of-school suspension without permission.	2	4
Violation of School Security Practices	Allowing outside visitors into the school without authorization,	3	5

CONDUCT VIOLATIONS AND CONSEQUENCES			
	accepting deliveries on school grounds, propping open doors, violating school safety protocols.		
Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Failure to Comply with Administrative Detention	Failing to attend administrative detention, arriving more than ten (10) minutes after the scheduled start time, or leaving administrative detention without permission.	2	4
Failure to Comply with Teacher Detention	Failing to attend teacher detention, arriving more than ten (10) minutes after the scheduled start time, or leaving teacher detention without permission.	2	3
Food Fighting	Deliberately throwing food or beverages.	2	4
Gang Related Activity	Wearing clothing or jewelry associated with a gang and/or using written, verbal, or gestural symbols associated with gang signs or other indicators of gang-related activity.	1	5
Harassment / Intimidation / Bullying	Intentionally delivering threatening messages, real or implied, verbal, gestural, or textual, to another person with the intent of causing hurt or harm, or which has the effect of causing a disruption to the orderly operation of the school.	1	5
Inappropriate Dress/Dress Code Policy 5511	Dressing in a manner that interferes with the teaching and learning of others. Students must wear appropriate attire as determined by administration. Continuous or persistent violation of the dress code after the student has been warned.	1	3

CONDUCT VIOLATIONS AND CONSEQUENCES

Sexual Activity	Inappropriate behavior of a sexual nature (e.g. indecent exposure, sexual acts on school property). Also includes online activities that include sexually explicit language, developing and disseminating sexually explicit images, or other activities through any form of communication, including electronic. Any images will be reported to appropriate law enforcement agencies.	1	5
Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Loitering	Wandering in the hallway without permission; leaving a designated area without permission or supervision; remaining in the hallway after allotted transition time; and/or being in an unauthorized area of the building without permission, such as a storage room.	1	3
Leaving Class Without Permission	Leaving class without permission.	1	3
Leaving School Grounds Without Permission	Leaving school grounds without permission	2	3
Misuse of School Equipment	Using school equipment without permission and/or without following instructions.	1	2
Non-compliance / Defiance / Disrespect/Insubordination	Refusing to follow directions, talking back, or engaging in socially rude interactions toward staff and/or students that include negative verbal statements or gestures. Repeatedly or persistently defying or refusing to follow directions of teachers, staff, or administrators.	1	3
Obscene / Inappropriate Language / Materials	Verbalizing or writing messages and/or making gestures that include	1	3

CONDUCT VIOLATIONS AND CONSEQUENCES			
	swearing, name calling, profanity, and/or explicit messages of a violent nature.		
Physical Aggression/Physical Attack/Fighting: Student	Committing acts that involve substantial physical contact toward another person where injury may occur, such as hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc. Engaging in a fight or dangerous play that is spontaneous and/or short, and results only in minor cuts, scrapes, and bruises. Engaging in a fight, which may be large, preplanned, extended, gang related and/or resulting in major injuries, or otherwise especially serious based on the listed factors.	2	4
Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Possession, Use, or distribution of Tobacco Products/Controlled Substances/Inhalants/Drugs (Policy 5533 and Policy 5530)	Possessing or using tobacco products while on school property or in attendance at school-sponsored events. Unauthorized use, possession, or being under the influence of substances (e.g., prescription or nonprescription medication). Using, possessing, or being under the influence of illegal drugs, using or possessing tobacco in any form (such as JUUL devices, vapes, e-cigarettes, and edibles). Distributing or selling non-illegal or illegal drugs (including JUUL devices, vapes, e-cigarettes, and edibles).	2	5

CONDUCT VIOLATIONS AND CONSEQUENCES			
Possession of Unsafe Objects / Materials/weapons, Knives	Possessing an item that can potentially place the student or others at risk for injury. Examples include sharp objects, items that may be construed as weapons, a knife or other implements that could cause serious bodily harm with or without intent to cause bodily harm, toxic substances, and devices that contain combustible material, such as snaps, "stink bombs," jumping jacks, or firecrackers. This applies even if the student has not used or threatened to use the item in an unsafe manner.	1	5
Sexually Inappropriate Activity or Behavior / Gestures / Materials	Verbalizing, writing, texting, or "sexting" messages and/or making gestures that include pornographic content, mature themes, inappropriate touching, solicitation, and/or explicit messages of a sexual nature.	1	4
Theft	Removing someone else's property without that person's permission. Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner. The student may have the item or may have passed the identified item on to another person.	1	3
Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Threat to Adult (Threat to Student)	Threatening language (verbal or written/electronic, implicit or explicit) or physical gestures directed toward a staff member, student, or anyone else. <i>Behavior Threat Assessment</i>	1	4
Tardiness to Class	Failing to arrive to class at the scheduled start time without a pass or permission.	1	2

CONDUCT VIOLATIONS AND CONSEQUENCES			
Tardiness to School	Failing to arrive to school at the scheduled start time and/or arriving late to school without permission.	1	2
Throwing Objects	Deliberately throwing or tossing objects.	1	3
Truancy (Policy 5200)	Failing to report to school without prior permission, knowledge, or excuse by the school or parent. Being truant with frequency.	1	2
Use of an Electronic Device	Using personal electronic devices such as a cell phone, MP3 player, image recorder, or electronic entertainment device at any time on school property without the expressed written permission of the school principal or as noted in the IEP.	2	3
LAW RELATED VIOLATIONS & CONSEQUENCES			
Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Arson	Intentionally starting, or attempting to start, a fire or combustion.	3	5
Assault	Causing or attempting to cause bodily injury to another person. Assault includes an attempt by physical menace to put another in fear of imminent serious bodily injury.	3	5
Bias Incident	Acting, at least in part, with ill will, hatred, or bias with a purpose to intimidate an individual or group of individuals because of race, color, religion, gender, sexual orientation, or ethnicity.	1	4
Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Bombs / Explosives	Possessing or using a device containing combustible material and/or	3	4

CONDUCT VIOLATIONS AND CONSEQUENCES			
	a fuse, including fireworks.		
Burglary	Unauthorized entry into a school district building when the building is closed to students and the public, with the intent of committing a criminal act.	3	4
Computer Violations: Stealing Hardware or Software	Stealing computer hardware or software.	3	4
Computer Violations: Unauthorized Reproduction / Fraud	Reproducing unauthorized information or committing fraud.	3	4
Computer Violations: Pornography / Sexually Explicit Materials	Viewing or obtaining pornography or sexually explicit materials.	3	4
Computer Violations: Computer Viruses	Introducing computer viruses.	3	4
Computer Violations: Threatening / Menacing	Using technology to threaten or menace others.	1	4
Computer Violations: Hate Materials	Sending or receiving hate materials.	1	4
Computer Violations: Bias Offense	Committing a bias offense through technology.	1	4
Computer Violations: Harassment / Sexting	Harassing others or “sexting,” including sending sexually explicit messages or photos electronically.	2	4
Disorderly Conduct	Behaving in a violent or seriously inappropriate manner that disrupts the educational process. This category is used when police are called to cite a student for extreme disruption.	3	4
Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Drug / Alcohol / Chemical Use — NJSA 18A:40A-12(a)	Using any controlled substance, intoxicant, alcohol, or substance alleged to be a drug regardless of its content. Mandated counseling intervention.	2	4

CONDUCT VIOLATIONS AND CONSEQUENCES			
Drug / Alcohol / Chemical Possession — NJSA 18A:40A-10; NJAC 6A:16-4.3	Possessing any controlled substance, alcohol, intoxicant, prescription drug, or substance alleged to be a drug regardless of its actual content. Includes transfer of a prescription drug. Mandated counseling intervention.	3	5
Drug / Alcohol / Chemical Sale / Distribution — NJSA 18A:40A-10; NJAC 6A:16-4.3	Selling any controlled substance, alcohol, intoxicant, prescription drug, or substance alleged to be a drug regardless of its actual content. Mandated counseling intervention.	4	5
Possession of Drug Paraphernalia	Possessing pipes, rolling papers, needles, or other paraphernalia.	3	4

Consequence Levels			
Level	Examples of Consequence		
Level 1	Conference, Teacher phone calls		
Level 2	Intervention: Admin Conference, Admin ESD, Sunset, Saturday Detentions, ISS, OSS, HFP		
Level 3	Suspension: Short-term 1–3 days		
Level 4	Long-term: Up to 10 days		
Level 5	Expulsion		

Consequences Defined

Consequence Name	Abbreviation	Description	Notes
Classroom Detention	CD	30 minutes of after school (2:45 PM - 3:15 PM) in the teacher's classroom	Personal, athletic, or extracurricular schedules are NOT taken into consideration when assigning CD. Extenuating circumstances must be communicated by the parent.
Extended School Day	ESD	60 minutes (2:45-3:45) of detention after school in a designated area on a specified day to be determined by the administration.	Personal, athletic, or extracurricular schedules are NOT taken into consideration when assigning ESD. Extenuating circumstances must be communicated by the parent.
Sunset School	SUN	2 hours and 30 minutes (2:45-5:15) of detention after school in a designated area on a specified day to be determined by the administration.	Personal, athletic, or extracurricular schedules are NOT taken into consideration when assigning SUN. A student is PRECLUDED ON THE DAY OF THE SUN from attending or participating in all school-related/sponsored activities. Extenuating circumstances must be communicated by the parent.

In School Suspension	ISS	Temporary exclusion from class and all school-related activities. Students assigned to ISS will stay in an assigned area under the supervision of a qualified teacher.	Students are PRECLUDED ON THE DAY(S) OF THE ISS from attending school and all school-related/sponsored activities.
Out-of-School Suspension	OSS	Temporary exclusion from class and all school-related activities. Students assigned to OSS will stay in an assigned area under the supervision of a qualified teacher.	The student is PRECLUDED ON THE DAY(S) OF THE OSS from attending school and all school-related/sponsored activities. Multi-day suspension – the number of days a student is suspended applies to school days only.
Saturday School	SAT	4 Hours (8 am to 12 pm)	A student is PRECLUDED ON THE SATURDAY OF THE SAT from attending or participating in all school-related/sponsored activities, including but not limited to: athletic competitions (as a fan or participant), the play, academic clubs, prom, field trips, etc. Extenuating circumstances must be communicated by the parent.

Cutting Detention

Cutting an assigned detention will result in escalating consequences:

- Cutting CD = ESD

- Cutting ESD = SUN
- Cutting SUN = SAT
- Cutting SAT = ISS
- Cutting ISS = OSS

Additional penalties may be assigned for students who repeatedly cut assigned detentions. Legitimate absences from assigned detentions (medical appointments, court dates) must be supported by documentation for rescheduling and to avoid escalation. The assistant principal should be contacted as soon as possible before such absences.

Behavior Contracts

Any student who has accrued three or more disciplinary consequences in the categories of SAT, OSS, or ISS will be subject to the following:

- A parental conference
- Being placed on a behavior contract
- The potential preclusion from athletic/extracurricular activities, prom, senior activities, commencement exercises, and the suspension or revocation of senior privileges.

Academic Integrity

Any instance of sharing work, copying, cheating, plagiarism, falsely claiming AI-generated products as one's work, or acts deemed academic dishonesty by the administration, which could give a student(s) an unfair advantage, is a serious infraction and will not be tolerated.

The following guidelines have been established for academic dishonesty:

- Students will receive a grade of zero on the assignment.
- The work may be made up for educational purposes only at the teacher's discretion.
- The teacher will contact Parents/Guardians and notify the administration regarding each incident.
- This information will be maintained in the student's file for their high school career.
- The student will be referred to the assistant principal for disciplinary consequences.
 - First offense = Saturday School (SAT)
 - Second offense = In-school suspension (ISS)

Academic dishonesty may affect student admission and/or continued standing in groups such as the National Honor Society, Student Council, etc.

Artificial Intelligence - Student Use Guidelines

The following guidelines will be enforced in each course and classroom regarding AI use: Teachers will provide clear guidance on how and if AI can be used on particular assignments. Students must refer to the assignment directions and follow the teacher's expectations.

AI use will fall into one of the categories below:

1. No AI: AI use is not allowed. Students must demonstrate their own core skills and understanding without AI assistance.
2. AI for Planning: Students may use AI to brainstorm ideas, plan work, or conduct research, but only as outlined in the assignment.
3. AI for Collaboration: Students may use AI for specific tasks, such as drafting, refining, or reviewing work, as permitted by the assignment.
4. Full AI Use: Students may use AI extensively, but are still expected to demonstrate critical thinking and understanding of the content.
5. AI for Innovation: Use AI creatively to solve problems, generate new insights, or develop innovative solutions—as directed by the teacher.

Dress and Grooming

Students are responsible for being dressed and groomed for school by community standards and in a manner not disruptive to the learning environment or school activities. Students may wear hijabs, yarmulkes, patkas, kufis, pagri, or other religious clothing or jewelry, as long as it is consistent with guidelines. Violations will be administered according to Policy and Regulation 5600, Code of Student Conduct.

General Rules:

- Students are expected to be clean and well-groomed.
- Students are expected to avoid dress and grooming likely to create material and substantial disruption to the school environment.
- Dress or grooming that jeopardizes the health or safety of the student or others, or is injurious to school property, will not be tolerated.
- Dress or grooming that inhibits student identification will not be allowed.

Prohibited Clothing and Articles: The following are prohibited in school and at school-sponsored events:

- Items that endanger or potentially threaten self or others' health and/or safety.
- Items that fail to meet a reasonable requirement of a course or activity.
- Items that display messages of hate or bias, depict discriminatory symbols or images, or are associated with gangs.
- Items that are lewd, vulgar, obscene, sexually revealing.
- Items that promote prohibited items on school property (e.g., alcohol, tobacco, drugs,

firearms).

- Clothing that exposes sensitive areas of the body, including midriffs, glutes, and undergarments
- Bare feet, cleated shoes, and footwear determined to be unsafe for the school environment (Specific course may dictate appropriate footwear)
- Clothing that is overly soiled, torn, worn, or defaced.
- Nonprescription sunglasses, glazed, tinted glasses, and Meta-Glasses, Headphones, earbuds, or other ear-covering articles that prevent students from hearing announcements in hallways and common areas.
- Non-religious head coverings such as hats, hoods, visors, or other unapproved headwear.
- Any clothing is likely to create a material and substantial disruption to the school environment.

Student Personal Internet-Enabled Devices

Student use of personal internet-enabled devices (i.e., cell phones, tablets, smartwatches, Meta glasses, etc.), this includes personal related electronics such as earbuds, and headphones), is not permitted during school hours. To maintain a conducive school environment, students must adhere to the following:

New Jersey's Bell to Bell Law (P.L. 2025, c. 195)) requires all K-12 public school districts to prohibit students from using cell phones and personal internet enabled devices during the entire school day. Watches, earbuds, headphones, meta-glasses, electronic games, and other electronic devices are not permitted to be used in school at any time.

Students may not carry their cell phones with them throughout the school day. Phones must be put away in lockers from the first bell to the last bell of the day. This includes instructional time, class changes, and lunch breaks. The cell phone must remain off and must not interfere with the educational process. If seen, students may be subject to disciplinary action and electronic equipment may be confiscated.

- Students using electronic devices during unauthorized times will be asked to surrender the device, and a disciplinary consequence will be issued.
- Confiscated electronic devices will be returned to the student's parent/guardian or emergency contact (emergency contact's name must be indicated in the student's record, only. Repeated violations of this policy will result in escalating disciplinary consequences.
- Students who fail to surrender such a device upon request from a staff member shall be considered insubordinate and will be subject to the disciplinary consequences.
- The school and the staff will not be responsible for lost, damaged, or stolen electronic devices.
- Students are not to use personal smartphones to call or text parents during school

hours. Phones are available in the main office, guidance office, and the nurse's office for students to call home when necessary.

- Smartphones and other personal electronic devices are not permitted in any standardized testing rooms, including before, during, and after the testing.

Violations of Personal Internet-enabled Devices, Bell-to-Bell Ban

First Offense:

- Phone is confiscated and given to building administration
- Administrative Conference
- Phone is returned to the student at the end of the school day

Second Offense:

- Phone is confiscated and given to building administration
- Administrative Conference
- Phone is returned to a parent/guardian or emergency contact listed in Genesis

Third Offense:

- Phone is confiscated and given to building administration
- Administrative Conference
- Phone is returned to a parent/guardian or emergency contact listed in Genesis
- Student is assigned an ESD (Extended School Day) detention

Consequences will continue to escalate for repeated offenses.

Evacuation/Emergency Drills or Other Crisis

Our Crisis Management Plan has outlined effective, efficient, and safe methods of handling crises. In order for those plans to work, they must be practiced.

- Students are required to follow the directions of any staff member during drills.
- During evacuations, students must pass through the halls or any other designated area in a silent and orderly fashion. Students must be able to hear and follow directions as they may change moment to moment.
- Student use of electronic devices during fire/evacuation drills is not permitted.
- Students who are unruly or who fail to follow the directions of a staff member in any crisis or drill will receive disciplinary consequences.

Harassment, Intimidation, and Bullying

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents,

that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property,
- or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- has the effect of insulting or demeaning any student or group of students;
- or creates a hostile educational environment for the student by interfering with a student's education
- or by severely or pervasively causing physical or emotional harm to the student. (L.2002, c.83, s.2; amended 2007, c.129, s.1; 2010, c.122, s.11.)

Students who commit acts related to harassment, bullying, or intimidating behavior are in violation of our student conduct expectations. These students will receive disciplinary consequences and counseling support.

Anti-Bullying Information and contacts can be found on the district website:

<https://www.springfieldschools.com/anti-bullying-information-hib>.

Lockers

All students are required to use their assigned lockers throughout the school day. Regular backpacks, large book bags, and athletics-related bags will not be permitted in classrooms, physical education locker rooms, the cafeteria, or the auditorium during assemblies. Students must store these items in their assigned lockers during the school day.

Students may carry a small tote bag or drawstring bag between classes to transport instructional materials when necessary. For guidance, these bags should not exceed the dimensions of **12" x 10" x 4"**.

To ensure the success of this procedure, students are expected to:

- Plan to use their assigned locker throughout the school day.
- Keep their locker locked at all times.
- Retrieve their locker combination through the Genesis Student Portal.
- Use only the locker assigned to them. Locker sharing is strictly prohibited.
- Refrain from accessing their cellphone or other personal internet-enabled devices when accessing their locker during the school day.

- Note the following:
 - Lockers are the property of the Board of Education. Lockers may be subject to periodic search by school administration.
 - Students will be assigned one of two types of lockers:
 - **Lockers requiring a padlock:** A school-issued combination padlock will be provided for students to use. **No other lock may be used** on these lockers.
 - **Lockers with built-in locks:** Students will use the combination lock built into the locker door.

Restroom Protocols

The restrooms are available for proper use by students. At no time should students use restrooms for socializing or loitering.

- Students share the responsibility for keeping the restrooms clean and in working order. Any student found abusing the restrooms will be referred to the administration for disciplinary consequences and possible restitution.
- Students are not allowed to use the restrooms during passing periods.
- Students must sign out of their classroom and receive a restroom pass from their teacher.
- Students may not take their smartphone or any other personal electronic device to the restroom.
- Students are to use the restroom closest to their class.
- Students are not allowed to give other students access to restrooms.
- During lunch periods and study hall, a teacher on duty will provide passes for students to use the restrooms.

School Property

Students are entrusted with and are responsible for valuable school property, which includes textbooks, library books, calculators, furniture, laboratory equipment, athletic equipment, iPads, laptops, desktop computers, etc.

- At the end of the period of use, these items must be returned with no more wear than would be expected from ordinary use.
- Students will be held financially liable for damaged or lost school property entrusted to their care.

Student Identification Cards

All students will be issued an identification card. These cards must be attached to a district-issued, **orange lanyard**, and worn around the neck.

- Students must wear the lanyard around their neck at all times. The ID can be removed when a student is participating in a school related activity, when wearing the ID may be a safety hazard.
- During morning arrival, students are to present their identification card to enter the building.
- Students will be required to produce their identification cards in order to check out materials from the Instructional Media Center or to print at one of the printer locations in the building.
- Students may be required to produce their identification cards in order to attend specified school functions.
- Students who fail to follow Student ID protocols will receive disciplinary consequences.
- Replacement identification cards are available in the Guidance office located on the 1st floor of JDHS. A fee of \$7.00 will be charged for a replacement.
- Students can use the following link to request a replacement ID: [Replacement ID Request](#)

Student Book Bags and Backpacks

To promote a safe, secure, and orderly learning environment, students are **not permitted to carry book bags, backpacks, or large bags during the school day.**

Students are expected to:

- Store all book bags, backpacks, and oversized bags in their assigned locker upon arriving at school.
- Bring only the materials needed for each class (e.g., notebooks, textbooks, iPads, writing utensils) from their locker.
- Use the time between class periods to access their lockers as needed.

Students who fail to comply with this policy will be asked to return their book bag or backpack to their locker immediately. Repeated violations may result in disciplinary consequences in accordance with the school's Code of Conduct. This policy is intended to enhance school safety, reduce classroom clutter, and ensure that hallways and learning spaces remain safe and accessible for all students.

Student Parking - Seniors Only

Jonathan Dayton High School has designated reserved parking areas for SENIOR students.

- Empty parking spaces do not warrant a student parking on campus without permission.

- In order to park on campus, students must secure a reserved parking space tag. Students must present license, registration, and insurance documents when applying for a parking permit.
- Students must complete the online [Senior Parking Registration](#) form and permits will be issued on a first-come, first-serve basis.
- ADMINISTRATION RESERVES THE RIGHT TO SUSPEND/REVOKE PARKING PRIVILEGES AT ANY TIME.
- Students are required to park in the numbered space corresponding to the number on the tag.
- Students with Jonathan Dayton High School issued parking tags are permitted to park at their own risk. Any incidents of vandalism or physical damage and/or theft must be handled through the student's and/or parent's personal insurance.
- Jonathan Dayton High School and the Springfield Board of Education DO NOT provide secure parking at any time. The Springfield Board of Education assumes no responsibility for privately owned vehicles.
- Student drivers must do the following:
 - Observe and practice the 15 M.P.H. speed limit on school grounds.
 - Park only in your assigned space.
 - Display parking tags on the rear, driver's side window, with the number visible.
 - Park cars head-in only.
- Parking tags are not transferable from one student to another.
- Parking off campus in surrounding neighborhoods or business establishments is prohibited. Cars parked in these areas, and illegally parked cars, may be towed at the owner's expense.
- Any student parking in the Board of Education parking spaces or a staff parking space will be subject to disciplinary action.
- No car may leave school grounds until school is dismissed.
- Emancipated student-drivers must notify the office before leaving.
- Students cannot drive their vehicles from Dayton to any school-sponsored activities, i.e., vo-tech, field trips, athletic events, etc., without proper authorization. Authorization must be obtained from the principal's office. Required forms and documentation must be submitted.
- Failure to abide by the rules above may result in the suspension or revocation of parking and driving privileges.

Student Bicycle and E-Bike Safety

As required by New Jersey law, please be advised of the following requirements regarding bicycles and electric bicycles (E-bikes) on school grounds:

- E-Bikes
 - Effective July 19, 2026, New Jersey law establishes specific requirements for certain E-bikes classified as motorized bicycles.
 - These E-bikes may only be operated by individuals who are 15 years of age or older and require the rider to possess a valid driver's license or a special E-bike license, as applicable. These vehicles are also subject to registration and insurance requirements.
 - Because these E-bikes are subject to motor-vehicle licensing, registration, and insurance requirements, E-bikes that meet the legal definition of a motorized bicycle will not be permitted on Jonathan Dayton High School grounds. Students should not bring or ride these vehicles onto school property.

- Helmet Requirement
 - New Jersey law also requires individuals 17 years of age and younger who ride a bicycle to wear an approved bicycle helmet. In the interest of student safety, Jonathan Dayton High School will require all students who ride a bicycle to and from school or while on school grounds to wear a properly fitted bicycle helmet, regardless of age.
 - Students who ride bicycles to school are expected to:
 - Wear a properly fitted and secured bicycle helmet.
 - Follow all applicable New Jersey bicycle safety laws.
 - Walk bicycles when on school walkways and other areas where riding may present a safety concern.
 - Secure bicycles only in designated bicycle parking areas.
 - Not ride bicycles through crowded pedestrian areas or building entrances.

These requirements are intended to promote the safety of all students, staff, and visitors while ensuring that our school practices remain consistent with New Jersey law. We appreciate everyone's cooperation in following these expectations and helping us maintain a safe school environment.

District Technology

Acceptable Use Policy (AUP)

Parents and students, as part of the annual registration process, must read and sign the AUP.

- Computers are provided to students to use for educational purposes only. Parents and students must download a copy of the AUP from the JDHS website. The policy must be read and signed by the parent and student.
- Access to district computers will not be permitted to students who have not returned a signed copy of the AUP. No iPad or laptop will be issued to a student until the AUP is signed and submitted.
- Student computer use is filtered and monitored remotely.
- Students found in violation of the AUP will be subject to disciplinary consequences and may have his/her use restricted and/or forfeit his/her iPad or laptop.
- The AUP is a living document, the contents of which may change. Updated versions can be found on the JDHS homepage under Quick Links.
- Printing – A limited number of school printers are available for student use. However, homework assignments that require printing should be printed the day before the due date. Printing assignments at home is highly recommended. At times, the district network and printers may be unavailable. The status of the school printers cannot be used as an excuse for late assignments.

iPad Care

- iPads that are not being monitored by the student should be stored in the school locker, with the locker securely locked. Under no circumstances should students leave their iPad unattended. Unsupervised laptops will be confiscated by staff and taken to the appropriate office.
- iPads should always be carried in the protective carrying case or school-issued protective cover. The carrying case should only be used to carry the iPad.
- Students are to report damaged or malfunctioning iPads to the technology department immediately. A loaner iPad will be issued.
- Insurance - It is recommended that students and parents choose an insurance policy to cover the cost of iPad damage or loss. Parents/students are responsible for damage and/or replacement costs.
- Any iPad that is not returned to the school by a designated date will be considered stolen property.

Study Hall

- Purpose: Study Hall is a structured academic period designed to support students in completing schoolwork, preparing for assessments, and accessing academic resources. It provides a quiet, focused environment where students are expected to engage in individual study, complete assignments, or participate in approved academic support activities.
- Expectations:
 - Students must arrive on time and bring necessary materials (e.g., books, assignments, school-issued devices).
 - Talking is limited and only permitted when working quietly in pairs on school-related tasks with staff approval.
 - No smartphone use is permitted during Study Hall.
 - No food is allowed during Study Hall.
 - Students are expected to remain on task throughout the period.
- Academic Support Opportunities:
 - Peer Tutoring: Subject-specific support may be arranged through the peer tutoring program.
 - Teacher Assistance: With a pass, students may seek help from a teacher.
 - Counselor Appointments: Students may attend scheduled meetings with school counselors during Study Hall, or lunch. When necessary, appointments may be set during an assigned class period

Athletics

Athletes and Physical Education

- Physical Education is required of all students each year of attendance. Athletes are not exempt from this requirement.
- All athletes, in season, are required to dress and participate each day, including the day of an athletic contest.
- Failure to participate in PE shall exclude a student from participation in athletics for that day.
- Failure to participate on a Friday shall exclude that student for Saturday and Sunday as well.
- Any student with medical clearance from physical education class will be ineligible to participate in extracurricular activities such as practice and/or athletic contests as well.

Athletic Eligibility

- To be eligible for athletic competition during the first semester (September 1 to January 31), a pupil must have passed 25% of the credits (30) required by the State of New Jersey for graduation (120) during the immediately preceding academic year.
- To be eligible for athletic competition during the second semester (February 1 to June 30), a pupil must have passed the equivalent of 12 ½ % of the credits (15) required by the State of New Jersey for graduation (120) at the close of the preceding semester (January 31). Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.
- Freshmen are automatically eligible for fall sports.
- Grade 8 students are eligible to participate in the middle school athletics program, facilitated at Florence M. Gaudineer School.
- Participants are required to submit all health forms, emergency contact cards, questionnaires, etc., as instructed by the Athletic Director or his/her designee. All forms can be downloaded from <https://www.springfieldschools.com/springfield-athletics>.
- Students are expected to uphold all school rules and policies. Violations of the Code of Conduct may result in school disciplinary consequences and may also affect eligibility to participate in athletics and other extracurricular activities.

Athletic Physical Examinations

See the Athletics section on the JDHS website for this information.:

<https://www.springfieldschools.com/springfield-athletics>

Athletic Spectator Expectations

Student spectators at all school-sponsored athletic events, on or off campus, are reminded that all school rules are in effect. Violations of school rules, unruly behavior, and/or unsportsmanlike conduct will not be tolerated.

- Students who do so will be subject to disciplinary consequences, which may include forfeiting their right to attend such events.
- All spectators, students, parents, and guests are expected to exhibit proper behavior and good sportsmanship at athletic events.
- See the Athletics website for more information:
<https://www.springfieldschools.com/springfield-athletics>

Drugs, Alcohol, and Tobacco (Vaping)

The possession, use, and/or sale of drugs, alcohol, tobacco, e-cigarettes and vaping, or other controlled dangerous substances is strictly prohibited on all school property, school transportation, and at any school-sponsored activity.

Those found in violation of this policy shall be subject to disciplinary consequences per the Code of Conduct, and may be subject to penalties from law enforcement:

if a student is suspected of being under the influence of alcohol or other drugs while at school or at a school-sponsored activity, the following procedures will be followed:

- School staff will immediately notify the Principal, school nurse, or other appropriate administrator.
- The student's parent/guardian will be contacted immediately.
- The student will be removed from regular activities and supervised by school personnel pending further action.
- An immediate medical examination, as required by New Jersey law, must be completed by a licensed physician or licensed drug screening facility to determine whether the student is under the influence.
- The results of the screening report must be provided to the parent/guardian, Principal, within 24 hours of the referral.
- The student may return to school only in accordance with the recommendation of screening findings and all applicable New Jersey laws and district procedures.
- If the medical examination confirms that alcohol or other drug use interferes with the student's ability to function safely in school, the student will be released to the parent/guardian and may not return until medically cleared by a licensed physician.
- Refusal or failure to comply with the required medical examination or reporting requirements may result in disciplinary action and other actions permitted under New Jersey law.
- The school district will notify law enforcement when required by New Jersey law.

Possession, Use, and/or Sale of Drugs, Alcohol, Tobacco, E-cigarettes and Vaping Devices

The school district will notify law enforcement regarding the possession, use, and/or sale of drugs, alcohol, tobacco, e-cigarettes and vaping, or other controlled dangerous substances when required by New Jersey law.

Financial Need

Any student who needs assistance with payment for student events, including, but not limited to, prom, school dances, yearbook, and field trips, should notify their assigned school counselor.

Lost and Found

- All found items should be taken to the main office. Anyone wishing to claim an item may do so in the main office.
- There is no insurance coverage for loss of personal items.

- At the end of the school year, items remaining in the lost and found will be donated to a local charity.

Morning Arrival

All students, walkers, those transported by private vehicle, and those transported by the district are required to enter the building through designated doors between 7:20 am and 7:40 am:

- Door 5: Seniors, Juniors, and Students purchasing and/or eating breakfast. Door 5 is located on the east side of the building, across from visitor and senior student parking. Drivers dropping off students at Door 5 must use the right lane as they enter the school driveway and drive around to the drop-off point. Students entering Door 5 will report to the cafeteria.
- Door 19: Sophomores, Freshmen, Grade 8. Door 19 is located in the rear of the building. Drivers dropping off students at this door are to use the left lane as they enter the school driveway, and drive around to the drop-off point in the rear of the building, which will be indicated by a sign.
 - Sophomore, Freshmen, Grade 8 Students will enter Door 19 and report to the Main Gym.
 - Seniors and Juniors will enter Door 5 and report to the cafeteria.
- Students will remain in the reporting areas until 7:35 am, at which time a bell will sound and students will be released to report to lockers and Block 1. There will be no access to hallways before 7:35 am.
- Any student who arrives after 7:40 must report to Door #1 (main entrance, under the clock tower) to be buzzed in.
- Late students are to sign in at the front desk, receive a late pass, and report directly to their class.
- Please note that it is not required for parents or guardians to enter the school campus to drop off students. Due to significant traffic congestion around the school during arrival times, we recommend that students be dropped off on Mountain Avenue and walk to their designated entrance.
- No breakfast food or beverages may be brought into the school building. Students arriving with breakfast from home or an outside vendor must enter through **Door 5** and consume their breakfast in the cafeteria before reporting to class.

Outside Food and Beverages

Parents Contacting Students for Emergencies

- Students should not receive phone calls directly from parents or emergency contacts during the school day.
- Parents who need to contact their child for an emergency, during the school day, should do so through the main office so that staff may help manage the situation with students.

- Parents should not expect students to be able to reply to text messages or calls during class time.

Parent Deliveries

- If parents must drop off an item for a student, parents will be directed to deposit that item on a cart located outside of the security vestibule, per the direction of the main office staff.
- Entry into the school will be restricted. iPads and medical items will be retrieved from parents dropping them off immediately.
- Dropping off items to a student in the cafeteria or at any entrance to the school is not permitted. All drop-offs must be brought to Door #1 and announced.

Video Surveillance

Please be aware that video surveillance is in use throughout the JDHS school property.

- Recorded video is not for public consumption, but rather for authorized official use only.

Visitors

Visitors should be aware of the following:

- Visitors are not to enter the building unannounced. All visitors to our schools will need to have an appointment to enter the building. (If you require assistance, an appointment must be made after the start of the school day.)
- Visitors are to sign in, noting the time, date, and destination of their visit.
- Visitors must report to Door # and press the button to call the main office.
- It is expected that all visitors will state the purpose of their visit and/or specify with whom they have an appointment.
- All visitors are required to show photo identification prior to being buzzed into the building.
- If the appointment is verified, the visitor will be buzzed in and must present themselves to the main office immediately upon entry. Visitors may be required to wait in the main entrance vestibule.
- Visitors will be required to show photo identification again, and sign in to obtain a visitor's lanyard and badge that must be worn for the duration of the visit. Visitors will be required to submit their keys and photo ID in exchange for the visitor's lanyard.
- Visitors mustn't hold the door open for others behind them. Each visitor must be acknowledged individually through the buzzer system.
- If a parent will be picking up their child early, they must notify the office in writing prior to dismissal. If it is an emergency, the parent should call the office to notify the school. Parents/Guardians picking up students during the school day will be required to wait in

the vestibule, except in emergencies.

- Front office secretaries will be required to call 911 and notify school administrators if the visitor is uncooperative, does not adhere to the procedures, or becomes threatening.
- Ultimately, failure to follow these procedures may result in a lockdown for the safety of our students and staff, and the Springfield Police Department will be notified that an intruder is in the building.
- Note: The district continues to collaborate with local and state law enforcement officials and will continuously monitor to upgrade and implement improved security measures throughout all of our schools as needed. Our updated School Visitation Policy will be forthcoming.

Working Papers

All students under 18 years of age must obtain working certificates if they wish to work after school hours or on vacation. All working papers are processed by the state. Please visit the state website for this information:

<https://nj.gov/labor/youngworkers/find-a-job/working-papers/getstarted.shtml>.

Health Services

The school nurse provides health services that include:

- State-mandated yearly screenings that include vision, height, weight, and scoliosis.
- Medications: Medication administration and monitoring for students who require medications in the school setting. Note: Medication will only be administered to pupils in the school by the school physician, a certified or non certified school nurse, a substitute school nurse employed by the district, the pupil's parent(s) or legal guardian(s), a pupil who is approved to self-administer by N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency under N.J.S.A. 18A:40-12.5 and 12.6.
- Skilled nursing care and case management for children with special health care needs.
- Immunization Information: Monitoring of mandated immunizations and excluding students who do not meet the state and local immunization requirements.
- Health counseling and education.
- Referrals and communication with community-based resources, such as local and state boards of health.
- Coordination of medical excuse notices and return to activity notices related to Physical Education and Athletics.
- Management of athletic-related physical examinations. See the following link for forms: <https://jdhs.springfieldschools.com/school-links/athletics/athletics>.
- The school district may utilize a daily, weekly, and/or monthly screening protocol for students and employees upon arrival to a school building or work location for communicable illness symptoms and a history of exposure. If needed, the District may also reinstate the Online Daily Health Screening.

- Monitoring of students testing positive for a communicable illness, and adherence to health and safety protocols.
- The school's certified nurse, Mrs. Jeanine Pentz, can be reached at (973)376-1025 x5258, npentz@springfieldschools.com

Student Supports

Child Abuse and Neglect

The Board recognizes that early detection of missing, abused, or neglected children is important in protecting the health, safety, and welfare of all children. In recognition of the importance of early detection of missing, abused, or neglected children, the Board adopts this Policy under the requirements of N.J.S.A. 18A:36-24 and 18A:36-25. The Board provides this Policy for its employees, volunteers, or interns for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities pursuant to N.J.S.A. 18A:36-24 and 18A:36-25 et seq., N.J.A.C. 6A:16-11.1, and N.J.S.A. 9:6-8.10.

- Employees, volunteers, or interns working in the school district shall immediately notify designated child welfare authorities of incidents of alleged missing, abused, and/or neglected children.
- Reports of incidents of alleged missing, abused, or neglected children shall be reported to the New Jersey State Central Registry (SCR) at 1-877 NJ ABUSE or to any other telephone number designated by the appropriate child welfare authorities. If the child is in immediate danger, a call shall be placed to 911 as well as to the SCR.
- The person having reason to believe that a child may be missing or may have been abused or neglected may inform the principal or other designated school official(s) before notifying designated child welfare authorities if the action will not delay immediate notification.
- The person notifying designated child welfare authorities shall inform the principal or other designated school official(s) of the notification, if such had not occurred before the notification. Notice to the principal or other designated school official(s) need not be given when the person believes that such notice would likely endanger the reporter or student involved or when the person believes that such disclosure would likely result in retaliation against the student or discrimination against the reporter concerning his or her employment.
- The principal or other designated school official(s), upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities.
- Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the school district.
- Confirmation by another person is not required for a school district employee, volunteer, or intern to report a suspected missing, abused, or neglected child situation.

- School district officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children by the provisions of N.J.A.C. 6A:16-11.1(a)5.
- There shall be no reprisal or retaliation against any person who, in good faith, reports or causes a report to be made of a potentially missing, abused, or neglected child situation under N.J.S.A. 9:6-8.13.

Intervention and Referral Services Committee (I&RS)

- Each school has an Intervention and Referral Services Committee (I&RS) designed to support general education students who may be experiencing academic, behavioral, or social-emotional difficulties that are impacting their educational progress.
- The responsibilities of the I&RS Committee are as follows:
 - Identifies students in need and plans to provide appropriate interventions and/or services to address the student's needs;
 - Identifies the school personnel who will participate in the provided interventions and services
 - Provides support and guidance to the school staff working with the student
 - Involves parents and/or guardians in the development and implementation of the plan
 - Coordinates with outside service providers when appropriate; Reviews and assesses the effectiveness of the plan and modifies or terminates the plan as needed
 - Refers the student to the child study team for evaluation, when appropriate.
 - A written I&RS plan is developed by the committee, which lists the suggestions that can be implemented in school and/or at home to support the student. The parents and all of the students' teachers receive a copy of the plan.
-

Pupil Records

- Students or parents have the right to view all official student records.
- Students and parents should also be aware that public schools are required to provide students' names, addresses, and telephone numbers to military recruiters when requested, unless a parent has opted out of providing such information. Parents who wish to opt out of this process should notify the School Counseling department.

School Counseling Services

- A school counselor is someone who wants the student to get the most out of school and life. The counselor is specially trained to help the students find solutions to problems, meet the challenges of growing up, better understand and appreciate who they are, and how to relate to others, and discover what they want out of life.
- Counselors can help students assess strengths and limitations, make appropriate decisions, develop positive attitudes, resist peer pressure, deal with stress, choose courses that are appropriate, explore career options, plan for future education, and find employment.
- Grade Level Services

Grade 8

- Individual academic and personal counseling
- Student orientation to guidance and transition services
- Support course selection and planning
- Enhance decision-making skills
- Prevent and intervene in bullying
- Referrals of students with individual needs

Grade 9

- Individual academic and personal counseling
- Student orientation to guidance services
- Course and program selection and adjustment
- Information programs and counseling (i.e., transition to high school)
- Referrals of students with individual needs
- Summer school advising
- Career speakers program

Grade 10

- Individual academic and personal counseling
- Course and program selection and adjustment
- Information programs and counseling (i.e., student orientation re: college/job search)
- Referrals of students with individual needs
- Career speakers program
- Summer school advising

Grade 11

- Individual academic and personal counseling
- Course and program selection and adjustment
- Information programs and counseling (i.e., student orientation re: college/job search)
- Referrals of students with individual needs
- Career speakers program
- Counseling re: CEEB and ACT
- College/Technical Schools visitations

- Summer school advising

Grade 12

- Individual academic and personal counseling
- Individual conferences re: post-high school plans
- Information programs and counseling (i.e., college and work adjustment programs)
- Referrals of students with individual needs
- Career speakers program

Suicide Prevention Supports

School counselors are available to speak to students who may be struggling with thoughts of suicide or self-harm. If a student is aware of a schoolmate who has expressed thoughts of suicide or self-harm, they should report this information immediately to a school counselor or any school staff member. The report can be anonymous.

Students struggling with thoughts of suicide or self-harm can contact the supports listed below:

- NJHopeline may be contacted 24/7 by phone at 855-654-6735 or by live chat at njhopeline.com.
- Mental Health - County of Union, NJ:
<https://ucnj.org/departments/departments-of-economic-development/office-on-women/mental-health>

Student Support Services

The Office of Student Support Services offers assistance to teachers, parents, and students in the areas of educational growth and development. Among the specialists in this office are psychologists, speech therapists, learning disability specialists, and social workers.

Under Federal and New Jersey laws, the Special Education Services' Child Study Team is required to evaluate potentially handicapped students to determine if they are eligible for special education and/or related services.

- Resource center instruction offers individual or small group instruction that replaces or supplements instruction in the regular class. This program can be provided in the student's regular education class or a designated resource center.

- Speech and language services are available and are provided to eligible students who demonstrate a mild to moderate disorder in language, articulation, voice, or fluency, and are provided by a speech language specialist.
- Students requiring support and services beyond the mainstream classroom are referred to the Child Study Team. This team, consisting of a social worker, psychologist, and learning disability consultant, determines the appropriate program for students through testing and consulting services.
- If a parent/guardian feels their child needs the resources of this office, they should contact their child's school counselor or the Office of Special Education Services directly at 973-376-1025, Ext. 2595. The office of Student Support Services web page is: <https://www.springfieldschools.com/Administration2/4>

Communication Guidelines

At our school, we strongly value open and respectful communication between families and staff. We believe that a strong partnership between home and school supports the success and well-being of every student. To ensure productive and positive interactions, we ask all parents and guardians to keep the guidelines linked below in mind when communicating with school staff:

The Springfield Public Schools communication guidelines are found at the following link:

- [Chain of Communication - Springfield Public School District](#)
- [Chain of Command FAQs](#)

School Volunteers (9180)

Volunteers play an important role in enriching the educational experience, supporting our staff, and strengthening the connection between our school and the community. School volunteers may assist with classroom and school activities, serve as class parents, chaperone field trips, or support other district-sponsored programs throughout the school year.

All volunteers must be individuals of known character, responsibility, and integrity and are expected to follow all school requirements, the Student Code of Conduct, and applicable volunteer guidelines. Volunteer opportunities are based on the needs of our students and school programs. The policy is linked here:

 **ELANOnline District Policies_9180_Schol Volunteers.pdf**

Pupil Parent Grievance

The Board of Education recognizes the right of students and parents/ guardians to grieve educational and/or administrative issues arising within the District and to seek relief via orderly and equitable procedures. In addition, they may grieve issues dealing with equality in education, affirmative action, discrimination, or sexual harassment. Discrimination is defined operationally as an act based upon bias as related to race, color, creed, religion, sex, ancestry, national origin, social or economic status, or handicapping condition. The Board of Education also recognizes the responsibility of the school administration to develop and implement an orderly and equitable pupil/parent grievance procedure.

- A. Any student(s) or parents/guardians having a grievance with the educational or administrative processes of a particular school or the District or against a specific member of the faculty or administrative staff of one of the schools within the District shall make every effort to resolve such grievance in informal conferences with the staff member directly concerned within five days of the incident which caused or led to the grievance. Failure to act within that time shall constitute abandonment of such grievance.
 1. All conferences shall be carried out in an atmosphere of mutual goodwill and respect.
 2. No more than three students and/or three sets of parents/ guardians shall be involved in a single grievance conference. Grievances involving more than this number of people shall require designated representatives to attend the conference.
- B. If the grievance cannot be resolved at the informal conference level outlined in A, the grievant(s) shall file a written statement with the school principal setting forth the following information:
 1. A brief statement of the specific nature of the grievance;
 2. A brief statement of the relief desired;
 3. A brief statement of the reasons why the grievant believes he/she is entitled to the relief sought;
 4. Whether the grievant(s) desires the school student council officers to make a non-binding recommendation concerning the grievance. If such a recommendation of the student council officers is desired, the principal shall, within two days, transmit a copy of the grievance to the student council and request its recommendation. The student council officers shall furnish their recommendation to the principal within five days of receipt of a copy of the grievance. The school principal shall furnish a copy of

the grievance to the member of the faculty or administrative staff involved. Upon receipt of a grievance, the principal shall promptly schedule a conference with the grievant(s) and the members of the faculty or administrative staff involved. The principal shall render a written decision within five days following the conference and shall furnish copies of such decision to the grievant(s), the staff member, and the Superintendent.

- C. If either the grievant(s) or the staff member is dissatisfied with the decision of the principal, the grievant shall, within five days of receipt of the written decision, file a written statement with the Superintendent, with copies to the principal and the other party, briefly stating the reasons upon which the appeal is based. Upon receipt of the grievance appeal, the Superintendent may decide the grievance upon the written statements submitted by the parties, hold a conference with the grievant(s) and the staff member involved, or take whatever other actions the Superintendent shall deem appropriate. The Superintendent shall render a written decision to the grievant(s), the staff member, and the principal within five days following the conference (if this is necessary).
- D. If either the grievant(s) or the staff member is dissatisfied with the decision of the Superintendent, the grievant may appeal such decision to the Board of Education by filing within five days of the rendering of the Superintendent's decision, a written notice of appeal with the Board Secretary/School Business Administrator of the Board of Education. The notice of appeal shall briefly state the basis of the appeal, and copies shall be furnished to the other party, to the principal, and the Superintendent. The Board of Education may decide the grievance upon the written statements submitted or, at its option, may hold a hearing at which both parties may present testimony. The Board shall render a written decision to the grievant(s) within 15 days following the hearing (if this is necessary).
- E. The action of the Board shall be binding on all parties, subject, however, to such further review as may be available under the provisions of Title 18A. The following provisions have general application to the grievance procedure set forth above:
1. No step of this procedure may be bypassed on the way to a higher level, except that a grievance based upon a previous grievance decision will be initiated at the level of such previous grievance decision.
 2. Nothing contained in this policy shall be considered to require a grievant to follow the grievance procedure set forth herein where another method of review is provided for under the provisions of Title 18A. Where another method of review is provided for by Title 18A, the grievant(s) shall have the discretion to invoke such method of review or this grievance procedure.
 3. The invocation of the grievance procedure shall not relieve the grievant(s) of the responsibility of complying with any order which may have been issued unless the implementation of said order shall have been stayed by the Superintendent of Schools or by the Board of Education.
 4. No punitive action of any kind shall be taken against any grievant(s) solely on account of having filed a grievance.
 5. All information elicited during any stage of the grievance procedure shall remain confidential, unless such information is specifically made accessible to the public by state or federal law or all parties involved agree to disclose such information to the public.
- F. Any student(s) or parents/guardians having a grievance dealing with Equality in Education, Affirmative Action, Title IX, Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or discrimination or sexual harassment may grieve the matter directly to the district's Affirmative Action Office/Section 504 Officer/ADA Compliance Officer:

Affirmative Action Office Director of School Counseling Services 139 Mountain Avenue Springfield, NJ 07081 (973)3767-1025 Ext. 5295	504/ADA Director of Student Support Services Springfield Public Schools 139 Mountain Avenue Springfield, NJ 07081 (973) 376-1025 Ext. 2595
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- G. The Affirmative Action Officer will receive all complaints, carry out a thorough investigation, and protect the rights of both the person making the complaint and the alleged harasser. Findings of discrimination in the form of sexual harassment or of other affirmative action concerns or equity in education issues will result in appropriate disciplinary action.
- H. Students or parents/guardians who may be dissatisfied with the findings of the Affirmative Action Officer have the right to file a complaint with the Commissioner of Education or the Office of Civil Rights.

RIGHTS OF APPEAL FOR PARENTS/GUARDIANS AND ADULT STUDENTS

- A. Pupil records are subject to challenge by parents/guardians and adult pupils on the grounds of inaccuracy, irrelevancy, impermissible disclosure, the inclusion of improper information, or denial of access to organizations, agencies, and persons. The parent/guardian or adult pupil may seek to:
 - 1. Expunge inaccurate, irrelevant, or otherwise improper information from the pupil record;
 - 2. Insert additional data as well as reasonable comments on the meaning and/or accuracy of the records;
 - 3. Request an immediate stay of disclosure pending the final determination of the challenge procedure as described in paragraph B following.
- B. To appeal, a parent/guardian or adult pupil must notify the Superintendent in writing of the specific information in the pupil record challenged and the factual reasons upon which such challenge is based. Within 10 days of notification, the superintendent or his/her designee shall meet with the parent/guardian or adult pupil to review the issues outlined in the appeal. If the matter is not satisfactorily resolved, the parent/guardian or adult student may appeal this decision to the Board of Education or the Commissioner of Education within 10 days. If an appeal is made to the Board of Education, a decision shall be rendered within 20 days. The decision of the Board of Education may be appealed to the Commissioner pursuant to N.J.S.A. 18A:6-9 and rules adopted in accordance with such statute. At all stages of the appeal process, the parents/guardians or adult pupils shall be afforded a full and fair opportunity to present evidence relevant to the issue. A record of the appeal proceedings and outcome shall be made part of the pupil record, with copies made available to the parents/guardians or adult pupil.
- C. Appeals relating to the pupil records of educationally handicapped pupils shall be processed in accordance with the requirements of N.J.A.C. 6:28.
- D. Regardless of the outcome of any appeal, a parent/guardian or adult pupil shall be permitted to place a statement in the pupil record commenting upon the information in the pupil record or setting forth any reasons for disagreement with the decision of the agency. Such statements shall be maintained as part of the pupil record as long as the contested portion of the record is maintained. If the contested portion of the record is disclosed to any party, the statement commenting upon the information must also be disclosed to the party.

Affirmative Action/Section 504 Officer/A.D.A Compliance

The Director of School Counseling Services is designated as the compliance officer who coordinates and oversees all Affirmative Action policies dealing with equality in education. In addition, she is in charge of activities related to Title IX of the Education Amendments of 1972; N.J.S.A. 18A:36-20, and Federal and state statutes concerning equality in educational programs. A copy of the district's Affirmative Action plans and self-evaluation of Affirmative Action achievement is available for review in the Human Resources office. Students, parents, residents of the district, or staff members who have concerns about Affirmative Action or any matter dealing with equality in education should contact the Director of School Counseling Services at Jonathan Dayton High School: (973) 376-1025, Ext. 5585.

The Director of Student Support Services is in charge of activities related to Section 504 of the Rehabilitation Act of 1973 and the district's compliance with the Americans with Disabilities Act of 1990.

The approved Board of Education policy on Affirmative Action is as follows:

Nondiscrimination in Education Programs and Activities

The Board of Education believes that discrimination based on race, color, creed, religion, sex, ancestry, national origin, social or economic status or handicapping condition, in an education program or activity of this district, is not to be permitted except in those instances where it may be necessary to accomplish a specific purpose that does not impinge upon essential equality or fundamental fairness in the treatment of pupils or employees of this district. Therefore, employees of this district are required to comply with the following:

- A. This policy is for equality in education.
- B. Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; N.J.S.A. 18A:36-20; and federal and state statutes concerning equality in educational programs.

This prohibition against action by employees or other persons acting in the name and on behalf of this district which bases any exclusion from participation in, denial of benefits from, or discrimination in, any educational program or activity because of the race, color, creed, religion, sex, ancestry, national origin, social or economic status or handicapping condition of a pupil or employee applies to all education programs and activities conducted by this district, including, but not limited to, the following:

Educational Programs

1. *Course Offerings* - applies to all course offerings.
 - a. Grouping of pupils in physical education classes and activities by ability, skill, and risk of harm as assessed by objective standards of individual performance and teacher judgment developed; applies without regard to race, color, creed, religion, sex, ancestry, national origin, social or economic status, or handicapping condition;
 - b. Separation of persons based on vocal range or quality, even though such separation may result in a chorus or choruses of solely one or predominantly one sex.
2. *Athletics* - applies to all athletic programs or activities, except that separate teams for members of each sex may be operated:
 - a. Where selection for the separate teams is based upon competitive skill, provided that where there is not now and has been no such team for the excluded sex, members of the excluded sex must be allowed to try out for the team.

- b. Moreover, comparable athletic opportunities shall be provided for members of both sexes, including comparable provision for equipment, supplies, coaching, facilities, services, and publicity.
- c. Pupil personal services - applies to all pupil personal services, including counseling and guidance activities at the elementary and secondary school levels.
- d. Courses of study and instructional materials should be designed to promote understanding and mutual respect between students of different races, colors, creeds, religions, sexes, ancestries, national origins, social or economic status, or handicapping conditions. Courses of study and instructional materials will be supplemented when they are not so designed. Nothing in this policy shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials.

Sexual Harassment of Students

The Board of Education shall maintain an instructional environment that is free from harassment of any kind. Administrators and supervisors will make it clear to all staff, students, and vendors that harassment is prohibited. Sexual harassment shall be specifically addressed in the Affirmative Action in-service programs required by law for all staff.

Sexual harassment interferes with the learning process and will not be tolerated. Any child who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the Affirmative Action officer or building principal. This policy statement will be distributed to all students and their parents/guardians.

Pupils may file a formal grievance related to harassment on any of the grounds addressed in this policy. The Affirmative Action officer will receive all complaints, carry out a thorough investigation, and protect the rights of both the persons making the complaint and the alleged harasser.

Findings of discrimination or harassment will result in appropriate disciplinary action. Per Board of Education policy #5145.4

A. Definitions

Harassment is defined as a repeated pattern of unprovoked aggressive behaviors of a physical and/or psychological nature carried out by an individual or a group against an individual or group with the effect of causing harm or hurt. All forms of harassment meet the standards of being unwelcome, unwanted, and uncomfortable in the view of the recipient. They all have the effect of creating a hostile environment.

Harassment, in addition to the more obvious forms of physical harassment: hitting, poking, punching, tripping, etc., intimidation may also be manifest through:

- | | |
|----------------------|--------------------------------|
| 1. Peer pressure | 6. Threats |
| 2. Name-calling | 7. Verbal attacks |
| 3. Teasing | 8. Belittlement |
| 4. Verbal challenges | 9. Social exclusion |
| 5. Dares | 10. Spreading malicious rumors |

Sexual harassment, as set forth above, may include, but is not limited to, the following:

1. Unwelcome leering, staring, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, threats, verbal abuse, derogatory comments, sexually degrading descriptions, or remarks that imply incompetence as a characteristic of gender.
3. Unwelcome graphic comments about an individual's body or an overly personal conversation.
4. Unwelcome sexual jokes, stories, drawings, pictures, or gestures.
5. Unwelcome spreading of sexual rumors.
6. Unwelcome teasing or sexual remarks about a pupil enrolled in a predominantly single-sex class.
7. Unwelcome touching of an individual's body or clothes in a sexual way.
8. Intentionally limiting, based on the sexual nature of a pupil, their access to educational tools.
9. Conditioning academic and/or pupil-activity privileges on submission to unwanted sexual conduct from pupils or staff.
10. Cornering or blocking, in a sexual nature, the normal physical movement of an individual.
11. Displaying sexually suggestive objects or materials in the school.

B. Complaint Procedure

The following have received special training in the implementation of this policy, and they may be used in an advisory capacity by anyone considering the use of the procedures: the building principal, the District Affirmative Action Officers, and district-level administrators.

1. If possible, the harassing individual(s) should be informed, in clear and unmistakable terms, that the behavior is unacceptable to the individual feeling harassed.
2. If the behavior continues, the complainant should contact a teacher or other trusted staff member and inform him/her of the harasser's behavior, when it took place, who may have witnessed it, and what has been attempted to halt the behavior.
3. The staff member shall attempt to resolve the matter at that level unless the behavior reported was egregious, especially harmful, or where past interventions have failed to stop a pattern of harassing behavior.
4. When the matter is not resolved at the staff level, the staff member shall inform the principal of the situation within, if possible, the day of receiving the report from the pupil. If the principal is unavailable, the matter shall be referred immediately to the District's Affirmative Action Officer or the Superintendent.
 - a. The principal shall then meet with the offending pupil (individually when more than one is alleged to be involved) and attempt to resolve the matter at that level.
 - b. If a complaint is reported to the principal, a record of the matter is created in a manner consistent with the first stage of a formal complaint investigation. If the complaint is substantiated and the matter is resolved at this level, the documentation is maintained by the principal in a locked confidential file for a period not to exceed five years. The individual against whom the complaint was lodged shall be informed of this record and procedure.
 - c. When a harassment charge reaches the principal's level, the parents of affected students shall be informed by the principal. The parents shall be provided a copy of the district's policy and this procedure.
 - d. If the accusation was found to be false or otherwise lacking in substance, the documentation shall be destroyed by the principal.
5. If the matter cannot be resolved at the principal's level, or if it should not be resolved at this level due to the nature or seriousness of the offense, the matter shall be referred to the District's Affirmative Action Officer, with the documentation, in an expeditious manner.
 - a. An informal complaint becomes formal when the complainant submits a written Complaint Report to the Affirmative Action Officer. Upon the receipt of a formal complaint, the Affirmative Action Officer shall complete the investigative process. The due process rights of all shall be respected during the investigation. Information shall only be imparted on a need-to-know basis.
 - b. The principal or the district's Affirmative Action Officer shall inform the Superintendent.
 - c. Under no circumstances shall the Affirmative Action Officer interview a student without the parent/guardian receiving prior notification.
 - d. The Affirmative Action Officer shall meet with the pupil(s) who have allegedly been harassed and the pupil's parents.
 - e. The Affirmative Action Officer shall then meet with the alleged harasser(s) and that pupil's parents in an attempt to resolve the matter.
 - f. All involved pupils shall be apprised that any retaliatory behavior, or threat of same, shall result in disciplinary action.
 - g. The Affirmative Action Officer shall advise the Superintendent and principal of the outcome of these two conferences.
 - h. The principal and the Affirmative Action Officer may determine that all the directly involved pupils and their parents should be brought together, or in any other subdivision, to resolve the matter.
 - i. The Affirmative Action Officer shall inform the pupil alleging harassment and the pupil's parents that the pupil has the right to file a formal grievance with the state's Civil Rights Commission.

- j. The alleged harasser(s) and the harassed are guaranteed that their due process rights shall be respected at each stage of the procedure.
- k. The documentation of substantiated complaints shall be maintained in locked confidential files by the Affirmative Action Officer and by the Superintendent for a period not to exceed five years. The documentation of unsubstantiated or false complaints shall be destroyed upon final determination.
- l. The police or any other appropriate agency (e.g. the state's Division of Youth and Family Services, the Office of Civil Rights) shall be informed if the accusation meets their criteria for reporting.

C. Sanctions

1. Any pupil who engages in the harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion. Disciplinary action shall be administered with complete equity and fairness to all students.
2. The sanctions imposed shall relate to the seriousness of the offense and/or whether there is a pattern of substantiated offenses.
3. A substantiated charge could result in any of the following consequences or combinations of consequences:
 - a. In-school suspension.
 - b. Out-of-school suspension.
 - c. Loss of campus or extracurricular privileges.
 - d. Assignment to a harassment prevention program.
 - e. Community service.
 - f. In-school counseling.
 - g. Referral for out-of-school counseling.

D. Notification

Notification of this policy and procedures shall be circulated to all staff and incorporated into staff handbooks. All pupils shall be informed of the policy and procedures in age-appropriate terms. It shall also be printed in the parent and pupil handbooks annually. All new staff shall be briefed and provided a copy of the policy and procedures as part of their orientation program.

E. Prevention of Sexual Harassment

The Superintendent shall ensure that appropriate educational programs shall be conducted annually for the staff regarding the nature of sexual harassment, its prevention, appropriate informed intervention strategies, and the criteria to be used in forwarding the complaint to a formal level. All principals, school administrators, Affirmative Action Officers, guidance counselors, and the Superintendent shall have appropriate training in conducting complaint investigations and in the implementation of follow-up procedures. Special educational programs shall also be conducted for pupils, with consideration of age and maturity, on an annual basis.

District Compliance With Title IX

The District adheres to a policy of non-discrimination based on sex in its educational programs and activities it operates, and in its employment opportunities. The Board of Education ensures that all students receive equal educational opportunities regardless of their sex and that all personnel are guaranteed equal employment opportunities regardless of their sex.

Sexual harassment interferes with the learning process and will not be tolerated in the High School. Any child who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the Affirmative Action Officer or building principal.

The Director of School Counseling Services serves as Affirmative Action Officer and Title IX Director. They are responsible for carrying out all responsibilities under these regulations. They may be contacted at:

Jonathan Dayton High School
139 Mountain Avenue
Springfield, NJ 07081
(973) 376-1025, Ext. 5295