

**EAST GREENWICH TOWNSHIP
2021-2022 PARENT/STUDENT HANDBOOK**



Hornets

JEFFREY CLARK SCHOOL

Grades Preschool - 2nd
7 Quaker Road
Mickleton, NJ 08056
856.423.0613

SAMUEL MICKLE SCHOOL

Grades 3rd - 6th
559 Kings Highway
Mickleton, NJ 08056
856.423.0412

TABLE OF CONTENTS

| | | | |
|-------------------------------------|----|---|----|
| East Greenwich BOE | 2 | Electronics | 18 |
| Administration | 3 | Acceptable Use Policy | 18 |
| Report Cards | 4 | District-Wide Student Code of Conduct | 21 |
| Mid Term Progress Reports | 4 | Chain of Command | 23 |
| Parent-Teacher Conferences | 4 | Social Emotional Learning and Character Education | 24 |
| District Grading Policy | 4 | Character Education | 25 |
| Homework | 4 | Character Development throughout the year | 30 |
| COVID 19 Related Safety Precautions | 4 | Student Discipline for 5th and 6th Grade | 31 |
| Hazard Communication Training | 5 | Harassment, Intimidation & Bullying Policy | 31 |
| Contact Tracing | 5 | Cafeteria | 41 |
| School Library | 5 | Lost and Found | 42 |
| Health Services Department | 5 | Selling in School | 42 |
| Emergency School Closing | 9 | Use of Telephone | 42 |
| School Property | 10 | School Counselors | 42 |
| Accident Insurance | 10 | Intervention and Referral Service (I&RS) | 42 |
| Communication | 10 | Child Study Team | 42 |
| Dismissal- Parent Pickup | 10 | Child Custody | 42 |
| Board Residency Policy | 11 | Affirmative Action | 43 |
| School Safety Policy | 13 | School volunteers | 43 |
| Pest Management Notification | 13 | Responsibilities of Field Trip Chaperones | 43 |
| Student Attendance Regulations | 14 | School Visitors | 44 |
| Bicycles/Transportation Information | 16 | Parties | 45 |
| Registration Procedures | 17 | Beyond the Bell | 45 |
| Dress Code | 18 | | |

2021 - 2022 EAST GREENWICH TOWNSHIP BOARD OF EDUCATION

W. Todd Jones, President

Mark Schonewise, Vice President

Stephanie Cosentino Christopher Fay Kelly Hicks Lisa Licciardello Lyn McGravey Teresa Nevius Jodie O'Brien

Andrea Evans, Superintendent

Gregory Wilson, Business Administrator/Board Secretary

Paul Kalak, Board Solicitor

The East Greenwich Township Board of Education meets on the first Wednesday and third Wednesday of each month, unless otherwise noted in the calendar, at 7:15 p.m. in the Samuel Mickle School Cafeteria.

Foreword:

It takes a group effort to provide a thorough and complete education for our students. That said, the school district and family serve as partners to attain this goal. This handbook will serve as a resource of general information concerning the school and district policy and procedure. Should you have any questions or concerns, please feel free to contact us by mail, telephone or stop in for a personal visit. Your ideas and suggestions on how to make our school district better is always appreciated.

Should you have a problem or complaint, discuss it first with the teacher before calling the principal. We shall all do our professional best to find satisfactory solutions as we educate your child, and hope that you will cooperate with us in this endeavor. Should you still have concerns after following the chain of command, please feel free to contact the Director of Curriculum and Instruction and/or the Superintendent.

Mission Statement:

The East Greenwich Township School District, through enthusiastic and engaging community partnerships and the establishment of a safe, secure learning and emotional environment, will provide a challenging and exceptional education program for its diverse learners.

Goals:

1. Strive to have all students demonstrate a positive self-concept and positive character traits
2. Achieve proficiency in communications, computation, science and the arts based on Common Core Curriculum Standards
3. Enable our students to possess physical and mental well being
4. Cultivate an environment that allows for individual differences and learning styles and embraces cultural diversity
5. Demonstrate an understanding and appreciation of the world and its environment
6. Provide a base for the students to live productively and harmoniously in society with a high degree of confidence and opportunity for success in their future endeavors
7. Hiring/retaining a qualified staff, maintaining appropriate facilities, utilizing proper instructional tools and equipment, especially state-of-the-art technology
8. Engaging and connecting with parents and the community so they feel they have a voice and are part of the education process

East Greenwich Township Administration

Andrea Evans, Superintendent
Gregory Wilson, Business Administrator

| | |
|--|---|
| Dr. Richard Carr, Samuel Mickle Principal | Beth Ann Godfrey, Supervisor of Special Education |
| Jennifer Connell, Jeffrey Clark Principal | Jessica Loggia, District Assistant Principal |
| Lisa Giorgianni, Supervisor of Instruction | Jeffrey Miller-McGrail, Supervisor of Instruction |

Board Appointed Officers

| | |
|---|----------------------------|
| Affirmative Action | Mrs. Jennifer Connell |
| Alternative Affirmative Action | Mrs. Beth Ann Godfrey |
| Asbestos/AHERA Coordinator | Mr. Gregory Wilson |
| Board Secretary | Mr. Gregory Wilson |
| Custodian of Records | Mr. Gregory Wilson |
| District Anti-Bullying Coordinator | Mrs. Jessica Loggia |
| District Testing Coordinator- Dynamic Learning Maps & English Language Learners | Mrs. Lisa Giorgianni |
| District Testing Coordinator - NJ Student Learning Assessments | Mr. Jeffrey Miller-McGrail |
| Equity Officer Responsible for the Comprehensive Equity Plan | Mrs. Jessica Loggia |
| Homeless Liaison | Mrs. Beth Ann Godfrey |
| Issuing Officer | Dr. Richard Carr |
| Public Agency Compliance | Mr. Gregory Wilson |
| Purchasing Agent | Mr. Gregory Wilson |
| Right to Know Coordinator | Mr. Gregory Wilson |
| School Safety Specialist | Mrs. Jessica Loggia |

Report Cards

Report cards are issued electronically three times during the school year for all students. The dates for report card distribution are listed on the website. The report card indicates your child's progress in the grade level during a 12-week cycle.

Parent-Teacher Conferences

Parent/Teacher Conferences may be scheduled online through the district's website.

Mid Term Progress Reports

Progress reports are intended to give an indication of how your child is achieving academically midway through the trimester. You may access your child's progress at any time through the parent portal in Realtime. If you cannot access your parent portal, please contact your child's school's main office.

District Grading Policy - Please access our website for full and complete information on the district's (2021-2022) revised COVID 19 grading policy, www.eastgreenwich.k12.nj.us.

HOMEWORK

The purpose of homework is to reinforce and extend what your child has learned in class. Homework develops self-discipline, personal responsibility, and independent thinking. Research states that the time spent doing homework directly affects a child's achievement. Pupils are expected to complete written homework assignments. Each student receives a homework assignment book where he or she records daily assignments. Parents are asked to review and sign daily. Requests for homework assignments during a student's absence must be made by 11:00 am and should be made at the time you are reporting the absence if you intend to receive the assignments on the day of the absence. Otherwise, these requests will be honored on the following day. Since daily reading impacts on the reading achievement of children, parents are urged to set aside at least thirty minutes per day for family reading activities.

COVID-19 Related Safety Precautions:

- Entryways and common areas are equipped with hand-sanitizing stations. Each classroom has been provided hand sanitizer. Each bathroom has been provided sanitizer dispensers.
- Bathrooms and common surfaces will be cleaned on a routine and frequent basis.
- Students and staff will be required to wear a mask and/or face shield while in school, on the bus, and at the bus stop.
- Students and staff will complete a daily health screening to verify they have not had symptoms of COVID-19 (including fever/chills, cough, shortness of breath or difficulty breathing, fatigue, muscles or body aches, headaches, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and/or diarrhea. Parents or guardians are responsible for monitoring signs and symptoms of infectious illness, as well as submitting the health screening daily. Students who are sick should not attend in-person school.
- Signage for handwashing has been placed in every bathroom and classroom with a sink. Signage for social distancing has been placed in areas where people tend to gather and throughout the hallways. EG Hornet social distance dots have been placed next to bathrooms and in common areas. Signage reminding students to wear masks are displayed in every classroom.
- Water fountains will be temporarily shut down. Students may bring their own water bottles. Please ensure that anything you send into school has your student's name labeling that particular item.
- Arrival, dismissal and bathroom breaks have been planned to be staggered to ensure that students are properly social distancing.
- Parents will not be permitted to enter the building should they need to drop off or pick up their student. During pick up, students will be escorted out of the building by a staff member.
- Sharing of objects and food is prohibited during the health crisis.

Hazard Communication Training

All staff will be trained with Hazard Communication Training in the first week of school. The training prepares staff with information and guidelines for proper use of chemicals. This training is important as teachers and staff will be expected to clean surfaces on a frequent basis.

Contact Tracing

Guidance counselors, administrators, and school nurses have all been trained and certified in contact tracing training.

School Library

The Board of Education recognizes the value of the elementary school library and media center. They have adopted the following statement reflecting the philosophy and objectives of the library.

The Samuel Mickle and Jeffrey Clark building libraries have the responsibility to assist in developing informed responsible citizens by supplying the student and teachers with the best possible information available in books, other resource materials and services of the library and librarian. The resources and services of the library should help our students to achieve competency and adjust in their personal, social, and civic living. The goals of this library are to aid each student in attaining his greatest achievement in academic pursuits, human relationships, civic responsibilities and to develop a taste for good literature which will enrich his/her life.

Objectives:

1. Cooperate with the administration, faculty and staff in the establishment of the library as an integral part of the total education program
2. Arouse in students an interest in books and other materials and broaden this interest through service in a pleasant atmosphere
3. Provide continuous, progressive instruction in the use of the library materials and services
4. Make provisions for attendance to and full use of the library materials and service by all pupils
5. Provide for the continuous building of a reference collection to meet the needs of the curriculum and provide a broad collection of materials, which includes book, periodicals, newspapers, and audio-visual aids to meet the individual needs of the students
6. Provide for the continuous building of a fiction collection to meet the ability and interest of all students so they may know the thrill and pleasure of making friends and understanding themselves and others through books
7. Assist the administration in developing good public relations through pleasant and friendly contacts with students, teachers, staff and people of the community
8. There is no fine for overdue books. Lost books will be charged using the purchase price. If the purchase price is not available, the following charges will be incurred: \$1.00 for paperbacks and \$5.00 for hardbacks. Damaged books will have a prorated charge as determined by the librarian.

HEALTH SERVICES DEPARTMENT

Philosophy:



Our schools are staffed with certified school nurses dedicated to providing every student with health care. The school health service department, under the supervision of the school physician, Dr. Provencher, works as a team to provide a safe and healthy school environment. Our team works to provide:

- Emergency health services
- NJ mandated screenings (measurements of growth, vision and hearing screenings, scoliosis screening)
- NJ mandated immunizations
- Health assessments
- Health education programs for staff and students
- Health resource for parents and staff
- Care for medically-fragile children and those with health problems

Our team cooperates with staff, students and parents to encourage optimal health so that there is maximum utilization of educational opportunities.

The certified school nurse is a health services specialist who assists students, families and staff in attaining and maintaining optimal health and attitudes. School nurses are responsible for illness care and first aid while the student is in school. In case of injury and illness at school, care will be given and a parent will be contacted if follow up is necessary. Accidents and injuries occurring at home are not the responsibility of the school nurse.

The school nurse will screen your child's height, weight, vision, hearing, color vision and scoliosis as set forth by N.J.A.C. 6A:16-2.2. Parents will be notified in writing if further evaluation is recommended and those results should be forwarded back to the health office from the child's physician.

A complete medical examination is required for new registrations in preschool, beginners and out of state transfer students. The required physical form can be located on the website, www.eastgreenwich.k12.nj.us. Though it is not a requirement, it is strongly recommended that all students have a complete physical every year during their developmental stages, preschool to 12th grade.

Use of Medications:

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medication were not made available during school hours.

For the purpose of this policy, "medication" shall include prescription and nonprescription medicines. The administration of medication to students in the school setting by the following authorized individuals: school physician, certified school nurse or non-certified nurse, substitute school nurse employed by the school district, student's parent/legal guardian, student approved to self-administer medication pursuant to N.J.A.C. 6A:16-2(a)5 and 9 and N.J.S.A. 18A:40-12.3 and 12.4; other school employees who volunteer to be trained and designated by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and other employees who volunteer to be designated as a delegate and trained to administer glucagon pursuant to N.J.S.A. 18A:40-12-14.

In order for the school nurse to administer prescription medications or medication not included in the standing orders, all required documentation needs to be completed by the child's prescribing doctor and the parent. These forms can be found on the EGT website under the school nurse tab of each school's website. Medication must be in the original container stating the student's name, name of medication, dosage, frequency of dosage and any description of adverse reactions. Students are not permitted to carry their medications to school unless required by their physician.

The school nurse may administer several medications under the standing orders of the school physician. These include, but are not limited to, Benadryl, epinephrine, oxygen, Albuterol, Benadryl cream, Anbesol, eye wash, Chloraseptic spray, rewetting drops for contact lenses, Bactine, Triple antibiotic ointment, Sting Relief, cough drops, acetaminophen

ibuprofen, and Narcan. Some of these medications are given on an emergency basis and the parent will be notified prior to the administration of acetaminophen and ibuprofen.

General Guidelines Regarding Exclusion

- *Any suspected viral/infectious disease the student should be isolated and parents contacted. The child should be excluded until cleared by a physician.*
- *Any student having vomiting or diarrhea will be sent home and excluded until they are free of symptoms for 24 hours.*
- *Any student with a temperature above 100°F will be sent home from school and excluded until their temperature is below 100°F without any fever-reducing medications for 24 hours.*
- *Any student with an undiagnosed skin eruption is to be excluded until cleared by a physician in writing.*

If your child has a contagious infection/disease (i.e. chicken pox, fifth disease, strep throat, conjunctivitis, impetigo, influenza, MRSA, measles, pertussis, coronavirus COVID-19, etc.), the school nurse should be advised so the necessary steps can be taken to prevent an outbreak. No student may attend school if they, or a member of their household, is ill with or has been exposed to contagions, such as smallpox, diphtheria, scarlet fever, whooping cough, yellow fever, typhus fever, cholera, measles, or such other contagious or infectious disease. Please contact your physician, school nurse, or local health department for further guidance.

Chicken Pox - the child must remain at home until the acute illness is over, but no longer than six days. The school nurse will readmit the child to school when all the skin eruptions are dry and scabbed over. A physician's note is not required.

Streptococcal Infections (Strep Throat; Scarlet Fever) - the child must remain home until the acute illness is over or until 24 hours after specific antibiotic therapy is begun by the child's physician.

COVID-19 - Per CDC guidelines,

If you have symptoms of COVID-19 or you test positive for the virus, you must notify the school nurse immediately.

I think or know I had COVID-19, and I had symptoms

You can be around others after:

- 10 days since symptoms first appeared and
- 24 hours with no fever without the use of fever-reducing medications and
- Other symptoms of COVID-19 are improving*

**Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation*

Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

Note that these recommendations do not apply to persons with severe COVID-19 or with severely weakened immune systems (immunocompromised). These persons should follow the guidance below for “I was severely ill with COVID-19 or have a severely weakened immune system (immunocompromised) due to a health condition or medication. When can I be around others?”

I tested positive for COVID-19 but had no symptoms

If you continue to have no symptoms, you can be with others after 10 days have passed since you had a positive viral test for COVID-19. Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

If you develop symptoms after testing positive, follow the guidance above for “I think or know I had COVID-19, and I had symptoms.”

I was severely ill with COVID-19 or have a severely weakened immune system (immunocompromised) due to a health condition or medication. When can I be around others?

People who are severely ill with COVID-19 might need to stay home longer than 10 days and up to 20 days after symptoms first appeared. [Persons who are severely immunocompromised](#) may require testing to determine when they can be around others. Talk to your healthcare provider for more information. If testing is available in your community, it may be recommended by your healthcare provider. Your healthcare provider will let you know if you can resume being around other people based on the results of your testing.

Your doctor may work with [an infectious disease expert or your local health department](#) to determine whether testing will be necessary before you can be around others.

Returning to School Following Illness

(If a child is absent for three (3) consecutive school days, a physician’s note is required.)

When pupils return to school following an illness, they are expected to join in all activities, unless specifically excluded in writing by their physician. If they are not well enough to go outdoors, they should remain at home another day or so. No supervision is available for pupils to remain in the classroom.

Immunization Requirements

Each child attending/enrolling school must present documentation of immunizations or valid medical or religious exemption to vaccines. All children entering preschool must be fully immunized against diphtheria, tetanus and acellular pertussis (DTaP), inactivated poliovirus (Polio), Haemophilus influenzae type b (Hib), hepatitis B, pneumococcal conjugate PCV13, mumps, measles and rubella (MMR), varicella (VAR) and influenza.

Students are required to have Tetanus, diphtheria, acellular pertussis (Tdap) and meningococcal vaccinations after their 11th birthday. **Students will not be permitted into 6th grade without these immunizations.** Please refer to N.J.A.C. 8:57-4, Immunizations of Pupils in School found on the NJDOH website.

Children 36 to 59 months of age attending preschool are required to receive at least one dose of influenza vaccine between September 1 to December 31 of each year. Students without the vaccination after December 31 will not be permitted to attend preschool.

Health Services and First Aid

Medical examinations are required for new registrations in Preschool, Beginners and transfer students from a state other than New Jersey. Annual physicals will not be done at school.

A complete physical examination done at “medical home” - the office of your primary medical doctor - is best for your child. It is especially important to have a complete physical done at least once during each of the following developmental stages:

1. Early childhood (Preschool through grade 3)
2. Pre-adolescence (Grades 4-6)
3. Adolescence (Grades 7-12)

The school nurse will screen your child’s height and weight, blood pressure, vision, color vision and hearing. Scoliosis screenings begin in Grade 4. Parents will be notified in writing if further evaluation for possible vision, hearing, blood pressure or spinal problems is recommended. If you wish your child to be excluded from any of the screenings, please notify the school nurse in writing.

The school nurse assigned to your child’s school is responsible for illness care and first aid. In case of injury and illness at school, care will be given and a parent will be contacted if follow-up is necessary. **When changes occur in your home telephone number or work telephone number, it is imperative that you notify the school office immediately so that your child’s emergency card can be updated. We must have current emergency information in the event that we have to contact you during the school day.**

Accidents and injuries occurring at home are not the responsibility of the school nurse. A physician’s note is required if a child is to be excluded from physical education class. No child may remain indoors when other children go out. Special arrangements will be made for children with allergies, on crutches, with stitches or a cast, or other valid reasons as explained by your doctor.

Pediculosis (Infestation of Lice) Information, Prevention, and Treatment

Procedure:

- The nurse will examine any student showing signs of pediculosis.
- If found, the nurse will contact the parent/guardian and discuss treatment options and provide educational packets.
- The child must be excluded until he/she is treated with an anti-lice medicated shampoo and proof is provided by the parent. Therefore, a child may be treated and return to school on the same day.
- The nurse will notify the Director of Transportation so that the bus company can disinfect the bus. The student’s name will remain confidential.
- We will ONLY notify the parent of the child with lice. We will no longer alert any unaffected students’ parents nor will we provide checks on students in the class. We will however continue to educate the teachers on the signs of lice and check any suspected cases of lice.

Lice infestation is easy to control, but it does require your immediate attention and action. An infestation of head lice is generally a minor and temporary annoyance. They are rarely a medical problem and do not pose a health threat. They do not spread any disease agents. The greatest danger directly attributable to head lice is from secondary infection related to scratching the skin with dirty fingernails. The head louse is a tiny, wingless parasitic insect that lives among human hairs and feeds on tiny amounts of blood drawn from the scalp. Lice (the plural of louse) are a very common

problem, especially for children. Please refer to the school website for more information on head lice guidelines for diagnosis and treatment.

Emergency School Closing: You will receive a phone call by the Realtime System indicating the school's status as to a school closing or a 1-hour or 2-hour delay. Please make sure your phone numbers are updated through the parent portal.

The school's website will also list the school's status and any closings, www.eastgreenwich.k12.nj.us.

The following radio and TV stations will announce school closings caused by adverse weather conditions or other serious reasons. Listen for number 818, which is the East Greenwich Township school number. If school will open late, the following code is used: 5-818, one hour late; 6-818, two hours late.

TV Channels: 3, 6, 10 & 29 (KYW, WCAU, WPVI & WTXF)

If an emergency forces us to close school once children have arrived, we will put into effect the Realtime system to alert our families.

If school is closed during the day, all other school programs are also canceled.

School Property: Normal wear and tear on books, supplies, equipment and other school property is to be expected. We recommend all hardback books be covered to protect them from wear and tear. However, if deliberate damage or destruction is caused by a pupil, his/her parents are legally responsible financially and must assume the cost of repair or replacement. If books are lost or destroyed through carelessness, a nominal charge will be made.

Skateboarding is prohibited on school grounds.

No pets are permitted on school property during school hours.

Accident Insurance: The Board of Education each school year provides school time accident insurance for all district students at no cost to the student's parent/guardian. This excess liability insurance covers school sponsored and school supervised activities. This includes the regular school session and travel to and from school sponsored activities. The policy will pay expenses that are in excess of expenses paid by the parent's prime insurer.

Communication: Realtime text and email addresses are used to send important information home to families. Therefore, parent contact information must be accurate and up to date. If your contact information changes, please update the information through the Realtime portal.

Communication with teachers is welcomed. The best and quickest way to communicate is by email. All email is last name, first initial @eastgreenwich.k12.nj.us. Emails and telephone calls may not be answered during regular school hours; however, a teacher will generally respond to an email or voice mail message within 24 hours. Additionally, a parent/guardian may send a written message via the Home/School folder or assignment book.

DISMISSAL

PARENT PICK-UP PROCEDURES:

Due to concerns regarding social distancing, parents are required to wear masks while on the school campus. Please refrain from gathering outside entrances, on sidewalks, and in areas where students need to pass.

- If a child is to be picked up early during a regular school day, a change of dismissal form should be sent to your child's homeroom teacher.
- If the person picking up the student is someone other than the parent, it is expected that this individual is listed on the Emergency Contact Form.
- If, for some reason, this individual is not on the Emergency Contact Form, his/her name should be provided on the change of dismissal form.
- The school will require a photo I.D. at the time they arrive.
- If a note is not sent in and the name is not on the emergency form, the student will not be allowed to leave the building.
- If changes have to be made during the school day for an early pickup, a phone call must be made to the school's main office no later than 11:00 a.m. by the parent or guardian.
- Early parent pickups should occur no later than 12:00 pm during an early dismissal day. After this time, students will be dismissed at the regular dismissal time. Please send in a note in advance, so that we can make the necessary arrangements. This requirement has been put into place to ensure the safety of all students and that all children are in the right place at the right time.
- If a student is dismissed prior to 12:40, it will be recorded as a "half-day" absence.

Board Residency Policy

File Code: 5118

Non-Residents: The Board shall operate the schools of this district for the benefit of all children residing in the district and such others as may be admitted pursuant to statute and policy of the Board. The Board reserves the right to verify the residency of any pupil and the validity of any affidavit of guardianship.

Children whose parents do not reside within the limits of East Greenwich, or whose circumstances require living with some relative or some other person who is a resident of the township, may be admitted as a pupil to the school under one of the following conditions: Reference – N.J.S.A. 18A:38-1 et seq., N.J.A.C. 6:20-3.1 et seq.:

1. Legal adoption of the child by a resident of East Greenwich Township
2. Assignment of the child to a legal resident by the State Board of Children's Guardians or some other agency recognized for this purpose
3. Provision of a home for the child by a resident of East Greenwich, providing such resident will execute an affidavit form stating:
 - a. that he/she does not receive remuneration for the care of the child
 - b. that the period of domicile is for more than one school term
 - c. that the resident will assume all personal school obligations for the child
4. An affidavit from the child's parent or guardian stating that he or she is not supporting the child, accompanied by appropriate documentation in validation of the statement

The Board reserves the right to verify the validity of either affidavit and may, if validity is in doubt, institute a proceeding before the Commissioner of Education for a determination of the child's eligibility for attendance. The child shall remain enrolled in the district pending the outcome of any such proceeding.

If the Board has reason to believe that a district resident has fraudulently allowed a child or another person to use his or her residence and is not the primary financial supporter of that child or that a parent has fraudulently claimed to have given up custody of his or her child, the Board may report any such person to municipal authorities for prosecution as disorderly persons.

| <u>Former Residents</u> | <u>Future Residents</u> | <u>Temporary Nonresidents</u> |
|--|--|---|
| <p>Regularly enrolled children whose parents/guardians have moved out of the district after May 15th shall be permitted to finish the school year without payment of tuition. Regularly enrolled children whose parents/guardians move from the district at any other time during the school year may remain enrolled for the remainder of the school year on payment of tuition prorated. The Board shall not be responsible for the transportation to or from school for any non-resident student.</p> | <p>Students whose parents are in the process of constructing a home and becoming permanent residents of East Greenwich Township may enroll their children by becoming an approved tuition student in the school district. Please contact the superintendent's office and request information on this process. If closing occurs during the month of September, student registration may be permitted. Please contact the Superintendent for details.</p> | <p>A temporary non-resident is defined as a student who was regularly enrolled within the district during the previous and/or present school year and who has temporarily relocated outside the district but intends to return to the district within the current school year. Parents may request tuition status for their children by contacting the Superintendent's office to obtain their procedure.</p> |

Unforeseeable Conditions

The East Greenwich Township Board of Education recognizes that, occasionally, a circumstance beyond the control of the resident family will occur leading to a temporary change in residence. It is not the desire of the Board to present hardship to families in an emergency situation when the condition is clearly beyond their control and when those circumstances are a temporary condition. Such conditions include a fire, flood, hurricane, tornado and other similar "Acts of God". It must be clear to a prudent person that these circumstances are unforeseeable and outside the scope of the family's control.

Families in need of relief due to these extenuating circumstances must submit a formal written request for an emergency waiver of residency to the Superintendent within fourteen calendar days of the event. Generally, a waiver due to an emergency situation may be granted for a maximum of up to sixty days and must meet the following conditions:

1. The family is expected to live out-of-district for a relatively short period of time (sixty days or less)
2. Supportive evidence is provided indicating that there is an ongoing process leading to the return of the family to the residence or to another residence within the township
3. Appropriate application is submitted to the Superintendent of schools for Board action within the stated time.

Following the initial waiver, the family may apply for a thirty-day extension. This application must be made prior to the conclusion of the sixty-day waiver. Tuition for the additional thirty days must be paid in advance and will be reimbursed to the family upon return to East Greenwich Township. At the discretion of the Board, additional extension of waivers may be granted when it is determined that the family is in an ongoing process and that there is no question that the family will be returning to permanent residency in a short span of time. If the student does not move back into the district by the start of the following school year, the student must be enrolled in the district where he/she resides. The Board shall not be responsible for the transportation to or from school for any non-resident student.

If, in the judgment of the East Greenwich Township Board of Education, the family does not support the validity of the claim, the Board will institute a proceeding before the Commissioner of Education for a determination of the child's eligibility to remain in the district. The child shall remain enrolled in the district pending the outcome of any such proceeding. If in the judgment of the Commissioner the evidence does not support the claim of the parent/guardian, tuition shall be assessed to the time of the student's original ineligibility in the school district and the student must be transferred to the school of his or her residency immediately.

The Board shall determine tuition rates for nonresident pupils.

Date: May 26, 1999

Amended: June 20, 2001

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties N.J.S.A. 18A:38-1 et seq. Attendance at school free of charge

See particularly:

| | |
|---|---|
| <u>N.J.S.A. 38-2, 38-3, 38-8, 38-9</u> | <u>N.J.A.C. 6:20-3.1 et seq.</u> Method of determining tuition rates for regular public schools |
| <u>N.J.S.A. 18A:46-20</u> Receiving pupils from outside district; establishment of facilities | <u>N.J.A.C. 6:20-5.3</u> Method of determining the district of residence |
| <u>N.J.S.A. 18A:54-20</u> Powers of Board (county vocational schools) | <u>N.J.S.A. 6:20-5.4</u> Address submission for determining the district of residence |

Board of Education of the Borough of Englewood Cliffs v. Board of Education of the City of Englewood, N.J. The Supreme Court decided June 9, 1993.

Possible Cross References:

| | |
|-------------------------------|-------------------------------------|
| 3240 Tuition income | 6142.5 Travel and exchange programs |
| 5111 Admission | 6151 Class size |
| 5114 Suspension and expulsion | |

SCHOOL SAFETY POLICY

Accidents are undesirable, unplanned occurrences that may be prevented and which often result in bodily harm, loss of school time, property damage, possibility of expensive legal action, and even death. Thus, it shall be the policy of the East Greenwich Township Board of Education to take every reasonable precaution for the safety of the students, employees, visitors and all others having business with this school district. The Board of Education believes that safety education and accident prevention are important to everyone concerned with our schools, not only as a protective measure during school hours, but also as an instruction means of developing an appropriate mode of behavior to minimize accidents at all times.

It shall be the responsibility of the district's chief school administrator to execute this policy in order to have a comprehensive program which meets the needs of the East Greenwich Township Board of Education. The responsibility for developing the total safety program shall be delegated to a safety committee.

The school safety committee, in cooperation with the School Safety Specialist, shall act in an advisory capacity and shall be responsible for the promotion and development of an aggressive prevention and safety education program for students and professional and non-professional personnel employed by the district.

The general areas of responsibilities include, but are not limited to in-service training, development of accident prevention procedures, accident record keeping, facility inspection, fire prevention, school site selection, emergency procedures and traffic safety problems related to employees, pupils and the community. Staff safety concerns should be reported to the School Safety Specialist.

**ANNUAL SCHOOL INTEGRATED PEST MANAGEMENT NOTIFICATION
FOR EAST GREENWICH TOWNSHIP BOARD OF EDUCATION**

As part of a school pest management plan, East Greenwich Township Board of Education may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and DEP cannot

guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

The following is a list of any pesticides in use or used in the last twelve (12) months on school property:

Jeffrey Clark Building

Gourmet Ant Bait Conrac Rodenticide

Samuel Mickle Building

Gourmet Ant Bait Conrac Rodenticide

Our school district has designated Integrated Pest Management (IPM) Coordinators, and these coordinators maintain the product label and material safety data sheet, when available, of each pesticide that may be used on school property. The label and data sheet is available for review by a parent, guardian, staff member, or student attending the school. The IPM Coordinator is available to parents, guardians, and staff members for information and comment.

Name, Address and Phone Numbers for our School District IPM Coordinators:

*Jeffrey Clark Building, 7 Quaker Road, Mickleton – Michael Venello, 856-423-0613
Samuel Mickle Building, 559 Kings Highway, Mickleton – James LaPalomente, 856-423-0413*

STUDENT ATTENDANCE REGULATIONS

Student Attendance: Absence from school jeopardizes the ability of a pupil to satisfactorily complete the prescribed course of study and violates the statutes requiring children to regularly attend school (N.J.S.A. 18A 38:25-26). In order to provide appropriate supervision and provide a safe environment for students, parent drop off for students is no earlier than 8:25 am.

Regular Day

| | |
|-----------------------------------|------------------|
| Arrive between 8:40 am - 10:40 am | Tardy |
| Arrive after 10:40 am | Half-day absence |
| Picked up prior to 12:40 pm | Half-day absence |
| Picked up after 12:40pm | Early Dismissal |

Early Dismissal

| | |
|-------------------------------------|------------------|
| Picked up before 10:40am | Full Day Absence |
| Picked up between 10:41am - 12:40pm | Half Day Absence |
| Arrive between 8:41am - 10:40am | Half Day Absence |
| Arrive after 10:40am | Full Day Absence |

Students may be required to quarantine due to COVID-19. Students who are quarantining will receive instruction by means of live-streaming. Attendance expectations will remain consistent with in-person requirements and students will be marked accordingly in RealTime. Any materials your student may need for instruction will be made available and can be arranged to be picked up from the main office.

If a student is absent from school, they will not be permitted to participate in any after-school activities or evening programs. For purposes of participation in an after-school or evening activity, the student must be present for at least one-half of the scheduled school day (4 hours for a full-day session, 2 hours for an early dismissal session.)

Please report any absences or tardiness to the main office of each school at 856-423-0412.

The Board accepts the responsibility of properly operating schools within the context of prevailing laws and regulations. It cannot succeed in its paramount task of providing an education as proposed through accepted curriculum and courses of study, unless the pupils for whom it is intended are present for all regularly scheduled classroom learning activities.

The Board of Education recognizes that consistent attendance in the classroom is an integral and essential part of a student's total learning process for the following reasons:

- A. The teacher explains, interprets and adds to the information given in textbooks and other sources.
- B. Certain classroom activities such as discussions, laboratory experiences, films and speakers add to the class content.
- C. The student has a responsibility to participate in the class learning process and to contribute on the basis of his questions and comments. Therefore, a student's enrollment in a course is his/her commitment to attend all class periods. No student shall be absent from or tardy to school and/or classes without an acceptable reason.

Absences: Students are required to attend 180 days of school. Absences are sometimes necessary for reasons of illness; although, frequent absences from the classroom disrupt the instructional process, and limit the ability of pupils to complete the prescribed curriculum requirements.

Even with the above procedure, the following will be followed as attendance in school is directly connected to a child's success in school.

The East Greenwich Township Board of Education has determined that a pupil must be in attendance for 162 or more days to have successfully completed the requirements of the pupil's present grade level. Promotion to the next grade level may be jeopardized if absenteeism exceeds the Board's policy.

In the event of remote instruction, students are still expected to attend live session instruction in addition to work completion. Teachers will be taking attendance throughout the day and students will be marked accordingly. Teachers will be documenting absences and parent contacts. After three unexcused absences, the teacher will refer the student to the school counselor, building principal, and case manager, if applicable. Parents or students will notify the classroom teacher if there are connectivity problems with technology.

Students who are required to quarantine due to COVID-19, will not be marked absent. They will be required to attend virtual instruction while they are unable to attend in-person instruction.

Students who are sick (unrelated to COVID-19), will be marked absent if they are unable to attend in-person school. After 5, 9, 12, 15 and beyond absent days, a letter will be sent by the respective principal to the parents indicating the serious nature of continued absences.

After a total of fifteen (15) days absent, a doctor's note will be required for each additional absence. In addition, a conference will be held with the parent, school nurse, guidance counselor, classroom teacher and the principal to develop a plan of action to correct the truancy problem.

If the parent does not comply with the doctor's note request, a conference will be held with the Superintendent and the above mentioned staff members.

The school district will reserve its right to seek action with other social agencies and/or the legal system to address excessive absences.

Please note: After five (5) tardy, early dismissal and/or half days, a letter will be sent by the respective principal to the parents, indicating the serious nature of continued lateness. Parents will be contacted by the respective

principal regarding a parent conference to reach a resolution of the issue. After the sixth (6) tardy, early dismissal and/or half day, a recess detention will be administered for each additional unexcused lateness.

Family Vacations: Parents are strongly encouraged to schedule family vacations at those times of the year when school is not in session. Any absence of a student from school is detrimental to the child's academic success. While some absences can be expected due to illness or emergencies, other absences should be kept to a minimum. Vacations are unexcused absences. In the event of an unexcused absence, **PARENTS** are responsible to ensure that the child completes all of the academic graded material covered in the classroom during the child's unexcused absence. Academic work affecting the child's grade will be provided to the parent upon the student's return to school. It is the **PARENT'S** responsibility to have the child complete and return the work to the teacher. **If such vacations must be scheduled, please make an effort not to schedule a family vacation during state and district mandated tests.** Please reference the school calendar for testing dates.

Student/Parent Responsibilities:

1. Parents shall ensure that their child attends school punctually and be aware of all absences.
2. Parents shall notify the school by telephone, before 9:00 a.m. of the absence, or the school will make every attempt to contact the parents. When calling, please report your child's name, the homeroom teacher's name and homework request.
3. When the student returns to school, he/she shall bring a **signed note from the parent explaining the reason for the absence.**
4. The school administration may also require additional verification from the parents such as a physician's note or court subpoena. **A physician's note is required after three consecutive days of absences.**
5. Parents are encouraged to schedule their children's doctor and dentist appointments after school or evening hours or on days when school is not in session. If this is not possible, please send in a note with your child or call the office by 9:00 a.m. to inform us of the time of the appointment. Any child who is to be dismissed early must first be signed out in the main office by the parent or guardian.

BICYCLES: Pupils in grades 3 to 6 may ride bicycles to school if the parent gives **permission in writing by completing the bicycle permission slip located in the Mickle main office.** Students **must not** arrive before 8:25 a.m. Students riding bikes to school **must** walk their bicycles while on campus. Students **must** wear bicycle helmets. This saves lives and is a New Jersey law. Bicycles must be secured to the bike rack located near the Mickle gym doors. Students who do not comply with bicycle safety rules can face disciplinary action per the Student Code of Conduct.

East Greenwich Township School District is not responsible for damage to or theft of any bicycle brought to school.

TRANSPORTATION ROUTES AND SERVICES: All pupils for whom district transportation is provided will be assigned by the District Transportation Coordinator to their bus routes prior to the opening of school.

Adjustments to these assignments will be made only under the following circumstances:

- In an emergency situation a parent/guardian may request in writing to the East Greenwich Transportation Coordinator, that a pupil exit from his/her regularly assigned bus at a different established stop along the approved route or may request a change of bus. Such requests shall be handled on an individual, case-by-case basis.
- If a pupil is suspended from bus transportation for disciplinary reasons, his/her parent/guardian is responsible for that pupil's transportation if a student is eligible for transportation, and the student transitions from the 100% remote learning model to the hybrid model.

Any request for a permanent change in an approved bus stop on the same bus route must be directed to the East Greenwich Township Transportation Coordinator, Ann Marie Elliott, 856.423.0412 ext. 1305 or elliotta@eastgreenwich.k12.nj.us. Such requests shall be handled on an individual, case-by-case basis.

BUS BEHAVIOR:

Due to health and safety requirements, students will be required to wear a mask at the bus stop, on the bus, and while entering the building. Students will be given assigned seats based on their bus stop and will be expected to remain in their assigned seat. They will be encouraged to maintain social distancing of 6 feet whenever possible.

Pupil behavior on the school bus is directly related to safety and is a matter of mutual cooperation. The law is precise concerning discipline on the school bus. New Jersey Statutes Annotated, Title 18A:25-2 clearly states: "The driver shall be in full charge of the school bus at all times and shall be responsible for order; he shall never exclude a pupil from the bus, but if unable to manage any pupil, shall report the unmanageable pupils to the principal of the school they attend. A pupil may be excluded from the bus for disciplinary reasons by the principal, and the parents shall provide transportation to and from school during the period of such exclusion."

HORNETS ARE SAFE, RESPONSIBLE AND RESPECTFUL

Parents should discuss bus behavior with their children, emphasizing the following points:

1. Masks must be worn prior to entering the bus.
2. Siblings will be seated together.
3. Arrive at the bus stop ten minutes before the assigned pick up time. Buses are not able to wait for students who have not arrived at the stop.
4. At the bus stop, never stand in the roadway, use sidewalks if available.
5. Behave in a safe manner while waiting at the bus stop.
6. Do not damage surrounding property while waiting at the bus stop. Be respectful of the property of others.
7. Once the bus arrives, wait for the driver's signal to cross the road or move toward the bus.
8. Never push, crowd, shove or argue over who should be first on the bus. All pupils will have assigned seats.
9. Always wear your seatbelt while riding the bus and sit facing forward.
10. Never put arms or heads out of the bus windows, including at the bus stop or while waiting on the bus at school during arrival and dismissal.
11. Never shout out the window or throw objects out of the bus window, including while at the bus stop or while waiting on the bus at school during arrival and dismissal.
12. Respect the bus driver in manner and speech at all times and obey the driver promptly and cheerfully.
13. Always remain in the assigned seat unless directed to move by the bus driver.
14. Talk in a low voice only to students seated close to you. Never yell or scream on the bus. Loud noises are distracting to the driver.
15. Keep silent while crossing railroad tracks and when the bus driver signals for silence.
16. Keep feet, arms, books, book bags, instruments and other objects out of the aisle so others will not trip on them.
17. Do not open or close windows without the driver's permission.
18. Do not take objects out of your book bag while on the school bus. Any personal objects lost or stolen as a result of a lack of adherence to this rule is not the responsibility of the district.
19. Do not throw trash or any other objects on the bus.
20. Consumption of any food or drink, including gum, is prohibited on the bus.
21. Cell phones and other smart device use is prohibited on the bus.
22. Treat bus equipment as you would valuable furniture in your home. Do not draw on any part of the bus.
23. Never push, crowd, shove, or argue over who should be first off the bus. The bus driver will direct student dismissal from the bus at both the school and bus stops.
24. Upon arrival at school each day, walk on the sidewalk of the bus lanes and into the school building. The bus lanes should be considered a street and caution must be exercised while traveling into school buildings. No running is permitted.
25. Report any problems occurring at bus stops or on the bus to the bus driver. The bus driver will address the issue or report them to the Transportation Coordinator.

Riding the school bus is a privilege. Students should follow the bus driver's directions for seating, silence, behavior, and movement on and off the bus. Students who do not respect the driver, the rights of others riding the bus or the bus itself may be suspended from the bus until they learn the fundamentals of good behavior and agree to abide by them. Student misbehavior at the bus stop can also result in a suspension of bus privileges.

It is especially important during this school year to emphasize the expectation of consistent mask-wearing. Parents and children will be expected to wear masks at the bus stop. Students are expected to keep their masks consistently while on the bus.

REGISTRATION PROCEDURES: Registration of Beginners (kindergarten) is held in the spring at the Jeffrey Clark Building for the following year. Children who are going to be five years old on or before October 1 will be admitted to the Beginners' class in September of each year. Proof of residency, proof of age (original birth certificate) and immunization record will be required for registration.

Children entering grade 1 must be six years old on or before October 1 to gain admittance.

Registration of transfer pupils is completed by appointment at the office of the Registrar located in the Samuel Mickle Building. Proof of residency, proof of child's age (original birth certificate), immunization records, transfer card from previous school (if applicable) and most recent report card will be required for registration. If all documentation is in order, the pupil may enter the classroom on the first school day following registration. Please contact the District Registrar for any registration questions.

Registrar: Ann Marie Elliott elliotta@eastgreenwich.k12.nj.us or 856.423.0412 ext. 1305.

DRESS CODE: Pupils at the elementary level need guidance by their parents/guardians in good grooming and dress. The dress code focuses on general appearance and ensures the safety, health, and well-being of the students.

1. Pupils and their clothing should be clean, neat, and modest.
2. The length of skirts, dresses, and shorts must be at least as long as an outstretched arm from shoulders to fist.
3. Undershirts alone and flannel/pajama pants are not permitted.
4. Shirts must cover the torso including shoulders, back, and midriff. No spaghetti straps permitted. Examples: clothing which is too tight, too short, bare at the midriff, bare at the sides, sun dresses, "spaghetti strap" type tops, and off-the-shoulder tops, low-cut front or back tops, sheer or see-through clothing worn alone, muscle shirts (sleeveless, tank tops), tube tops, halter tops, etc.
5. Articles of clothing should not be printed with suggestive or offensive pictures and or words that promote violence, profanity, and or substance abuse (drugs, alcohol, or tobacco.)
6. Students may wear a hooded sweatshirt to school. The expectation is that they not place the hood on their head either partially or otherwise during the school day.
7. Flip-flops and slip-on shoes (beach or shower shoes) are not permitted. They are safety and health hazards.
8. Sneakers or rubber-soled shoes must be worn on gym days or the child will not be permitted to participate in gym.
9. Clothing must not have words/graphics printed across the seat of the pants.
10. Makeup is not permitted.
11. Outerwear of any kind is not to be worn in school during class time. Sunglasses and gloves are not to be worn at any time during school hours. All outerwear must be placed in the student's backpack prior to homeroom and remain there until recess, dismissal, or appropriate outdoor time.
12. If a change of clothes is unavailable, the student will remain in the office until the end of the day.

If there is a dress code violation, the student will be sent to the nurse. The nurse will supply the student with the appropriate clothing on loan or will call the parents to provide a change of clothing. During live virtual instruction, students will be expected to follow the dress code policy. In the event of a dress code violation during live virtual instruction, the student's teacher will call the parent(s) or legal guardian(s) to notify them and request the student follow the district dress code policy.

ELECTRONICS & CELL PHONES: Electronics such as hand-held gaming systems are not permitted on school grounds. If an electronic device is discovered, the following will apply:

1. 1st offense, teacher confiscates it, sends it to the office and the student may come to the office at the end of the day to bring it home.
2. 2nd offense, same as above but the parent must pick it up from the office.
3. Cell phones can be brought to school; however, they must remain off in the student's book bag at all times. This includes when the student is riding on the school bus and when the student is on field trips.
4. Students who violate this procedure may be subject to disciplinary action per the Student Code of Conduct.

ACCEPTABLE USE POLICY: Students and their parents/guardians are reminded that use of technology is a privilege and not a right and that everything done on any device, network, or electronic communications device may be monitored by the school authorities. Inappropriate use of technology can result in limited or banned computer use and/or disciplinary consequences.

Students and their parents/guardians are responsible for reviewing/signing the Chromebook Acceptable Use Policy and returning it to their classroom teacher prior to use.

School-issued Chromebooks are intended to be used by students for academic purposes and should not be used for personal use.

With support from parents and guardians, students are responsible for charging and maintaining care of Chromebooks.

Pupils are not permitted to edit other students' academic work. Students who do so are subject to discipline according to the district code of conduct.

Students are expected to follow the district's Dress Code Policy (5511) during live remote instruction. During live instruction, students will be expected to conduct themselves in a manner that is school appropriate. Pupils will sit in an upright position during live instruction or meets and are encouraged to find a quiet area in order to limit distraction.

Regular attendance to live instruction is expected as a lack of attendance will directly influence student performance on assignments.

Student assignments should be completed with minimal support from parents/guardians. Any form of assessment, such as tests, quizzes, and essays, should be completed independently by the student. Falsified information results in the teacher's ability to help to academically support the student where they may need it and is in direct violation of the district code of conduct's Academic Integrity Policy (BOE policy 5701). Students are subject to discipline according to the district code of conduct.

OWNERSHIP of the CHROMEBOOK: Samuel Mickle School and Jeffrey Clark School retain sole right of possession of the Chromebook. School administration and faculty retain the right to collect and/or inspect Chromebooks at any time.

TRAINING: Students will be trained on how to use the Chromebook by their classroom teacher.

RESPONSIBILITY for the CHROMEBOOK:

1. Students are solely responsible for the Chromebooks issued to them.
2. Students must comply with the Chromebook Acceptable Use Policy and all policies of the school when using their Chromebook.
3. Students must treat their device with care and never leave it unattended.
4. Students must promptly report any problems with their Chromebook to the teacher leading the lesson.

5. Students may not remove or interfere with the serial number or other identification.
6. Students may not attempt to remove or change the physical structure of the Chromebook, including the keys, screen cover or casing.
7. Students must secure the Chromebook in the case supplied by the school district when they are being moved from classroom to classroom. That case should be completely zipped and carried by the handle or strap.
8. Students should never carry their Chromebook while the screen is open, unless directed to do so by the teacher.
9. Students may not attempt to install or run any operating system on the Chromebook other than the ChromeOS operating system supported by the school.
10. Students must keep their device clean and must not touch the screen with anything (e.g., your finger, pen, pencil, etc.) other than approved computer screen cleaners.
11. No food or drink is allowed next to your Chromebook while the screen is open.
12. Chromebooks should be shut down when not in use to conserve battery life. At the end of the school day it is the student's responsibility to place it into the classroom docking station and plug it into the appropriate charger.
13. Students in grades 3-6 transport their Chromebooks to and from school on a daily basis. It is the student's responsibility to ensure that the Chromebook is charged daily and in working order for each school day.
14. Chromebooks should never be shoved into a desk as this may break the screen.
15. No students shall share passwords or other personal logon information (device sharing is prohibited).

INSURANCE: Parents/Guardians are encouraged to purchase accidental damage coverage for Chromebooks. The policy covers any accidental damage that may happen to a Chromebook. Families who do not opt in to accidental damage insurance may be charged for each instance of accidental damage.

RESPONSIBILITY for ELECTRONIC DATA: Users of school technology have no rights, ownership, or expectations of privacy to any data this is, or was, stored on the Chromebook, school network, or any school-issued applications and are given no guarantees that data will be retained or destroyed.

COPYRIGHT and FILE SHARING: Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the Acceptable Use Policy.

MANAGING YOUR FILES and SAVING YOUR WORK: Students may save documents to their Google Drive which will make the files accessible from any computer with Internet access. Students using Google Drive to work on their documents will not need to save their work, as Drive will save each keystroke as the work is being completed. Students will be trained on proper file management procedures.

SPARE EQUIPMENT and LENDING: If a student's Chromebook is inoperable, the school has a limited number of spare devices for use while the student's Chromebook is repaired or replaced. This agreement remains in effect for loaner Chromebooks. Loss of privileges and/or disciplinary action may result for failure to turn in the Chromebook.

ORIGINALLY INSTALLED SOFTWARE: Chromebook software is delivered via the Chrome Web Store. These are web-based applications that do not require installation space on a hard drive. Some applications, such as Google Drive, are available for offline use. The software originally installed on the Chromebook must remain on the Chromebook in usable condition and easily accessible at all times. From time to time, the school may add software applications for use in a particular area of study. This process will be automatic with virtually no impact on students. Applications that are no longer needed will automatically be removed by the school. Students are not permitted to add apps or extensions to their Chromebooks and are blocked from this type of function.

INSPECTION: Students may be selected at random to provide their Chromebook for inspection. The purpose for inspection will be to check for proper care, maintenance and inappropriate use.

DIGITAL CITIZENSHIP:

Students must follow the six conditions of being a good digital citizen:

1. **RESPECT YOURSELF** I will show respect for myself through my actions. I will select online names that are appropriate. I will consider the personal information and images that I post online. I will NOT be inappropriate. I will not visit sites that are inappropriate.
2. **PROTECT YOURSELF** I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or schedule of my activities. I will report any inappropriate behavior directed at me. I will protect passwords, accounts, and resources.
3. **RESPECT OTHERS** I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or bother other people. I will show respect for other people in my choice of websites.
4. **PROTECT OTHERS** I will protect others by reporting abuse, not forwarding inappropriate materials or communications; I will moderate unacceptable materials and conversations.
5. **RESPECT INTELLECTUAL PROPERTY** I will request permission to use resources. I will cite any and all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information.
6. **PROTECT INTELLECTUAL PROPERTY** I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will act with integrity.

CONSEQUENCES FOR VIOLATIONS OF THE STUDENT CHROMEBOOK ACCEPTABLE USE POLICY:

1. Violations of these policies may result in one of the following but not limited to these disciplinary actions:

- Restitution (money paid in compensation for theft, loss, or damage)
- Student/Parent Conference with school administrator/principal or other school official
- Removal of unauthorized files and folders
- Restriction of Internet and Chromebook privileges*
- Detention or suspension

2. If a violation of the Student Chromebook Acceptable Use Policy violates other rules of the Student Code of Conduct, consequences appropriate for violation of those rules may also be imposed.

*If a student's Internet privileges are restricted, this means that for the period of the restriction, the student may only access the Google Drive offline and will not be permitted to access the Internet without strict teacher supervision.

DISTRICT-WIDE STUDENT CODE OF CONDUCT

The district's main concern is the education and safety of the children. For any school to be successful, it is imperative that all children have a stake in that success. In order to ensure that this takes place, all students must obey the rules and regulations that have been established by the Board of Education, Administration, and teachers. Each teacher will also provide specific discipline guidelines for their classroom, which include behavioral expectations, consequences, and rewards. The school also has a set of rules that are to be followed. The school wide rules incorporate the district slogan: What we say and do affects both me and you. The rules incorporate safety, responsibility, and respect.

East Greenwich Township Schools Code of Conduct

The East Greenwich Township School District's code of conduct is aligned with our mission statement. This mission statement exemplifies our goal to provide a safe and secure learning environment. Our district uses a multi-tiered system of supports as a framework to promote a school climate that supports the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community. Multi-tiered systems of support create school environments where standards for behavior are taught, problem behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners

at school. All students are supported through a tiered model of increasingly intense interventions or enhancements that are available based upon a student's individual academic and behavioral needs. With the use of prevention and intervention strategies that support students' behavior and social-emotional needs, school staff facilitate both academic and social development of all students. EGSD promotes the following universal expectations for all students and staff based on the following traits: kindness, respect, responsibility, acceptance, integrity, and perseverance.

In order to accomplish these goals, *all* stakeholders must work in collaboration to foster mutual respect within the school community.

- Students will grow to conduct themselves in a manner that reflects our character traits with the support of parents/guardians, administrators, teachers, and staff.
- Staff members are expected to engage students in prevention and intervention strategies that promote positive behavior and address problem behavior. Student behavioral concerns will be addressed with corrective and restorative responses, as well as logical consequences.
- Administrators will intervene when the discipline offenses are repeated, are severe in nature, and/or when interventions are not successful.
- Parents and guardians of students are responsible for understanding the district's behavior expectations and supporting the child's adherence to the code of conduct.

Where and When the Student Code of Conduct Applies

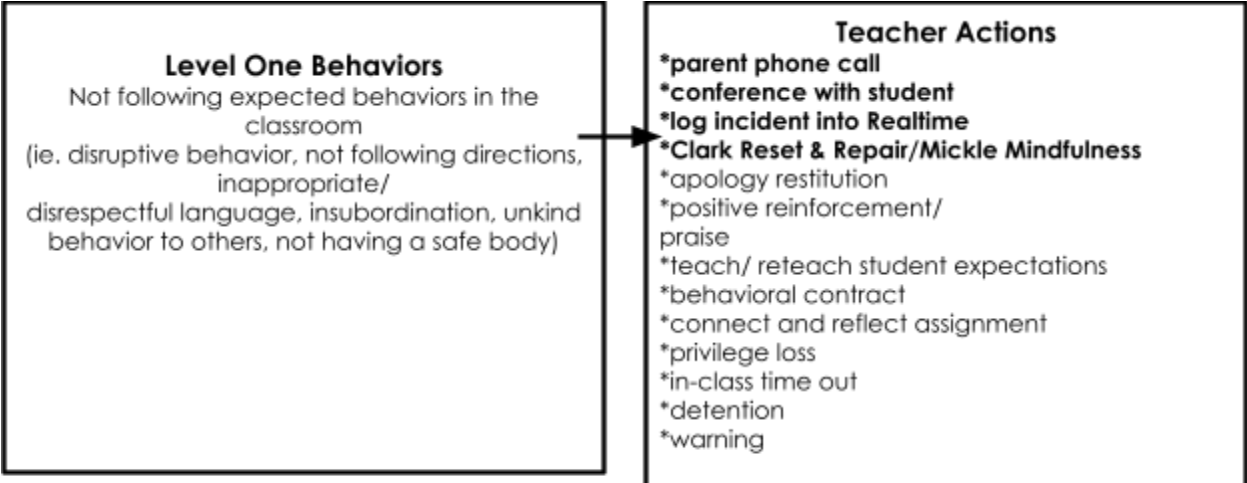
The code of conduct applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any vehicle funded by the East Greenwich Township Public Schools, or at any time or place which may affect an educational function, including when accessing the district's electronic network services or on remote instruction.

Progressive Levels of Corrective Response

Corrective responses provide a profound emphasis on what we want students to do and learn. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities through our character education curriculum and positive behavior supports. The goals of assigning corrective responses and consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors should be considered:

- Student's age, developmental level, and grade
- Student's prior behavior patterns and responses to interventions
- Student's intent and the severity of harm caused

East Greenwich Township School District
Response to Code of Conduct Infractions



If the student has three incident reports for the same behavior in the same marking period and the staff member has attempted three interventions, the staff member will complete an office referral

| | | | |
|---|---|--|--|
| <p>Level Two Behaviors</p> <ul style="list-style-type: none"> *disruptive behavior *leaving classroom/assigned area *pushing, shoving, hitting, and/or kicking *inappropriate language/gesture *Knowingly making false accusations *Insubordination/non-compliance *Violation of Acceptable Use Policy(BOE Policy 2361) *Violation of Bicycle Safety Rules *Theft (Under \$10) *Violation of dress code policy (BOE Policy 5511) *Use of unauthorized electronic device on bus, in school, or at school events (BOE Policy 2363) *Unauthorized recording or photography of students or staff (BOE Policy 5516) *Failure to serve detention *Failure to follow health protocols (with intent to harm/create disruption) | <p>Administrator Actions</p> <ul style="list-style-type: none"> *parent contact *conference with student *apology restitution *behavioral contract *check in/check out *connect and reflect assignment *daily/weekly report *corrective restitution *plan review meeting *referral to I&RS, health service, counselor, CST *conference with parent/guardian *after school detention *before school detention *recess detention (not to exceed 20 minutes) *privilege loss *lunch detention *financial restitution (theft) | <p>Level Three Behaviors</p> <ul style="list-style-type: none"> *leaving building/ school grounds *Instigation/incitement to fight *physical altercation (close fist fight) *inappropriate language or gestures directed at others *damage or vandalism to school property/technology *Theft (over \$10) *harassment, intimidation, bullying (BOE Policy 5512) *possession of a toy weapon *possession of an authentic weapon *possession or distribution of illegal substances *violating the rights of others (hazing, hate speech, slurs) *Tampering alarms or making false emergency calls *making threats *sexual harassment (BOE Policy 5751) | <p>Administrator Actions</p> <ul style="list-style-type: none"> *behavioral contract *connect and reflect assignment *corrective restitution *plan review meeting *referral to I&RS, health services, counselor, CST *threat assessment (threat) *financial restitution (theft) *after school detention(s) *before school detention(s) *conference with parent/guardian *loss of privileges *recess detention(s)-not to exceed 2 per week *lunch detention(s) *suspension *expulsion |
|---|---|--|--|

Chain of Command

On matters involving instruction at your child's school:

1. Classroom teacher
2. Principal
3. Supervisors of Instruction
4. Superintendent
5. Board of Education

On matters involving student discipline at your child's school:

1. Classroom teacher
2. Case manager if your child has an IEP
3. Assistant Principal
4. Principal
5. Superintendent
6. Board of Education

On matters involving student social, emotional, behavioral concerns:

1. Classroom teacher
2. School counselor or case manager if your child has an IEP
3. Assistant principal
4. Principal
5. Superintendent
6. Board of Education

On matters involving IEP and Special Education services:

1. Classroom teacher
2. Case manager
3. Child Study Team Supervisor
4. Superintendent
5. Board of Education

On matters involving school safety and security:

1. School Safety Specialist (Assistant Principal)
2. Principal
3. Superintendent
4. Board of Education

On matters involving facilities or buildings & grounds:

1. Principal
2. Business Administrator
3. Superintendent
4. Board of Education

East Greenwich Township Schools Social Emotional Learning & Character Education

The East Greenwich Township School community is dedicated to providing positive support systems to our students. The six traits of respect, responsibility, integrity, perseverance, acceptance, and kindness are highlighted and infused in our character education and social emotional learning curriculum.

Social Emotional Learning

Zones of Regulation

The Zones of Regulation is a curriculum that is infused in the social emotional curriculum for grade pre-K to 3. The Zones of Regulation consists of 18 lessons that systematically teaches self-regulation strategies for students. The Zones framework categorizes the different ways we feel and enhances student awareness of their own emotions and coping strategies in order to self-regulate. Self-contained and grade 4-6 students who struggle with self-regulation will continue to be supported with the language, strategies, and tools as a means of intervention.

There are four zones of color that reflect different states of emotional levels. Green is “good to go”, yellow is “caution”, red is “stop and regain control”, and blue is “need to recharge”. Students learn to identify the different zones, reflect on their body language and feelings while in each zone, and develop tools and strategies to regulate themselves.

Sanford Harmony

The Sanford Harmony Program is an award-winning program developed by the National University. Sanford Harmony is an instructional program with a curriculum designed for pre-K to 6th grade to develop social-emotional skills.

The program consists of two components: daily practices and weekly lessons. All curriculum aligns with CASEL’s five core competencies of social emotional learning.

The Sanford Harmony lessons consist of five units: diversity & inclusion, empathy & critical thinking, communication, problem solving, and peer relationships. Students participate in daily community building through ClarkConnect and Mickle Meet. Lessons are conducted weekly. In grades pre-K to 2, students typically participate in exercises and activities or read a story to connect their learning to the experiences of the characters in the story. The students are able to make real-life connections through the activities and stories in order to apply their learning to their own interactions. In grades 3-6, the students exclusively participate in exercises and activities that allow them to make connections to apply to their own lives. Activities and exercises rely on partner or group work to allow for students to have authentic interactions with their peers.

The Sanford Harmony everyday practices are brief, daily class meetings. The purpose of which is to build a sense of community and build relationships within the classroom. Meet Up is a daily forum where students gather to share experiences, solve problems, and build community. During the first Meet Up, classes work together to create Harmony Goals together for their class. These goals reflect how everyone wants to interact and be treated by one another. Harmony Goals are referenced on a daily basis. Buddy Up is a peer buddy system that intentionally creates opportunities for students to get to know one another, connect, collaborate, and learn together. The Buddy Up system allows for all of the students the opportunity to work with all of their classmates on an individual basis. Quick Connection Cards provides students with the opportunity to talk, share, think, and collaborate with their peers in a fun and engaging way.

Sanford Harmony also provides a strong home-school connection and valuable resources that can support families at home during in-school, hybrid, and remote instruction. Please see Sanfordharmony.org for more information.

Digital Citizenship

As a result of our lives relying significantly on technology, digital citizenship has been a new addition to our SEL curriculum. The lessons and materials have been taken from Common Sense Education. The lessons provide interactive lessons and activities for students to address timely topics and prepare students to take ownership of their digital lives.

Growth Mindset

The growth mindset unit is paired with the character trait of perseverance. The growth mindset units are taken from Mindset Works. The goal of growth mindset is to be aware of a fixed mindset versus a growth mindset and develop strategies and matras that allow students to develop strategies of positive self-talk and goal setting.

Character Education

Buzzworthy Student Recognition Program

District-wide, the schools participate in the Buzzworthy Student Recognition Program. One boy and one girl per grade level are recognized for exemplifying our monthly character traits at our school board meetings. Buzzworthy students are nominated by their grade level or special area teachers for each of our six character traits. Buzzworthy students are highlighted in the monthly newsletter and their pictures are displayed in each building. Buzzworthy students also have the opportunity to assist with a variety of leadership activities throughout the year.

Buzz Bucks

All staff members are encouraged to hand out Buzz Bucks to students who demonstrate positive behavior, giving 100%, and being a role model student. Teachers may reward students for demonstrating this behavior in the bus lanes, in the hallways, during lunch/recess, and in the classroom. Students should write their name on the back of the “Buzz Buck” and place it into their homeroom’s “Buzz Bank.” Buzz Bucks are randomly drawn and students may be rewarded after being selected.

Positive Office Recognition

The Jeffrey Clark School and the Samuel Mickle School participate in positive office recognitions. Students will be recognized for exemplifying behavior that reflects our six character traits. Teachers will acknowledge one student a week to be recognized by administrators and parents.

School Traits Posters and Codes

School traits posters will be on display throughout the building for easy reference for the students and staff. The posters connect the traits to the Clark Code at Jeffrey Clark and the HORNET’s Code at Samuel Mickle.

Jeffrey Clark

East Greenwich Township School District Jeffrey Clark School

| C | L | A | R | K |
|-------------------|-----------------------------|-----------------------------------|---------------------------------|--------------------------------------|
| Care and Be Kind. | Learn and Grow Responsibly. | Accept, Forgive & Tell the Truth. | Respect Yourself & Others, Too. | Keep Trying Your Best in All You Do! |

Integrity



I can tell the truth.

Responsibility



I can be responsible with my whole body.

Respect



I can treat others as I want to be treated.

Kindness



I can care and be kind.

Acceptance



I can accept and forgive.

Perseverance



I can keep trying my best in all I do.

created on 

RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE

Samuel Mickle

East Greenwich Township School District Samuel Mickle School

| H | O | R | N | E | T |
|---|---|--------------------------|-------------------------------------|-------------------------------------|-----------------------------|
| Have Integrity in thoughts words and actions. | Own responsible actions and promote peaceful problem-solving. | Respect self and others. | Nourish an environment of kindness. | Encourage acceptance and inclusion. | Try to persevere every day. |

Integrity

 Have integrity in thoughts, words, and actions.

Responsibility

 Own responsible actions and promote peaceful problem-solving.

Respect

 Respect self and others.

Kindness

 Nourish an environment of kindness.

Acceptance

 Encourage acceptance and inclusion.

Perseverance

 Try to persevere every day.

created on

RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE

School Pledge

Each school has designed a pledge that reflects the traits based on the Clark Code and the Hornet's Code. It is recited every day during the morning announcements and reinforces the values of the six traits.

Clark Kids Pledge



**Care and Be Kind
Learn and Grow Respectfully
Accept, Forgive & Tell the Truth
Respect Yourselfes & Others, Too.
Keep Trying Your Best in All You Do.
We are Hornets!**



created on
buncee

Samuel Mickle School Pledge

**This day is mine fresh and new.
I can learn from it and you can, too.
I will have integrity in thoughts, words, and
actions. I will own responsible actions and
nourish an environment of kindness. I will
encourage acceptance and inclusion and
try to persevere every day.
We are hornets!**



created on
buncee

Clear Rules and Expectations

In the Classroom

Within the Sanford Harmony curriculum and daily routines, each class works together to create classroom rules, called Harmony Goals on the first day during Meet Up. The goals reflect how everyone wants to interact and be treated by one another. The goals will be referred to daily. These goals guide the class every moment of the day, whether it is during Meet Up, Buddy Up, or any other time throughout the day.

In the Building and Bus

Displayed around the building are signs that identify ways that students can be safe in that designated area. Signs have 3-4 rules that consist of simple and easy to understand language with visuals for even our youngest students to understand.

Hornets can be safe in the hallway:

- Have a quiet mouth, listening ears, and a safe body
- Respect others' personal space
- Pass others on the right
- Walk in a straight line with your eyes forward

Hornets can be safe in the bathroom:

- Wash your hands
- Have a quiet voice
- Respect others' personal space
- Keep water and trash off of the floor

Hornets can be safe on the bus:

- Have a safe body
- Wear a seatbelt
- Stay in assigned seat

Hornets can be safe in the cafeteria:

- Have a calm voice, listening ears, and a safe body
- Stay in your assigned seat
- Respect others' personal space
- Be responsible with your food and trash

Hornets can be safe at recess:

- Use listening ears
- Have a safe body
- Stay in assigned area
- Respect others' personal space
-

We can be Hornets at home:

- Show up on time.
- Find a quiet place.
- Use kind words and listening ears.
- Camera on, microphone off unless directed to do otherwise.
- Be prepared to learn with materials and assignments.

Logical Interventions and Restorative Justice

The East Greenwich Township Schools strives to support the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community. In the event of a behavioral infraction, teachers, staff and administration will provide a series of logical interventions that include:

- **Clark Reset & Repair:** sensory/brain/gross motor break to reset
- **Mickle Mindfulness:** mindfulness break to reset, staff member involved can assist or request help
- **Sanford Harmony Community Check-Ins:** class community check-ins that are conducted daily and as needed in order to address conflicts or problems within the class community.
- **Reflect & Connect:** student completes a form that is designed to reflect on their actions, understand how their actions affected others, and allows them to set goals for the future.

- **Student Conference:** conversation that is conducted with an adult and the student that is guided by questions that allows the student to role-play and/or reflect on their actions. Conferences are conducted in partnership with the reflect & connect form.
- **Apology Restitution:** student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
- **Corrective Restitution:** student completes a task that compensates for the negative action and triggers a desire to revisit the negative behavior (e.g. clean up, helping another person, etc).
- **Behavior Contract:** A written/verbal contract for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident.
- **Check In/Out:** Daily contact with an assigned adult in the school. The student sees the adult before the school day starts, as well as at the end of the day. Often a behavior rating sheet is used to monitor and reinforce behavior goals.
- **Daily/Weekly Report:** A report that identifies goal(s) for the students. The student tracks their ability to meet expected behaviors throughout the day or week. The report is sent home for parent/guardian reinforcement.

Character Development Throughout the Year

Week of Respect

The Week of Respect is scheduled for October 4-8, 2021. The Week of Respect is celebrated by all schools in New Jersey. The East Greenwich Township School District observes this week by providing age-appropriate activities and instruction focused on character development and bullying prevention.

Great Kindness Challenge

The Great Kindness Challenge is scheduled for January 24-28, 2022. The Great Kindness Challenge is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. The program encourages students to engage in as many acts of kindness as possible during the one week period to show that kindness matters.

Red Ribbon Week

Red Ribbon Week is scheduled for October 25-29, 2021. It is the nation's largest and oldest drug prevention awareness program. Red Ribbon Week incorporates activities and lessons that raise awareness of drug prevention.

Lunch Bunch

Lunch Bunch is an organization that provides students with the opportunity to be leaders and role models within their school community. The organization encourages students to develop, plan, and coordinate spirit activities, service projects, and fundraisers that will support both local and national communities. Our students develop a sense of pride and ownership in all that we plan throughout the year. Lunch Bunch is a fantastic stepping stone for middle school, high school, and future endeavors.

L.E.A.D Program

The Law Enforcement Against Drugs (L.E.A.D.) program is a collaborative effort by LEAD certified law enforcement officers, educators, students, parents, and the community to offer an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth.

STUDENT DISCIPLINE

5th and 6th Grade

The East Greenwich Township School District offers its students a wide range of educational programs. An essential ingredient of these educational programs is the concept of student discipline. Proper discipline with respect to children is a shared responsibility – it involves a mutually supportive working relationship between the home, the school, and the community at large. As in the instructional process, student discipline takes into account the uniqueness of the individual. Disciplinary action strives to initiate a favorable change in student behavior.

It is a privilege for students at Samuel Mickle Elementary to attend class trips, school dances, clubs and other after-school activities. Students who habitually break school rules or engage in serious misbehavior may lose the privilege of attending these special events.

HARASSMENT, INTIMIDATION AND BULLYING

File Code 5131.1

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

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

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

The Board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the Board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The chief school administrator shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the chief school administrator shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

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

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

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student’s education or by severely or pervasively causing physical or emotional harm to the student.

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

Note: Please reference our website under HIB to gain additional information as to what constitutes a violation of this policy prior to submitting a complaint.

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

Students:

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

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

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

A. Consequences

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

B. Remedial Measures

- 1. Personal:
 - a. Restitution and restoration
 - b. Mediation
 - c. Peer support groups
 - d. Recommendations of a student behavior or ethics council
 - e. Corrective instruction or other relevant learning or service experience
 - f. Supportive student interventions, including participation of the intervention and referral services team
 - g. Behavioral assessment or evaluation, including, but not limited to a referral to the child study team, as appropriate
 - h. Behavioral management plan, with benchmarks that are closely monitored

- i. Assignment of leadership responsibilities (e.g., hallway or bus monitor)
 - j. Involvement of school disciplinarian
 - k. Student counseling
 - l. Parent conferences
 - m. Student treatment or
 - n. Student therapy
2. Environmental (Classroom, School Building or School District):
- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying
 - b. School culture change
 - c. School climate improvement
 - d. Adoption of research-based, systematic bullying prevention programs
 - e. School policy and procedures revisions
 - f. Modifications of schedules
 - g. Adjustments in hallway traffic
 - h. Modifications in student routes or patterns traveling to and from school
 - i. Supervision of students before and after school, including school transportation
 - j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus)
 - k. Teacher aides
 - l. Small or large group presentations
 - m. General professional development plans for involved staff
 - o. Disciplinary action for school staff who contributed to the problem
 - p. Supportive institutional interventions, including participation of the intervention and referral services
 - q. Parent conferences
 - r. Family counseling
 - s. Involvement of parent-teacher organizations

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

- A. The student's behavior is not primarily caused by his/her educational disability
- B. The program that is being provided meets the student's needs

Staff:

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

A. Consequences:

- 1. Admonishment
- 2. Temporary removal from the classroom
- 3. Deprivation of privileges
- 4. Referral to disciplinarian
- 5. Withholding of Increment
- 6. Suspension
- 7. Legal action
- 8. Termination

B. Remedial Measures

1. ***Personal:***

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

- j. Conferences
- k. Treatment
- l. Therapy

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

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

Reporting Harassment, Intimidation and Bullying Behavior

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

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

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

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

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

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

A school administrator who receives a report of harassment, intimidation, or bullying from a district employee, and fails to initiate to 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.

District Anti-Bullying Coordinator

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

- ❖ Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students
- ❖ Collaborate with school anti-bullying specialists in the district, the Board of Education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district
- ❖ Provide data, in collaboration with the chief school administrator, to the Department of Education regarding harassment, intimidation or bullying of students
- ❖ Execute such other duties related to school harassment, intimidation or bullying as requested by the chief school administrator.

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

School Anti-Bullying Specialist

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

- Chair the school safety team
- Lead the investigation of incidents of harassment, intimidation or bullying in the school
- Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation or bullying in the school

School Safety Team

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

The school safety team shall be appointed by the principal and consist of the principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the 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:

- Receive any complaints of harassment, intimidation or bullying of students that have been reported to the principal
- Receive copies of any report prepared after an investigation of an incident of harassment, intimidation or bullying
- Identify and address patterns of harassment, intimidation or bullying of students in the school
- Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation or bullying of students
- Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation or bullying of students
- 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
- Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation or bullying of students
- Execute such other duties related to harassment, intimidation or bullying as requested by the principal or district anti-bullying coordinator.

No parent/guardian who is a member of the school safety team shall:

- Receive complaints of harassment, intimidation or bullying of students that have been reported to the principal
- Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident
- Identify and address patterns of harassment, intimidation or bullying of students
- Participate in any other activities of the team which may compromise the confidentiality of a student

Investigating Reported Harassment, Intimidation and Bullying

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

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
1. Taking of statements from victims, witnesses and accused;
 2. Careful examination of the facts;
 3. Support for the victim; and
 4. Determination if the alleged act constitutes a violation of this policy.
- B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation, and in accordance with law and board policy. The chief school administrator may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:
1. Any services provided;
 2. Training established;
 3. Discipline imposed; or
 4. Other actions taken or recommended by the chief school administrator.
- F. The chief school administrator or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:
1. The nature of the investigation
 2. Whether the district found evidence of harassment, intimidation or bullying; or
 3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying

Range of Ways to Respond to Harassment, Intimidation or Bullying

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

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

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

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

- Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion)
- Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management
- School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices
- District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

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

Retaliation and Reprisal Prohibited

The Board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the chief school administrator and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

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

A. Students:

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

B. School Employees:

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

C. Board Members:

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

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

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

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

1. Consequences:

- A. Admonishment
- B. Temporary removal from the classroom or school
- C. Deprivation of privileges
- D. Prohibited from access to the school facilities (visitors, vendors, board members, all other people)
- E. Classroom or administrative detention
- F. Referral to disciplinarian
- G. In-school suspension during the school week or the weekend
- H. After school programs
- I. Out-of-school suspension (short-term or long-term)
- J. Legal action
- K. Withholding of Increment
- L. Suspension
- M. Expulsion
- N. Termination
- O. Termination of service agreements or contracts (vendors, volunteers)
- P. Public sanction (board members)
- Q. Ethics charges (some administrators, board members)

2. Remedial Measures:

A. *Personal:*

- 1. Restitution and restoration
- 2. Mediation
- 3. Peer support group
- 4. Recommendations of a student behavior or ethics council
- 5. Corrective instruction or other relevant learning or service experience
- 6. Supportive student interventions, including participation of the intervention and referral services team
- 7. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate
- 8. Behavioral management plan, with benchmarks that are closely monitored
- 9. Assignment of leadership responsibilities (e.g., hallway or bus monitor)
- 10. Involvement of school disciplinarian
- 11. Counseling
- 12. Conferences
- 13. Treatment
- 14. Therapy

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying
2. School culture change
3. School climate improvement
4. Adoption of research-based, systemic bullying prevention programs
5. School policy and procedures revisions
6. Modifications of schedules
7. Supervision
8. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors
9. Conferences
10. Counseling

Appeal Process: The parent or guardian may request a hearing before the Board after receiving the information from the chief school administrator regarding the investigation. The hearing shall be held within 10 days of the request. The Board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the Board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next Board of Education meeting following its receipt of the report, the Board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator’s decision. The Board’s decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the Board’s decision. A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation or bullying based on membership in a protected group as enumerated in the “Law Against Discrimination.”

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

Training:

| | |
|---|---|
| <p>A. School Leaders: Any school leader who holds a position that requires the possession of a chief school administrator, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation or bullying (N.J.S.A. 18A:26-8.2).</p> | <p>Teaching Staff Development Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed healthcare professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).</p> |
| <p>Board Members: Within one year after being newly elected or appointed or being re-elected or re-appointed to the Board of Education, a board member shall complete a training program on harassment, intimidation or bullying in schools, including a school district’s responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member</p> | <p>Staff, Student and Volunteer Training: The school district shall:</p> <ol style="list-style-type: none">1. Provide training on the school district’s harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students2. Provide ongoing staff training, in cooperation with the |

shall be required to complete the program only once (N.J.S.A. 18A:12-33).

Department of Education, in fulfilling the reporting requirements

3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A. 18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation or bullying

4. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

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

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

Reporting to the Board:

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

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

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

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

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

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

It shall be a violation to improperly release any confidential information not authorized by federal or state law for public release.

The chief school administrator will annually submit the report to the Department of Education utilizing the Electronic Violence and Vandalism Reporting system (EVVRS). The chief school administrator shall accurately report on each

incident of violence, vandalism, alcohol and other drug abuse, and incidents of harassment, intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the Board of Education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

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

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

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

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, making any necessary revisions and additions. The Board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision (beginning September 1, 2011).

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

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

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

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

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parents/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The chief school administrator shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

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

Adopted: 3/2011

CAFETERIA: Under the direction of the cafeteria manager, a balanced Type A lunch is served every school day for **\$3.05** for pupils, **\$3.90** for adults. Prices are subject to change. The cost for milk only is **\$.60** per carton. Free lunch is again available for those who qualify. Forms can be found on the website.

Please encourage your children to eat a hot lunch at school. Many times they may like the way food is prepared at school, even though they may not like it at home. Then again, this is a good way to introduce them to new foods you may never prepare. Eating habits and tastes are developed early; if you have a beginner or first grader who is a fussy eater, now is the time for training. Be positive in your approach.

In case of food allergies, parents are responsible for screening the menus. The school cannot be responsible for checking what each child eats at lunch. If you have any questions, please call the school and ask for the cafeteria manager.

LOST AND FOUND: Many times pupils lose items of clothing or other objects, and fail to report the loss in the office. If you notice that something is missing, call the school. A check will be made in the Lost and Found Department.

SELLING IN SCHOOL: Pupils are not permitted to sell any merchandise (candy, etc.) in the school or on school grounds.

USE OF TELEPHONE: To discourage cell phone use, students have access to classroom and school office phones, with permission from the teacher.

SCHOOL COUNSELORS: The District provides the services of a full-time elementary counselor to diagnose students' concerns and to work with the students, teachers, and parents to address these concerns. Parents are invited to discuss with the counselor any special or unusual situations concerning their children.

INTERVENTION & REFERRAL SERVICE (I&RS): In our continuing efforts to serve the needs of all children, Jeffrey Clark and Samuel Mickle have instituted an Intervention & Referral Service at each school. The Intervention & Referral Service (I&RS) plays an important role in the school.

The Intervention & Referral Service (I&RS) is a school-based, problem-solving group composed of professionals, which includes teachers, an administrator, a counselor, and other school staff. I&RS assist teachers with intervention strategies for meeting the learning needs and interests of students. I&RS seeks creative ways to maximize the use of available school resources so children succeed in school. Being presented to I&RS is not the same as being referred to the Child Study Team.

If your child needs the services of I&RS, you will be notified by your child's teacher and also be invited to attend the meeting.

CHILD STUDY TEAM: The Child Study Team, whose services in every school district are required by New Jersey State law, consists of specialists trained to diagnose educational problems and prescribe possible solutions. Working with children, teachers, and parents, these specially prepared educators often prevent a minor difficulty from becoming a major handicap. Parents are invited to discuss with the team any unique or unusual situations concerning their children that may need special attention. The Child Study Team Supervisor is available at the Samuel Mickle Building, 423-0678.

Preschool Handicapped: If you are concerned that your preschool child (ages 3-5) may have a developmental delay, please contact the Child Study Team at 423-0678 to obtain further information. Your child may be eligible for preschool handicapped services.

CHILD CUSTODY: To protect children, and prevent them from being taken from school by anyone other than the authorized parent or guardian, the school must have a copy of any custody papers issued by the court or a copy of the custody agreement drawn by the attorney for the child's parents.

Without these legal documents, the school is obligated to permit either parent to take the child.

If this is a matter that concerns you, please contact the school at once.

AFFIRMATIVE ACTION PROGRAM FOR SCHOOL & CLASSROOM PRACTICES: The East Greenwich Township Board of Education acknowledges its legal responsibility to ensure all pupils and employees in the public schools of East Greenwich equal education opportunity, regardless of race, color, creed, religion, gender, ancestry, national origin, or social or economic status. Through the Affirmative Action Team, the Board will develop plans to review and modify, if determined to be necessary, school and classroom programs. Copies of the Affirmative Action Plan, Grievance Procedures, and Sexual Harassment Policy are available, upon request, from the Affirmative Action Officer, Dr. Kimberley Chiodi, 423-0412, or Alternate Affirmative Action Officer, Gregory Wilson, 423-2958. All investigations of allegations will be conducted in accordance with Board policy by the District Superintendent, Dr. James J. Lynch.

SCHOOL VOLUNTEERS: When parents volunteer, both families and schools reap the benefits. Studies have concluded that volunteers express greater confidence in schools where they have the opportunity to participate regularly. In addition, assisting in school events and activities communicates to a child "I care about what you do there." Unfortunately, we will be unable to invite parent volunteers for the foreseeable future.

Library Volunteers: People are needed to assist the teacher in a number of ways in the library, including clerical work, cataloging, and typing. If you are interested, please contact your child's school librarian.

Classroom Helpers: Volunteers work under the direct supervision of the classroom teacher. Duties would include, but not be limited to, assembling bulletin boards, duplication of work sheets, assisting in assembling class books, assisting with special projects and other duties designed by the teacher.

Parent Resource: Perhaps you would be willing to share your special skills and/or talents with a classroom as a guest speaker or presenter.

RESPONSIBILITIES OF FIELD TRIP CHAPERONE(S): The Board of Education has adopted a policy regarding the responsibilities for field trip chaperones.

Listed below are the responsibilities for individuals who wish to be eligible as a Field Trip Chaperone. Should you be selected to chaperone a field trip, you will be asked to complete, sign and return the form to your child's teacher. To ensure the safety of all students, we discourage parents from attending the field trips unless they are selected to be a chaperone. There is a nurse that accompanies the students on the school trips and will attend to any medical issues the students may have while out of school.

1. Arrive at school and the designated area(s) during the trip on time.
2. Strictly adhere to the teacher(s) instructions and directives.
3. Supervise and direct assigned students during the field trip activities
4. Chaperones must remain with the students at all times..
5. Appropriate language should be used at all times.
6. Chaperones should not discuss other students or staff members during the trip.
7. Use of cell phones is discouraged and should only be used in case of emergency.
8. Distributing medications to students during the trip (i.e. Aspirin, Excedrin, Tums, etc.) is prohibited.
9. Chaperones should attempt to regulate student behavior at all times during the trip to ensure that such behavior is safe and appropriate.
10. Discipline shall not be administered to any student by anyone other than the teacher.
11. Chaperones are not to touch or grab any student
12. Significant or persistent student misbehavior should be reported immediately or as soon as practical to the teacher(s) for appropriate action
13. Chaperone's attire (dress code) should be suitable for the trip's activities and for your role as chaperone (supervisor) of the students
14. Student siblings may not attend district field trips
15. Smoking during the field trips is restricted
16. The use of alcoholic beverages by chaperones prior to, or at any time during the trip is strictly prohibited
17. Have you ever been convicted of a crime? Yes _____ No _____

SCHOOL VISITORS: Unfortunately, school visitors will not be invited into the buildings for the foreseeable future due to COVID-19. Any person entering the school must report to the office first. All visitors must be cleared through the Lobby Guard for the safety of everyone. A parent who wishes to see a teacher is asked to make arrangements in advance. This

is necessary to avoid interruption of lessons, as instructional time is limited. Do not call teachers at home unless requested to do so.

PARTIES AT SCHOOL: Parties are limited to specific occasions as planned by the teacher with approval from the Principal. Parent volunteers may also be asked to assist. Please note that siblings may not attend classroom parties.

Jeffrey Clark School - Halloween Party and parade for Preschool, Beginners, Grades 1 and 2; Winter, Spring, and End of the Year

Samuel Mickle School - Halloween, Winter, End of the Year

Birthday parties for students and teachers, with the exception of Beginners, are prohibited, as is the distribution of party invitations or any other materials by families. Students are also prohibited from bringing in birthday treats to share during lunch.

Please note: All food items need to be approved by the classroom teacher and screened for food allergies by the teacher before any items can be brought into the classroom.

BEYOND THE BELL IS CURRENTLY CLOSED FOR REGISTRATION - If you would like to be placed on the waiting list or would like more information, please contact Beth Elberson, beyondthebell@eastgreenwich.k12.nj.us or 856.423.0412 ext. 1075.