

CLIFTON PUBLIC SCHOOLS

STUDENT/PARENT HANDBOOK – ELEMENTARY SCHOOLS
ACKNOWLEDGEMENT FORM

This form MUST be signed by the parent/guardian and returned to the child's classroom teacher as soon as possible. Signing this form means you have read this handbook and are aware of its contents.

Student Name (please print)

School #

Grade

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

If you have additional children in this school, please complete the following information. Use additional lines if necessary.

Student Name (please print)

Grade

Student Name (please print)

Grade

Student Name (please print)

Grade

PLEASE COMPLETE BOTH SIDES AND RETURN THIS PAGE

TO YOUR CHILD'S SCHOOL

CLIFTON PUBLIC SCHOOLS

STUDENT/PARENT HANDBOOK

CLIFTON PUBLIC SCHOOLS
CLIFTON BOARD OF EDUCATION

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ELEMENTARY SCHOOLS DIRECTORY

School No. 1	Theresa Evans	158 Park Slope	973-470-2370
School No. 2	Jennifer Lucas	1270 Van Houten Avenue	973-470-2380
School No. 3	Linette Shyers	365 Washington Avenue	973-470-2390
School No. 4	Joelle Rosetti	194 West Second Street	973-470-2382
School No. 5	Steven Anderson	136 Valley Road	973-470-2386
School No. 8	Nancy Latzoni	41 Oak Street	973-470-2393
School No. 9	Michele De Vita	25 Brighton Road	973-470-2396
School No. 11	Luca Puzzo	147 Merselis Avenue	973-470-2401
School No. 12	Maria Parham-Talley	165 Clifton Avenue	973-470-2404
School No. 12A	Rosmunda Kenning	225 Ackerman Avenue	973-594-4190
School No. 13	Rachel Capizzi, Ed.D.	782 Van Houten Avenue	973-470-2410
School No. 14	Jason Habedank	99 St. Andrew's Boulevard	973-470-2411
School No. 15	Luginda Batten-Walker, Ed.D.	700 Gregory Avenue	973-470-2418
School No. 16	Joanna Juarbe	755 Grove Street	973-470-2420
School No. 17	Laura Zagorski	361 Lexington Avenue	973-458-6017

CENTRAL ADMINISTRATION

Richard Tardalo	Superintendent of Schools	973-470-2260
Mark C. Tietjen	Assistant Superintendent of Schools	973-470-2436
Michael Ucci	Business Administrator/Board Secretary	973-470-2288
Yusein Durakov	Assistant Business Administrator/ Assistant Board Secretary	973-470-2275

Message from the Superintendent of Schools

Dear Parents and Guardians:

As the Superintendent of the Clifton Public Schools, I join with the Board of Education in welcoming each of you to the 2018-2019 school year. We will continue to provide each of your children the opportunity to grow and achieve in a caring and nurturing environment.

This booklet is an important resource that contains all of the policies and procedures to be followed at the elementary schools. We hope it will answer many of your questions and concerns. We further encourage you to utilize the enclosed calendar to mark the important dates in your child's school year.

We invite you to get involved in your child's education. Visit the school and make a connection with your child's teachers, join parent organizations (PTA, PTO or HSA), come in and meet the school principal since education has been shown to be most effective when there is a partnership between the schools and the parents.

Clifton Public Schools maintains an **Internet Website** that contains pertinent information about each school with interesting facts and references furnished regarding the Board of Education, administration, school calendar as well as a district-wide calendar, emergency closings, athletic schedules and other programs.

The website address for the Clifton Public Schools is: **www.clifton.k12.nj.us**.

We thank you for trusting us to educate your most precious possession, your child, and wish you and your child(ren) a successful 2018-2019 school year.

Richard Tardalo

Richard Tardalo
Superintendent of Schools

DISTRICT PHILOSOPHY

The Clifton Board of Education firmly believes that it is the inherent right of every child enrolled in the public schools to receive a sound education rooted in equal opportunity and delivered in an environment that ensures physical and mental security. In today's diverse technological society, our first and foremost task is to instruct students in the democratic principles found within the ethical framework of the Constitutions of the United States and the State of New Jersey.

The Clifton Board of Education recognizes the importance of promoting early literacy as a foundation for academic success. Through its instructional program and co- and extra-curricular experiences, students will become independent thinkers, good decision makers, and self-supporting, productive citizens.

The Clifton Board of Education promulgates the following outcome goals:

1. To provide students with the skills essential to obtaining information, thinking critically, solving problems, and communicating effectively.
2. To create an atmosphere which encourages students to obtain knowledge and to develop the life skills necessary to enter the work force and/or pursue higher education.
3. To furnish students with knowledge of current and changing technologies across the curriculum.
4. To encourage the school community to become responsible contributors to the decision-making process.
5. To develop an appreciation for the creative process through problem solving and technology.
6. To foster understanding, sensitivity, and respect regarding all cultures.
7. To impart knowledge, practices, and perspectives that promote personal and global health and safety.
8. To nurture an appreciation for the fine, applied, and performing arts.
9. To encourage students to be knowledgeable consumers of electronic information able to discern quality resources.

To attain these goals, the Clifton Board of Education shall provide meaningful instruction in an environment conducive to learning with an opportunity for community input, and with a professional staff of the highest quality.

ADMISSION POLICY

A child having attained the age of five years on or before October 1st of a given school year shall be entitled to attend Kindergarten in the Clifton Public School System; and six years on or before October 1, for entrance into First Grade.

The following information is necessary for entrance to the Clifton Public Schools:

1. Birth Certificate
2. Immunization Record from healthcare provider (with official stamp including name, address and phone number of healthcare provider) with the dates of the following vaccines:
 - a. Diphtheria, Tetanus, acellular Pertussis: A total of four (4) doses with one of those doses on or after the 4th birthday OR any 5 doses.
 - b. Polio Vaccine (OPV or IPV): A total of 3 doses with one of these doses given on or after the 4th birthday OR any 4 doses.
 - c. Measles Vaccine: 2 doses.
 - d. Mumps Vaccine: 1 dose.
 - e. Rubella Vaccine: 1 dose.
 - f. Varicella (Chicken Pox) Vaccine: 1 dose. A child will not have to receive the varicella vaccine if he/she previously had chickenpox as long as a parent can provide the school with one of the following: 1) Documented laboratory evidence showing immunity (protection) from chickenpox, 2) A physician's written statement that the child previously had chickenpox, or 3) A parent's written statement that the child previously had chickenpox.
 - g. Hepatitis B Vaccine: 3 doses.
 - h. Meningococcal Vaccine: 1 dose given no earlier than ten (10) years of age. Required for students entering Grade Six or higher.
 - i. Tdap Vaccine: 1 dose for students entering Grade Six or higher.
 - j. Mantoux Tuberculin Skin Test is mandated by the Department of Health and Senior Services for specific students. The school nurse will advise parents of this requirement when necessary.
3. Proof of recent physical examination on an approved physical form within 365 days of the start of school.
4. Proof of Residency: mortgage, tax bill, water bill, lease or landlord affidavit plus two (2) current proofs.
5. Two (2) additional Current Proofs of Residency: electric, legal motor vehicle document, bank statement or other verification.

THREE PROOFS OF RESIDENCY ARE REQUIRED.

6. Additional Information Needed:
- a. Emergency phone number/person whose phone is listed for emergency use and available to pick up your child.
 - b. Name of child's doctor and dentist, complete with address and telephone number.

SCHOOL HOURS

Elementary school classes, with the exception of School #12,* School #12 Annex* and School #17* Grades K to 5, are held as follows:

Morning	8:50 a.m. - 11:45 a.m.
Afternoon	12:45 p.m. - 3:20 p.m.

Children who arrive after 8:50 a.m. are tardy.

Children should not arrive at school before 8:35 a.m. as we do not provide supervision until that time.

*School #12, School #12 Annex and School #17 are on a one-session day schedule as follows:

Regular day	8:50 a.m. – 2:50 p.m.
Kindergarten Hours - regular day	8:50 a.m. – 2:50 p.m.

Schools #12, #12 Annex and #17 children should not arrive at school before 8:30 a.m.

School hours may be changed in the event of school-day revision by the Board of Education.

The early dismissal schedule for all elementary schools is as follows:

Grades K - 5	8:50 a.m. – 1:00 p.m.
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(See page 10 for complete closing schedule.)

TRUANCY

Pupils absent from school without the knowledge and consent of the parent or guardian will be considered truant. Truancy will result in disciplinary measures as described in Board of Education Policy 5200.

ATTENDANCE POLICY

“Attendance at school is required by all children between the ages of 6 and 16” (N.J.S.A. 18A:38-25 and 26).

Regular attendance is important. Any student with **excessive absences** for the year may not be promoted unless acceptable documented evidence is presented to a Review Committee. It is understood that occasional school absences will occur. Therefore, the following may be considered as documented absences:

1. Illness requiring a longer than four-day recuperation period as verified by a doctor's note.
2. Certified hospital stay.
3. Periods during which bedside instruction is received.
4. Approved religious holidays.
5. School-approved reasons (as field trips, suspension, death in family, or other school initiated reason).

PARENTS ARE REQUESTED TO CALL THE SCHOOL AS SOON AS POSSIBLE TO REPORT A CHILD'S ABSENCE. SINCE THE DISTRICT OPERATES A VOICE-MAIL MESSAGE-RECORDING SYSTEM, MESSAGES CAN BE LEFT AS SOON AS IT IS KNOWN THAT A CHILD WILL BE ABSENT. UPON THE CHILD RETURNING TO SCHOOL, THE ABSENCE SHOULD BE VERIFIED BY A NOTE ADDRESSED TO THE TEACHER.

RELIGIOUS HOLIDAYS

The following Board of Education policy is presented with regard to religious holiday absenteeism. Pertinent extracts from N.J.S.A. 18A:36-16, are as follows:

1. No pupil who is absent from school because of a religious holiday may be deprived of any award or eligibility or opportunity to compete for any award because of such absence.
2. If a pupil misses a test or examination because of a religious holiday, he/she must be given the right to take an alternate test or examination.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent.
4. Any approved absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence.

A list of religious holidays for the current school year can be provided upon request.

PARENT REQUEST FOR EARLY DISMISSAL FOR INDIVIDUAL STUDENTS

PUPILS MUST PRESENT A NOTE FROM THE PARENT OR GUARDIAN TO THE TEACHER, who will initial it and send it to the office. All students being excused early must be picked up by a parent or guardian from the office. Medical and dental appointments should be made so that they do not conflict with school hours.

SCHOOL CLOSING/EARLY DISMISSAL FOR STORMY WEATHER
(See page 10 for time schedule)

Parents should make arrangements with neighbors or other responsible individuals to receive and care for the children in the event of an early dismissal. (CHILDREN ARE TO BE INSTRUCTED BY THE PARENTS EXACTLY WHAT THEY ARE TO DO IF THIS SHOULD OCCUR).

AFTERSCHOOL ACTIVITIES ARE CANCELLED DURING AN EMERGENCY CLOSING.

PARENTS ARE TO PROVIDE AN UP-TO-DATE EMERGENCY TELEPHONE NUMBER OF A DESIGNATED ADULT WHO WILL ASSUME CARE OF THE CHILD WHEN THE PARENT IS NOT AVAILABLE.

MULTI-MEDIA POSTING OF STORMY WEATHER ENTIRE DAY SCHOOL CLOSING/EARLY DISMISSAL EMERGENCY SESSION

PARENT NOTIFICATION SYSTEM – Phone call to primary telephone number informing parents/guardians.

WEB SITE ANNOUNCEMENT: www.clifton.k12.nj.us

CHANNEL 12 - NJ NEWS NETWORK - Announcements begin at 5:30 a.m. displayed at the bottom of the television screen during their regular morning programming.

CHANNELS 501 and 1 - Fios1 NEWS NETWORK–Verizon TV - www.fios1news.com

CHANNEL 5 - FOX NETWORK - Announcements provided during their regular morning program beginning at approximately 6:00 a.m.

Note: The Board of Education, the TV stations or Police Headquarters **MUST NOT BE CALLED FOR INFORMATION** regarding school closing! **PLEASE COOPERATE.**

PARENT NOTIFICATION SYSTEM

COMMUNITY
Policy 9126
Parent Notification System

9126 - Parent Notification System

The purpose of this policy is to establish procedures and guidelines governing the use of the Parent Notification System.

The Parent Notification System will be used for both crisis and non-crisis situations to notify parents of the Clifton School District relative to important information as deemed necessary by the Superintendent of Schools or his/her designee. Examples of information that may be communicated through the Parent Notification System are:

1. School closings
2. School emergencies
3. School events
4. School calendar changes
5. Time sensitive notifications that require an immediate response

The Parent Notification System for the Clifton School District shall be activated only when approved by the Superintendent of Schools or his/her designee. The Parent Notification System shall not be used for non-school purposes.

Adopted: April 2, 2009

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Pupil Supervision After School Dismissal

Clifton Board of Education

The Clifton School District is concerned about the safety of your children even when the school day ends. When students are dismissed, they are expected to leave the building and return home or another designated location of your choosing. To assist in this process, the district has implemented Policy 8601 and a form which addresses this issue. Both of these items are attached to this memo. **You are asked to review the policy and complete the form which must be returned to the school.** The form requires that **you initial item #1** which acknowledges your review of the policy and also **to initial item 2 or 3** which informs the school of your plans for your child at dismissal. The form also requires the completion of additional information which is required by our policy.

Any change in this plan for dismissal of an individual student who does not receive transportation must be addressed with the Principal using the attached form. Any daily changes require notification in writing to the Principal. The process you select will be in force for all school days including early dismissal days including emergency closings which will also be a minimum of four (4) hours in length.

It is anticipated that any parent who opts to pick up their child(ren) at the end of the school day (dismissal) will do so in a timely manner. Excessive habitual abuse of this policy will not be tolerated. School personnel have been instructed to begin contacting parents or designated escorts within a reasonable time frame at the end of the school day (dismissal) in order ensure prompt and efficient pick up of all children.

Your cooperation in the implementation of the policy is very much appreciated.

Thank you.

Pupil Supervision After School Dismissal

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8601 PUPIL SUPERVISION AFTER SCHOOL DISMISSAL

The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemary Clarke.

The New Jersey Supreme Court, in Jerkins, indicated dangers exist for younger pupils at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board of Education adopts and requires the implementation of Policy 8601 for the supervision of younger pupils after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of pupils attending district-operated schools or programs in grades Pre-K to 8 who are not eligible for district-provided transportation after dismissal or are eligible and elect not to use district-provided transportation after dismissal.

Any parent(s) or legal guardian(s) of a pupil attending a district-operated school or program in grades Pre K to 8, where the pupil is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal may request the school or program not to release the pupil to walk home after dismissal unless the pupil is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator.

The form shall be made available on the school or school district website to parent(s) or legal guardian(s) in the beginning of the school year.

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

Pupil Supervision After School Dismissal - continued

OPERATIONS

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Pupil Supervision After School Dismissal

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

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

Each principal or program administrator will develop and implement a written Pupil Supervision After School Dismissal Plan for their school building or program location. This plan shall include the school building's or program's supervision procedures for pupils at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Pupil Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a request form.

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

Pupil Supervision After School Dismissal – continued

OPERATIONS

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Pupil Supervision After School Dismissal

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For school districts that do not have after-school programs or elect not to use the after-school program for the supervision of children who are not permitted to walk home alone unless escorted by a parent(s) or legal guardian(s) or designated escort, the pupil(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the pupil **and signs the pupil out of school.**

In order to ensure the safety of other pupils being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other pupils within the building, and to avoid traffic and vehicular safety problems outside the school building, the principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by each principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within the time period designated by the principal or program administrator, the pupil will be relocated to the main office in the school building and will remain in the main office supervised by the main office staff until the parent(s) or legal guardian(s) or designated escort arrives **and signs the pupil out of school.**

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to pupils at the school's facilities after formal school dismissal. Pupils that are not picked up within 45 minutes of dismissal time will be placed in the After School Program (if one exists) at the expense of the parent.

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

Adopted: December 10, 2008

**PLEASE COMPLETE BOTH SIDES AND RETURN THIS PAGE
TO YOUR CHILD'S SCHOOL**

Dismissal From School For Pupils in Grades Pre K to 5

Child's Name/Grade _____ Teacher's Name _____

Child's Name/Grade _____ Teacher's Name _____

Child's Name/Grade _____ Teacher's Name _____

Parent/Legal Guardian Name _____

Phone Numbers _____
Home Work Cell

Please initial all areas that apply:

_____ 1. I acknowledge that I have received and reviewed Board Policy 8601 and understand my obligations in authorizing the school district to maintain/not maintain supervision of my child after school dismissal. **I understand that this Policy is not intended to serve as after school child care.**

_____ 2. I am requesting my child listed above **be permitted** to leave school at dismissal (end of school day) and walk _____ (Home) or to the _____ (Designate location, responsible adult and phone number).

_____ 3. I am requesting my child listed above **not be permitted** to leave school at dismissal (end of school day) unless escorted by a parent/guardian or designated escort. Therefore, I am requesting the school only release my child listed above to a parent/guardian or to the designated escort(s) under the following conditions:

- Any day to day changes in designated escort must be communicated to school in written form or child will not be released/dissmised from school.
- If parent or designated escort is unable to pick up child at dismissal time, parent or designated escort will enter the building and meet child in the office to sign out child. Parent or designated escort will leave the building promptly upon signing out child.
- I understand this request shall be for every school day, including early closing days due to emergencies, and shall apply for the duration of the entire school year unless the principal is informed in writing of any desired changes.

- Continued -

_____ 4. Designated escorts who may pick-up my child(ren) in my absence are:

Name _____ Relationship _____
Phone # _____

Name _____ Relationship _____
Phone # _____

Name _____ Relationship _____
Phone # _____

Name of Parent/Legal Guardian (Please print)

Signature

Date

Issued: _____

CURRICULUM

The K-5 curriculum is aligned to the New Jersey Student Learning Standards in English Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts, Comprehensive Health and Physical Education, World Language, and Character Education, Technology Literacy, 21st Century Life and Career Education. Instrumental Music is taught in Grades 4 and 5. Curriculum guides are available for review by appointment in the school offices.

OTHER SCHOOL PROGRAMS

Various other programs and services are offered in the elementary schools and are made available for the purpose of meeting the individual needs of students. These include:

After-School Homework Program	Gifted and Talented
Band/Strings/Chorus	Gifted and Talented Art - Grades 3-5
Basic Skills Improvement (B.S.I.)	Intervention and Referral Service
Computer-Assisted Instruction	Media/Technology Education
English as a Second Language: (E.S.L.) and Bilingual Education	Special Education
Field Trips	Speech and Language Therapy

PUPIL RECORDS

Parents, guardians, and adult pupils are advised that they have the right to review pupil records in accordance with N.J.S.A. 18A:36-19; New Jersey Administrative Code: Title 6, Sub-title A, Chapter 3, and the Clifton Board of Education Policy manual. Such requests must be directed, IN WRITING, to the building principal for prior approval.

PHOTOGRAPHS/VIDEO TAPE - PUBLIC RELATIONS

There may be occasions when your child may be photographed or videotaped participating in school functions. If you **DO NOT WISH TO HAVE YOUR CHILD PHOTOGRAPHED OR VIDEO TAPED**, please advise the school principal in writing.

HOMEWORK PROGRAM

Homework practices are an important part of the educational process, enhancing school work and helping develop good study habits. Requisite study skills must be taught by teachers and strengthened at home. Homework serves to reinforce learning and gives students the additional opportunity to practice and/or explore related subject matter. As an integral part of the curriculum homework is related to the educational goal of the district.

- Purpose:
- To provide daily reading practice
 - To prepare for tests
 - To practice skills
 - To build work and study skills
 - To provide instructional enrichment
 - To provide for missed school instruction
 - To develop effective independent work habits
 - To serve as a communication link between home and school

AMOUNT OF HOMEWORK

The amount of time students in the same grade spend on homework will vary dependent upon individual differences. Students should be assigned homework on a daily basis that is appropriate to their grade and instructional level. There will also be times when no written assignment will be given, allowing students time to review, do research, and to complete long-term assignments. Daily reading practice is encouraged.

GRADING/EVALUATION OF HOMEWORK

A teacher, in giving a homework assignment, attaches importance to that assignment. Therefore, the teacher attaches similar importance to the grading of that assignment.

1. The teacher checks homework as promptly as possible and acknowledges completion. This acknowledgement may be a written comment or appropriate evaluation on written assignment. Thus, homework becomes a part of the report card grade.
2. The student is responsible for submitting each assignment on its due date. A penalty will be imposed for a late assignment.
3. The teacher will accept only quality work.
4. The teacher will provide discussion time in class to clarify any misunderstandings in the assignment.
5. The parent will be notified whenever a student repeatedly fails to do his/her homework.
6. Homework is considered an important part of the overall school program and will therefore be counted as one of the criteria used in determining a marking period grade
7. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

HOMEWORK DURING ABSENCES

1. All missed class work and homework assignments due to legal absence are to be made up within a time period specified by the classroom teacher or administrator, not to exceed 10 school days unless there are extenuating circumstances.
2. Homework shall be sent home during periods of absence depending on the medical condition of the pupil(s) and placement on home instruction.
3. Upon his/her return to school, the student will be required by the teacher to make up tests.
4. The student is expected to show initiative in seeking out a teacher to determine what assignments were missed and when they will be done.

NOTE: SHOULD A STUDENT BE ABSENT DUE TO PARTICIPATION IN A FAMILY TRIP OR OTHER UNAUTHORIZED LEAVE FROM THE SCHEDULED SCHOOL CALENDAR, THE WORK MISSED WILL BE ASSIGNED AS HOMEWORK UPON THE RETURN TO SCHOOL. NO WORK WILL BE PROVIDED PRIOR TO THE ABSENCE.

PROGRESS REPORTS/REPORT CARDS

In the middle of each of the 4 marking periods, a progress report is issued during the school year for the purpose of providing information regarding school achievement and adjustment. The progress report must be signed by the parent or guardian and returned to school.

The Kindergarten Report Card is issued two times a year, during the second and fourth marking periods occurring approximately in February and June.

Report Cards for grades 1 to 5 will be issued four times a year. A marking scale is indicated at the top of the report card for each grade level.

PROMOTION AND RETENTION

The Board of Education recognizes that the personal, social, emotional, physical, and educational growth of children will vary. Placement in academic settings should be appropriate to student's needs at the various stages of growth.

In general, students shall be placed at the grade level to which they are best suited academically, socially, and developmentally. The educational program shall provide for the continuous progress of the students from grade to grade, with students spending one year in each grade. Retention may be considered when the student is not achieving minimum proficiency levels in basic skills. In grades 3-5, pupils failing two major subjects may be retained. Also, pupils in grades Pre K-8 with fewer than 150 days in attendance will not be promoted to the next grade level (Regulation 5410).

CODE OF CONDUCT

Students are expected to act in a civil, courteous, and studious manner. In so doing, children contribute to their own successes and those of others. To focus on these desirable characteristics, a Code of Conduct has been developed. The following expectations represent a path to success. Students should:

1. Show respect to everyone.
2. Be non-violent in speech or action.
3. Participate in school activities.
4. Maintain studies as a primary goal at school.
5. Be honest in actions and relationships with others.
6. Always strive to make their family proud.
7. Attend school daily and arrive for school on time.
8. Accept the consequences of their actions.
9. Always strive to do their best.
10. Recognize that we are all unique individuals who should strive to apply our talents to make our school a better place.

SUSPENSION/EXPULSION

Positive student commitment and behavior are essential for effective learning. Attitudes and acts of children are directly related to their school experience and that of their classmates. It is expected that pupils will behave in ways that will enhance social relationships in the school and facilitate learning. Children are expected to fulfill the behavioral expectations of the school community.

The Board of Education recognizes that, from time to time, circumstances will exist wherein a student must be disciplined in a manner to include suspension and/or expulsion. The provisions for such action are outlined in Board of Education Policies 5610 & 5620 and are in compliance with New Jersey Statutes 18A:37-2. Included in Policies 5610 & 5620 are the provisions for individual due process prior to the enactment of any suspension (in and/or out of school) or expulsion. Policies 5610 & 5620 are available for review in their entirety.

Schools will institute in-school suspension, out-of-school suspension and/or expulsion as deemed appropriate by the building principal.

SCHOOL DRESS CODE

Philosophy - Parents have the primary responsibility for determining appropriate dress and grooming for their children. While it is not the intent of these regulations to usurp parent or student prerogatives in the selection of clothing styles, which frequently change and reflect personal taste, it is necessary to establish guidelines and limits of what will be permitted within the school environment. Of paramount importance in this dress code are the health and safety of the students and the avoidance of disorder and/or distractions to the educational process. Optimum learning conditions are of utmost importance and are our focus. This dress code reinforces that value.

Purpose - The purpose of the school dress code is to establish standards for what is acceptable dress and grooming within the school setting with particular concern for the health and safety of the students. In addition, the code is designed to encourage a mode of dress and grooming that is conducive to establishing a climate of discipline, order, teaching and an effective learning environment.

THE DRESS CODE

Clothing

The following items of clothing shall ***not*** be permitted in schools during school hours:

1. Fashion or materials that exaggerate, emphasize, reveal, or call attention to anatomical details;
2. Torn or cut articles of clothing;
3. Muscle shirts, tank tops, mesh shirts, or biker shorts; oversized baggy pants, pajama bottoms, pajama types, fleece pants, or pant legs that hang over the sneakers or shoes;
4. Skirts or shorts above the extended finger tips (placed at the student's sides); **Skirts or dresses should also be avoided on physical education days;**
5. Sweatbands, bandanas and similar headgear are not permitted unless used for religious purposes;
6. Pants shall be worn at the waist and not on hip;
7. Messages on clothing by picture or word may not be lewd, obscene, drug/alcohol orientated, or profane, and may not infer violence/weapons;
8. Shirts in which the shoulders are not covered from the base of the neck to the edge of the shoulder or that expose the midriff;
9. Any shirt that falls below the extended fingertips must be completely tucked in to the waistband; also, all non-collared shirts must be completely tucked into the waistband;
10. Jewelry that poses a safety hazard such as: spike bracelets or necklaces or heavy chains are not permitted. **No jewelry is permitted in physical education classes;**
11. Sunglasses;
12. Clothing or jewelry representing membership of affiliation with a particular group, unless approved by the administration, e.g. ROTC

Footwear

For safety, footwear that provides a firm walking surface and good balance must be worn. Therefore, loose, untied laces or straps, flip-flops, slippers, or any footwear that poses a safety hazard are not permitted. For physical education classes, sneakers must have laces that tie or Velcro to secure them. No raised buckles are to be on the sneakers.

Continued

Dress Code - continued
Miscellaneous Dress Code Information

For health and safety, socks must be worn by students at the elementary level.

Coats, jackets, hats, headbands and head coverings – Students are required to place coats, jackets, hats and headbands in their lockers during school hours. These articles may not be carried in any way inside the school after the first period class begins.

In situations in which health and/or safety factors become critical, temporary modifications of the dress code may be necessary and will be established before the activity by the classroom teacher and/or building administrator (e.g., in lab classes, at special events, in physical education classes, or on field trips).

Clothing worn specifically for religious purposes will be permitted after the religious tenet of faith is shared with the building principal.

No student is to wear heavy cologne or perfume that would cause health concerns to other students and/or staff.

No student is to wear any jewelry or article of clothing identified with any such fraternal organization or group.

Enforcement

Enforcement and disciplining for infractions of this policy will be decided by the grade level administrator. Progressive discipline will be age level appropriate (K-5, 6-8, 9-12).

NOTE: IN ALL INSTANCES, THE BUILDING ADMINISTRATOR SHALL BE THE FINAL ARBITER OF THE SCHOOL DRESS CODE.

FIRE DRILLS/LOCK-DOWN DRILLS/EVACUATION DRILLS

State Law mandates that one (1) fire drill and one (1) lockdown/evacuation drill be conducted each month in the elementary schools. When the alarm is sounded for a fire drill or evacuation drill, everyone is required to respond in a prompt and orderly manner, leaving the school building by a prescribed route as directed by the teachers. During the winter months, it is recommended that a sweater be provided by the home to be kept in school. The district also practices lock-down and evacuation drills to ensure the safety of our school community.

AFFIRMATIVE ACTION PROGRAM

It is the policy of the Clifton Board of Education not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status in its educational program or activities and employment. (Policies as required by Title IX of the Educational Amendments of 1972 and N.J.A.C. 6A:7-1.1 et seq.). Inquiries regarding compliance may be directed to the district's Affirmative Action Officer.

GUM CHEWING

Gum chewing is prohibited in school.

SMOKING

Smoking is prohibited in any school building, on any school grounds and at school-sponsored functions.

HEALTH

A school nurse is available to each school. If a student becomes ill or is injured, he/she must report to the nurse or school office. If the illness or injury is of such a nature that the student should go home, his/her parent will be notified. Therefore, it is imperative that parents/guardians provide updated information (current addresses, phone numbers, and emergency names and phone numbers) for the yellow emergency reference sheets distributed by the school nurse at the beginning of each year. PARENTS ARE URGED TO REPORT CHANGES AS THEY OCCUR.

Students are screened for pediculosis and blood pressure and receive visual and auditory examinations at specific levels by the school nurse.

Students may attend school if they are fever free (less than 100 degrees) for 24 hours without the use of fever reducing medications. Any child who vomits or has diarrhea during the night or in the morning before school should be kept home until he/she has not vomited or had diarrhea for 24 hours.

NOTE: If a child is absent from school due to illness, a written excuse from the parent or guardian must be presented to the homeroom teacher upon return to school. When your child needs to be excused from physical education for a medical reason, please send in a note with your child. If the excuse must be for an extended period of time and your child is under the care of a doctor, a doctor's note is required.

SCOLIOSIS SCREENING

In compliance with New Jersey State Law, every Board of Education must provide the biennial examination for scoliosis of every student between the ages of 10 and 18. The purpose of this screening is to detect possible spinal problems at its earliest stage so that the need for treatment can be determined. The procedure for screening is a simple one and will be done by school nurse. Each student's spine will be examined, taking note of the way he/she stands and bends. During the separate examinations of boys and girls, boys will be required to remove their shirts only and girls will be requested to wear a bathing suit or leotard under their school attire on the day of the examination. You may be present and there will be notification of the date of this screening. If a spinal problem is suspected, parents/guardian of the child will be requested to see their own physician for further evaluation.

If you wish your child not to participate in the screening for scoliosis, you must send a letter to the school nurse requesting that your child not be screened.

If your child is under the care of a physician for scoliosis, please send a letter to the school nurse and also submit a report from the physician.

Continued

HEALTH - continued

STUDENT MEDICAL EXAMINATIONS

The Clifton Board of Education, in compliance with New Jersey Administrative Code, has determined that student medical examinations are required upon entering into the Clifton Public Schools. This medical examination must state what, if any, modifications are required for full participation in the school program. These medical examinations are to be completed at the student's medical home (private physician.) It is very important for the student to receive a medical exam at least once during each developmental stage. The stages are as follows:

- Early childhood: (pre-school through Grade 3)
- Pre-adolescence: (grades 4-6)
- Adolescence: (grades 7-12)

ADMINISTERING MEDICATION

There may be times when a student will be required to take either prescribed or over the counter medication (including cough drops and herbal preparations) during school hours. The administration of medication will be permitted only when failure to take such medication would jeopardize the health of the pupil, or the pupil would not be able to attend school if the medicine were not made available to him/her during school hours. Before any medication may be administered to or by any pupil during school hours, parents are required to submit a written request for such medication and relieve the Board of Education and its employees of liability for actions related to the administration of medication.

The school nurse cannot and will not administer medication without written physician's orders. The school nurse can only administer the medication with permission from the school doctor. A permission form for parents and the doctor to sign is available from the school nurse and on the District's website.

All prescription medication must be in the original containers as dispensed by a registered pharmacist. All over the counter medication must be in an original container with the medication label and the name of the student affixed to the container. The Board shall permit self-administration for asthma or other potentially life-threatening illnesses by pupils in grades three through twelve, both on school premises during regular school hours and off-site or after regular school hours when a pupil is participating in field trips or extra curricular activities. The written physician's order must be completed and signed by the parent and doctor for the student to self-administer the appropriate medication.

CRUTCH USE IN SCHOOL

Student is permitted to attend school using crutches if:

1. A note from Healthcare Provider is provided to the School Nurse stating that student has been trained and is capable of going up and down stairs safely with crutches.
2. A statement from the healthcare provider must include that student may bear weight to use stairs in an emergency evacuation situation or Fire Drill.

BUS TRANSPORTATION

Bus transportation is provided at public expense for children who qualify. In the elementary schools where this occurs, parents are urged not to permit children to go to assigned bus stops too early. Pupils should be instructed to stand on line and wait in an orderly fashion with no playing, pushing, shoving, or other unruly behavior which might cause damage to property near the bus stop or result in physical injury to children.

During extremely cold or stormy weather, when buses may be late at pickup stops, pupils should be instructed by their parents to return to their homes if the bus does not arrive within a reasonable length of time.

Students are to conduct themselves in an orderly fashion while being transported. They must remain seated at all times. A pupil may be excluded from the bus by the Principal if necessary, and the parents must then provide the transportation during the period of exclusion.

SUMMER SCHOOL

The Clifton Board of Education reserves the right to provide summer school programming. Decisions as to which programs will be administered will be made on an annual basis. Notification of the programs and schedules will be made in a timely manner each spring.

SAFETY IN TRAVELING TO AND FROM SCHOOL

Pupil cooperation with police officers, crossing guards, and the student safety patrol is essential. It is suggested that parents review their child's walking route prior to the opening day of school and inform themselves of the suggested routes used by the students.

When walking along streets that have no sidewalks, pupils should walk facing traffic, if possible. Pupils are to cross at lights and crossing-guard stations where provided. They are to cross at intersections and not jaywalk. Pupils should not accept rides from strangers.

ACCORDINGLY, CHILDREN WILL NOT BE PERMITTED INTO SCHOOLS (WITH NO ESTABLISHED PRE-SCHOOL PROGRAMS) PRIOR TO 8:35 A.M., SINCE SUPERVISION BEGINS AT THAT TIME.

ALCOHOL AND OTHER DRUG ABUSE PREVENTION AND INTERVENTION

The Clifton Public Schools maintain a comprehensive program of alcohol and drug abuse prevention, identification, intervention, and chemical health education. Students experiencing alcohol or other drug problems, or difficulty with other family member's use, may receive assistance or referral through the district's Student Assistance Program. Confidential assistance is assured by agency referral, or for student assistance, contact the office of the Supervisor of Counseling and Student Service/District Substance Awareness Coordinator – 973-470-5697. Alcohol and other controlled dangerous substances are not allowed on school property or at school-sponsored functions.

5512.01 HARASSMENT, INTIMIDATION AND BULLYING

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A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

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

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

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

C. Student Expectations

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

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

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

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

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

3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A.18A:37-15(a) and N.J.A.C.6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human services, business and law enforcement, in the development of this policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C.6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C.6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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

The district prohibits active and passive support for acts of harassment, intimidation or bullying. Students are encouraged to support other students who:

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

D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions - Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full

consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation or bullying by students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C.6A:16-7.

Factors for Determining Consequences-Student Considerations

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

Factors for Determining Consequences -School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;

7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

Environmental

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

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C.6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are graded according to the severity of the offenses, consider the developmental age of the student offenders and the students' histories of inappropriate behaviors consistent with the Board's approved Code of Student Conduct and N.J.A.C.6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension; (short-term or long term);
8. Reports to law enforcement or other legal action; or
9. Expulsion;

Examples of Remedial Measures

Personal Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understands school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

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

1. Analysis of existing data to identify issues and concerns;
2. Use of findings from school surveys (e.g. school climate surveys);
3. Focus groups;
4. Mailings-postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in (hot spots) (e.g. locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;

17. Adjustments in hallway traffic;
18. Examination and adoption of education practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, School perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C.6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions - Adults

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

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult (shadow) to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before-and-after school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parent, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

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

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

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

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

- F. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)
1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety Team shall meet, at a minimum, two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

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

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation.

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

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

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

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

A parent may request a hearing before the Board of Education after receiving the information about the investigation. The hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

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

A parent, students, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H. Range of Responses to an Incident of Harassment, Intimidation or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts.

Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials.

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

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, (acts of kindness) programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, (natural helper) or peer leadership programs, up-stander programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusations against a victim, witness, or one with reliable information, or any other

person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

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

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of the Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to, reprimand, suspension, increment withholding, termination and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

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

The Superintendent shall ensure that notice of this Policy appears in the student hand-book and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and bullying Policy is available on the school district's website.

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

- L. Harassment, Intimidation and Bullying Training and Prevention Programs
The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

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

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

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

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

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

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The program or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying policy with students.

The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.

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

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

O. School and District Grading Requirements

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

P. Reports to Law Enforcement

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. Students with Disabilities

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

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

N.J.S.A. 18A:37-13 through 18A:37-32
N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses April 2011 New Jersey Department of Education Memorandum- New Jersey Commissioner of Education Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act December 16, 2011.

Adopted: November 13, 2013

SECTION 504 – REHABILITATION ACT OF 1973

Section 504 of the above act requires a barrier-free environment for all pupils and personnel in the district. Parents, students, and teachers are advised to report concerns to the District 504 Coordinator by email at mbeck@cliftonschoools.net

Discipline for classified students will be consistent with Board policy and in compliance with State laws and the student's Individual Education Plan (IEP).

STUDENT SERVICES

All elementary schools provide services for identification and early intervention for students having academic or behavior difficulties which may interfere with a successful school experience. In some instances, parents/guardians may have knowledge of conditions at home which could interfere with school performance without timely intervention. Each school has an Intervention and Referral Services Committee (I&RS).

The Department of Counseling and Student Services –973-470-5697

In addition to the services offered by the Department of Counseling and Student Services the Special Education Department provides special services for those students who need additional help. Child Study Team evaluations and related services e.g., counseling, physical therapy, occupational therapy, speech and language therapy are provided to students who meet eligibility criteria as per N.J.A.C. 6A:14. The Special Education Department can provide these services for children aged 3 through 21. For additional information, call 973-470-2285 or 973-470-2286.

STUDENT INTERVENTION AND REFERRAL SERVICES

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Student Intervention and Referral Services
M

2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board adopts this appropriate multidisciplinary team approach for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team. The intervention and referral services shall be provided to aid students in the general education program and, may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individual Education Program Team, as appropriate.

The function of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

The I&RS Team shall review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted: October 1, 2014

CELL PHONES/iPODS/PERSONAL GAMING SYSTEMS/EAR BUDS WITH MUSIC/MUSIC THROUGH CELL PHONES/ BICYCLES/ SKATEBOARDS/ROLLERBLADES

Cell phones, iPods, personal gaming systems, ear buds with music and music through cell phones **are not** permitted at any time during school hours. Bicycles may be ridden to school at the discretion of the building principal. Skateboards and rollerblades are not to be ridden to school and will not be allowed on any district vehicles. Any of these items brought to school will be confiscated and returned only to a parent or guardian. Any other objects that interfere with classroom learning, with the overall safety of children, or with the operation of the school will also be confiscated. Parents may make appropriate arrangements to pick up such items from the office.

VISITS TO SCHOOL

While visits to school by parents, interested educators, and other adult residents of the community are encouraged, security of pupil and staff safety is of utmost importance. All visitors must have a picture ID to enter.

To protect the educational program from undue disturbance, arrangements for all visits **must** be scheduled in advance through the office of the principal.

All visitors must register at the school office to receive a visitor's pass in order to conduct business within the building. A Principal may prohibit a visit by any person whose past activity has proven disturbing to the school program or when he/she has reason to believe that the individual may disturb the school program.

LUNCH/BREAKFAST PROGRAMS

Lunchroom facilities are available in each school. Children may purchase lunches on a weekly basis; or, if they meet certain requirements, they may be eligible for free or reduced lunch. For Free and Reduced lunch information and application visit our district website.
www.clifton.k12.nj.us

Lunch money is collected in advance for the following week's lunch. Menus are periodically distributed to students in English and Spanish.

Acceptable behavior is required in the lunchroom, which includes being patient on line, speaking softly, using good table manners, being courteous, taking an assigned seat each day, and following the instructions of the lunchroom aides and supervisor.

We encourage children to have healthy meals and snacks. Suggestions for healthy food and snacks are available through each school.

Several of our elementary schools have breakfast programs. Ask your building principal for details.

For health and safety reasons, **ABSOLUTELY NO** carbonated beverages or glass containers are permitted in school.

8550 OUTSTANDING FOOD SERVICE CHARGES

The Board of Education understands a student may forget to bring breakfast or lunch, as applicable, or money to purchase breakfast or lunch to school on a school day. When this happens, the food service program will provide a student with a breakfast or lunch with an expectation payment will be made the next school day or shortly thereafter. However, there may be circumstances when payment is not made and a student's school breakfast/lunch bill is in arrears. The school district will manage a student's breakfast or lunch bill that is in arrears in accordance with the provisions of N.J.S.A. 18A:33-21 and this Policy.

In the event a student's school lunch or breakfast bill is in arrears in excess of \$50.00, the student will continue to receive lunch or breakfast and their account will be charged accordingly. The Principal or designee shall contact the student's parent to provide notice of the amount in arrears and shall provide the parent a period of ten school days to pay the full amount due. If the student's parent does not make full payment to the Principal or designee by the end of the ten school days, the Principal or designee shall again contact the student's parent to provide a second notice that their child's lunch or breakfast bill is in arrears. If payment in full is not made within one week from the date of the second notice, the student may not be served school breakfast or lunch, as applicable, without payment for that day's breakfast or lunch beginning the eighth calendar day from the date of the second notice. The student whose account balance has not been paid after two notices will be served an Alternate Meal (a complete meal consisting of a cheese sandwich, fruit, vegetable and low fat milk). This meal will be charged at the regular meal price.

A parent who has received a second notice their child's lunch or breakfast bill is in arrears and who has not made payment in full within one week from the date of the second notice will be requested to meet with the Principal or designee to discuss and resolve the matter.

A parent's refusal to meet or take other steps to resolve the matter may be indicative of more serious issues in the family or household. In these situations, the Principal or designee shall consult with and seek necessary services from both the County Board of Social Services and the Department of Children and Families, Division of Child Protection and Permanency, as appropriate.

When a parent's routine failure to provide breakfast or lunch is reasonably suspected to be indicative of child abuse or neglect, the Principal or designee shall immediately report such suspicion to the Department of Children and Families, Division of Child Protection and Permanency as required in N.J.S.A. 9:6-8.10. Such reporting shall not be delayed to accommodate a parent's meeting with the Principal or designee.

If the student's breakfast or lunch bill is in arrears, but the student has the money to purchase breakfast or lunch, the student will be provided breakfast or lunch and the food service program will not use the student's money to repay previously unpaid charges if the student intended to use the money to purchase that day's meal.

The food service program will prevent the overt identification of children through the method of payment used to purchase a meal and whose breakfast or lunch bill is in arrears.

In accordance with the provisions of the United States Department of Agriculture, this Policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year. The school district may post this Policy on the school or school district's website provided there is a method in place to ensure this Policy reaches all households, particularly those households without access to a computer or the Internet.

This Policy shall also be provided to all school and food service staff responsible for the enforcement of this Policy, including school administrators to ensure this Policy is supported.

The food service program will comply with all meal charge policy requirements of the United States and New Jersey Department of Agriculture and N.J.S.A. 18A:33-21.

N.J.S.A. 18A:33-21
United States Department of Agriculture SP 23-2017 - March 23,
2017

Adopted: April 18, 2018

HOME INSTRUCTION

Home instruction is available for those students who cannot otherwise attend school due to a medically related confinement at his/her residence of record for at least a two-week period of time. Home instruction shall be administered by the Counseling & Student Services Office, 973-470-5697, under regulations contained in N.J.A.C. 6A:14-4.8. In addition, all attempts shall be made to provide home instruction within seven days of receipt of the attending physician's notice of confinement simultaneously seeking the school physician's approval. If the school physician approves, home instruction will continue for the requested confinement time.

PARENT ADVISORY COUNCIL

A committee made up of the Superintendent of Schools and parents serves as a forum to review the educational programs of the school, and, working cooperatively, they plan to contribute effectively to future program development. Inquiries or concerns may be directed to the committee through the parent representative in each school.

PARENT ORGANIZATIONS

Parents are encouraged to take an active role in the school through participation in the parent organizations in order to lend support to the goals, which are mutually developed by the district.

PARENTS OF DISABLED CHILDREN ADVISORY GROUP

The Parent Advisory Group as per 6A:14-1.2 (h) states: Each district board of education shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities.

Parents in the group are invited to work together with the school district to discuss issues and present ideas as they work together to discuss common concerns. The district's intent is to include parents in educational discussions that will help to improve overall procedures and programming for special needs students.

PROJECT CHILD FIND (1-800-322-8174)

Project CHILD FIND is a free referral service and public awareness campaign to assist in the identification of unserved/underserved youth with a delay or disability **from birth through twenty-one years of age.**

In addition Project CHILD FIND develops and distributes information to the public about early intervention services and special education programs throughout New Jersey. Please be aware that all Clifton School District employees are mandatory reporters to the The Division of Child Protection & Permanency (DCP & P).

Project CHILD FIND's comprehensive efforts include:

1. Assisting families of infants and toddlers, birth through two, concerned about their child's development by directing all requests regarding early intervention to a family's local Special Child Health Case Management Unit. If you need the number for your Special Child Health Care Management Unit, call for information

PROJECT CHILD FIND

1-800-322-8174 (in service 7 days a week, 24-hours a day)

(All calls received are confidential.)

2. Assisting families of preschoolers, three through five, concerned about their child's development by directing requests to their local school district.
3. Helping families access community services through referral.
4. Promoting community and public awareness of all children with disabilities by providing information.
5. Assisting local school district boards of education to identify unserved children from **age three through twenty-one** who are in need of special education and related services.

Project CHILD FIND was established by the New Jersey Department of Education through I.D.E.A., Part B funds from the U.S. Department of Education.

2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS
AND RESOURCES

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated and transferred that; these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows pupils access to information sources that have not been pre-screened by educators using Board-approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. School district personnel will monitor networks and online activity, to maintain the integrity of the networks ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer networks/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer networks/computers to forge documents, print illegal copies, violate copyrights, institutional or third party copyrights, license agreements or other contracts.

- C. Using the computer networks in a manner that:
1. Intentionally disrupts network traffic or crashes the network;
 2. Degrades or disrupts equipment or system performance;
 3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
 4. Steals data or other intellectual property;
 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
 6. Gains or seeks unauthorized access to resources or entities;
 7. Forges electronic mail messages or uses an account owned by others;
 8. Invades privacy of others;
 9. Posts anonymous messages;
 10. Possesses any data which is a violation of this Policy; and/or
 11. Circumvents district content filtering and/or security systems (including, but not limited to the use of proxy servers, anonymizers, circumventors).
 12. Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided.

Internet Safety/Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or

filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

This policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every pupil regarding appropriate online behavior, including pupils interacting with other individuals on social networking sites and/or chat rooms, and cyber bullying awareness and response.

The Board will provide reasonable public notice and will hold one public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis, that the schools, including media centers/libraries in the district, are in compliance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act and the school district enforces the requirements of these Acts, and this Policy.

Consent Requirement

No pupil shall be allowed to use the school district' computer networks/computers and the Internet unless they have filed with the building principal a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act

Federal Communications Commission: Neighborhood children's Internet Protection Act

Adopted: September 12, 2012

CLIFTON BOARD OF EDUCATION
"Excellence in Education"
POLICY

PROGRAM
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Acceptable Use of Computer Network/Computers
and Resources

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they have submitted to the building administration a consent form signed by the student and his/her parent(s) or guardian(s).

STUDENT ACCESS AGREEMENT

I understand that when I am using the Internet or any school computer network resources and equipment, I must adhere to all rules of conduct and the laws regarding access and copying of information as prescribed by either Federal, State, or Local law, Internet Service Provider and the Clifton Public School District. My signature below, and that of my parent(s) or guardian(s), means that I agree to follow the standards as outlined in this policy for the use of computer networks/computers and computer resources of the Clifton Public Schools.

Student Name

Student Signature

Date

PARENT or GUARDIAN (If applicant is under the age of 18, a parent or guardian must also read and sign this agreement.) We ask you to review this policy with your child and to sign the consent form. Your child's teacher has already discussed the policy with your son or daughter.

As the parent or guardian of this student, I have been afforded the opportunity to read, in the student handbook, the Clifton Public Schools' Acceptable Computer Use Policy and have discussed it with my child.

Parent/Guardian Name

Parent/Guardian Signature

Date

THIS PAGE IS FOR HOME REFERENCE ONLY - DO NOT RETURN TO SCHOOL

CLIFTON PUBLIC SCHOOLS
Clifton, New Jersey

2018-2019 ELEMENTARY SCHOOL CALENDAR

September 5 [Wednesday]	Schools Reopen
September 10 [Monday]	Rosh Hashanah [Schools Closed]
September 19 [Wednesday]	Yom Kippur [Schools Closed]
September 25 [Tuesday]	Elementary Schools Back-to-School Night [Early Dismissal for Pupils]
October 8 [Monday]	Staff Professional Development Day [Schools Closed for Pupils]
November 5-9 [Monday – Friday]	[Schools Closed]
November 21 [Wednesday]	Thanksgiving Eve [Early Dismissal for Pupils]
November 22 and 23 [Thursday and Friday]	Thanksgiving Recess [Schools Closed]
December 21 [Friday]	Early Dismissal for Pupils
December 24 through 31 [Monday – Monday]	Winter Recess [Schools Closed]
January 1 [Tuesday]	New Year’s Day Observance - Legal Holiday [Schools Closed]
January 21 [Monday]	Martin Luther King Day [Schools Closed]
January 31 [Thursday]	Achieve NJ Testing [Early Dismissal for Pupils]
February 21 [Thursday]	Elementary Schools Parent Evening Conferences [Early Dismissal for Elementary Pupils]
February 18 [Monday]	Presidents’ Holidays for Pupils [Schools Closed]
March 21 [Thursday]	Achieve NJ [Early Dismissal for Pupils]
April 15 through April 19 [Monday – Friday]	Spring Recess [Schools Closed]
May 27 [Monday]	Memorial Day Observance - Legal Holiday [Schools Closed]
June 4 [Tuesday]	Primary Election Day [Schools Closed for Pupils]
June 5 [Wednesday]	Eid al Fitr [Schools Closed for all Staff and Pupils]
June 17, 18, 19, 20, & 21 [Monday – Friday]	Early Dismissal for All Pupils
June 24, 25, 26, 27 [Monday-Thursday]	Early Dismissal for All Pupils
June 27 [Thursday]	Last Day of School and CHS Graduation

Note: This School Calendar is tentative, depending on weather conditions, and may be modified as required to provide a minimum of 180 days. In the event of emergency closing due to storms or other unforeseen circumstances, the calendar will be amended correspondingly to provide at least the minimum days of pupil attendance required by law. If additional days are required, they will be taken from Spring Recess, beginning with Monday, April 15, 2019.

**ALL TESTING DATES ARE TENTATIVE PENDING FINAL
NOTIFICATION FROM THE NEW JERSEY DEPARTMENT OF EDUCATION**