
EAST GREENWICH TOWNSHIP SCHOOLS

2016 PARENT HANDBOOK 2017



EGTS



JEFFREY CLARK BUILDING 856-423-0613 SAMUEL MICKLE BUILDING 856-423-0412

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**2016-2017 EAST GREENWICH TOWNSHIP
BOARD OF EDUCATION
423-2958**

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Timothy Back
Todd Jones
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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 e-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.

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.

MISSION STATEMENT

The East Greenwich 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 educational program for its diverse learners.

STAFF

Administration:

Dr. James J. Lynch, Superintendent
Dr. Kimberley Chiodi, Director of Curriculum & Instruction
Gregory Wilson, Business Administrator
Beth Ann Godfrey, Supervisor of Special Education

Jessica Mahoney, Principal
Jeffrey Clark Building
7 Quaker Road
Mickleton, NJ 08056

Andrea Evans, Principal
Samuel Mickle Building
559 Kings Highway
Mickleton, NJ 08056

Karolyn Mason, District Assistant Principal

Beginners:

Sherri DiStefano, Lauren Everly, Monica Leheny, Renee Maxie,
Marcie Piper, Bernadette Savage, Christina Spadea,
Melissa Velazquez, Allyson Vitrano

Grade One:

Collin Aregood, Jenna Chiavoroli, Gregg Corradetti, Caitlyn Eckert,
Jessica McCarthy, Jillyn Payne, Jessica Polizzi, Kim Smith, April Wensko

Grade Two:

Kristen Cahill, Courtney Finan, Richard Gabler, Alison Gentile, Kathy Marano,
Sarah Pitz, Jennifer Samaniego, Megan Sheldon, Lisa Townes

Grade Three:

Jennifer Aversa, Jamie Burch, Randi Everline, Lisa Giorgianni, Kathleen
Graham, Maureen Gray, Ashley Minniti, Suzanne Silvestro, Jaclyn Truscello

Grade Four:

Brittany Broomall, Kirsten Connor, Monique DiCarlo, Melissa Hahn,
Jessica Lerch, Lethina Mirkovic, Kaila Riley, Jennifer Vadino

Grade Five:

Jennifer Adair, Nicole Burgo, Brittany DeLuca, Mary Ann Giannotti,
Kasey Hayes, Sondra Ott, Tracy Phillips, Kelly Spencer

Grade Six:

Kristen Cavanaugh, Gina Doyle, Greg Hammell, Felisha Marghilano, Alice
Meeks, Melissa Messina, Alexis Papakostas, Michelle Przywara

Special Education:

Caroline Capasso, Jennifer Clune, Susan Curtis, Jennifer Daubert, Lauren
Douie, Dina Engle, Karen Fazi, Erica Furfari, Lynda Glenn, Megan Graham,
Jennifer Harbora, Tara Knell, Stacy Kuhen, Shaun Laurito, Nicole Macaluso,
Kelsey Magras, Katherine Matteo, John Palladino, Carly Reese, Elena Spadea,
Annmarie Stagliano, Sophia Theodoris

Basic Skills Instruction:

Sheri Burlingame, Joan Collis, Alycia DiPinto, Kathleen Dougherty,
Dana Kemner, Kelly Koloski

Special Subjects:

Dannielle Benedetto – Art (Samuel Mickle)
Amanda Black – ELL
Kevin DeVillasanta - Physical Education (Samuel Mickle)
Christine Focht – Art (Jeffrey Clark)
Stacy Gray – Teacher of Technology (Samuel Mickle/Jeffrey Clark)
Roger Humphrey - Physical Education/Technology (Jeffrey Clark)
Roseanne Iannotti – Spanish (Clark)
Stacey Ligameri – Media Specialist (Samuel Mickle)
Nicole Macaluso – Gifted and Talented
Cindy Morales – World Language (Samuel Mickle)
Diane O’Malley – Physical Education (Samuel Mickle)
Meredith Sastic – Physical Education (Jeffrey Clark)
Gary Stocker – Music (Samuel Mickle)
Mary Traini – Art (Jeffrey Clark)
Christopher Welte – Music (Jeffrey Clark)
Theresa Wordelmann – Media Specialist (Jeffrey Clark)
Katherine Wyatt – Music (Jeffrey Clark/Samuel Mickle)
Alexa Zimmerman – Music (Samuel Mickle)

Child Study Team (856-423-0678):

Jacquelyn Adieyefeh – Speech-Language Pathologist
Maria Fowler – Social Worker
Barbara Harris - School Psychologist
Rebecca Hood – LDT/C
Jennifer Hunt – LDT/C
Kristy Jones – Occupational Therapist
Marita Marcionese – School Psychologist
Tamera Siner, Physical Therapist
Joy Strehle - Speech-Language Pathologist
Shawna Tirrell – Speech-Language Pathologist

Guidance Counselors:

Angelina Weston, Jeffrey Clark
Kristen Lombardo, Samuel Mickle

School Nurses and Physician:

Michele Brown, Samuel Mickle
Lynn Pentz, Jeffrey Clark
Dr. Robert Provencher - School Physician

District Wide Personnel:

Amanda Black – Behavior Specialist
Courtney Morris – Reading Specialist & Instructional Coach

Technology:

Caley Loughlan, Director of Technology
Eric Delengowski, Technician

Instructional Aides:

Kim Aureli, Dana Boggs, Jessica Boscaglia, Joanna Bottiglieri,
Debra Chierici, Anne Danilak, Gail Ebenhoech, Christine Gardner,
Mary Haverly, Mary Kathryn Kearney, Joanne Ley, Dawn Loftis,
Cheryl Macconi, Michele Maciejewski, Patricia Minderlein,
Rachel Moore, Barbara Muhlbaier, Rachel Natkin, Hetal Parekh-Olmedo,
Courtney Pellegrino, Rob Richetti, Audra Rival, Kristin Seradaryian,
Laura Stronski, Carole Tanzola, Vicki Stefka, Jackie Turner, Lori Weyer,
Susie Woodburn

School Aides:

Lawrence Agar, Debra Andrescavage, Elizabeth Blessing,
Corrine Brasco, Marielena Brown, Jane Cristella,
Dorothy Chila-DiLorenzo, Lora Dowling, Christina Ferrell,
Jamie Finger, JoAnn Getsinger, Gail Glenn, Judy Gomes,
Mary Melnychuck, Phyllis Pennetti, Brenda Prus,
Lori Ann Reeves, Jackie Turner, Ivette Velez

Secretarial Staff:

Dawn Crowding – Secretary
Janene Emick – Samuel Mickle Receptionist
Jodi Fearon – Jeffrey Clark Receptionist
Linda Heritage - Jeffrey Clark Principal Secretary
Kelly Lord – Child Study Team Secretary
Kimberly Mellwig – Samuel Mickle Principal Secretary
Lora Myers – Jeffrey Clark Receptionist
Lisa Wohlfarth – Samuel Mickle Receptionist

Administrative Office:

Melissa Burke – Business Administrator’s Assistant
Ann Marie Elliott – Director of Transportation/Registrar
Chris Retkovis – Administrative Assistant to the Superintendent
Tammy Vogt – Payroll/Benefits Coordinator

Cafeteria Staff:

Tammie Zane - Cafeteria Manager
Elaine Baker, Letitia Biggs, Eleanor DiGiovacchino, Patricia Marucci, Lisa
McKenna, Rita Ogren, Aimee Rossett, Barbara Walker, Ann Zirbser

Beyond the Bell:

Beth Elbersen – Director of Beyond the Bell
Grace Acquarola, Susanna Baus, Letitia Biggs, Mike Capasso, Sarah Curran,
Kelly Davis, Christina DiGiovacchino, Eric Elliott, Jake Elliott, Ryan Elliott,
Megan Fearon, Taylor Fearon, Heidi Ficara, Noel Herring, Alyssa Jackson,
Kim Mancuso, Patricia Marucci, Natalie Medaugh, Lynn Muhlbaier, Kelly
Neal, Taylor O’Hara, Maria Palmaccio, Michelle Smith, Marsha Snajkowski,
Kayla Todd, Alexandra Wilson, Amy Woodie

Custodial Staff:

James LaPalomento – Head Custodian (Mickle)
Mike Venello – Head Custodian (Clark)
William Bentancur, Bland Cooper, Kim Cooper, Tom Cox, Mike Fennell,
Jeanne Jefferson, Bruce Wood

PARENT-TEACHER CONFERENCES

Parent-teacher conferences may be scheduled online through the District’s website.

REPORT CARDS

Report cards are issued electronically four times during the school year for all students. The dates for report card distribution are listed in this calendar. The report card indicates your child’s progress in the grade level during a nine-week cycle.

MID TERM PROGRESS REPORTS

Progress reports are intended to give an indication of how your child is achieving academically midway through the marking period. If your child is in danger of failing a subject, or grades and test scores indicate that he or she is not working at his or her potential, then you will be notified by the teacher through a progress report, which are available online through the Parent Portal following notification. Additionally,

you may access your child's progress at any time through the parent portal in Realtime.

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. Requests for homework assignments during a student absence must be made by **11:00 a.m.** 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.

SCHOOL VISITATION

School Visitation for the 2016-2017 school year will take place on November 17th. Parents may visit our schools and observe the class setting on this day. The times for the Jeffrey Clark Building and the times for the Samuel Mickle Building are:

9:30 a.m. to 10:30 a.m.

1:45 p.m. to 2:45 p.m.

To manage the day's activities properly, younger siblings should not participate.

DISTRICT GRADING POLICY:

Please access our website for full and complete information on the district's (2016-2017) grading policy www.eastgreenwich.k12.nj.us.

CHARACTER DEVELOPMENT PROGRAM

This program is designed to teach character traits that have been identified by the community. The program is centered on ten character traits. These are: Integrity, Honesty, Respect, Responsibility, Kindness, Courtesy, Sportsmanship, Acceptance, Citizenship and Patriotism.

All character traits will be highlighted during the school year.

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 and 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. Provide a broad collection of materials, which includes books, 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 pro-rated charge as determined by the librarian.

ADMINISTRATION OF MEDICATION

DURING THE SCHOOL DAY, MEDICATION CAN ONLY BE ADMINISTERED BY A CHILD’S PARENT, LEGAL GUARDIAN, OR THE SCHOOL NURSE. If your child needs medication, please contact your school nurse. No medication will be administered by the school nurse until the required consent forms are completed. Medication means all medicine, prescription and non-prescription, including aspirin, acetaminophen, Ibuprofen, cough syrup, cough drops, creams, and ointments, etc. It is the parent’s responsibility to bring the completed forms and medication to the school nurse. The medication must be labeled and in the original container. Medication will be supervised by the school nurse during class trips.

Depending on the age of your child, NJ State Law now allows children to self medicate for life-threatening conditions only. Contact your school nurse for the required forms.

COMMUNICABLE DISEASE & EXCLUSION

In order to prevent the spread of communicable disease, parents should keep their children at home when they show evidence of symptoms listed below:

vomiting	red eyes	stomach pains
diarrhea	headache	productive cough
fever	earache	skin eruptions
sore throat with fever		

*Please keep your child home at least 24 hours after the last episode of vomiting, diarrhea, or elevated temperature.

If a child is absent for five (5) consecutive school days, a physician’s note is required.

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.

RETURNING TO SCHOOL FOLLOWING ILLNESS

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 classrooms.

IMMUNIZATION REQUIREMENTS

All children attending school must be fully immunized against diphtheria, tetanus and pertussis (DPT), polio, mumps, measles and rubella (MMR), hepatitis B and varicella. Children who are eleven years old, and born on or after January 1, 1997 are also required to have a Tdap booster and one dose of meningococcal vaccine. The school nurse will review your child’s immunization record. You will be notified if additional immunizations are required.

HEALTH SERVICES AND FIRST AID

Medical examinations are required for new registrations in preschool, beginners and transfer students. 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 (pre-school 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.

HEAD LICE INFORMATION, PREVENTION, AND TREATMENT

Head scratching and intense itching of the scalp are the main indications of head lice, and their presence can best be confirmed by a close visual inspection of the hair and scalp under a good light and magnifying glass. Head lice live and breed in human hair. They are very small, move swiftly, and their presence is more easily detected by the appearance of their eggs, commonly called nits. The eggs appear as small, whitish, oval-shaped sacs that are firmly attached to the hair shafts by a glue-like substance and are most commonly found behind the ears and nape of the neck. Head lice are generally transmitted by direct contact with an individual who is already infested or through contact with lice-exposed personal items such as brushes, combs, hats, clothing, towels, and bed linens. They do not normally spread disease, but they can spread quite easily from one infested individual to another, if preventive measures are not taken as soon as the lice and/or their eggs have been detected.

You are encouraged to follow the recommendations and procedures given below or to consult your physician for his/her recommendation.

1. Please contact the school nurse should you suspect your child may have contracted head lice.
2. When the school medical inspector or school nurse suspects the presence of head lice in a pupil, the parent is notified and the student is excluded until the child's hair is treated with an anti-lice medicated shampoo, and the eggs are removed. No lice treatment kills 100% of the eggs, so it is important that the eggs be removed to prevent them from hatching and infesting the child or family again.
3. Following treatment, the parent is to bring the child to the school nurse's office for his/her head to be examined. All eggs must be removed from the hair shafts before re-admission to school! If lice/eggs are still present, the school nurse has the authority to exclude the child from school until such time as the head is clear.
4. Please note directions on label of medicated shampoo for any follow-up treatment.
5. It is important that you inspect all family members for at least two weeks following the initial detection of the head lice.

In addition to shampooing, all combs, brushes, hats, clothing, bedding, towels, and bed linens should be washed in very hot water. Carpeting, upholstery, and mattresses that have been exposed should be vacuumed. Items that cannot be washed should be placed in sealed plastic bags for fourteen (14) days.

Lice infestations do not necessarily denote any lack of personal cleanliness. Infestations usually occur when infested people fail to report them due to a misguided notion of a social stigma attached to the problem. Once head lice are detected and immediate reporting and proper treatment procedures are instituted, the problem can be quickly and easily eliminated.

Remember, lice infestation is fairly easy to control, but it does require immediate attention and action.

EMERGENCY SCHOOL CLOSING

You will receive a phone call by the Realtime System indicating the school's status as to a school closing, a one-hour delay or a two-hour delay.

The school's website will also list the school's status and any closings. The address is: 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. It is imperative that you complete the form sent home.

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 to 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 par-

ent/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.

SPECIAL DISMISSAL

PARENT PICK-UP PROCEDURES:

REGULAR SCHOOL DAY

- If a child is to be picked up early during a regular school day, a signed note from the parent indicating this pick-up should be presented to the homeroom teacher indicating the early parent pick-up.
- 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, their name should be provided in a note.
- **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 go home.
- If changes have to be made during the school day for an early pick-up, a phone call must be made to the school no later than 1:00 p.m. by an individual family member.
- If, during the course of an early dismissal day there is need for a pickup, the phone call should be made to the school no later than 11:00 a.m. by an individual family member.
- Any phone calls received after that time cannot be honored.
- Parent pickups should occur no later than 3:00 p.m. during a regular school day; and by 12:00 pm during an early dismissal day.

- Students who need to be picked up early from school must be picked up by 3:00 pm on regular school days. 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 insure 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. If a student is dismissed after 12:40, it will be recorded as an “Early Dismissal.”
- For the safety of students, bus drivers and parents, “wall ball” is not permitted at the Clark School until all buses and cars leave the parking lot.

BOARD RESIDENCY POLICY
File Code: 5118

Non-Residents: The Board shall operate the schools of this district for the benefit of all children residents 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.
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.

Former Residents: Regularly enrolled children whose parents/guardians have moved out of the school district during the final marking period 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.

Future Residents: 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.

Temporary Nonresidents: 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.

Unforeseeable Conditions: The East Greenwich 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 a 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 on-going 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 on-going 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 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:

N.J.S.A. 38-2, 38-3, 38-8, 38-9

N.J.S.A. 18A:46-20 Receiving pupils from outside district; establishment of facilities.

N.J.S.A. 18A:54-20 Powers of Board (county vocational schools).

N.J.A.C. 6:20-3.1 et seq. Method of determining tuition rates for regular public schools.

N.J.A.C. 6:20-5.3 Method of determining the district of residence.

N.J.S.A. 6:20-5.4 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. Supreme Court, decided June 9, 1993.

Possible

Cross References: 3240 Tuition income
5111 Admission
5114 Suspension and expulsion
6142.5 Travel and exchange programs
6151 Class size

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 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 Board of Education. The responsibility for developing the total safety program shall be delegated to a safety committee.

The safety committee 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. The safety committee will post safety-related notices on the safety bulletin board. Staff safety concerns should be reported to the Safety Chairperson on forms available in school offices.

Date: May 19, 2004

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

As part of a school pest management plan, East Greenwich 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) registers 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 pesticide(s) in use or used in the last twelve (12) months on school property:

Jeffrey Clark Building
Gourmet Ant Bait
Contra Rodenticide

Samuel Mickle Building
Gourmet Ant Bait
Contra 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 LaPalomto, 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.

- Students are considered late if they arrive after 8:40 am.
- Students who arrive after 10:30 am or who leave before 12:40 pm will be marked as a half-day.
- Students who leave after 12:40 pm will be marked as an early dismissal.

- Students who arrive after 8:40 am and before 10:30 am will be marked as tardy.
- Students who are picked up prior to 10:30 am will be marked as absent.

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: 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.

Please note that an absence is considered excused if a child presents a teacher with a note from a physician within three days of their return to school. A note from a court of legal jurisdiction due to a court appearance will also count as an excused absence. All other absences are considered unexcused.

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 Board of Education has determined that a pupil must be in attendance for 162 or more days to have successfully com-

pleted 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.

After nine (9) days absent, 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 latenesses. Parents will be contacted by the respective principal regarding a parent conference to reach a resolution of the issue. After the six (6) tardy, early dismissal and/or half day, a recess detention will be administered for each additional unexcused lateness. A parent can be charged for the use of the after school program should they not pick up their child at the end of the school day.

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. State mandated testing will take place between March 27 and May

19th. The NJ ASK science portion, 4th grade students only, will be May 31st and June 7th will be the makeup day.

Student/Parent Responsibilities:

1. Parents shall insure 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 and the homeroom teacher’s name and homework request.
3. When the student returns to school, he 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 subpoenas. **A physician’s note is required after five consecutive days of absence.**
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.

Earliest student drop off: 8:25 (if earlier drop off is needed, please contact Beth Elberson from Beyond the Bell, beyondthebell@eastgreenwich.k12.nj.us.)

School Start: 8:40 am

Tardy as of: 8:41 am

Scheduled half day: 12:40

Emergency dismissal time (inclement weather or other unforeseen event) will be announced per individual event

End of regular day: 3:20

½ day absence if arriving after 10:30 am

½ day absence if picked up before 12:40 pm

Full day absence if picked up before 10:30 am

Parents need to wait outside during dismissal for their child.

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 on the Pupil Data Form.** Students **must not arrive before 8:25 a.m.** Students riding bikes to school **must walk the bikes past the school entrance and along the bus lanes.** 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. *East Greenwich 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:

- A. 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.
- B. If a pupil is suspended from bus transportation for disciplinary reasons, his/her parent/guardian is responsible for that pupil’s transportation.

Any request for a permanent change in an approved bus stop on the same bus route must be directed to the East Greenwich 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.

Date: May 26, 1999

Revised: February 22, 2006

Revised: June 28, 2006

Revised: August 6, 2014

BUS BEHAVIOR

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 for transportation to and from school during the period of such exclusion.”

BUS RULES

HORNETS ARE SAFE, RESPONSIBLE AND RESPECTFUL

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

1. 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.
2. At the bus stop, never stand in the roadway, use sidewalks if available.
3. Behave in a safe manner while waiting at the bus stop.
4. Do not damage surrounding property while waiting at the bus stop. Be respectful of the property of others.
5. Once the bus arrives, wait for the driver’s signal to cross the road or move toward the bus.
6. Never push, crowd, shove or argue over who should be first on the bus. All pupils will have assigned seats.
7. **Always wear your seatbelt** while riding the bus and sit facing forward.
8. 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.
9. 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.
10. Respect the bus driver in manner and speech at all times and obey the driver promptly and cheerfully.
11. Always remain in the assigned seat unless directed to move by the bus driver.
12. 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.
13. Keep silent while crossing railroad tracks and when the bus driver signals for silence.

14. Keep feet, arms, books, book bags, instruments and other objects out of the aisle so others will not trip on them.
15. Do not open or close windows without the driver’s permission.
16. Do not take objects out of your book bag while on the school bus.
17. Do not throw trash or any other objects on the bus.
18. Consumption of any food or drink, including gum, is prohibited on the bus.
19. Cell phones are not prohibited on the bus.
20. Treat bus equipment as you would valuable furniture in your home. Do not draw on any part of the bus.
21. Never push, crowd, shove, or argue over who should be first off of the bus. The bus driver will direct student dismissal from the bus at both the school and bus stops.
22. 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.
23. 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 of 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.

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 insures 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. Flannel/pajama pants are not permitted.
4. Shirts must cover the torso including shoulders, back, and midriff.
5. Shirts must not consist of undershirts only, nor should shirts be printed with suggestive or offensive pictures and or words that promote violence, profanity, and or substance abuse (drugs, alcohol, or tobacco.)
6. Flip-flops and slip on shoes (beach or shower shoe) are not permitted. They are safety and health hazards.
7. Sneakers or rubber-soled shoes must be worn on gym days or the child will not be permitted to participate in gym.
8. Clothing must not have words/graphics printed across the seat of the pants.
9. Make-up is not permitted.
10. 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.

ELECTRONICS & CELL PHONES

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

- 1st offense, teacher confiscates it, sends it to the office and student may come to the office at the end of the day to bring it home.
- 2nd offense, same as above but the parent must pick it up from the office.
- Cell phones can be brought to school, however, must remain off in the student's book bag at all times. This includes when the student is riding on the school bus.
- Electronic devices such as: iPads, Kindles, Nooks and similar e-reader devices can only be brought to school if the "Bring Your Own Device (BYOD)" policy has been signed by the student and parent/guardian. Then the device must be approved by the homeroom teacher. Each year the BYOD policy must be signed to have an approved electronic device in school.

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 insure 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.

ASSEMBLY RULES

Be Safe:

1. Follow the teachers' directions upon entering and leaving to remain safe.

Be Responsible:

1. Respond and show appreciation with manners. (Appropriate questions, interaction with the guest, and applause.)

Be Respectful:

1. Respect the presenter and classmates around you. (Use ears and eyes only.)

CAFETERIA RULES

Display SMILES posters in cafeteria. The rules follow the acronym.

- S- Stay seated at assigned seat until excused. Eat and drink at your seat.
- M- Make sure you are kind and respectful to others at all times.
- I- Inside voices must be used in the cafeteria.
- L- Leave the cafeteria only when excused or given permission.
- E- Everyday, clean up your own lunch space (table and floor.)
- S- Share smiles, not food, tickets, or money.

PLAYGROUND RULES

Be Safe:

1. Use equipment in safe ways.
2. Keep hands, feet, and objects to yourself.
3. Play safe games (no tackle football or dodge ball, etc.)
4. Stay within the boundaries.

Be Responsible:

1. Include others in organized play
2. Share equipment, take turns
3. Inform supervisory aides of problems as soon as they happen.

Be Respectful:

1. Respect the supervisory aides
2. Line-up the first time the whistle is blown
3. Respect playground environment by picking up after yourself (trash and equipment.)

HALLWAY RULES

Be Safe:

1. Walk in a straight, single-file line
2. Keep hands, feet, and objects to yourself

Be Responsible:

1. Report hallway problems/incidents to your next teacher

Be Respectful:

1. Be quiet.
2. Walk to the right close to the wall
3. Do not touch things on the wall
4. Follow the directions of all school staff members

BATHROOM RULES

Be Safe:

1. Use the bathroom fixtures properly
2. Do not take any items into the bathroom with you

Be Responsible:

1. The bathroom visit should not exceed five minutes
2. Flush toilet, wash hands, and put the paper towels in the trashcan
3. Use bathroom passes. (5th and 6th grade students will have special passes that track bathroom visits)
4. Report any problems in the bathroom to the teacher immediately

Be Respectful:

1. Respect the privacy of others
2. Respect the bathroom environment by keeping it clean

STUDENT DISCIPLINE

The East Greenwich 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. The ultimate goal of all action shall be to develop self-discipline on the part of the individual. The promotion of a student's self-image and self-esteem will be instrumental in achieving this goal. Consequently, disciplinary action shall always attempt to meet the following criteria:

1. An explanation will be provided detailing what behavior is considered non-acceptable.
2. The disciplinary action will be fair to the individual in view of the nature of the offense.
3. The disciplinary action will be fair to all other students involved.
4. Notice will be given to parents/guardians detailing the offense and disciplinary action. The notice will also indicate what consequences to expect if the undesirable behavior is not corrected.

5. Administrative lunch detentions include lunch and recess in a designated room.
6. Multiple consequences will be assigned for multiple offenses.
7. After the 6th offense, consequences will be determined at the discretion of administration

The disciplinary procedures for misconduct are as follows:

- **Level One:** Minor infrequent misbehavior, which interferes with learning or the orderly operation of the school. Level One infractions and the consequences are handled by the teacher who observed the offense. Prior to the student receiving a teacher detention, teachers are expected to attempt 2 different interventions. Should a student continue with the same behavior after the teacher attempted two interventions, the teacher will assign a consequence which will include a completed incident report. If the student has three incident reports for the same behavior for the same marking period and the staff member has attempted 6 interventions (2 interventions prior to giving a consequence) throughout the marking period, then the behavior will be considered a Level 3 offense.
- **Level Two:** Misbehavior whose seriousness disrupts the learning climate and interferes with the orderly operation of the school. Level two infractions receive an immediate consequence by the **teacher who observed the behavior**. Each time a consequence is given, the assigning teacher will also attempt an intervention from the list in level 1 offense to try and remediate the behavior so it does not occur again. A teacher will send home a parent notification form for the parent to sign and will also send a copy to the office so it may be added to the student's discipline record. A teacher's detention is to be served during the student's entire recess time.
- **Level Three:** Misbehavior which is repetitive of level 1 and level 2 misconduct during the same marking period. Level 3 infractions are reported to the principal/administrator by a teacher and or staff member and the consequences are given by the administrator. All Level Three offenses include parent contact by telephone and or a personal conference, and written notice of the detention/suspension by the administrator. *Once a student*

has been referred to the administration, the administration will evaluate the situation and, in context of the student's disciplinary history and the extent of his/her misbehavior, assign the appropriate disciplinary measures as needed. The administration reserves the right to interpret the Code of Conduct and consequences based upon individual situations and circumstances.

LEVEL 1

Unacceptable Behaviors	Teacher Interventions	Teacher Consequences
<ul style="list-style-type: none">➤ Not following classroom rules➤ Off Task➤ Wearing hats➤ Gum chewing➤ Breaking hallway rules (running in the hallway, loud voices, etc.)➤ Breaking bathroom rules➤ Breaking assembly rules	<ul style="list-style-type: none">➤ Verbal Warning➤ Review expectations➤ Conduct private student conference➤ Send to buddy teacher's classroom and telephone call to parent➤ Withdrawal of classroom privileges and telephone call to parent➤ Implement behavior contract and telephone call to parent➤ Referral to I&RS (only after the 3rd offense for the same offense during the same marking period. Only pertains to offenses 1 and 2.)	<ul style="list-style-type: none">➤ 1st offense after two interventions: 1 teacher detention + Parent Notification➤ 2nd offense after two interventions: 2 teacher detentions + Parent Notification➤ 3rd offense after two interventions: 3 teacher detentions + Parent Notification➤ 4th offense: Referred to administration

LEVEL 2

Unacceptable Behaviors	Teacher Interventions	Possible Teacher Consequences
<ul style="list-style-type: none"> ➤ LEAVING CLASSROOM/ASSIGNED AREA WITHOUT PERMISSION ➤ CUTTING TEACHER DETENTION (Re-do of all TD is with the teacher.) ➤ INAPPROPRIATE BEHAVIOR DURING A SCHOOL SAFETY DRILL ➤ INAPPROPRIATE BEHAVIOR IN CLASS ➤ INAPPROPRIATE BEHAVIOR IN THE HALLWAY ➤ INAPPROPRIATE BEHAVIOR IN THE HALLWAY ➤ INAPPROPRIATE BEHAVIOR DURING A SCHOOL FUNCTION ➤ INAPPROPRIATE LANGUAGE OR BEHAVIOR TOWARDS STUDENTS ➤ SHOVING AND/OR PUSHING IN THE CLASSROOM AND/OR THE HALLWAY ➤ POSSESSION OF ELECTRONIC DEVICES ➤ Stealing items from other students ➤ INSUBORDINATION/NON-COMPLIANCE WITH ADULT DIRECTIONS ➤ CHEATING, PLAGIARISM, OR FORGERY 	<ul style="list-style-type: none"> ➤ Verbal Warning ➤ Review expectations ➤ Conduct private student conference ➤ Send to buddy teacher's classroom and telephone call to parent ➤ Withdrawal of classroom privileges and telephone call to parent ➤ Implement behavior contract and telephone call to parent ➤ Referral to I&RS (only after the 3rd offense for the same offense during the same marking period. Only pertains to offenses 1 and 2.) 	<ul style="list-style-type: none"> ➤ 1st offense: 1 teacher detention + Parent Notification ➤ 2nd offense: 2 teacher detentions + Parent Notification ➤ 3rd offense: 3 teacher detentions + Parent Notification ➤ 4th offense: Referred to administration

LEVEL 3

Unacceptable Behaviors	Administrative/Guidance Interventions	Possible Teacher Consequences
<ul style="list-style-type: none"> ➤ LEAVING CLASSROOM/ASSIGNED AREA WITHOUT PERMISSION ➤ CUTTING TEACHER DETENTION (Re-do of all TD is with the teacher.) ➤ INAPPROPRIATE BEHAVIOR DURING A SCHOOL SAFETY DRILL ➤ INAPPROPRIATE BEHAVIOR IN CLASS ➤ INAPPROPRIATE BEHAVIOR IN THE HALLWAY ➤ INAPPROPRIATE BEHAVIOR IN THE HALLWAY ➤ INAPPROPRIATE BEHAVIOR DURING A SCHOOL FUNCTION ➤ INAPPROPRIATE LANGUAGE OR BEHAVIOR TOWARDS STUDENTS ➤ SHOVING AND/OR PUSHING IN THE CLASSROOM AND/OR THE HALLWAY ➤ POSSESSION OF ELECTRONIC DEVICES ➤ Stealing items from other students ➤ INSUBORDINATION/NON-COMPLIANCE WITH ADULT DIRECTIONS ➤ CHEATING, PLAGIARISM, OR FORGERY 	<ul style="list-style-type: none"> ➤ Student conference ➤ Parental contact/conference ➤ Behavior contract ➤ Check-In/Check-Out ➤ Written student reflection ➤ Peer mediation 	<ul style="list-style-type: none"> ➤ 1st offense after two interventions: 1 teacher detention + Parent Notification ➤ 2nd offense after two interventions: 2 teacher detentions + Parent Notification ➤ 3rd offense after two interventions: 3 teacher detentions + Parent Notification ➤ 4th offense: Referred to administration

- **Administrative Level Three Offenses:** These offenses are considered level three offenses but are directly dealt with by the administrator.

ADMINISTRATIVE LEVEL 3

Unacceptable Behaviors	Administrative/Guidance Interventions	Possible Administrative Consequences
<ul style="list-style-type: none"> ➤ CUTTING ADMINISTRATIVE LUNCH DETENTION (ALD) ➤ CUTTING ADMINISTRATIVE DETENTION (AD) ➤ INAPPROPRIATE DRESS ➤ INAPPROPRIATE BEHAVIOR ON THE BUS. ➤ SHOVING AND/OR PUSHING IN THE CAFETERIA/RECESS 	<ul style="list-style-type: none"> ➤ Student conference ➤ Parental contact/conference ➤ Behavior contract ➤ Check-In/Check-Out ➤ Written student reflection ➤ Peer mediation 	<ul style="list-style-type: none"> ➤ Administrative Lunch Detention(s) ➤ Administrative After School Detentions ➤ Suspension of bus privileges

- **Level Four:** Misbehavior which is serious enough to endanger the health, safety or property of others, or the behavior violates Board Policy, or violates the law. Level four infractions are reported to the principal/administrator by a teacher and or staff member and the consequences are given by the administrator. All Level four offenses include parent contact by telephone and/or a personal conference, and written notice of the detention/suspension. Most of the time the consequence for the behavior listed will be at least one day suspension with some offenses warranting more suspensions. The consequences for repeating the same consequences increase in the number of suspensions.

LEVEL 4

Unacceptable Behaviors	Administrative/Guidance Interventions	Possible Administrative Consequences
<ul style="list-style-type: none"> ➤ INSTIGATING A FIGHT ➤ FIGHTING - DEFINED AS THROWING A PUNCH AT ANOTHER OTHER. ➤ POSSESSION OF TOBACCO PRODUCTS ON SCHOOL GROUNDS ➤ POSSESSION OR DISTRIBUTION OF INTOXICANTS OR NARCOTICS OR CONTROLLED DANGEROUS SUBSTANCES ON SCHOOL GROUNDS ➤ DAMAGE TO PROPERTY/VANDALISM ➤ THEFT ➤ LEAVING THE SCHOOL BUILDING/SCHOOL GROUNDS WITHOUT PERMISSION ➤ GROSS INSUBORDINATION ➤ HARASSMENT – Bullying, verbal, physical intimidation, electronic, other than fighting, but including racial, sexual, ethnic or gender related intimidation. Consequences depending on severity of the incident ➤ POSSESSION OF WATER PISTOL/TOY WEAPON (NOT USE OF) ➤ POSSESSION OF AN AUTHENTIC GUN, KNIFE AND/OR WEAPON ➤ THREATS (Verbal, Written, Electronic) – Any statement or comment implying physical harm and/or danger to a person or property. Consequences depending on severity of statement. ➤ UNACCEPTABLE OR INAPPROPRIATE USE OF COMPUTER EQUIPMENT ➤ INAPPROPRIATE BEHAVIOR TOWARDS STAFF – This could include hand gestures, mocking, etc. ➤ INAPPROPRIATE LANGUAGE TOWARDS STAFF (Verbal or Written) ➤ PHYSICAL ASSAULT OF A STAFF MEMBER – This includes any aggressive touching of a staff including hitting, kicking, biting, throwing items towards a staff member, etc. ➤ DISRUPTIVE BEHAVIOR IN ISS 	<ul style="list-style-type: none"> ➤ Student conference ➤ Parental contact/conference ➤ Behavior contract ➤ Check-In/Check-Out ➤ Written student reflection ➤ Peer mediation 	<ul style="list-style-type: none"> ➤ Administrative Lunch Detention(s) ➤ Administrative After School Detentions ➤ Suspension of bus privileges ➤ In School Suspension ➤ Out of School Suspension ➤ Loss of school privileges

STUDENT DISCIPLINE

5th and 6th Grade

The East Greenwich 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 should and will lose certain privileges.

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 School District's Code of Conduct. The board believes that with the appropriate infusion of character education in to 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. Referral to disciplinarian;
 - 6. In-School suspension during the second week or the weekend;
 - 7. After-school programs;
 - 8. Out-of-school suspension (short-term or long-term);
 - 9. Legal action; and
 - 10. Expulsion.
- B. Remedial Measures
 - 1. Personal
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Peer support group;
 - d. Recommendations of a student behavior or ethics council;
 - e. Corrective instruction or other relevant learning or service experience;
 - f. Supportive student interventions, including participation of the intervention and referral services team;
 - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;
 - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school disciplinarian;
 - k. 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, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Adjustments in hallway traffic;
 - h. Modifications in student routes or patterns traveling to and from school;
 - i. Supervision of students before and after school, including school transportation;
 - j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
 - k. Teacher aides;
 - l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - m. General professional development programs for certificated and non-certificated staff;
 - n. Professional development plans for involved staff;
 - o. Disciplinary action for school staff who contributed to the problem;
 - p. Supportive institutional interventions, including participation of the intervention and referral services team;
 - q. Parent conferences;
 - r. Family counseling;
 - s. Involvement of parent-teacher organizations;

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

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

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; and
 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; or
 - 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:

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

- E. 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:

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

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, systemic 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:

- A. Receive any complaints of harassment, intimidation or bullying of students that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation or bullying;
- C. Identify and address patterns of harassment, intimidation or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A. 18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
- F. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation or bullying of students; and
- G. 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:

- A. Receive complaints of harassment, intimidation or bullying of students that have been reported to the principal;
- B. Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- C. Identify and address patterns of harassment, intimidation or bullying of students; or

- E. 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 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 action taken or recommended by the chief school administrator.

- F. The chief school administrator or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation 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 parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the 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:

- A. School and community surveys;
- B. Mailings;

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

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

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

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

Retaliation and Reprisal Prohibited

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

A. Consequences

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

15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (board members);
17. Ethics charges (some administrators, board members).

B. Remedial Measures

1. Personal

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

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

- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- b. School culture change;
- c. School climate improvement;
- d. Adoption of research-based, systemic bullying prevention programs;
- e. School policy and procedures revisions;
- f. Modifications of schedules;
- g. Supervision;
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;

- i. General professional development programs for certified and non-certificated staff;
- j. Professional development plans for involved staff;
- k. Disciplinary action;
- l. Supportive institutional interventions, including participation of the intervention and referral services team;
- m. Conferences;
- n. Counseling;

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

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).

B. Teaching Staff Development

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

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment, intimidation 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 shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training

The school district shall:

1. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on prevent-

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

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

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers and 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 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the chief school administrator will report to the Board of Education all acts of violence, vandalism, and harassment, intimidation or bullying (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.

- A. The number of reports of harassment, intimidation or bullying;
 1. The status of all investigations;
 2. 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;
 3. The names of the investigators;
 4. The type of nature of any discipline imposed on any student engaged in harassment, intimidation or bullying; and
 5. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation or bullying.

Reporting to the Department of Education

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

- A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation 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 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 incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

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

Program Assessment and Review

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

Policy Development and Review

The district harassment, intimidation 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 home page of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the home page of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

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 parent/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

Key Words:

Harassment, Intimidation, Bullying, False Accusation, Retaliation, Reprisal, Conduct, Discipline, Student Conduct

Legal References:

N.J.S.A. 2A:4A-60 et al. Disclosure of juvenile information; penalties for disclosure
N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:6-112 Instruction on suicide prevention for public school teaching staff
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:12-33 Training program; requirements
N.J.S.A. 18A:17-46 Reporting of certain acts by school employee; annual report; public hearing (acts of violence)
N.J.S.A. 18A:25-2 Authority over students
N.J.S.A. 18A:26-8.2 School leader defined; training as part of professional development
N.J.S.A. 18A:36-19 Student records; creation, maintenance and retention, security and access; regulations; nonliability
N.J.S.A. 18A:36-19a Student records (Newly enrolled students; transfers of records, identification)
N.J.S.A. 18A:37-1 et seq. Submission of Students to Authority (Discipline)
N.J.S.A. 18A:37-13 et seq. Anti-Bullying Bill of Rights Act
See particularly:
N.J.S.A. 18A:37-14, -15, -17 Harassment, intimidation, and bullying
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:14-2.8 Discipline/suspension/expulsions (students with disabilities)
N.J.S.A. 6A:16-1.1 et seq. Programs to support student development (includes student conduct code)
See particularly:
N.J.A.C. 6A:16-1.4, -7.1, -7.6, -7.9
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-12.2 School-level planning

Gebser v. Lago Vista Independent School District 524 U.S. 274 (1989) United States Supreme Court addresses the standard by which a district will be held liable for sexual harassment of a

student by a school employee under Title IX – requires actual notice and deliberate indifference.

Davis v. Monroe County Board of Education 526 U.S. 629 (1999) United States Supreme Court establishes the standard under which a school district may be liable under Title IX for sexual harassment of one student by another student. The district will be liable for damages only where the school officials are proven to have been deliberately indifferent to harassment of which it is actually aware. The harassment must be “severe, pervasive and objectively offensive.”

Saxe v. State College Area School District 240 F.3d 200 (3rd Cir 2001) A Pennsylvania school district’s anti-harassment policy was overly broad and therefore violated the Constitutional guarantee of freedom of speech.

L. W. v Toms River Regional Schools Board of Education 189 N.J. 381 (2007) The New Jersey Supreme Court held that the standard under which a school district may be liable under the New Jersey Law Against Discrimination for student-on-student bullying or harassment is not the Title IX deliberate indifference standard, but is rather the same standard used under the NJLAD for hostile work environment cases. A district will be judged by whether the district’s response met the “reasonable person” test: what would a reasonable person (teacher, supervisor, vice principal, principal, etc.) do in a similar situation. School districts will be shielded from liability under NJLAD when their preventive and remedial actions are reasonable in light of the totality of the circumstances.

**Possible
Cross References:**

*1220 Ad hoc advisory committees
*1410 Local units
3517 Security
*3541.33 Transportation safety
*4131/4131.1 Staff development; inservice education/visitation conferences
4148/4248 Employee protection
*4231/4231.1 Staff development; in-service education/visitation conferences

- 5000 Concepts and roles for students
- 5010 Goals and objectives for students
- *5020 Role of parents/guardians
- *5113 Attendance, absences and excuses
- *5114 Suspension and expulsion
- *5124 Reporting to parents/guardians
- *5131 Conduct and discipline
- *5131.5 Vandalism/violence
- *5131.6 Drugs, alcohol, tobacco (substance abuse)
- *5131.7 Weapons and dangerous instruments
- 5132 Dress and grooming
- 5142 Student safety
- 5145 Rights
- 5145.2 Freedom of speech/expression
- *5145.4 Equal educational opportunity
- *5145.6 Student grievance procedure
- *5145.1 Questioning and apprehension
- *5145.1 Search and seizure
- *6145 Extracurricular activities
- *6164.4 Child study team
- *6171.4 Special education
- *6172 Alternative educational programs

*Indicates policy is included in the **Critical Policy Reference Manual.**

CAFETERIA

Under the direction of the cafeteria manager, a balanced Type A lunch is served every school day for **\$2.75** for pupils, **\$3.50** for adults. Prices are subject to change. Pupils may pay daily or purchase tickets for lunch or milk. The cost for milk only is **\$.50** per carton. Free lunch is again available for those who qualify. Forms will be sent home in September.

The school does not have a lunch charge system. Occasionally, if pupils lose or forget money, they may borrow from the cafeteria manager for that day, **but must repay it the next school day.** They may not borrow again until it is paid.

Please encourage your children to eat the hot lunch at school. Many times they may like the way a 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.

PARTIES AT SCHOOL

Parties during class time are discouraged, except for specific occasions planned by the teachers, as follows:

Halloween - Party and parade for Preschool, Beginners, Grades 1 and 2
Small snack and parade for Grades 3-6

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. Beginner parents who wish to send in a small birthday treat (cupcakes, soft pretzels, etc.) are asked to make arrangements with the classroom teacher at least 72 hours before the requested date. The treat allowed for the classroom may depend on student allergies.

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.

Beginner birthday treats should be dropped off in the main office with your child's name. Birthday treats will be delivered to your child's classroom.

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.

COUNSELOR

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 those children succeed in school. Being presented to I&RS is not the same as being referred to the Child Study Team.

If, in the future, your child would need 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. Par-

ents 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.

Pre-School Handicapped: If you are concerned that your pre-school 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 pre-school 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."

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 of 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.

Wild Site Volunteers: The Wild Site is located on the Samuel Mickle School grounds, behind the school. Parents and community members are welcomed to participate in a committee that oversees the upkeep and use of the Wild Site. If you are interested in serving on this committee, please call the school office, 423-0412.

RESPONSIBILITIES OF FIELD TRIP CHAPERONE(S)

On April 28, 2004, the Board of Education took action adopting the Responsibilities for Field Trip Chaperones.

Listed below are the responsibilities for individuals who wish to be eligible as a Field Trip Chaperones. Please review and sign on the line provided at the bottom of this form.

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. Appropriate language should be used at all times.
5. Chaperones should not discuss other students or staff members during the trip.
6. Use of cell phones is discouraged and should only be used in case of emergency.
7. Distributing medications to students during the trip (i.e. Aspirin, Excedrin, Tums, etc.) is prohibited.
8. Chaperones should attempt to regulate student behavior at all times during the trip to ensure that such behavior is safe and appropriate.
9. Discipline shall not be administered to any student by anyone other than the teacher.
10. Chaperones are not to touch or grab any student.
11. Significant or persistent student misbehavior should be reported immediately or as soon as practical to the teacher(s) for appropriate action.
12. Chaperone's attire (dress code) should be suitable for the trip's activities and for your role as chaperone (supervisor) of the students.
13. Student siblings may not attend district
14. field trips.
14. Smoking during the field trips is restricted.
15. The use of alcoholic beverages by chaperones prior to, or at any time during the trip is strictly prohibited.
16. Have you ever been convicted of a crime?
Yes____ No____

SCHOOL VISITORS

Any person entering the school must report to the office first. All visitors must be cleared through Eyemetric T-pass Visitor Management System 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.

Student Registration Form

This form must be accompanied by a \$30.00 per family non-refundable registration fee in order to have your child enrolled. Additional paperwork will follow.

Please return to Mickle or Clark School

Student and Parent/Guardian Information:

Student's Name: _____ Grade: _____

Student's Name: _____ Grade: _____

Student's Name _____ Grade: _____

Name: _____

Name: _____

Address: _____

Phone: _____

Program of Interest:

- am session 1 only
- am session 2 only
- pm session 1 only
- pm session 2 only
- am and pm session 1
- am and pm session 2
- Flex program 1
- Flex program 2
- Full Day Inservice Program



East Greenwich Township Schools

559 Kings Highway
Mickleton, NJ 08056
Phone: 856-423-0412 extension 1075
Director: Beth Elbersen
E-mail: Beyondthebell@eastgreenwich.k12.nj.us



EGSD



BEYOND THE BELL

Beyond the Bell is a before and after school program that offers a safe environment for students attending the East Greenwich School District. The program is open whenever school is in session.

Registration Deadline:

June 19, 2015
Registration fee of \$30.00
due at time of registration

Registration is limited
Please register early

Hours of Operation:

AM Session: 6:30 am-8:25 am
PM Session: 3:15pm-6:00pm



Beyond The Bell



Additional Information:

- Late Pickups (PM Session): A fee of \$25.00 will be charged on the 3rd late and thereafter. Late is 6:01pm
- In the event of an early dismissal due to inclement weather conditions, Beyond the Bell will not be open.
- No refunds for partial or unused days.
- All fees are based on a monthly payment regardless of the number of days in each month.
- Beyond the Bell begins at the close of the school day on School Calendar early dismissal days.
- There is a multiple child discount of 10% for the second and each additional child.

Monthly Fees:

AM Session 1 Only:

6:30am-8:25am **\$125.00**

AM Session 2 Only:

07:45am-8:25 **\$65.00**

PM Session 1 Only:

3:15pm-4:30pm **\$125.00**

PM Session 2 Only:

3:15pm-6:00pm **\$175.00**

AM and PM (Session 1)

6:30am-8:25 am

3:15pm-4:30pm **\$200.00**

AM and PM (Session 2)

6:30am-8:25 am

3:15pm-6:00pm **\$255.00**

FLEX Programs:

In the event that you need before or after school care on an as needed basis, we do offer a flex program.

FLEX 1: 10 sessions per month on fixed days.

3:15pm-6:00pm

\$100.00

The flex program allows you to purchase tickets for a specific number of sessions.

Two tickets will be required on half day sessions

FLEX 2: 8 tickets to be used with no expiration date.

3:15pm-6:00pm

* This program requires 24 hour notice by phone or email.

\$100.00

Full Day Inservice is contingent on Staffing and enrollment, to be announced no later than August 1, 2015

Individual Day **\$40.00**
 4 Day Package **\$140.00**

