

Grant School

305 Cromwell Place
South Plainfield, New Jersey 07080
(908) 754-4620, Ext. 401
Fax (908) 755-5895



Ellen Decker-Lorys, Principal
Robert Richkus, Assistant Principal

STUDENT/PARENT HANDBOOK 2011/2012

The Mission of the South Plainfield Public Schools is:

“To ensure that all pupils are equipped with essential skills necessary to acquire a common body of knowledge and understanding;

To instill the desire to question and look for truth in order that pupils may become critical thinkers, life-long learners, and contributing members of society in an environment of mutual respect and consideration.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.”

Adopted September 2008

Grant School

Mission Statement –

“To provide a safe, supportive environment where each student pursues academic success, respects oneself and others, develops talents, seeks new information and becomes an active participant in the Grant School community.”

Vision Statement –

“Grant School will become an exemplary learning community that supports innovation and is committed to continuous improvement. Grant School will address the academic, social, emotional, and physical needs of its learners. Grant School will be a place where a collaborative community develops curriculum, instructional strategies, and assessment to ensure all students learn.”

South Plainfield Board of Education

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Dr. Frank Cocchiola, Acting Assistant Superintendent
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Mrs. Annemarie Stoeckel, Supervisor of Technology
Mrs. Laurie Hall, Supervisor of Student Personnel Services
Mr. Allen Czech, Director of Athletics
Mrs. Marlene Steele, Supervisor of Transportation

Grant School Main Office

Ellen Decker-Lorys, Principal
edecker@spnet.k12.nj.us

Robert Richkus, Assistant Principal
richkus@spnet.k12.nj.us

Cheryl Papa, Principal's Secretary
cpapa@spnet.k12.nj.us

Diane Ranger, Assistant Principal's Secretary
dranger2@spnet.k12.nj.us

RIGHTS AND RESPONSIBILITIES

Everyone has....

- ❖ The *right* to feel safe
- ❖ The *right* to learn
- ❖ The *responsibility* to be polite
- ❖ The *responsibility* to be respectful
- ❖ The *responsibility* to use time wisely

GRANT SCHOOL



Doors Open	7:30 am
Period 1	7:36-8:34
Period 2	8:36-9:16
Period 3	9:18-9:58
Period 4	10:00-10:40
Period 5	10:42-11:22
Period 6	11:24-12:04
Period 7	12:06-12:46
Period 8	12:48-1:28
Period 9	1:30-2:10

Early Dismissal (Lunch will be served)



Doors Open	7:30 am
Period 1	7:36-8:20
Period 2	8:22-8:45
Period 3	8:47-9:15
Period 4	9:17-9:45
Period 5*	9:47-10:15
Period 6*	10:17-10:45
Period 7*	10:47-11:15
Period 8	11:17-11:45
Period 9	11:47-12:12

Delayed Opening

Doors Open	9:00 am
Period 1	9:06-9:43
Period 2	9:45-10:02
Period 3	10:04-10:21
Period 4	10:23-10:40
Period 5	Resume Regular Schedule

School Closings

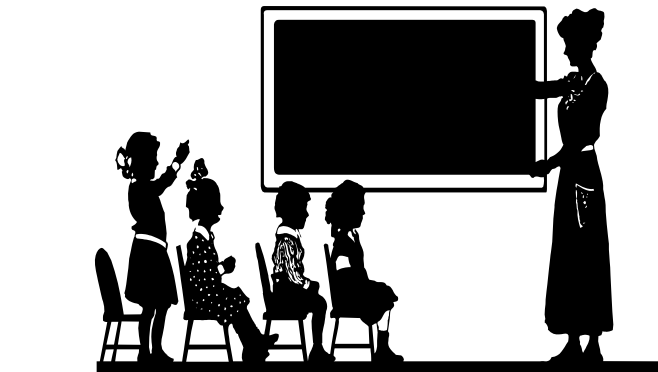
Notice of school closings or delayed openings will be broadcasted on the following radio stations:

WCTC (1450)
WABC (77 AM)
101.5 FM

Grant School Faculty and Teaching Staff

Anilo, Virginia/Instructional Aide
Arriola, Lizbet/Spanish
Barnett, Maureen/Phys. Ed-Health
Basile, Megan/Read-LA & Social Studies (5th)
Benward, Patricia/Instructional Aide
Bishara, Margaret Emilie/Math & Science (5th)
Boyle, Katherine/Special Education
Buccino, Elena/Phys. Ed-Health
Butrico, Gayle/Speech Therapist
Campoli, Lisa/Student Assistant Counselor (SAC)
Capizola, Gina/Special Education
Cosma, Elise/Instructional Aide
Coyle, Catherine/Computers
Culver, Scott/Social Studies (6th)
DeSimone, Cindy/Instructional Aide
Deutsch, Camile/Read-LA (6th)
Dias, Judith/Read-LA (6th)
Eodice, Katherine/Math & Science (5th)
Flasser, Julie/Math & Science (5th)
Ford, Colleen/Art
Grey, Susan/Special Education
Gross, Rebecca/Social Studies (6th)
Guirguis, Sami/ESL
Hartje, Denise/Duty Aide
Hauck, Dana/Read-LA & Social Studies (5th)
Haus, Joanne/Math (6th)
Hunt, Bruce/Phys. Ed.-Health
Kaneda, Stephanie/Special Education
Kellerman, Karen/Basic Skills
Kirchofer, Michelle/Special Education
Krauss, Joan/Special Education

Lee, Diane/Music
Lyles, Tawny/ Read-LA (6th)
Marcus, Esther/Special Education
Markiewicz, Donna/Music
Massey, Pat/Media Specialist
Mazzacco, Elizabeth/Science & Math (5th)
Orfan, John/Math & Science (5th)
O'Toole, Michele/Read-LA & Soc. Studies (5th)
Parello, Jan/Read-LA & Soc. Studies (5th)
Peterson, Ellen/Math & Science (5th)
Pompilio, Cathy/Math (6th)
Rafalowski, Michelle/Read-LA & Social Studies
Ribar, Kendall/Basic Skills
Rodger, Mary/Read-LA & Social Studies (5th)
Rubright, Nancy/Duty-Aide
Sencic, Laura/Special Education
Szostek, Kelly/Special Education
Staynings, Mary/Instructional Aide
Stolz, Laurie/Science (6th)
Terelle, Robert/Phys. Ed.-Health
Tolischus, Theresa/Duty Aide
Tweed, Mark/Music
Valente, Steven/Read-LA (6th)
Vaz, Laura/Science (6th)
Wallis, Dawn/School Nurse
Wargacki, Kathleen/Instructional Aide
White, Carolyn/Math (6th)
Wilson, Katherine/Math (6th)
Wilson, Lara/Special Education
Wu, Rowena/Guidance Counselor



Procedures for Students' Arrival/Dismissal to School



Arrival

Teachers' duties begin at 7:30 a.m. Supervision of the grounds begins at that time. Therefore, students who walk to school or who are transported by car **should not arrive before 7:30 a.m.** Once on campus, students are not to leave unless accompanied by a parent or a parent designee. Students riding buses or vans are not to disembark before 7:30 a.m. **Doors will open at 7:30 am.**

Students are to assemble in their designated area. When called by supervisory staff, the students will enter the building in a single file line. Once in the building, pupils are to go directly to their lockers and then to homeroom. Students are not to linger at lockers or in the hallways. Homeroom begins at 7:36 a.m. Students should be in class at that time!

Inclement Weather

When weather is inclement, students will be permitted to enter the building at their designated door. From there they will be dismissed in order to move to lockers and homerooms.

No student is to enter the building without a staff member present.

Late Arrival to School – Tardy Policy

All students are expected to be on time to school. Students are expected to be in their Homeroom before 7:36 a.m., if they are not they will be marked **tardy** by the homeroom teacher. If students **arrive after 7:36 a.m.**, they are to **report to the main office** for an admittance pass that will serve as admission to their class. The student must present to the secretary in the main office a note signed by the parent/guardian explaining the reason for the tardiness. This note must be presented on the day of the tardy arrival, or on the day immediately following the tardiness. School administrators will meet with parents in cases where students are repeatedly/excessively tardy, in order to eliminate the recurrence of such tardiness. Students arriving late to school due to a verified appointment with a physician/dentist or for another administratively approved reason will be marked tardy for the purposes of this policy as long as the student is present for at least four hours of the school day. **Promptness to school is very important and all students must have a full day of instruction.**

Unexcused Students who are **tardy** each quarter will receive the following consequences:

- 1st tardy – warning by the office.
- 2nd tardy – verbal warning and the office calls parent/guardian.
- 3rd tardy – office may call parent; office (AM or PM) or lunch detention issued to student.
- 4th tardy – Assistant Principal calls parent, mails first tardy letter home, and office (AM or PM) or lunch detention will be issued.
- 5th tardy or more (habitual tardiness) - Assistant Principal assigns office (AM or PM) and/or lunch detention for all succeeding tardy arrivals, sends second letter home and legal action can be initiated against the parent or guardian.

24 hours notice is not necessary for detentions given during a student's lunch time

End of Day Procedures for Dismissal



Students will be dismissed at 2:10. Students are to leave the building promptly when dismissed. Exceptions include: extra help, co-curricular activities, detention, etc. In any case, **students serving detention are not eligible to ride the late bus. *Students should not be waiting for rides beyond 2:25 p.m. or beyond 15 minutes after dismissal, if they are not involved in after school activities.*** **Teacher supervision if not available after said time period.** If

parents/guardians cannot pickup their child before 2:25, the parent/guardian should look into Latchkey or other alternative for their child.

Student Attendance – Late Arrival/Early Withdrawal

Attendance

Regular attendance is expected. EXCESSIVE ABSENCES MAY BE DEFINED AS 18 OR MORE DAYS BY THE END OF THE THIRD MARKING PERIOD. Inconsistent attendance reduces the chances of optimum learning and discourages healthy habits necessary for future success.

The Board of Education recognizes the importance of regular attendance in an effective instructional program. Toward that end it will observe state laws governing student attendance, and it will establish local rules for attendance procedures.

School attendance is a basic responsibility of students and their parents. Students who avoid responsibility for learning by absenting themselves from classes are clearly impeding and complicating the teaching/learning process. The school curriculum is designed to provide adequately for a limited level of absenteeism by providing students an opportunity to make up the missed instruction.

According to State Regulation (*NJAC 6A:32 – 8.3 School Attendance*) “A student shall be recorded as either present, absent, or excused for religious observance...” “The commissioner shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis.”

Thus, an absence is considered excused if it occurs for an observance of a religious holiday on the state-approved list (see the end of this handbook). Such excused absences shall not count toward any limitations on student absences that may be imposed by specific school regulations.

The following are considered legitimate reasons, **but note excused**, to remain home from school:

1. Illness (a doctor’s note should be provided for 2 or more days)
2. Family emergencies
3. Death in immediate family
4. Religious holidays on the approved list (see the end of this handbook)
5. Medical or dental appointments, which cannot be made in non-school time
6. Court appearances
7. Other reasons approved by the principal

If students are to be absent, **parents must call the attendance line**, or the main office, then **send a signed note** to school upon the student’s return stating the dates and reasons for the proposed absence. This procedure does not necessarily indicate approval of the absence, but it does provide the school with information

The Board of Education acknowledges the importance of promptness to school. Continued tardiness will be viewed as a very serious matter. Infractions of this policy will be cause for corrective or disciplinary action.

- **18A:38-25. Attendance required of children between six and 16; exceptions.** Every parent, guardian or other person having custody and control of a child between the ages of six and 16 years shall cause such child regularly to attend the public schools of the district or a day school in which there is given instruction equivalent to the provided in

the public schools for children of similar grades and attainments or to receive equivalent instruction elsewhere than at school.

Student Attendance (Continued)

- **18A:38-26. Days when attendance required; exceptions.** Such regular attendance shall be during all the days and hours that the public schools are in session in the district, unless it is shown to the satisfaction of the board of education at the district that the mental condition of the child is such that he cannot benefit from instruction in the school or that the bodily condition of the child is such as to prevent his attendance at school, but nothing herein shall be construed as permitting the temporary or permanent exclusion from school by the board of education at any district and any school between the ages of five and 20, except as explicitly otherwise provided by law.
- **18A:38-31. Violations of article by parents or guardians; penalties.** A parent, guardian or other person having charge and control of a child between the ages of six and 16 years, who shall fail to comply with any of the provisions of this article relating to his duties, shall be deemed to be a disorderly person and shall be subject to a fine of not more than \$25.00 for a first offense and not more than \$100.00 for each subsequent offense, in the discretion of the court.
 - In any such proceeding, the summons issuing therein, or in special circumstances a warrant shall be directed to the alleged disorderly person and the child.

Reporting Attendance to Parents

Reporting pupil absence is a primary responsibility of the school. Procedures will be as follows:

1. Absences will be recorded on report cards that are issued four times per year.
2. Tardiness to school/class will also be reported to parents.
3. School officials/teachers will apprise parents periodically of excessive student absences by telephone and/or mail, in addition to this information being indicated on the report cards.

Reporting Absences/Tardies - General Provisions/Expectations

Parents are expected to notify the school when students are absent/tardy. **The number for reporting an absence is 754-4620**; follow the operator's directions for Grant School to get the attendance line. Please indicate the name of the student, date and reason for absence/tardy. If the absence is to be extensive, please include that information as well. Students are to return from absences or being tardy with a note containing the reason, the date(s) and the signature of a parent or guardian. Individuals who have an extended illness will not be charged as absent, providing they have received home instruction. Students participating in a school-sponsored activity will not be considered absent. Attendance in school is for at least four (4) hours, excluding lunch and recess. To participate in any extra-curricular activity, the student must be present before 10 a.m. and remain in school the rest of the day.

Homework

In case of illness, in which a student will be **absent for 2 days or more**, homework assignments may be requested through the main office. You may pick up the homework by 2:30 p.m. the second day in the main office.

Make Up Work

Students who miss class are expected to make up the work. Teachers will provide make up assignments for that purpose. Any student excluded from school for disciplinary reasons will be afforded an opportunity as well. No penalty may be imposed on a student for failure to attend class per se, but given the opportunity to do the work he/she will be graded on performance or non-performance thereof. The rule for time allowed for make up work missed is equal to the amount of time absent, except that the make up period is not to exceed ten (10) school days, nor

to extend more than ten (10) school days after the end of a marking period. Exceptions to this rule must be appealed to the principal.

Student Attendance (Continued)

Early Release/Late Arrival

There are times when students may have to arrive late and leave early. The following are considered legitimate reasons for release time:

1. Verified medical appointments
2. Death in family
3. Family emergency
4. Court appearance
5. Religious holidays
6. Reasons as approved by the superintendent or principal

When it is necessary to have your child arrive late or leave early, parents are to go to the main office and sign them in/out. If the time allotted is relatively short, parents should follow the same procedure for reentry. Those who have verified appointments will be marked tardy for the purposes of this policy as long as the student is present for at least four (4) hours of the school day.

Students will be marked as follows for tardiness and early dismissal:

1. Arrival after 7:36-10:12 - **Tardy**
2. Arrival at 10:13-10:30 - **1/2 Day**
3. Arrival at 10:31 – **Absent** (must be in school a total of 4 hours to be present)
4. Dismissal between 7:42-11:41 – **Absent, if not returning** (must be in school a total of 4 hours to be present)
5. Dismissal after 11:41 – **1/2 Day**

Tardiness to Classes

Students arriving late to class are required to have a pass; otherwise they may be assigned teacher detention. Recurring tardiness to class will result in the teacher contacting parents and administrative referral.

Vacations

Please inform the main office, in writing, if you plan on going on vacation without your child. Please include the name of who is to be contacted in case of emergency, especially if the individual is different from what had already been indicated on the emergency card.

Class Cuts

Any student, who fails to attend an assigned class or activity, including homeroom and lunch, will be referred to the principal. Penalties for class cuts can be, but not limited to office detention or school suspension, exclusion of school activities and/or school suspension.

Truancy

Any student absent from school for any part of the day without the knowledge and consent of a parent or guardian, or in a public place, or on a public place unaccompanied by a parent is truant. Repeated truancy may result in a police complaint, which in turn, may result in a hearing before a judge.

EVENTS AND VISITING SCHOOL

Evening Activities

Students will not be permitted to attend evening activities (i.e.; Basketball games, concerts, dances, plays, etc.) without adult supervision, unless specified, and must have attended school that day to be eligible. Students who are absent from school cannot attend any extra curricular activity. *(Adult must remain with student in the building).*

Visitors

All visitors are to report to the main office in order to sign in and receive a visitor's identification badge.

In our continued efforts to ensure the safety and well being of our children, we respectfully request that every parent, guardian, and visitor abide by the following guidelines. Your cooperation and compliance will be greatly appreciated.

- Parent, guardians, and visitors must use the main entrance only when entering the school building.
- Parents, guardians, and visitors must come directly to the Main Office to sign in when entering the school building.
- Parents, guardians, and visitors may not escort their children to class in the morning or pick up their children at their classrooms at dismissal unless they have secured a visitor's badge in the Main Office. We respectfully request that all adults remain outside the building before school and at dismissal, even on inclement days.
- Parents and guardians wishing to deliver lunches, books, etc., must report to the Main Office where they will be assisted in locating their child. Please note that teachers cannot be interrupted or called away from their teaching assignments during the school day.
- Parents and guardians entering the school building to pick up or deliver their children during the school day for dental appointments, etc., must report to the Main Office. Children will not be allowed to be taken from school by anyone other than the parent/guardian, or persons listed for emergency contacts, unless a written notice from the parent/guardian is received

Emergency Closings

In the event of an emergency, such as in the case of severe inclement weather, the school will implement the following procedures:

1. Notify parents/guardians using the automated notification system.
2. Dismiss students at 12:12 p.m.
3. Arrange bus transportation for students who normally take the bus.
4. Make telephones available for students to make arrangements to be picked up, if necessary.
5. Provide a location for students to report if they are unable to contact parents/guardians.

It is suggested that parents/guardians do the following:

1. Discuss with their children emergency closing arrangements such as going home with a neighbor or relative, walking to a store or restaurant, etc.
2. Be sure that children know how to contact them, particularly on days when weather

predictions call for severe conditions.

The Academic Program

Marking Periods

First marking period	September 7 th to November 15 th
Second marking period	November 16 th to February 1 st
Third marking period	February 2 nd to April 17 th
Fourth marking period	April 18 th to June 20 th

Report Cards

Report cards will be posted on MMS approximately one week after the conclusion of each marking period. Students are graded numerically for all academic subjects. Physical Education and Computers are graded P (pass) or N (needs improvement). Music lessons, band and chorus are graded S (satisfactory) or U (unsatisfactory).

Interim Notices

Interim Notices may be indicators of exemplary student performance, or they may be indicators of insufficient student performance.

Interim reports for the 2011-2012 school year will be posted on MMS midway through the marking periods.

SCHOOL-PARENT COMPACT

Grant School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

Grant School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Grant School's teachers and paraprofessionals meet state and federal certification stipulations. All teaching staff are highly qualified and certified to teach their assigned courses. Grant School operates under an approved curriculum which is aligned to the NJCCCS. Teachers use common planning time to discuss and plan lesson implementation. Staff members participate in collaborative learning throughout the school year and during summer academics.

Grant School teacher will post student information weekly on the MMS Gradebook Parent Portal (<https:spnet.k12.nj.us/mmsgb/parent>).

SCHOOL-PARENT COMPACT (continued)

Students that do not meet the State's student academic achievement standards will be placed in our Basic Skills Instruction (BSI) Program. The BSI program responds to a need to strengthen reading, writing, and mathematical skills of students who are struggling to meet grade level expectations. In this program, students receive additional support to learn skills and strategies to help them achieve success. This supplemental program recognizes individual learning differences and strives to build students' competence and confidence.

Provide an environment that is safe and conducive to learning.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

Parent teacher conferences will be held on the following dates and at the indicated times:

December 1, 2011 - 1:00 to 3:00 pm
5:00 to 7:00 pm

February 16, 2012 - 1:00 to 3:00 pm
5:00 to 7:00 pm

- Parents are encouraged to request a conference at any time they deem it necessary.

Interim reports for the 2011-2012 school year will be posted on MMS midway through the marking periods.

Report cards for the 2011-2012 school year will be posted on MMS approximately one week after the end of the marking period. Parents and guardians are required to sign and return the report card envelop on the next school day. By signing the envelope, the parent/guardian has acknowledged receiving and reviewing their child's report card.

3. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parent/guardian volunteers are welcomed and encouraged. Parents who wish to observe classroom activities are encouraged to call the classroom teacher and schedule a mutual agreed upon time to discuss and schedule classroom visits.

Parent Responsibilities

We, as parent/guardian, will support our children's learning in the following ways:

- Ensure that my child attends school daily and arrives to school on time.
- Encourage my child to follow the rules and regulation of the school.
- I will visit the MMS Gradebook Parent Portal (<https:spnet.k12.nj.us/mmsgb/parent>) to check my child's progress.

- I will contact my child's teachers (check Grant School website for teacher's extensions/e-mail address) if I do not see visible evidence of homework assignments or completion.

SCHOOL-PARENT COMPACT (continued)

- Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child.
- I will limit the amount of electronic games my child plays on school nights.
- I will limit and monitor the amount of time my child spends on their cell phone.
- I will limit the amount of television my child watches on school nights.
- I will develop a contract with my child aligned with homework completion before watching television.
- I will ask my child's teacher or principal how I can assist at the school.
- I will encourage my child to get involved in a school activity. This could include a school clubs. I will encourage my child to select and participate in community service activities.
- I will stay informed about my child's education and communicate with Grant School by promptly reading all notices from the school or the school district, either received by my child or by mail and responding, as appropriate.
- I will check the district's and school's website for pertinent notices.

Student Responsibilities

- Attend school regularly.
- Do my classroom and homework assignments every day and turn it in on time.
- Ask for assistance when I need assistance.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or guardians who are responsible for my welfare all notices and information received by me from my school every day.
- Follow and adhere to the school's code of conduct.
- Show respect for myself, other people and property.
- Resolve conflicts peacefully.
- Accept responsibility for my own actions.

Parent – Teacher Conferences

Parents/guardians are encouraged to call teachers in order to arrange for conferences. After calling the main number 908-754-4620, press * (star) and then the extension.

Last Name	First Name	Ext
Arriola	Lizbet	433
Barnett	Maureen	649
Basile	Megan	546
Bishara	Margaret Emilie	523
Boyle	Kathryn	314
Buccino	Elena	595
Butrico	Gayle	404
Campoli	Lisa	210
Capizola	Gina	472
Coyle	Catherine	681
Culver	Scott	518
Deutsch	Camille	476
Dias	Judith	478
Eodice	Kathy	542
Flasser	Julie	431
Ford	Colleen	214
Grey	Susan	607
Gross	Rebecca	369
Guirguis	Samia	482
Hauck	Dana	504
Haus	Joanne	485
Hunt	Bruce	508
Kaneda	Stephanie	201
Kellerman	Karen	715
Kirchofer	Michelle	302

Last Name	First Name	Ext
Krauss	Joan	234
Lee	Diane	578
Lyles	Tawny	580
Marcus	Esther	672
Markiewicz	Donna	538
Mazzacco	Elizabeth	596
Orfan	John	608
O'Toole	Michele	594
Parello	Jan	659
Peterson	Ellen	614
Pompilio	Cathy	516
Rafalowski	Michelle	713
Ribar	Kendall	686
Rodger	Mary	231
Sencic	Laura	564
Stolz	Laurie	732
Szostek	Kelly	624
Terelle	Robert	528
Tweed	Mark	230
Valente	Steven	619
Vaz	Laura	742
White	Carolyn	591
Wilson	Katherine	533
Wilson	Lara	558
Wu	Rowena	219

INTERIM NOTICE AND REPORT CARD
COMMENT CODES

1. OUTSTANDING ACHIEVEMENT
2. GOOD ATTITUDE & EFFORT
3. GOOD SKILLS
4. SELF-MOTIVATED
5. WORKING TO POTENTIAL
6. IMPROVEMENT SHOWN
7. INCONSISTENT WORK PATTERN
8. UNPREPARED FOR CLASS
9. STUDY HABITS NEED IMPROVING
10. LOW TEST / QUIZ GRADES
11. LACK OF PARTICIPATION
12. EXTRA HELP IS RECOMMENDED
13. MORE EFFORT REQUIRED
14. MISSED CLASSES HAS NEGATIVE IMPACT
15. NEGATIVE ATTITUDE/UNCOOPERATIVE
16. NOT WORKING TO POTENTIAL
17. ACCELERATED MATH INCOMPLETE
18. STUDY ISLAND INCOMPLETE
19. BASIC SKILLS NEEDS IMPROVING
20. CLASSWORK INCOMPLETE
21. HOMEWORK NOT TURNED IN
22. GRADE EARNED BELOW A "55"
23. DISRUPTIVE INFLUENCE IN CLASS
24. ORGANIZATIONAL SKILLS NEED IMPROVING
25. PLEASE CALL FOR CONFERENCE

2011/2012 Scheduled Parent – Teacher Meetings
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Back to School Night	September 22, 2011-- 6:00 p.m.
Fall Conferences	December 1, 2011 -- 1 p.m. – 3 p.m. 5 p.m. – 7 p.m.
Spring Conferences	February 16, 2012 -- 1 p.m. – 3 p.m. 5 p.m. – 7 p.m.

Course Offerings

Academic subjects include the following: reading, language arts, mathematics, social studies, and science.

Expressive Arts are: art, general music, physical education/health, computer literacy and World language.

Students may participate in band, orchestra and/or chorus in addition to the above.

Grading Standards


Reading, language arts, mathematics, science, and social studies teachers evaluate student performance according to the following criteria:


Tests – Included in this category are chapter tests, research papers, reports, projects, and marking period exams.


Quizzes – These may include cooperative learning activities, worksheets, notebooks, review quizzes, and writing assignments.


Homework/Classwork


Expressive Arts teachers will evaluate student progress according to the following standards:

General Music 
 Class participation
 Tests/homework
 Percentage grade given

Computer Literacy 
 Projects
 Quizzes
 Passing/Improvement Needed grade given

Art 
 Projects
 Quizzes, tests, vocabulary sheets
 Artist reports
 Homework
 Percentage grade given

Physical Education 
 Participation
 Skill test & application
 Aerobics
 Tests
 Passing/Improvement Needed grade given

World Language 
 Class Participation
 Homework
 Classwork
 Assessments

Grading Standards (Continued)

Band and Chorus

Band will meet on a rotating schedule and Chorus will meet during their lunch periods. Band and Chorus are elected courses. Students are expected to meet all course requirements and will be graded Satisfactory or Unsatisfactory on the course requirements. Students must carry passing grades in all of their classes to be eligible for participation in band and/or chorus. Any students that end the marking period with a grade less than a 70 will be removed from the activity. At the end of the next marking period the student's grades will be reviewed to determine if they can become eligible.

Strings

Students who participate in the orchestra meet once a week. Schedules are formulated at the beginning of the school year. Orchestra lessons are given in lieu of study skills. The orchestra performs in two concerts. Grade given is Satisfactory and Unsatisfactory. Students must carry passing grades in all of their classes to be eligible for participation in strings. Any students that end the marking period with a grade less than a 70 will be removed from the activity. At the end of the next marking period the student's grades will be reviewed to determine if they can become eligible.

ESL

The goal of the ESL program is to assist pupils in achieving fluency in English and to achieve the content described in the Core Curriculum Content Standards. "Reports of pupil progress shall be made to parents/guardians on the same schedule as reports of pupils in the regular program."

1. The grades of pupils who are at proficiency level three (speech emergence stage: students use more listening comprehension; may be able to speak in short phrases, ask questions and answers simple questions and produce longer sentences) and have been in the district for more than one year should be reported in the standard manner.
2. Pupils who are at proficiency level one (pre-production stage; students do not usually speak; students may respond by pointing, nodding, demonstrating or drawing) or proficiency level two (early production stage; pupils have a limited vocabulary and may be able to speak with one or two-word phrases; pupils can demonstrate comprehension by answering yes/no questions, either/or questions or who/what/where questions) or have been in the district less than one year will use the following modified grade reporting system..

ESL Modified Grade Reporting – Grades 5-8

Report progress in class using S (satisfactory) or U (unsatisfactory). The teachers have the option to report progress in non-ESL classes using S (satisfactory) or U (unsatisfactory). The decision about using S/U is made in consultation with the student's other subject matter teachers and the guidance counselor. ESL teachers provide narrative comments.

Teachers will continue to modify the assignments for students and in some cases students' academic. The following criteria can be taken into consideration when grading:

1. Students motivation
2. Amount of improvement
3. Attention during class
4. Preparation for class

5. Attendance
6. Attitude toward work
7. Quality of work

Academically Enriched (AE)

Achieving/Maintaining Academically Enriched Status

Any student wishing to be considered for the AE program upon entering grade six must have met the following criteria in their current course placement by the end of the grade five school year:

1. 95% average or better for all four marking periods.
2. Advanced Proficient on NJ Ask
3. Teacher recommendation

Students enrolled in our academically enriched courses must maintain an 80% average or above by the end of the first marking period to remain in the program. By the second marking period, a child should have an overall average of 83% or higher to remain in the program.

Report Card Grades

<u>Grading Criteria</u>	<u>Numerical Range*</u>	<u>Letter Equivalent</u>
Excellent	90 - 100	A
Good	80 - 89	B
Satisfactory	70 - 79	C
Poor	65 - 69	D
Failing	64 - Below	F

***Note: Percentage grades are reported on report cards, not letters.**

Extra Help – After School

Students should seek extra help from teachers when necessary. The teachers will inform the students when the help is offered. Students should have a pass (in advance). **Students should inform parents/guardians** whenever staying after school is necessary. Students should report to their lockers by 2:15 p.m. Finally, they must report to the classroom for the extra help sessions by 2:20 pm. Upon completion, students are to exit the building immediately. Bus students may wait in the front lobby for the late bus, which arrives between 3:15 - 3:45 pm.

Good Study Habits and Homework

1. Keep an up-to-date assignment notebook.
2. DO NOT STUFF PAPERS IN YOUR TEXTBOOKS.
3. Complete homework in an area where you will not be disturbed.
4. Before beginning homework, have all necessary materials at hand.
5. Do homework in adequately lighted areas.
6. Have your work organized.
7. Always read your material first and then do written work.

Honor Rolls

Students who achieve high academic achievement have their names placed on the honor roll each marking period. There are two honor rolls: the High Honor Roll, requiring a grade of 90-100 in all subjects; the other is the Honor Roll, with the minimum requirement of 80% over better in all subjects.

Retention of Students

In general, pupils shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of pupils from grade to grade, with pupils spending one year in each grade. A small number of pupils, however, may benefit from staying another year in the same grade. Such retention shall be considered when:

- A. The pupil is not achieving minimum proficiency levels in basic communication and computation skills;
- B. The pupil is achieving significantly below ability and grade level;
- C. Retention would not cause an undue social and emotional adjustment;
- D. Retention would have a reasonable chance of benefiting the child's total development.

Whenever retention of a pupil is being considered, but not later than the end of the third marking period, the teacher shall confer with the principal and child study team member(s). The parent(s)/guardian(s) shall be invited to a meeting with the teacher, principal, and other appropriate staff members for discussion of the matter. This discussion shall consist of an explanation to the parent(s)/guardian(s) of the child's proficiency level and of the child's ability to achieve. The building principal shall make his/her decision as to whether a pupil will be retained in grade. The decision shall be based upon recommendations of the professional staff.

The district administrator shall assure that the school principal exercises particular caution in not retaining a child more than once during a child's elementary school experience and may, when found desirable, provide for promotion on the basis of social and personal needs, rather than

academic achievement. No pupil may be promoted to the Middle School without the approval of the elementary school principal.

STUDENT SERVICES COUNSELING AND GUIDANCE SERVICES

Guidance Office

The guidance office serves as an avenue by which students may seek advice, information, or assistance. The Guidance Counselor helps students cope with their concerns, whether they are school-related or personal. The guidance and main office staff often quickly and easily answer students' questions. Students are encouraged to use their services. The Guidance Counselor can be reached at extension 219.

Student Assistance Counselor (SAC)

The SAC office serves as an avenue by which students may seek advice, information, or assistance. The SAC helps students cope with their concerns, whether they are school-related or personal. The SAC often quickly and easily answer students' questions, they will listen, counsel, and/or advice; depending on the students' needs. Students are encouraged to use this service. Student confidentiality is respected and maintained. The SAC can be reached at extension 210.

Intervention and Referral Service (I&RS)

The Pupil Assistance Committee assists students with learning and/or behavioral difficulties. The committee is composed of at least one of the following: administrator, teacher, CST member, nurse, and student assistance counselor. Students who may be experiencing academic or social problems can be referred to the I&RS for support and guidance.





HEALTH SERVICES



Medical Information, Rules and Regulations

The school nurse is Mrs. Dawn Wallis. Her extension is 227. The nurse is available to assist students who have health problems, illness, or injury. Students who become ill during school hours should report to the area teacher for a pass to the health office.

Use of Medications

Medication **cannot be** administered to students **without written doctors' orders and written parents' permission.**

Diagnosis and treatment of illness and prescribing of drugs and medication are not the responsibility of the school. Medications for students during school hours will be permitted only when failure to take such medication would jeopardize the student's health or inhibit his/her attendance, should the medicine not be made available during school hours.

Medication will be administered according to the following guidelines:

1. Pupils requesting medication during school hours must have a written statement from the family physician showing the type, dosage, and purpose of the medicine. In addition, a written statement from parents granting permission is required.
2. The school physician must approve any request from a family physician that medication be given a student.
3. The school physician should be advised of any drug being taken by a child attending school, particularly those that might cause a change in behavior.
4. Requests from the parents and family physicians must be sent to the medical inspector. After approval or rejection, she/he will notify the administrator and the coordinating nurse of the decision.
5. Medications should be brought to school in **original containers**, appropriately labeled by the pharmacist or doctor.
6. Prescribed antibiotics must have an order, but none will be given if ordered three times a day. Three x's means before school, after school, and before bed.
7. The school nurse cannot give over-the-counter drugs unless accompanied by a doctor's note stating the name of the medicine, time, dosage, and duration.

Inhalers

Inhalers used for asthma or other respiratory conditions are a medication and as such, fall under the guidelines of the above medication policy. Besides written consent from the parent/guardian, both specific orders and an asthma treatment plan must be received from the student's physician.

According to Board policy, self-medication for asthma is permitted beginning in the sixth grade. Both the parent/guardian and the physician must sign additional consent forms. Fifth graders are not permitted to carry their own inhalers.

Emergency Cards (2 will be given)

These are distributed the first day, and they must be on file by the end of the first week of school. Please fill out the **FRONT and BACK** of **both the cards**, and sign where indicated. PLEASE BE SURE THAT TELEPHONE NUMBERS ARE CORRECT AND THAT THE NAMES

OF THE PEOPLE LISTED ARE INDIVIDUALS WHO CAN COME TO THE SCHOOL IN THE EVENT THAT YOU ARE UNAVAILABLE. Please update the cards if there are changes in telephone numbers or names of designated individuals. It is most important that we are able to reach you immediately in case of emergency. The prompt return of completed cards is always appreciated.

Health Services (continued)

Examinations and Screenings

In compliance with state mandates and **Board of Education** policies, Grant School will provide the following services this year:

1. **Hearing** screenings will be conducted for all new students, or as needed.
2. Scoliosis is defined as a condition of the spine in which the spine may curve to the right or left. It is most commonly found during the time of rapid growth and may progress if not treated. The purpose of the screening program is to recognize scoliosis in its earliest stages. You will be notified if any abnormalities are found, so that you can follow through with an evaluation by your physician.
 - You may have your child examined by your own physician, at your expense. If you prefer to use your own physician, at your expense, a note from your physician stating that your child has had a scoliosis examination must be submitted to the school's Health Office by **October 1st** of the current school year. Please submit the results of the exam to the health office.
3. **Vision** tests will be conducted for all 6th grade students
4. The recording of **heights, weights** and **blood pressure** will be conducted for all students.

Immunizations

All incoming SIXTH GRADE students must have this series completed BEFORE school begins.

Effective September 1, 2008, children entering Grade 6 must meet new State of New Jersey immunization requirements. These new mandates relate to Diphtheria/Tetanus/Pertussis vaccine as well as Meningococcal Vaccine.

- As of September 1, 2008, all children born on or after January 1, 1997 and who are entering Grade 6 on or after September 1, 2008, are required to receive one dose of Tdap (tetanus, diphtheria, acellular pertussis), given no earlier than the 10th birthday.
- As of September 1, 2008, all children born on or after January 1, 1997 and who are entering Grade 6 on or after September 1, 2008, are required to receive one dose of a meningococcal containing vaccine, such as the medically-preferred meningococcal conjugate vaccine.

New Jersey also requires that every child born on or after January 1, 1990 and entering Grade 6, or a comparable age level Special Education Program, shall have received three doses of Hepatitis B vaccine.

All pupils are to be in compliance with the New Jersey immunization regulations in order to be admitted to Grade 6, unless a child meets the criteria for receiving a medical exemption or a religious exemption from school officials.

Health Services (continued)

Parents should review the personal immunization records of their children or consult their physician or medical provider to ensure that these newly required vaccinations have been given, are in the process of being given, or are scheduled to be administered in the near future. Parents should make the necessary medical appointments with their private physician if their children are not yet fully immunized to ensure children will be in compliance with these new immunization requirements in order to enter Grade 6. As soon as you have documentation of these vaccinations please forward to your school nurse.

School Insurance

The Board provides student accident insurance beyond the student's family plan through the Bollinger Company called Full-Excess Student Insurance. School insurance applies only after the family plan has been fully exhausted. A form to file beyond the family plan is available in the health office.



PHYSICAL EDUCATION

Introduction

The instructional program is designed to fulfill the needs of each student and thus the needs of society. The curriculum is balanced in its approach to physical education. It seeks to provide children with the tools and experience necessary for a lifetime commitment to healthy living. We encourage students to succeed through cooperative and individual participation in sports and physical activities.

Goal Statement

The program's basic goal is for every student to develop self worth, physical growth, and responsibility for maintaining health, respect for others, and an understanding of democratic ideals and practices. We believe that health and fitness are essential to the quality of life.

Course and Credit

Students will pass a course in physical education for each year of attendance, for which they receive credits each year according to local policy.

PHYSICAL EDUCATION RULES AND REGULATIONS

Physical education is a major subject required by state law. **Performance is included in Honor Roll calculations.**

1. Students **must** wear the following in order to participate in class:
 - athletic sneakers (with laces appropriately tied, z strap or Velcro)
 - socks recommended
 - clothing:
 - shirt must have sleeves and cover torso during activity
 - undergarments must not be visible
 - skirts/dresses must be accompanied by shorts
2. Upon entering the gym, students are to place their book bags, backpacks, and other personal items on the floor in the designated area. They are then to go to their assigned spots, sit down, and remain quiet.
3. Students will be considered tardy if they are not in assigned spots when the bell rings. Detention may be assigned in such cases.
4. Chewing gum is not permitted.
5. Students are to remain in their assigned areas, unless the teacher gives permission. Leaving without permission will be considered a cut.
6. At the conclusion of class, students are to sit at their assigned spots.
7. The teacher signals dismissal, not the bell.
8. Students not taking part in class will be given a written assignment to be completed.
9. Jewelry is not to be worn during class.
10. Physical education excuses:
 - A doctor's note is required. Included in the note may be specific recommendations for an alternative activity. Every effort will be made to honor the physician's requests. The note should contain the dates of exclusion from class.

- The doctor's note must contain a date to return to activity otherwise, students will need another note in order to re-enter the class.



INFORMATION CENTER

The Information Center is housed in the 6th Grade wing. Admittance to the Information Center during school hours is by pass. Teachers must include students' names, the date, the time issued, and a signature on all passes. Students are encouraged to use library facilities after school as well as during the day.

Care of Library Materials

It is expected that borrowed materials will be returned in the same condition as when first procured. It is also expected that students will make every effort to keep the library clean and appropriate so that all students may study in a clean and quiet environment.

Magazines

The latest issue of a magazine may not be borrowed. Back issues are available on overnight loan. To request a magazine, fill out a request slip at the circulation desk. Leave the slip in the magazine box on the desk. Please check the posted list of available magazines before filling out a request slip. Magazines will be retrieved at the end of the day, if not sooner.

Overdue and Lost Books

Overdue notices are sent to the students in homeroom. If material is not returned or renewed after several notices, a letter will be sent home. If the material is not returned after such notification, the report card will be withheld. In addition, the student will not be allowed to borrow any more library items until the matter is resolved. No fines are charged for overdue material, but the replacement cost must be paid for lost material.

Procedures for Borrowing Books

Library books contain bar codes that are read by the computer. Students do not need a card to borrow materials. Simply present the desired books at the circulation desk for check out. Books may be borrowed for two weeks. A book may be renewed if no other student has requested it. If a book that a student desires is out, he/she may request to have it placed on hold. The student will be notified when the book is returned to the library.

Reference Books

These are to be used on the premises. They are unavailable for borrowing without the librarian's permission.

Returning Books and Magazines

Please return materials on time. Place them in the book return box on the circulation desk.

School Expectations

General Information

The school is the learning and working environment for both students and staff. Students, their families and staff members are expected to behave in an orderly, mutually respectful manner at all times. Students, their parents/guardians, and staff members should expect a safe, orderly, positive environment to work and learn in. Students have a responsibility to know and follow the rules and regulations of the school at all times. Students should respect themselves, respect others, respect property, and be responsible for their own actions. Students will be expected to be respectful at all times and follow these simple rules;

- No one may harm people or property.
- No one may use inappropriate (foul, abusive, harassing, vulgar) language.
- Students are to keep hands, feet and objects to themselves.
- Students are to do what they are told to do the first time they are told.
- Students may not interfere with learning or teaching.

These simple rules reinforce our major expectations of school:

- Teachers must be allowed to teach and students must be allowed to learn.

The basis for this expectation is that:

- Students will allow the teacher to teach all students.
- Students will allow all students to learn.
- Students will encourage all others to feel safe and comfortable.

Students who are unable to meet our high behavioral expectation will receive appropriate consequences for choosing inappropriate behaviors. Students referred to the administration for inappropriate behavior will have the opportunity to discuss and write their version of the situation. Administration will investigate and make a decision on the situation and the consequences that will be assigned.

Teachers will explain their expectations for behavior in their classrooms. Teachers will explain their expectations and the consequences for positive and negative behavior. If parents/guardians have questions on individual classroom behavioral plans, they should speak with the classroom teacher for clarification. Rules are established to maintain a safe, orderly environment. If students demonstrate severe or repeated inappropriate behaviors, they will be referred to the administration.

Buses

Transportation for eligible students is provided. Students must present their bus pass every time. The driver is in charge of the bus. Students are to obey the driver at all times. Those who disregard the rules may be referred to the administration for disciplinary action, which may

include loss of privileges. Parents will be notified in each case. Inquiries about bus eligibility or other transportation questions should be directed to the office of **transportation** at **extension 211**.

Buses (Late Bus)

The late bus arrives at Grant School between 3:15 – 3:45 p.m. Only eligible students may ride, and they are to be possession of a late bus pass. **Students who have remained after school for disciplinary reasons, such as detention, are not eligible for late bus transportation.**

Buses – Student Responsibility

1. Before the bus arrives:

- *Be at your bus stop at least ten minutes before bus arrival time. The bus cannot wait for students; students should be waiting for the bus.
- *Remain on the curb at least three (3) feet back. **NEVER** stand in or move into the road as the bus approaches.
- *Wait until the bus comes to a complete stop before moving toward the door.
- *Form an orderly line for boarding the bus. Don't push or shove.
- *Wait for flashing red lights to appear, traffic to stop, and driver to give the okay before crossing the street or road to board the bus.
- *Student must carry bus pass at all times.
- *Student will be required to show bus pass to the driver upon request.
- *Do not destroy or damage resident's property at a bus stop.
- *Students are responsible for any damage to the bus or bus seats, or damage caused to property while at a bus stop.

2. While riding the bus:

- *Move quickly to your assigned seat.
Do not stand or move from your seat while bus is in motion.
- *Driver or school administrator may assign seats. Sit in your assigned seat to and from school.
- *Use seat belts on the bus. **IT'S THE LAW.**
- *Never throw anything out of the bus window.
- *Keep hands, arms and other parts of the body inside the bus at all times.
- *Keep feet, legs and other objects out of the aisles.
- *Book bags, etc. must be small enough to be kept on lap. **No suitcases on wheels allowed.**
- *Do not eat, drink or smoke on the bus. Help keep the bus clean. Throw trash in garbage can, not on the floor.
- *Conversation should take place in a normal tone of voice while on the bus so as not to distract the driver.
- *Do not deface in any way. All students are responsible for any damage they cause to the bus. Report any damage to the bus driver.
- *In case of emergency; remain calm, leave items on seat, follow drivers instructions, and follow bus evacuation procedure.

3. After leaving the bus:

- *Move quickly away from the side of the bus to the curb or off the roadway.
- *When necessary to cross the street or road, move 10 feet in front of the bus, wait for the driver's signal to cross – then move rapidly to the other side.
NEVER GO TO THE REAR OF THE BUS AND CROSS THE STREET OR ROAD.
- *Do not stop to pick up papers or books that drop by wheels of bus or in

roadway while crossing in front of the bus or cars. Go quickly to the other side of the street and wait for a parent or driver to signal that it is okay to pick up dropped items.

Buses – Student Discipline

N.J.S.A. 18A:25-2 provides that the driver shall be in charge of the school bus at all times and shall be responsible for order. The driver shall never exclude a student from the bus, but if unable to manage any student, shall report the matter to the principal of the school the student attends.

A student may be excluded from the bus for disciplinary reasons by the principal and the student's parents shall provide transportation to and from school during the period of such exclusion. The bus driver will forward all written referral to the building principal.

First Offense: Discussion with the principal or assistant principal with notification sent to parents.

Second Offense: Discussion with principal or assistant principal with notification sent to parents.

Third Offense: Discussion with principal or assistant principal with notification sent to parents. Exclusion from the bus for one day.

Fourth Offense: Discussion with principal or assistant principal with notification sent to parents. Exclusion from the bus for five days.

Serious violations may require skipping steps and imposing immediate extended exclusion from the bus.

Changing Classes

Passage through the halls in an orderly manner is essential. Students are to walk on the right if there are no obstructions, not run, speak in moderate tones, move quickly, (**do not use the lavatories**), and arrive to their destinations on time.



Hall Passes

Students in the corridors during class periods should possess their Daily Planner or a hall pass. The Daily Planner is required for pupils to move throughout the building at times other than during the regular changing of classes. Students who enter the building before the start of the day as well as after dismissal are to have a signed and dated hall pass.

Lost and Found

Items lost may be located in the lost and found box in the cafeteria or in the main office. Report losses promptly. Be sure that lockers are closed at all times.

Radios/Walkmen/i-Pods/Video Games/Hand Held Video Games, etc./Laser Pointers

These are **not permitted**. If brought to school, the items will be confiscated and the parent/guardian may have to come in to get the item.

Smoking

There is zero tolerance for smoking in Grant School. Students who possess a lighted cigarette on school property, within the building itself, on field trips, or during any school activity **will be suspended**. Cigarettes are not to be brought into the building. They will be confiscated, and parents will be telephoned.

Cafeteria

The cafeteria serves lunch daily during periods 5, 6 and 7 for 40 minutes. There will be lunch service during early dismissals. Hot and cold lunches are available, or students may bring their own lunches. Menus are posted on the bulletin board in the cafeteria each week. Students will be able to choose their seats twice a year, first marking period and third marking period. **Students are not to change tables without permission.**

1. Proceed to lockers before lunch and after lunch. If students expect to go outdoors for recess, then they are expected to bring coat/jackets with them to the cafeteria.
2. Students will be split into groups of two: the first group will stay for lunch while the second group goes outdoors for recess. They will then reverse the pattern so that both groups will have had time to eat and take recess.
3. Food is to be consumed while seated at the tables. No food or drinks are to leave the cafeteria.
4. Students are responsible for the disposal of his/her garbage, and for seeing that the tables and floor are clean.
5. **Repeated unacceptable conduct, such as disrespect, throwing of food, cutting in line, disobedience, leaving seat without permission, inappropriate language, fighting, etc. may result in lunch detention or more severe consequences, including loss of cafeteria privileges and/or suspension.**

“Grab & Go” Breakfast is also available daily in the cafeteria for a small charge. Students who are eligible for free & reduced lunch also qualify for the same on breakfast.

Telephones

A telephone for student use is available in the main office. Students using the phones should be using them for emergencies, not for convenience. Students should not make arrangements to go to friends' houses, to walk home, etc. that day. Students should clear all plans with parents/guardians the night before to avoid any necessary lines for the office phone. **PLEASE DO NOT CALL THE MAIN OFFICE AND ASK STUDENTS TO BE PULLED OUT OF CLASS TO TAKE A CALL UNLESS THE MATTER IS URGENT.**

Cell Phones

Pupils are not permitted to use cellular telephones while school is in session. Cellular telephones must be turned off while the pupil is in the school building and may only be turned on after school had concluded and *the pupil is outside the school building*. **Cell phones that are turned on in violation of this policy will be confiscated by administration, and will be subject to appropriate disciplinary action. (Board of Education Policy Code 5516)**

Toys

Items such as water pistols, slingshots, cap guns, dice, golf balls, etc. do not belong in school. They will be confiscated and parents will be telephoned.

Weapons and Dangerous Objects

Implements potentially harmful: knives, guns, water guns, studded belts, wristbands, matches, lighters, firecrackers, etc. are forbidden. Possession may result in suspension. If brought to school these items will be confiscated, parents will be notified. **If the item is a knife, gun, or other illegal device, the police will be notified, and the student will be suspended indefinitely.**

Guns, Bullets, Firecrackers, Knives, Weapons, Etc.

No type of exploding (with gun powder or without) device or toy is allowed in school or on school property. No type of gun (real, fake, water, etc.), bullet, bullet casing, knife, sharp instrument or any item which could be used as a weapon will be allowed in school or on school property.

Buying/Selling/Trading of Items

Students are not to engage in this type of behavior with other students. This includes, but not limited to, video games, action figures, toys, books, baseball cards, Magic Cards, or other playing or trading cards, etc.

DRESS CODE (South Plainfield School District Regulation #5511)

Pupil Dress and Grooming Practices

The following pupil dress and grooming practices have been developed as a guideline to establish an educational environment, which is conducive to learning, self-respect, professionalism and a sense of responsibility. The dress code sets forth basic requirements for good grooming in grades five through twelve.

- Pupils are not to wear head covering in the buildings, e.g., hats, scarves, bandannas, do-rags, headbands (except for religious reasons), sweatbands, wave caps, hoods, etc. Pupils with medical reasons must obtain a note from the school nurse.
- Shoes or sandals must be worn at all times on school grounds and in school buildings. Because of the layout of the schools, students are cautioned about wearing shoes, which may pose a safety hazard; i.e., flip-flops or stiletto heels.
- See-through blouses, halters, bare midriffs, spaghetti-straps, tank tops, and sleeveless undergarments, muscle or basketball shirts without undershirts, blouses tied at the midriff, and/or any shirt/skirt/pants/shorts which display excessive nudity such as cleavage, skin above/below the waist are not acceptable. Tops must have straps wide enough to cover the straps of undergarments.
- Micro-miniskirts and short shorts are not acceptable. The hem of skirts/shorts must fall to at least the index fingertip of the pupil's extended arm. Outfits are to be tailored in such a manner not to over-expose the body while standing, sitting, or participating in routine school activities (e.g., raising the hand). Belts must be worn with overlarge shorts or pants.
- No pupil shall be allowed to wear clothing or other apparel which can be used as a weapon. These include chains (attached to wallets and studded neck and wrist bands), tinted glasses or sunglasses (except if they have prescription lenses) and goggles.
- Tee shirts cannot be worn to display offensive language or comments.
- Torn, ripped or slashed pants/clothing, tights, and/or revealing clothing (Spandex, bike pants, etc.) will not be permitted. Pants worn below the hips exposing undergarments are also not acceptable.
- Articles of clothing and/or buttons, etc., which have indecent, provocative, inflammatory, or profane writing, pictures, or slogans are not acceptable. Any clothing promoting or depicting substance use/abuse or weapons is inappropriate.
- Wearing of multiple fingered or oversized rings is not acceptable.
- Gang-like attire is not permitted.

- No pajamas or beach attire are to be worn at any time. This includes "loung pants."
- No slippers are to be worn at any time.
- No underwear can be worn as outerwear. Undergarments should not be exposed.

Dress Code (continued)

Enforcement

- Teaching staff members will report perceived violations of the dress code to the Building Principal, who will interpret and apply the code.
- Pupils who publicly represent the school or a school organization at an activity away from this district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity. Pupils unwilling to comply with this requirement will disqualify themselves from participation.
- Pupils will not be permitted to attend a school-related function, such as a field trip, school dance, after-school activity unless they are attired and groomed in accordance with this dress code.
- The Principal may waive application of the dress code on a day especially scheduled for pupils' free expression in dress and grooming.
- A pupil whose dress or grooming has been found by the Principal to violate this regulation may appeal the Principal's determination to the Superintendent, whose decision will be final.

Additional Guidelines Regarding Students' Attire

1. Shorts are appropriate as long as they are not overly tight and of the proper length (no higher than the tips of the fingers with arms extending towards the floor).
2. Shirts and /or blouses should exclude exposure of bare midriffs and low cut designs. Straps on blouses should not be thin, "spaghetti" types. Tank top shirts are not allowed.
3. Sleeveless t-shirts and basketball tank tops are inappropriate; however, basketball tops may be worn if a traditional t-shirt is worn underneath.
4. Biker shorts and/or spandex shorts are not allowed.
5. Leggings and tights may be worn if a mid- thigh shirt or dress covers them.
6. Coats and jackets are not to be worn in class.
7. Studded chains and necklaces are not allowed.
8. Sunglasses, hats, bandanas or other headgear are not allowed unless religious, medical or granted prior administrative approval.



Hall Lockers

Homeroom teachers assign lockers. Students will be given as much time as they need to learn how to use the combinations. **COMBINATIONS SHOULD NOT BE GIVEN TO OTHER STUDENTS.** Lockers are not to be shared, nor are students to use any locker other than the one assigned to him/her. Defacing lockers and/or sharing information may result in disciplinary action. Students are responsible for keeping their lockers clean. Students are discouraged from bringing valuable to school, especially electronic devices. The school and all of the employees are not liable for stolen and/or lost/missing items.

Other procedures for using lockers include the following:

1. If a locker does not work, then students are to inform the homeroom teacher and the office immediately.
2. Keeping expensive personal property in lockers is not a good idea. Students are responsible for personal property left in lockers.
3. Although there are periodic “locker cleanouts” throughout the year, students are required to empty lockers completely at the end of the year, or in the event of withdrawal before the end of the year, at that time as well.
4. **Lockers may be searched if there is reason to believe that there may be dangerous, illegal, or any other material that poses a hazard to the safety and order of the school.**
5. Lockers are the property of the Board of Education.

Note: The Board of Education does not guarantee locker security. The student to whom it is assigned must pay for school property lost or stolen.

Bicycles - The school assumes no responsibility for theft or damage to bicycles. Students are permitted to ride bicycles to school, but the privilege may be withdrawn if there is failure to comply with rules of safety and courtesy. Bicycles are to be secured by locking them to the bicycle rack in the front of the building. As pursuant to *New Jersey Statute 39:4-10.1*, all students under the age of 18 are **required to wear helmets** when riding bicycles. Students who fail to wear a helmet may not ride their bicycle to school. If a student arrives to school on a bicycle without a helmet, the student may be required to leave their bicycle at school until a helmet is obtained or a parent transports the bicycle home. The school and all of its employees are not responsible for lost, stolen or damaged bicycles.

Care of School Property

The Board of Education believes that the school should help students learn to respect property and to develop a feeling of pride in the community. Therefore, each student is responsible for the proper care of school property, supplies, and equipment entrusted to his/her use. Writing on desks, lockers, walls, and lavatory stalls is vandalism. If caught, students will be required to clean the vandalized area, and may be subject to other disciplinary measures as well. Parents/guardians will be notified.

Care of Textbooks – Fines

When students are issued textbooks, teachers will record the condition of the book, the identification number, and the date of issue. Allowing for wear resulting from normal use, texts are to be returned in the same condition at the time of issuance. Students are held accountable for all textbooks entrusted in their care, and they are to reimburse the school for any text that is lost or damaged, including library books. **Report cards will be withheld until financial obligations are fulfilled.**

Texts are to be covered at all times. Damage beyond normal wear is to be assessed in the following manner:

New Book

Lost	Full price
Slightly damaged	20% of purchase price or less
Moderately damaged	40% of purchase price or less
Badly damaged	60% of purchase price or less
Severely damaged	80% of purchase price

Book in Good Condition

Lost	80% of purchase price or less
Slightly damaged	20% of purchase price or less
Moderately damaged	40% of purchase price or less
Badly damaged	60% of purchase price or less
Severely damaged	80% of purchase price or less

Book in fair condition

Lost	60% of purchase price or less
Slightly damaged	20% of purchase price or less
Badly damaged	40% of purchase price or less

Definitions of terms:

1. Lost -- Books not available to be used or returned.
2. Slightly damaged -- Books with ink stains, graffiti, pencil marks, rips, and other damage not easily repaired.
3. Moderately damaged -- Books that have been abused but can be used for one or two more years.
4. Badly damaged -- Books that must be sent to the factory for rebinding.
5. Severely damaged -- Books that are beyond repair.

Fire Drills

State law requires that at least one (1) fire drill be conducted monthly. The following are procedures for fire drill:

1. At the sound of the alarm, walk to the assigned exit quietly and in single file. Follow the directions of the teacher.
2. If the assigned exit should be blocked, proceed to the next exit.
3. Do not break into lines ahead of you. Follow behind the end of the line as soon as it passes.
4. Walk away from the building as directed. Wait in line **silently**. Return to the building when the all-clear signal is given.

Security Drill

State law required that at least one (1) security drill be conducted monthly.

Emergency Management / Parent Information

It is our primary goal to run safe schools. The New Jersey State Department of Education requires public schools to hold monthly fire drills and to run emergency management drills. All our schools run efficient drills which ensure the safety of your children.

If it is determined that an actual emergency management situation arises, we have a list of expectations for parents to follow indicated below. These expectations have been discussed with local Office of Emergency Management, the local police and the administrators of the South Plainfield Schools. Please read them over. If you have any questions, please contact your principal.

- School Messenger (electronic phone and email notification system) will provide information regularly and accurately.
- Students are not permitted to use any electronic communication device for safety reasons.
- Parents are discouraged to communicate with or contact their children using any electronic device.
- The school phones will be locked down and unavailable.
- If a decision is made to evacuate a school, police will not allow any civilians near or at the evacuation site.
- Once a meeting place has been determined for parents to gather, School Messenger will broadcast that information. As soon as accurate information is available, an administrator will share information with the parents at the designated place.
- Local groups such as PAL staff may not have information regarding the incident, so please do not call them.

The administration will make every effort to make effective use of School Messenger during an emergency. As indicated, our primary goal is the safety of your children.

Fighting/Horseplay

Students who fight or participate in horseplay will be suspended. Every means should be used to prevent a fight. Rumors of an impending fight should be reported to the principal immediately. Horseplay includes, but not limited to, **any form of physical contact**, whether consensual or nonconsensual.

Gum

Gum is **not permitted** at any time. This includes lunch and recess!

Skateboards/Roller Blades/Scooters/Heelys

These are **not permitted** in school or on school grounds. South Plainfield Ordinance restricts the riding of skateboards on streets, public buildings/grounds, and/or sidewalks. Students not abiding by this directive will have the item held in the office, to be released to a parent or guardian.

Assemblies

These may be held at Grant School in the gym or cafeteria, or they may be held at the high school or middle school. Students are expected to enter and leave assembly sites in an orderly manner. Moreover, they are expected to respect others by paying attention to the program, by applauding at appropriate times, and by avoiding any form of discourtesy.

(Note: Students having to be removed from an assembly may be denied the privilege of attending future programs. They will be sent to the office during the assembly and parents may be notified).

Student Conduct

DISCIPLINE POLICIES AND PROCEDURES

The right to an education has been made subject to certain restrictions. Students must submit to the authority of their teachers; they must pursue their prescribed courses of study; they must comply with the rules that have been established by law. Further, Title 18A states that students who do not obey the school system are subject to disciplinary action.

Infractions/Consequences

It would not be possible to list every possible infraction and every possible consequence. It is appropriate that the consequences “fit” the misbehavior. However, consequences will increase in severity when the infractions become consistent even if they don’t increase in their severity.

Such disciplinary action can involve one or a combination of the following:

1. **Teacher Detention:** A student must remain after school for a specified time.
 - a. Twenty-four hour notice will be given.
2. **Office Detention:** A student must remain after school for a specified time.
 - a. Twenty-four hour notice will be given. A.M. detention will begin at 7:00 A.M.
3. **In-School Suspension:** A student is denied the privilege of attending classes for a specified time. Suspended students are required to remain in the in-school suspension room for the entire school day. They may not attend extra-curricular activities.
4. **Out Of School Suspension:** Students are excluded from school and confined to the home for a specified period of time. They may not attend extra-curricular activities.
5. **Expulsion by the Board of Education:** Students are dropped from the rolls and not permitted to attend school.

Infractions Which May Result In Suspension or Expulsion

1. Fighting on school grounds or in the building
2. Exhibiting fragrant disrespect or disobeying or defying teachers, custodians, secretaries, aides, etc. (anyone who works in or visits our school)
3. Using profanity or obscene language towards any person
4. Cutting teacher detention or office detention
5. Throwing snowballs on school property or on the way to and from school
6. Throwing food
7. Throwing dangerous objects (pencils, pens, etc.)
8. Possessing/using water guns or the like

9. Cutting class, cafeteria or other assigned activity
10. Continued misbehavior in ISS
11. Excessive tardiness and absenteeism
12. Leaving school grounds without permission
13. Smoking on school grounds
14. Stealing, gambling, forgery, extortion
15. Defacing of school property

Suspension or Expulsion With Notification to the Proper Authorities

Because these behaviors are illegal:

1. Possession of or use of illicit drugs or alcohol on school property
2. Selling or distributing drugs or alcohol on school property
3. Assaulting a teacher, administrator, or other employee of the South Plainfield Board of Education
4. Smoking or in the possession of a lighted cigarette in the building or within 1,000 feet of the building
5. Stealing or possessing stolen property
6. Gambling in school or on school property
7. Destroying, defacing, or vandalizing school property
8. Possessing/using fire crackers or any other explosives
9. Truancy

Principal's Detention

Twenty-four hour notice will be given. Students who violate the rules in areas other than the classroom, e.g., in the hallways, in the lavatories, during recess, before or after school, etc. may be assigned principal's detention.

Teacher Detention

Students who do not comply with class rules may be given detention. Twenty-four hour notice will be given. **Students who receive detention are not eligible to ride the late bus.** Teachers and parents should work together to avoid the need for detention.

Lunch Detention

The consequences for misbehavior in the cafeteria may result in lunch detention. Students who are unable to follow the rules may be assigned lunch detention in place of recess. Moreover, they may be excluded from the cafeteria for a specific time, consuming lunch in a supervised area devoid of other students. Finally, repeat offenders may lose the privilege to purchase hot food for a specified period of time.

Fight Policy

Students who fight will be suspended. Every means should be used to prevent a fight and to get away from the situation. Rumors of an impending fight should be reported to the principal immediately.

Avoiding Fights

- Take three steps back from the situation.
- Make certain to share with the person that you don't want to fight.
- You may want to say "Stop, I don't want to fight you", loud enough to draw the attention of an adult.

Eligibility for Student Council Sponsored Activities

Any student who receives an ISS or OSS assignment is excluded from student council sponsored activities within 20 school days of the event.

NOTE: The date of the ISS/OSS assignment will be the date the student served the suspension, not the date the infraction was reported.

Student Conduct (Continued)



Bullying

Bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences—both for students who bully and for their victims. Bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion. While some bullies typically engage in direct bullying methods, others who bully are more apt to utilize these more subtle indirect strategies, such as spreading rumors and enforcing social isolation. Whether the bullying is direct or indirect, it is a serious problem that can dramatically affect the ability of students to progress academically and socially.

If you are being bullied

- > Try to stay calm and look as confident as you can
- > Be firm and clear – look them in the eye and tell them to stop
- > Get away from the situation as quickly as possible
- > Tell an adult what has happened immediately

After you have been bullied

- > Tell a teacher or another adult in your school
- > Tell your family
- > If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- > Keep on speaking until someone listens and does something to stop the bullying
- > Don't blame yourself for what has happened

When you are talking to an adult about bullying be clear about:

- > what has happened to you
- > how often it has happened
- > who was involved
- > who saw what was happening
- > where it happened

> what you have done about it already

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5512 HARASSMENT, INTIMIDATION, AND BULLYING

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Harassment, Intimidation, and Bullying

This applies to all acts of Harassment, Intimidation or Bullying pursuant to NJSA 18A: 37-14 that occur on school property, at school sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-

15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that

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4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, tablet, net book, or e-reader.

C. Pupil Expectations

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

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

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

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Harassment, Intimidation, and Bullying

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

1. Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Pupil rights; and
4. Sanctions and due process for violations of the Code of Pupil Conduct.

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

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

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

1. Walk away from acts of harassment, intimidation, and bullying when they see them;

2. Constructively attempt to stop, acts of harassment, intimidation, or bullying;
3. Provide support to pupils who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

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Harassment, Intimidation, and Bullying

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

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

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance; and
11. Relationship to pupils and the school district.

Environmental

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

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Harassment, Intimidation, and Bullying

Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's -approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct.

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

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures – Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;

6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

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Harassment, Intimidation, and Bullying

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;

16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);

25. School transfers; and
26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

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Harassment, Intimidation, and Bullying

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;

16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);

25. School transfers; and
26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

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Harassment, Intimidation, and Bullying

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

E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically, or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

F. Harassment, Intimidation, and Bullying Reporting Procedure

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

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

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

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

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

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

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G. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. 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 this 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 as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
- c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

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3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a pupil 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 pupils 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 pupils 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 pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- 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;

- g. 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 pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

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The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent and any non-employee of the school district, who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.

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

The Principal shall proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to

reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary.

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Harassment, Intimidation, and Bullying

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

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

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

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

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

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Harassment, Intimidation, and Bullying

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

The Board authorizes the Principal of each school, in conjunction with the Anti-Bullying Specialist, to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials.

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

In considering whether a response beyond the individual level is appropriate, school officials 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 can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's

response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

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For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal, in conjunction with the Anti-Bullying Specialist, and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include 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, law enforcement report, or other legal action).
2. 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.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.

The district will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with pupils, school volunteer, or pupil from engaging in reprisal, or false accusation against a victim, witness, one with reliable

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

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All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. Examples of consequences and remedial measures for pupils who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

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

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

K. Consequences and Appropriate Remedial Action for False Accusation

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

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

pupils found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding; ~~or~~ termination; and/or bans from providing services, participating in school district-sponsored programs; or being in school buildings or on school grounds. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

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3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.
4. Board of Education Members- Board of Education members are subject to the provisions of visitors or volunteers stated above (3) as well as consequences related to the New Jersey Code of Ethics for Board of Education members.

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

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

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

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

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

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Harassment, Intimidation, and Bullying

M. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to – current and new school employees, contracted service providers, and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d.

The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

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

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

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

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

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

The Superintendent shall develop and implement a process for annually discussing the school district’s Harassment, Intimidation, and Bullying Policy with pupils.

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

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

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school’s website

and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

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P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. Pupils with Disabilities

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

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

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011

Adopted: 17 September 2008
Revised: 7 April 2008
Revised: 12 May 2010
Revised: 17 August 2011 (renamed from Policy 5512.01)

Co-Curricular Activities

After School Activity Program

Many after school activities are provided for students at Grant School. Information about clubs and activities will be provided at the beginning of the school year.

Co-Curricular Activities (Board of Education Policy)

The Board believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom curricular program of the school.

The purpose of such co-curricular activities shall be to:

- a. Develop student initiative and provide for the exercise of responsibility.
- b. Develop leadership capacities and good organizational skills.
- c. Aid in the socialization of students.
- d. Enable students to pursue a goal of self-realization.
- e. Enable students to explore a wider range of individual interest than might be available in the regular curricular program.

For the purpose of this policy, “co-curricular activities” shall be those activities which are sponsored or approved by the Board but are not offered for credit toward graduation. Such activities shall ordinarily be conducted wholly or partly outside the regular school day, available to students who voluntarily elect to participate, and marked by student participation in the processes of initiation, planning, organizing and executing.

The Board shall make school facilities available and assign staff members for the support of a program of co-curricular activities.

No co-curricular activity shall be considered to be under the sponsorship of this Board unless it has been approved by the superintendent and reported to the Board for their information and review.

The Board shall maintain a program of co-curricular activities at no cost to participating students except that students may assume all or part of the cost of travel and attendance at co-curricular events and trips.

The Board of Education believes that the primary purpose of public education is academic achievement. Therefore, students shall display mastery in subject matter areas required for promotion in order to qualify for participating in co-curricular activities.

'Academics First' Eligibility For All Extracurricular Activities

In order to participate in any one or more of the Grant School extracurricular activities students must meet a set of standards in the areas of academics, behavior, and attendance.

Extracurricular activities that are addressed:

1. All clubs
2. All music programs (band, orchestra and chorus)
3. Student Council

'Academics First' (continued)

STATEMENT OF PURPOSE:

Students at Grant School are encouraged to participate in one or more of the extracurricular activities available. However, to ensure that students and others keep their focus on the primary purpose of school -- academic preparation -- a set of "minimum standards" regulating eligibility for participation are hereby set forth.

An important part of eligibility should include a student's behavior and attendance. Behavior in school classrooms, in school facilities, and at school sponsored activities will be used to determine eligibility for extracurricular participation. Furthermore, attendance in classes and school, as well as punctuality, will be used as part of the eligibility regulations.

THE ACADEMIC RULE FOR ELIGIBILITY:

Starting in the 2011-2012 school year, student participation in extracurricular activities will be based on academic performance in the previous year. If a student fails any class they will not be eligible to participate in an extracurricular activity until they improve their grade at the end of the first marking period.

Starting in the 2011-2012 school year, students participating in extracurricular activities must carry passing grades in all of their classes to be eligible for participation. Any students that end the marking period with a grade less than a 70 will be removed from the extracurricular activity. At the end of the next marking period the student's grades will be reviewed to determine if they can become eligible.

Grant School Parent Teacher Organization (PTO)

PTO Officers

Frances Elsman, **President**/908-757-1370 (felsman136@comcast.net)

Barbara Rhoads, **Vice President**/908-295-8748 (shiningruby@aol.com)

Amy Battista, **Treasurer**/(h)908-754-4501/(c)908-400-7755 (amykbat464@comcast.net)

Mindy Gerber, **Recording Secretary**/908-759-0376 (misgb10@hotmail.com)

Lisa Abate, **Corresponding Secretary**/732-713-5249 (emmagirls@yahoo.com)

PTO Sponsored Clubs/Activities

The PTO may organize clubs or activities. These will be announced at the time of organization. Details as to eligibility requirements, fees, etc. will be announced at the time of organization by means of intercom to students and letters to parents.

INTERNET ACCEPTABLE USE POLICY

Internet access in the South Plainfield Public Schools offers vast, diverse, and unique resources to both students and staff. The goal in providing this service to staff and students is to promote educational excellence in schools by facilitating and promoting resource sharing, innovation, and improved communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Therefore, students and staff may have access to:

1. Restricted electronic mail (e-mail) communication with people globally for specific class related activities.
2. Information and news from NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions.
3. Public domain software and graphics of all types for school use.
4. Discussion groups on a plethora of topics, ranging from Chinese culture to politics and the environment, so long as they are related to the educational purpose for which the Internet is provided in the District.
5. Access to many university library catalogs, the Library of Congress, and ERIC, a large collection of relevant information for educators and students.
6. Access to INFOLINK, the Eastern Regional Library Cooperative.
7. Graphical access to the World Wide Web, the newest and most exciting access tool on the Internet.

With global access to people and computers also comes the availability of material that may not be considered to be of educational value in the context of the school setting. **Access by all users is restricted to activities directly related to the curriculum adopted by the Board of Education.** The South Plainfield School District has taken precautions to restrict access to controversial materials. However, on a global network, it is impossible to control all materials, and an industrious user may discover controversial information. The School District firmly believes that the benefit of the valuable information and interaction available on this worldwide network far outweighs the negative aspect of the possibility that users may procure material that is not consistent with the educational goals of the School District.

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users, who must adhere to strict guidelines. These guidelines are

provided here so that users are aware of the responsibilities that they are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. If users in the School District violate any of these provisions, they will be disciplined according to board policy. By signing the Acceptable Use Agreement parties are bound legally to the Terms and Conditions of the Acceptable Use Policy.

TERMS AND CONDITIONS OF USE OF THE INTERNET

1. **Acceptable Use** – The purpose of the network backbone making up the Internet is to support research and education in and among academic institutions by providing access to unique resources as well as the opportunity for collaborative work. The use of an individual’s account must be in support of education and research and consistent with the educational objectives of the South Plainfield Public Schools. Use of another organization’s network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.

2. **Privileges** – The use of the Internet is a privilege and not a right. Inappropriate use will result in a cancellation of those privileges as well as subjecting the user to disciplinary action, up to and including expulsion or termination. Each student or teacher who receives an account will receive specific instructions from a school district staff member pertaining to the proper use of the network. The system administrators will determine the occurrence of what is inappropriate use. Their decision is final. They may close an account at any time as deemed necessary. The administration, faculty, and staff of the South Plainfield Public Schools may request the system administrators to deny, revoke, or suspend specific user accounts whenever inappropriate use occurs. Access will be closely monitored to ensure that use of the Internet is only for **limited educational purposes**.

3. **Network Etiquette** – Users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
 - a. Be polite and use respectful language. Do not use vulgarities or any other profane, abusive, or threatening language.
 - b. Do not engage in any illegal activity or inappropriate use of technology, as set forth in this policy and regulation.
 - c. Do not reveal any personally identifiable information about yourself or others. Specifically, do not reveal your name(s), personal address, or phone number(s), or name(s), address(es), phone number(s) of other students, friends, relatives, or colleagues.
 - d. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities will be reported to the authorities.

- e. Network users should have no expectation of privacy in the contents of their personnel files, e-mails, computer data, or any other information which is stored, maintained, and transmitted on the District's computer system. The District reserves the right to search these files/data at anytime, with or without cause or suspicion.
- f. All communication and information accessible via the network should be assumed to be private property, even though privacy is not guaranteed.
- g. All information obtained from the Internet for research purposes must be cited correctly, using MLA format.

Terms and Conditions of Use of The Internet (continued)

3. **Inappropriate Uses of Technology** - The following list includes a broad range of categories of misuse. These examples are not meant to be all inclusive, but they are widely recognized by legal and computer experts as inappropriate or illegal functions:
 - a. Placing copyrighted material on a network or stand-alone computer without the author's permission or proper license.
 - b. Using defamatory, abusive, obscene, profane, sexually oriented, or racially/ethnically offensive language.
 - c. Up or downloading pornographic material.
 - d. Vandalizing any parts of the system.
 - e. Unauthorized access into another person's account, data, school record or systems operation.
 - f. Downloading software from the system network or any stand-alone computer.
 - g. Creating, deleting, or altering any parts of the system or desk top, such as icons, background, wallpaper, program files, screen savers, etc.
 - h. Installing personal software to any network or stand-alone computer.
 - i. Using any school computer for commercial or for-profit purposes.
 - j. Using any school computer for personal and private business, including chat rooms.
 - k. Installing a computer virus.
 - l. Receiving, sending, or creating material that is sexist, racist, pornographic, obscene, or threatening.
 - m. The use of a diskette or CD ROM without the approval or direct supervision of a system administrator.

4. The South Plainfield School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The South Plainfield Public Schools will not be responsible for any damages suffered by users. This includes, but is not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the users' own negligence or errors or omissions. Use of any information obtained via the Internet is at the users' own risk. The South Plainfield School District specifically declines any responsibility for the accuracy or quality of information obtained through its services. All documents, photographs, spreadsheets, illustrations and any other content placed on the Network by students becomes the property of the District. There is no right to privacy to any document placed on the District Network.

SEXUAL HARASSMENT

Definition: Unwelcome sexual advances, requests for sexual favors, and other inappropriate VERBAL, WRITTEN, or PHYSICAL CONDUCT of a sexual nature when made by any member of the school staff to a pupil, when made by any member of the school staff to another staff member, or when made by any pupil to another pupil or pupil to a staff member when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or education, or when:
- B. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when:
- C. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidation, hostile, or offensive employment of education environment.

Typical Forms of Sexual Harassment

Forms may include, but not limited to the following:

- 1. Verbal harassment or abuse such as derogatory comments, jokes, slurs, etc.
- 2. Pressure for sexual activity.
- 3. Repeated remarks to a person with sexual implication, double meanings, etc.
- 4. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's job, grades, etc.
- 5. Visual or written harassment, such as notes, posters, cards, cartoons, graffiti, drawings, etc.

AFFIRMATIVE ACTION GRIEVANCE PROCEDURES

In keeping with federal and state anti-discrimination legislation, the South Plainfield Board of Education has adopted and hereby publishes this grievance procedure provided for the resolution of student, employee, and parent complaints.

The purpose of this procedure is to provide students, employees, and parents with a procedure by which they can seek a remedy for alleged violations related to discrimination on the basis of race, color, creed, religion, sex, sexual orientation, marital status, ancestry, national origin, or social or economic status. This procedure may also be used to seek a remedy for alleged sexual

harassment by an employee or a student. No individual will suffer reprisals for reporting any incidents of sexual harassment or making any complaints.

Step A

A resident or student may present a complaint to the building principal or affirmative action officer. An employee may report the complaint to his/her immediate supervisor or the affirmative action officer. In either case, the principal or supervisor shall report the matter to the affirmative action officer. All complaints will be handled in as confidential a manner as possible. The person receiving the complaint will immediately investigate the charges, gather all relevant facts and respond to the grievant within five (5) working days.

Affirmative Action Grievance Procedures (continued)

Step B

If the grievant is not satisfied with the resolution obtained at Step A, the grievant may appeal, in writing, within ten (10) days to the superintendent. The superintendent may reply to the appeal (1) based upon the record; or (2) appoint a designee(s) to investigate the facts related to the appeal and report his/her findings to the superintendent; or (3) appoint a committee to convene a closed hearing on the appeal. At any such hearing, the parties shall be accorded due process. The committee shall thereafter submit a report to the superintendent. The superintendent shall render a written decision to the grievant within ten (10) days of the submission of the report or the conclusion of his/her review of the record.

Step C

If the grievant is not satisfied with the decision rendered at Step B, an appeal may be made, in writing, to the Board of Education within ten (10) days of receiving the Step B decision. The Board may delegate authority to a committee of the Board, or it may, as its sole option, sit as a Board of the Whole to review the grievance. Any hearing held to investigate the facts shall be conducted in closed session, and the parties accorded due process rights.

The Board shall render a written decision to the grievant within thirty (30) days after review of the grievance or a hearing held to investigate the matter.

Step D – By Pass Rights

The grievant may, as he or she desires, by-pass the grievance procedure and submit the complaint directly to any or all of the following agencies:

The Commissioner of Education
Bureau of Controversies and Disputes
New Jersey State Department of Education
100 Riverview Plaza, 4th Floor, P.O. Box 500
Trenton, NJ 08625-0500
Phone (609) 292-5706

Equal Employment Opportunity Commission
Employment Discrimination Complaints
One Newark Center
Newark, NJ 07102-5235
Phone (973) 645-6383

U.S. Office of Civil Rights
U.S. Department of Education
75 Park Place, 14th Floor

New York, NY 10007
Phone (212) 637-6466

State of New Jersey
Division of Civil Rights
31 Clinton Street
Newark, NJ 07102
Phone (973) 648-2700

All grievance data will be kept on file in the office of the affirmative action officer.

<p style="text-align: center;">SOUTH PLAINFIELD BOARD OF EDUCATION AFFIRMATIVE ACTION OFFICERS</p>
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1. The Board of Education approved the appointment/reappointment of Affirmative Action Officers for the 2011/2012 school year. The **Affirmative Action Officer** duties will be shared by Dr. Gary Bowen, Acting Superintendent, who will be in charge of **Equity in Educational Programs** and; Mr. Mark Resnick, Business Administrator/Interim Board Secretary, who will be in charge of **Equity in Employment Practices**.
2. Dr. Gary Bowen may be contacted at the Roosevelt Administration Building, 125 Jackson Avenue, (908) 754-4620, Ext. 225.
3. Mr. Mark Resnick may be contacted at the Roosevelt Administration Building, 125 Jackson Avenue, (908) 754-4620, Ext. 205.
4. The Board of Education has also approved the appointment of Mrs. Elaine Gallo as the **Section 504 Compliance Officer** for the 2011/2012 school year. She may be contacted at South Plainfield High School, 200 Lake Street, (908) 754-4620, Ext. 464.
5. The Board of Education has also approved the appointment of Mr. Mark Resnick as the **Public Agency Compliance Officer** (P.A.C.O.) for the 2011/2012 school year. He may be contacted at the Roosevelt Administration Building, 125 Jackson Avenue, (908) 754-4620, Ext. 205.
6. The Board of Education has also approved the appointment of Jeffrey Spezio, Sr., as the **Safety and Health Designee for the Middle School** and Richard D'Urso as **Safety and Health Designee for the High School** for the Safe School District Safety Plan.

Mr. Spezio may be contacted at South Plainfield Middle School, 2001 Plainfield Avenue, (908) 754-4620, Ext. 307, and Mr. D'Urso may be contacted at South Plainfield High School, 200 Lake Street, (908) 754-4620, Ext. 652.

Section 504 Compliance/Americans with Disabilities Act

Section 1 – The Policies

The South Plainfield Board of Education declares as policy the equal opportunity for all students to succeed through the programs, use of facilities, and practices of the district regardless of gender, race, creed, color, ancestry, national origin, place of residence, social or economic status, or handicap. Furthermore, the Board declares as policy that safeguards are provided to ensure that all students have equal access to facilities, academic opportunities, vocational programs, scholarships, and co-curricular activities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with disabilities Act.

Section 504 Policy and Procedures

Referral Process Intervention and Referral Services (I&RS): Referrals can be made by a teacher, parent, or any involved individual who suspects an impairment that falls under Section 504. Initial referrals will be directed to the I&RS and 504 coordinator and will first be brought to I&RS. The I&RS will recommend evaluation for 504 for those referrals that require greater intervention and in which there is a suspected impairment under the law.

Evaluation: The evaluation team is individualized for each child and is made up of individuals having expertise in one of three areas: the child, the meaning of the evaluation data, and the accommodation and placement options. There will be at least one individual with expertise in each area. The evaluation process is also individualized for each child and always includes multiple sources of information. Possible evaluation sources include but are not limited to: teacher interviews, parent interviews, review of records, classroom observations, achievement or aptitude tests and outside evaluations. All information is considered by the team in making a decision with regard to whether an impairment exists and whether that impairment substantially limits a major life activity when compared to the “average” student in the general population. Evaluation and eligibility will be documented and for those who are eligible an evaluation plan will be written.

Reevaluation: All 504 plans will be reviewed annually and reevaluated every three years at minimum. Reviews and reevaluations may be conducted more frequently as needed and when there is a change in placement.

Child Abuse or Neglect

The Board of Education believes that the physical and mental well being of all children in its charge must be maintained. School district personnel will cooperate with the New Jersey Division of Youth and Family Services (DYFS) in identifying, immediately reporting, and in the investigation of all suspected cases of child abuse or neglect in service training. As a result of that training, all school employees who have a reasonable cause to believe that a child has been

subjected to child abuse or acts of child abuse will report the information to DYFS immediately as stipulated in New Jersey Statute 9:6-8.10. In addition, the schools will cooperate with DYFS in the early identification, reporting, and investigation of suspected child abuse cases, whether or not corroborative evidence is available.

Copies of the South Plainfield Board of Education policy regarding child neglect are available in all school buildings in the district.

Family Educational Rights and Privacy Act

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

POLICIES—may be found on district website www.spnet.k12.nj.us

<u>Number</u>	<u>Title</u>
2000	PROGRAM
2110	Philosophy
2260	Affirmative Action for classroom Practices
2330	Homework
2340	Field Trips
2361	Acceptable Use of Computers
2415.20	No Child Left Behind Complaints
2435	NJSIAA Random Testing for Interscholastic Athletes
2464	Gifted & Talented Program
2624	Grading
5000	PUPILS
5111	Eligibility of Resident/Nonresident Pupils
5112	Entrance Age
5200	Attendance
5230	Late Arrival and Early dismissal
5240	Tardiness
5250	Excusal from Class or Program
5300	Use of Defibrillator(s)
5310	Health Services
5320	Immunization
5330	Administration of Medication
5331	Anaphylaxis to Food and Other Substances
5332	Do Not Resuscitate Orders
5335	Treatment of Asthma
5350	Pupil Suicide Prevention
5410	Promotion and Retention
5420	Reporting Pupil Progress
5430	Class Rank
5440	Honoring Pupil Achievement
5460	High School Graduation
5465	Early Graduation
5500	Expectations for Pupil Conduct
5511	Dress and Grooming
5512	Hazing
5512.01	Harassment, Intimidation, and Bullying
5512.02	Cyber-Bullying
5513	Care of School Property

5514	Pupil Use of Vehicles
5516	Remotely Activating Communication Devices – Pagers & Cellular Telephones
5517	Pupil Identification Cards
5520	Disorder and Demonstration
5530	Substance Abuse
5533	Smoking
5570	Sportsmanship
5600	Suspension

<u>Number</u>	<u>Title</u>
5611	Removal of Pupils fro The General Education Program for Weapons/Firearms Offences
5612	Assault by Pupils on Board Member or Employees
5615	Suspected Gang Activity
5620	Expulsion
5700	Pupil rights
5701	Plagiarism
5710	Pupil grievance
5721	Independent Publications
5752	Marital Status and Pregnancy
5755	Equity in Educational Programs and Services
5770	Pupil Right of Privacy
5820	Student Government
5830	Pupil Fund Raising
5841	Secret Societies
5842	Equal Access of Pupil Organizations
5843	Latchkey Program
7000	PROPERTY
7441	Electronic Surveillance in School Buildings and on School Grounds
7619	Vandalism
8000	OPERATIONS
8505	School Nutrition
8506	School Lunch Program Biosecurity Plan
8820	Opening Exercises
9000	COMMUNITY
9120	Public Information Program
9130	Public Complaints and Grievances
9150	School Visitors
9180	School Volunteers
9200	Cooperation Between Parents and School
9210	Parent Organizations
9230	Parental Responsibilities
9240	Rights of Parents
9260	Parental Liability for vandalism
9280	Parent Conferences

If your child is having a problem you need to speak with his/her teacher. If you feel that the situation has not been resolved than you must speak with the principal. After speaking with the principal and you feel there are still some issues you need to discuss, you should then speak with the Assistant Superintendent.

List of Religious Holidays – Calendar for 2011-2012

Adoption Resolution

February 16, 2011

RESOLUTION
The List of Religious Holidays Permitting Pupil Absence from School

WHEREAS, according to N.J.S.A. 18A:36-14 through 16 and N.J.A.C. 6A:32-8.3(j), regarding student absence from school because of religious holidays, the Commissioner of Education, with the approval of the State Board of Education, is charged with the responsibility of prescribing such rules and regulations as may be necessary to carry out the purpose of the law; and

WHEREAS, the law provides that:

1. Any student absent from school because of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence;
2. Students who miss a test or examination because of absence on a religious holiday must be given the right to take an alternate test or examination;
3. To be entitled to the privileges set forth above, the student must present a written excuse signed by a parent or person standing in place of a parent;
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence;
5. Such absence must not be recorded on any transcript or application or employment form or on any similar form; and
6. The Commissioner, with the approval of the State Board of Education, is required to:
 - a. prescribe such rules and regulations as may be necessary to carry out the purposes of this act; and
 - b. prepare a list of religious holidays on which it shall be mandatory to excuse a pupil. The list, however, is to be a minimum list. Boards of education, at their discretion, may add other days to the list for the schools of their districts; and

WHEREAS, the district board of education has the right to add any bona fide religious holiday to the list for its own schools; now therefore be it,

RESOLVED that the State Board of Education adopts the following list of religious holidays for the 2009-2010 school year:

Religious holidays for the 2011-2012 school year

September 1	Ecclesiastical Year begins (Orthodox Christian)
September 1	Ganesha Chaturthi (Hindu)
September 7	His Holiness Sakya Trizin's Birthday (Buddhist)
September 8	Nativity of Mary (Christian)
September 14	The Elevation of the Holy Cross (Eastern Orthodox Christian)
September 21	Nativity of the Theotokos (Eastern Orthodox Christian)
September 23	Mabon (Wicca)
September 29	Feast of Trumpets (church of God, Philadelphia Church of God)
September 28-October 25	Navaratri (Hindu)
September 29 and 30	RoshHashanah (Jewish)
October 5	Hajj Day (Islam)
October 6	Duserra (Hindu)
October 8	Yom Kippur (Jewish)
October 8	Day of Atonement (Christian, Church of God, Philadelphia Church of God)
October 13-19	Sukkot (Jewish); Feast of Tabernacles (Church of God, Philadelphia Church of God)
October 20	Birth of B'ab (Baha'i)
October 20	Shemini Atzeret (Jewish)
October 20	Last Great Day (Church of God, Philadelphia Church of God)
October 20	Installation of the Scriptures as Guru Granth (Sikh)
October 21	Simhat Torah (Jewish)
October 26	Diwali (Deepavali) (Hindu, Jain, Sikh)
November 1	All Saints' Day (Christian) Samhain-Beltane (Wicca)
November 2	All Souls' Day (Christian)
November 6	Eid al Adha (Islam)
November 10	Guru Nanak Dev Sahib Birthday (Sikh)
November 12	Birth of Baha'u'llah (Baha'i)
November 15	Nativity Fast begins (Eastern Orthodox Christian)
November 21	The Presentation of the Theotokos to the Temple (Eastern Orthodox Christian)
November 24	Guru Tegh Bahadur Martyrdom (Sikh)
November 26	Day of Covenant (Baha'i)
November 26	Al Hijra – 1 st Muharram (Islam)
November 27	First Sunday of Advent (Christian)
November 28	Ascension of 'Abdu'l Baha (Baha'i)
December 8	Bodhi Day (Buddhist) Immaculate Conception (Christian)
December 21-28	Hanukkah (Jewish)
December 22	Yule (Wicca and Christian)
December 25	Christmas (Christian) The Nativity of Christ (Eastern Orthodox Christian)
December 26	Zarathosht Diso (Zoroastrian)
January 1	Gantan-sai (Shinto)
January 5	Birthday of Guru Gobind Singh Sahib (Sikh)
January 6	Epiphany (Christian) Feast of Theophany (Eastern Orthodox Christian) Nativity of Christ (Armenian Orthodox)
January 7	Feast of the Nativity (Orthodox Christian)
January 13	Maghi (Sikh)
January 14	Makar Sankranti (Hindu)
January 15	World Religion Day (Baha'i)
January 20	Vasant Panchami (Hindu)
February 2	The Presentation of Our Lord to the Temple (Eastern Orthodox Christian) Imbolic-Candlemas (Wicca)
February 3	Maha Shivaratri (Hindu)
February 4	Mawlid an Nabi (Islam)
February 8	Tu B'shvat (Jewish)
February 15	Nirvana Day (Buddhist, Jain)
February 21	Shrove Tuesday (Christian)
February 22	Ash Wednesday (Christian)
February 23	Chinese New Year (Confucian, Daoist, Buddhist)
February 26 – March 1	Intercalary Days (Baha'i)
February 27	Clean Monday (Eastern Orthodox Christian)
March 8	Magha Puja Day (Hindu)

March 8	Purim (Jewish)
March 8	Holi (Hindu)
March 9	Hola Mohalla (Sikh)
March 13	L. Ron Hubbard's Birthday (Church of Scientology)
March 13	Chandramana Yugadi (Hindu)
March 20	Ostara (Wicca)
March 21	Narouz (Zoroastrian) Naw Ruz (Baha'i)
March 24	First Day of Sacred Year (Philadelphia Church of God)
March 25	The Annunciation/The Annunciation of the Virgin Mary (Eastern Orthodox Christian; Christian)
March 28	Khordad Sal (Zoroastrian)
April 1	Rami Navami (Hindu)
April 5	Holy Thursday (Christian, Eastern Orthodox Christian)
April 6	Hanuman jayanti (Jain)
April 6	Mahavir Jayanti (Jain)
April 6	Hanuman Jayanti (Hindu)
April 6	Lord's Evening Meal (Christian, Jehovah's Witness)
April 6	Passover (Philadelphia Church of God)
April 6	Good Friday (Christian)
April 6-9	Theravadin New Year (Buddhist)
April 7	First Day of Unleavened Bread (Church of God)
April 7-13	Days of Unleavened Bread (Philadelphia Church of God)
April 7-14	Pesach/Passover (Jewish)
April 8	Easter Sunday (Christian)
April 9	Easter Monday (Christian)
April 13	Last Day of Unleavened Bread (Church of God)
April 13	Holy Friday (Eastern Orthodox Christian)
April 14	Baisakhi (Sikh)
April 14	Souramana Yugade (Hindu)
April 15	Pesach (Eastern Orthodox Christian)
April 21	First Day of Ridvan (Baha'i)
April 25	The 11 th Panchen Lama's Birthday (Buddhist)
April 26	Yom Ha'Azmaut (Jewish)
April 29	Ninth Day of Ridvan (Baha'i)
April 30	Lazarus Saturday (Eastern Orthodox Christian)
May 1	Palm Sunday (Christian/Eastern Orthodox Christian)
May 1	Beltane (Wicca)
May 2	Twelfth Day of Ridvan (Baha'i)
May 6	Buddha Day – Visakha Puja (Buddhist)
May 10	Lag B'Omer (Jewish)
May 17	Ascension of Our Lord (Eastern Orthodox Christian)
May 23	Declaration of the Bab (Baha'i)
May 27	Pentecost (Christian, Eastern Orthodox Christian, Church of God, Philadelphia Church God)
May 27-28	Shavuot (Jewish)
May 28	Buddha's Birthday (Buddhist)
May 29	Ascension of Baha'u'llah (Baha'i)
June 16	Martyrdom of Guru Arjan Dev Sahib (Sikh)
June 20	Litha (Wicca)
June 26	His Holiness the 17 th Gyalawa Karmapa's birthday (Buddhist)
June 28	Lailat al Miraj (Islam)

*** Disclaimer: New Jersey Department of Education has made every attempt to ensure the accuracy of the dates. The information has been verified through the use of various sources and some dates may vary due to the lunar, Gregorian and Julian calendars.*

Bret Schundler, Commissioner
President, NJ State Board of Education

Josephine Hernandez
Secretary, NJ State Board of Education

GRANT ELEMENTARY SCHOOL MEETINGS AND EVENTS 2011– 2012

September	7	First Day of School ☺
	22	Back to School Night 6:00 pm
	29	Rosh Hashanah – Schools/Offices Closed
October	11	School Pictures
	17-19	Stokes Trip – 1 st Group
	19-21	Stokes Trip – 2 nd Group
November	8	PM Professional Day – Students Early Dismissal
	10, 11	NJEA Convention – Schools/Offices Closed
	23	Early Dismissal for Students & Staff
	24, 25	Thanksgiving Recess – Schools/Offices Closed
	30	School Picture (Retake) / Club Pictures
December	1	Parent Teacher Conferences (1-3 & 5-7) Early Dismissal
	13	(Preview) Holiday Boutique
	14-16	Holiday Boutique
	19	Holiday Concert (7:00 @ High School)
	22	Early Dismissal for Students & Staff
	23-31	Winter Recess – Schools Closed
	23,26,29&30	Winter Recess – Offices Closed
January	16	Martin Luther King, Jr. Day – Schools/Offices Closed
February	7	Professional Day – Students Out
	16	Parent Teacher Conferences (1-3 & 5-7) Early Dismissal
	17	Optional Holiday – Schools/Offices may be closed
	20	Presidents Day – School/Offices Closed
March	14	PM Professional Day – Students Early Dismissal
	28	Spring Pictures
April	2-9	Spring Recess – Schools/Offices Closed
	6 & 9	Spring Recess – Schools Closed
	17	PM Professional Day – Students Early Dismissal
	30	NJ ASK Testing
May	1-3	NJ ASK Test
	7-10	Make-Up NJ ASK Test
	24	Optional Holiday – Schools/Offices may be closed
	25&29	Optional Holiday – Schools/Offices may be closed
	28	Memorial Day – Schools/Offices Closed
June	7	Spring Concert (7:00 @ High School)
	18,19,&20	Early Dismissal for Students
	20	Last Day of School ☺

Grant Student A.M. Drop Off
Traffic Flow Directions

1. Parking lot drop off
 - Drive through Teachers' Parking Lot at Stratford and Cromwell.
 - Drop children off at the drop off curb.
 - Go one-way through the parking lot to Lake Street. There can be no turning around in the lot.
 - The gate will remain open until 7:45 AM for one-way travel.
2. High School side drop off
 - Students may be dropped off at the paved walkway just outside of the traffic circle.
 - Students cannot be dropped off at the lot exit gate.
3. Cromwell Place drop offs
 - **Students dropped off on the far side of Cromwell (across from the school) must cross at the Crossing Guard!**
 - Students cannot cross in the middle of the street.
4. Cromwell at Wickford Road drop offs
 - The parking lot at Wickford and Cromwell is still available for student drop-off.
 - Drop off your children on the sidewalk.
 - Students cannot be dropped off in the bus lane.

There is a map available in the main office.

DRIVE SLOWLY AND CAREFULLY – WATCH FOR OUR CHILDREN

Revised: 09/28/10

South Plainfield Board of Education

Administration Building
125 Jackson Avenue
South Plainfield, NJ 07080
Telephone: 908.754.4620
Website: spnet.k12.nj.us

September 2011

Dear Parents, Teachers, Building Occupants, and Employee Organizations:

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, South Plainfield School District has conducted a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection conducted in May, 2010 all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place by July 1989. South Plainfield School District developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

During the past year, bulk sampling activities and various inspections to comply with the management plan requirements were completed.

It is the intention of South Plainfield School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Mark Resnick, Interim Business Administrator, is our designated asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at 908-754-4620, extension 205.

Sincerely,

Mark Resnick
Interim Business Administrator/Board Secretary