

Upper Township School District

PARENT/STUDENT HANDBOOK 2021-2022

Upper Township School District Parent/Student Handbook 2021-2022

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Upper Township School District Equipment Usage Form

All use of the Upper Township School District's computers, software and related technology will be in accordance with information provided in this document. Individuals acknowledge that they have read, understand, and have agreed to comply with the regulations contained in this document.

PERMISSIBLE USAGE OF EQUIPMENT:

- The borrower understands that District issued equipment, software and related technology is and will remain the property of the Upper Township Board of Education.
- It is the responsibility of the borrower to comply with the administrative regulations and school rules for acceptable use, security, storage, care, and use of the equipment.
- This loan is to help the borrower in carrying out responsibilities and to enable and assist students in acquisition of mandated 21st Century Skills and knowledge as outlined in the NCCCS.
- The borrower understands that the district has purchased licenses for all installed software and that use of same is subject to the terms of such licenses.
- No software of any kind will be copied and/or distributed to or from this equipment in violation of such licenses and/or copyright laws (other software can be installed or downloaded on district owned computers only if explicit authority has been granted by a certified staff member).
- The borrower should NEVER use or store a computer near any liquid (NO LIQUID damage, of any kind, to any computer, will be covered by our insurance).
- The borrower understands that they are not permitted to send or display offensive messages/pictures or to harass, insult or attack others through the use of District issued technology.

RETURN OF EQUIPMENT:

- The borrower agrees to return equipment in good working condition (reasonable wear/tear expected).
- The borrower will be directly responsible for the reimbursement cost of equipment that is unable to be repaired within the District. For repairs costing under \$500, the borrower will be required to pay for the amount of the repair. In the event that a repair costs \$500 and above, the borrower will only be required to pay the \$500 deductible associated with our insurance plan.
- Any borrower who wishes to opt-out of taking their District issued equipment home, should contact their building principal via email to request an opt-out form.

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SECURITY:

- The risk of loss or damage to the equipment caused by fire, or other natural casualty remains on the Upper Township School District (borrower will not be personally responsible).
- Equipment should only be used/stored in/on the following areas:
 - In class, equipment is either used or kept in their cases or carefully placed within the classroom.
 - When walking in the hallways, equipment is to be stored in the carrier case and the carrier case should be worn.
 - Equipment should never be placed on the floor, on top of items other than desks, in a bathroom, near extreme heat or cold or any other unauthorized area.
- Any **theft or physical damage** should immediately be reported to the building Principal (a police report will be filed if the computer is not found/returned within 24 hours).
- If the borrower **acts negligently** resulting in the loss of, or damage to , the equipment, the borrower will be responsible for the replacement of the equipment. District-owned devices should either be in your possession or stored in a secured location at all times.
- All District issued technology may be recorded or information collected while in use. The District shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student.
- The borrower accepts responsibility to protect their account from unauthorized use. They will not give out their personal password to anyone and will take steps to prevent others from learning their password.

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Locations for Middle School Sports

- [Absecon \(Track\)](#)
500 South New Road, Absecon, NJ 08201
- [Assumption Regional School \(Soccer at Tartaglio Soccer Complex\)](#)
305 West Duerer Street, Egg Harbor City, NJ 08215
- [Assumption Regional School \(Track & Field at Holy Spirit HS\)](#)
500 South New Road, Absecon, New Jersey 08201
- [Atlantic Christian School](#)
389 Zion Road, Egg Harbor Township, New Jersey 08234
- [Bishop McHugh Regional \(Baseball at CMC Park Field\)](#)
Cape May Courthouse Park Field, Cape May Courthouse, New Jersey 08210
- [Bishop McHugh Regional School](#)
2221 Route 9 North, Cape May Court House, New Jersey 08210
- [Brigantine North Middle School](#)
301 East Evans Boulevard, Brigantine, New Jersey 08203
- [Brigantine North Middle School \(Cross Country\)](#)
403 26th Street, Brigantine, New Jersey 08203
- [Cape Trinity \(Basketball\)](#)
2901 New Jersey Avenue, Wildwood, New Jersey 08260
- [Cape Trinity \(Cross Country\)](#)
15th Street and the Beach, North Wildwood, New Jersey 08260
- [Cape Trinity \(Soccer & Softball\)](#)
800 Central Avenue, North Wildwood, New Jersey 08260
- [Crest Memorial](#)
9100 Pacific Avenue, Wildwood Crest, New Jersey 08260
- [Crest Memorial \(Cross Country\)](#)
Rambler Avenue and Beach Drive, Wildwood Crest, New Jersey 08260
- [Dennis Township Middle School](#)
165 Academy Road, Dennisville, New Jersey 08214
- [Egg Harbor City Community School](#)
730 Havana Avenue, Egg Harbor City, New Jersey 08215
- [Egg Harbor City Community School \(Cross Country\)](#)
Key Rec Field, Egg Harbor City, New Jersey 08215
- [Estell Manor](#)
128 Cape May Avenue, Estell Manor, New Jersey
- [Folsom School](#)
1357 Mays Landing Road, Folsom, New Jersey 08037
- [Galloway Township \(All Sports except Track\)](#)
101 South Reeds Road, Galloway, New Jersey 08205
- [Galloway Township \(Track\)](#)
201 South Wrangleboro Road, Galloway, New Jersey 08205
- [Hamilton Township \(All Sports except Track\)](#)
1876 Dr. Dennis Forman Drive, Mays Landing, New Jersey 08330
- [Linwood \(Cross Country and Soccer at All Wars Memorial Park\)](#)
All Wars Memorial Park, Linwood, New Jersey 08221
- [Linwood \(Field Hockey at Seaview Elementary School\)](#)
2015 Wabash Avenue, Linwood, New Jersey 08221
- [Linwood \(Other Sports at Belhaven Middle School\)](#)
51 Belhaven Avenue, Linwood, New Jersey 08221

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- [Linwood \(Track at Mainland Regional High School\)](#)
1301 Oak Avenue, Linwood, New Jersey 08221
- [Margaret Mace School \(Basketball\)](#)
10th and Central Avenue, North Wildwood, New Jersey 08260
- [Margaret Mace School \(Cross Country\)](#)
15th Avenue, North Wildwood, New Jersey 08260
- [Margaret Mace School \(North Wildwood\)](#)
1201 Atlantic Avenue, North Wildwood, New Jersey 08260
- [Margaret Mace School \(Soccer\)](#)
Bill Henfey Park, North Wildwood, New Jersey 08260
- [Margate Eugene A. Tighe School](#)
7804 Amherst Avenue, Margate, New Jersey 08402
- [Margate Eugene A. Tighe School \(Cross Country\)](#)
Martindale and Atlantic Avenue, Ventnor, New Jersey 08406
- [Margate Eugene A. Tighe School \(Soccer\)](#)
Jerome Avenue Baseball Complex, Margate, New Jersey 08402
- [Mullica Township](#)
500 Elwood Road, Mullica, New Jersey 08217
- [Mullica Township \(Cross Country\)](#)
623 Elwood Road, Mullica, New Jersey 08217
- [Mullica Township \(Track and Field\)](#)
1701 New York Avenue, Egg Harbor City, New Jersey 08215
- [Northfield](#)
2000 New Road, Northfield, NJ 08225
- [Northfield \(Track and Field\)](#)
1301 Oak Avenue, Linwood, New Jersey 08221
- [Pilgrim Academy](#)
301 West Moss Mill Road, Egg Harbor City, New Jersey 08215
- [Pleasantville Middle School](#)
801 Mill Road, Pleasantville, New Jersey 08232
- [Saint Joseph Regional School](#)
11 Harbor Lane, Somers Point, New Jersey 08270
- [Saint Mary School](#)
735 Union Road, Vineland, New Jersey 08360
- [Somers Point \(Baseball\)](#)
512 3rd Street, Somers Point, New Jersey 08244
- [Somers Point \(Cross Country, Soccer\)](#)
598 Marks Road, Somers Point, New Jersey 08244
- [Somers Point \(Jordan Road School\)](#)
129 Jordan Road School, Somers Point, New Jersey 08244
- [Ventnor](#)
400 North Lafayette Avenue, Ventnor City, New Jersey 08406

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Motto
"Actualizing Our Potential"

MISSION STATEMENT

To prepare all learners for 21st Century challenges via comprehensive curricular and instructional programs, aligned with New Jersey Student Learning Standards, and to create an academic infrastructure which fosters and nurtures a love of learning; enabling each stakeholder to actualize his/her individual potential.

ACTUALIZING OUR POTENTIAL - POLICY

The Board of Education affirms its belief that Upper Township Schools educate children to be life-long learners; meeting children at their individual developmental stage. The Board of Education is committed to children reaching their maximum potential where students mastering skills are accelerated in a continuous manner. The Board acknowledges the individuality of each child and endeavors to promote this uniqueness. It directs teachers to meet students at their stage of development and to instruct them academically to reach their maximum potential. In actualizing the mission of the District, the teachers will educate in a supportive collaborative environment, which motivates and encourages creativity.

Each child has his/her own learning style. It is the responsibility of the teachers to differentiate their teaching to match students' various intelligences. It is the responsibility of the teachers to research, explore and learn about these styles and intelligences. The Board of Education finally asserts that the mission of the District be known, supported, lived and actualized in each classroom, athletic field and with every activity.

NOTIFICATION OF ASBESTOS REINSPECTION

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard 65556 Emergency Response Act (AHERA), in the fall of 1988 the District performed inspections of each of the school buildings for asbestos-containing building materials. The inspection findings and asbestos management plans have been on file in each school office since that time. The EPA requires the District to perform re-inspections of the asbestos materials every three years and semi-annual inspections each year to ensure that all asbestos materials are contained in good condition. During the month of January 2020, an accredited asbestos inspector performed the three-year re-inspections of the Elementary and Middle Schools. The semi-annual inspections of the Elementary and Middle Schools will be conducted in July 2020 and January 2021. The three-year re-inspections and the semi-annual inspections of the Middle and Elementary Schools found all asbestos-contained materials to be in good condition and will continue to be managed in place as recommended by the District accredited management planner. Interested persons are invited to call the Supervisor of Buildings and Grounds at 609-628-3500 ext. 2365 to review or discuss the management plans.

HAZARDOUS WASTE

Pursuant to the Worker and Community Right to Know Act, N.J.S.A. 34:5A03 et seq., notice is hereby given and all parents/guardians are hereby advised that any construction or other activities involving the use of any hazardous substances will be posted on a bulletin board in the schools by the Supervisor of Buildings and Grounds. In addition, hazardous substances may be stored at the schools at various times throughout the year, and hazardous substance fact sheets for any of the hazardous substances being used or stored are available at the schools.

INTEGRATED PEST MANAGEMENT

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated pest management policy. The law requires the Superintendent of the School District, for each school in the District, to implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty and staff to pesticides. Upper Township School District shall therefore develop and maintain an IPM plan as part of the school's policy.

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Integrated Pest Management Procedures in Schools

Implementation of IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property and the environment. Each school shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM Plans

The school IPM plan is a blueprint of how Upper Township School District will manage pests through IPM methods. The school IPM plan states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. For public schools, the local school board, in collaboration with the school building administrator (principal), shall be responsible for the development of the IPM plan for this school.

IPM Coordinator

The Upper Township Board of Education shall designate an integrated pest management coordinator, who is responsible for the implementation of the school integrated pest management policy. The Board has designated Allen Matthews as the Integrated Pest Management Coordinator – 609-628-3500 ext. 2365.

Education/Training

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives. The IPM Coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment. Students, parents/guardians have access to information on this policy.

Record Keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board. Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The Upper Township Board of Education is responsible for timely notification to students' parents/guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-Entry

Re-entry to a pesticide treated area shall conform to the requirements of the School IPM Act.

Pesticide Applicators

The IPM coordinator shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the School IPM Policy.

Evaluation

Annually, for public schools, the superintendent will report to the local school board on the effectiveness of the IPM plan and make recommendations for improvement as needed. The Upper Township Board of Education directs the superintendent to develop regulations/procedures for the implementation of this policy. The pesticides that are being used or have been used in the last 12 months are: Maxforce Ant Killer Granular Bait, Drax Ant Kil, Baygon 2% Bait, Maxforce Roach Killer Bait Gel and Suspend SC Insecticide.

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AFFIRMATIVE ACTION STATEMENT

The Upper Township School District is an Equal Opportunity School District committed to equality of opportunity for all persons within the District. The District operates under an Affirmative Action Plan and maintains a policy of nondiscrimination as to educational and/or employment opportunities. A copy of the Affirmative Action Plan may be obtained from the Affirmative Action Officer. For the 2021-2022 school year, Vincent Palmieri is the District Affirmative Action Officer and can be reached at 628-3500 ext. 2295.

As outlined in the Board of Education Policy, the multi-step grievance procedure for discrimination complaints begins with the Affirmative Action Office. If not resolved at this first level, the complaint is next presented to the Superintendent of Schools; next to the Upper Township Board of Education; and lastly to the Office for Civil Rights, Washington, D.C. Grievance forms and copies of the grievance procedure are available from the Affirmative Action Officer.

Grievance Procedures

As part of its non-discriminatory program, the District has in effect a set of "grievance procedures." Any student or parent has the right to express a complaint when, in his/her opinion, a violation or misinterpretation of District policy has occurred. You may obtain District grievance procedures by contacting the District's Affirmative Action Officer.

Harassment

If any student or groups of students are judged to be verbally or physically targeting a particular student for any reason that pertains to outward physical appearance, sexual orientation, dress, race, religion, economical standing, academic classification and/or performance, we will have no choice but to discipline that student or group of students. A mandatory parent conference will follow before that student or students return to school.

In accordance with state and federal laws, the District is also committed to providing an academic environment free from sexual harassment. Sexual harassment is defined as unwelcome and unwanted sexual advances for sexual favors or any other inappropriate conduct or communication of a sexual nature when made by: a staff member to a pupil, by a pupil to any other pupil, or by a pupil to a staff member or by a staff member to any staff member or any other school employee. This behavior will not be tolerated and appropriate measures will be taken in conjunction with our policy to address any issues as they arise. If an egregious incident occurs, a form may be obtained from the school administration or the affirmative action officer. We ask parents and guardians to make your children aware of this policy and reinforce our position at home. School staff will address the issue of harassment on a regular basis throughout the school year. Also, victims will receive appropriate guidance and strategies to deal with harassment.

ATTENDANCE

Regular attendance and punctuality are essential for success in school, as well as in life. Your child should be absent from school only when it is absolutely necessary. If your child is going to be absent, parents are required to call the school to report the absence. To report a student absence:

Option 1: Log in to Genesis and complete the online form.

Option 2: Call the appropriate school and include the following: student's name, homeroom teacher, grade and reason for the absence (any parent/guardian requesting homework for consecutive absences needs to do so at this time).

Middle School: call 628-3500, press 5, and then press 1 before 9:00 a.m.

Elementary School: call 628-3500, press 4, and then press 1 before 9:45 am.

Primary School: call 628-3500, press 3, and then press 1 before 9:45 am.

Once students arrive at school, they are to remain on school property until dismissal. Requests for early dismissal should be made only when absolutely necessary. Students are to be signed out by a parent or designated adult. ID will be required.

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ATTENDANCE POLICY

The schools of Upper Township shall provide for maximum enforcement of pupil attendance and parent notification of absenteeism.

"Every parent, guardian or other person having custody and control of a child between the ages of 6 and 16 years shall cause such child to regularly attend the public school of the District or a day school in which there is given instruction equivalent to that provided in the public schools for children of similar grades and attainments or to receive equivalent instruction elsewhere than a school."

Thus, this District clearly sets forth the following regulations regarding student attendance.

1. Teachers shall keep accurate attendance records of students assigned to their classes.
2. A note from a parent or guardian explaining absences is required.
3. A physician's certificate of good health may be required for readmission to school following an absence of three (3) consecutive days and following illness of a communicable disease.
4. Children who are ill and unable to complete the school day will be sent home. The parents, guardians or designees will be contacted to transport the child. If a student is unable to be sent home with an approved adult, he/she may be sent home on a bus with the principal's approval.
5. A parent shall be required to confer with the principal if a pupil's absence is due to truancy. The pupil may be held accountable for completing work missed while truant and may be required to make up lost time. Students and the parents of students who are habitually truant will be proceeded against in the manner prescribed in Title 18A: 38-31.

ATTENDANCE – TARDINESS

Absenteeism and Tardiness

The Board of Education requires that a review of individual student attendance be made periodically throughout the year. Religious holidays and NJDOE sanctioned days are the only recognized excused absences. Students who accrue five (5) unexcused absences within any given trimester, will receive a letter which will require a parent conference with the principal. Any additional unexcused absences may lead to a second parent conference. Truancy charges may be filed against the parent or guardian if a child accrues ten (10) unexcused absences. Retention may be considered once absences reach twenty-four (24) unexcused absences. Tardiness shall be considered if the child is not in homeroom at its commencement - Primary School 9:30 a.m., Elementary School 9:30 a.m., Middle School 8:20 a.m. Up to five late times are permitted per marking period without consequences. At the middle school, administrative detentions will be issued for every late thereafter within the trimester.

ATTENDANCE – TYPES OF ABSENCE

Late: Any student who arrives after morning homeroom will be marked late. Excessive tardiness may result in disciplinary action.

An Unexcused Absence that counts towards truancy is a student's absence from school for a full or a portion of a day for any reason that is not an "excused absence" as defined below.

An Excused Absence is a student's absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, Take Your Child to Work Day, Veteran's Day or any other absence determined to be excused by the New Jersey Department of Education.

A Justified Absence is a student's absence from school that does not count towards truancy, however, is still considered an official absence. The following absences are considered Justified:

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1. Student/Family illness; supported by written documentation from a medical professional.
2. Student's required attendance in court; supported by written documentation.
3. Student visits to secondary educational institutions; supported by written documentation (up to three visits per school year).
4. Where appropriate, when consistent with IEPs, 504s and individual health care plans.
5. Necessary, unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day; supported by written documentation.

Truancy means ten (10) or more cumulative, unexcused absences that count towards truancy of a student between the ages of six and sixteen as determined by the Board's Attendance Policy and Regulation pursuant to N.J.A.C. 6A:16-7.6(a)4.iii. and the definition of a school day pursuant to N.J.A.C. 6A:32-8.3.

The Board of Education requires that a review of individual student attendance be made periodically throughout the year. A letter will act as a reminder to parents of current attendance expectations when a student accrues four (4) unexcused absences. Students who accrue five (5) unexcused absences will receive a letter, which will include an action plan set by the principal. Students who accrue ten (10) unexcused absences will receive a second letter, which may require a parent conference. Truancy charges may be filed against the parent or guardian when a child accrues ten (10) unexcused absences.

CODE OF CONDUCT

All students in the public schools of New Jersey are by law compelled to comply with all rules established in pursuance of law for the government of such schools, to pursue the prescribed courses of study and to submit to the authority of the teachers and others in authority over them.

N.J.S.A. 18A:37-2 is amended to read as follows:

1. Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school.

Conduct which shall constitute good cause for suspension of a pupil guilty of such conduct shall include, but not be limited to, any of the following:

- a. Continued and willful disobedience.
- b. Open defiance of the authority of any teacher or person having authority over him/her.
- c. Conduct of such character as to constitute a continuing danger to the physical well-being of other students.
- d. Physical assault upon another pupil or harassment of another pupil (see page 17).
- e. Taking, or attempting to take, personal property or money from another pupil, or from his/her presence by means of force or fear.
- f. Willfully causing or attempting to cause substantial damage to school property.
- g. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by the School District and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility.
- h. Incitement which is intended to and/or does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by the School District.
- i. Incitement which is intended to and/or does result in truancy by other students.

2. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a teacher, administrator, board member or other employee of a Board of Education, acting in the performance of his/her duties and in a situation where his/her authority to so act is apparent, or as a result of the victim's relationship to an institution of public education of

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this State, shall be immediately suspended from school consistent with procedural due process pending expulsion procedures (Chapter 29). Expulsion and prosecution will occur due to bomb threats.

PRIMARY SCHOOL CODE OF CONDUCT

Code Behaviors

- a. I will respect others, their possessions and school property.
- b. I will follow directions and school rules.
- c. I will keep my hands and feet to myself.
- d. I will speak and act kindly and politely.
- e. I will walk quietly and to the right in the hallways.
- f. I will behave so the teacher can teach and we can learn.

Consequences

One of the most important components of any classroom at the Primary School is guiding children to become active and respectful members of the school environment. Therefore, it is our task in the younger grades to gently guide children to learn this appropriate school behavior and proactively address behavioral concerns. As a result, not all incidents that disregard the Code of Conduct are addressed formally. However, when children do not respond appropriately to redirection the following steps will occur.

- a. 1st Offense: The initiating staff member will conference with the student and document the incident.
- b. 2nd Offense: The initiating staff member will conference with the student, document the incident and communicate with a parent/guardian.
- c. 3rd Offense: The initiating staff member will conference with the student and document the incident. The principal will conference with the student and staff member and communicate with a parent/guardian.
- d. 4th Offense: The initiating staff member will conference with the student and document the incident. The student and a parent/guardian will conference with the principal and all involved staff members.
- e. 5th Offense: The initiating staff member will conference with the student and document the incident. The student and a parent/guardian will conference with the principal and all involved staff members. The student will receive a suspension. The principal will follow-up with students in this category on an on-going basis to develop an appropriate behavioral plan.

Note: Extreme situations may be initiated at higher consequence levels at the discretion of the principal or his/her designee.

ELEMENTARY SCHOOL CODE OF CONDUCT

Students at the Elementary School pride themselves on treating each other fairly and respectfully!

1. **I will respect others, their possessions and school property.** Treating others, the way you wish to be treated builds character and self-respect.
2. **I will follow adult directions and obey school practices and procedures.** The Elementary School Staff is here to assist you in every way possible. Cooperating with all adults in our school shows respect and a willingness to help create a positive school environment.
3. **I will keep my hands, feet and objects to myself.** Resolving conflict through dialog and mediation is the best way to solve a problem. Pushing and shoving shows frustration and a lack of maturity.
4. **I will act appropriately so teachers can teach and students can learn!**

Consequences

The students of the Elementary School regularly exhibit positive and respectful behavior and are a joy to work with! We emphasize both the concept and the practice of positive reinforcement for good behavior. However, when infractions do

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occur, it becomes necessary for students to realize that there are consequences for inappropriate behavior. Consequences for inappropriate behaviors shall be progressive with escalating consequences for repeat offenses.

Major Infractions

Major infractions are misbehaviors of a severe nature and necessitate strong measures to address the situation. These infractions include, but are not limited to: fighting, disrespect to adults, stealing and bullying. Principal intervention is warranted in such instances. The following consequences will be considered in response to major infractions:

- Parent/guardian notified and student removed from the classroom setting.
- Excluding student from school until parent/guardian conference is held.
- In-school suspension.
- Out-of-school suspension. A school conference will be required before a child is re-admitted to school for Out-of-School Suspensions.

Detentions: Lunch/Teacher - Students may lose playground privileges and may be assigned, by a teacher or the principal, to a classroom or office to eat lunch. The principal reserves the right to modify, add or delete from the Code of Conduct and its consequences in the best interest of the students.

Elementary School Student Expectations:

Some general and specific expectations are outlined below for parents and students to review:

1. A raised hand by an adult requires quiet student attention.
2. **Students are to *always walk on the right side of hallway*.**
3. Hats are not to be worn in our school (excluding special days).
4. Students are encouraged to leave all cell phones and electronic devices at home. If such items are brought into school, they must be turned off and remain in the students' book bag during school hours.
5. Honesty is always the Best Policy! Return lost items to teacher or main office.
6. Take pride in your school! Report areas of concern to your teacher.
7. Always be friendly, polite and helpful to visitors in your classroom.

MIDDLE SCHOOL CODE OF CONDUCT

Our Code of Conduct outlines the basic expectations of each student and includes the following:

I will respect others, their possessions and school property. Students adhere to this code behavior by demonstrating respect towards others, treating others in such a fashion as they themselves wish to be treated and by taking care of school and peer property and, ultimately, gaining self-respect.

I will speak and act kindly and politely. Students who adhere to this code behavior gain self-respect and respect for others. They adhere to this code behavior by speaking in a respectful, civil tone and using appropriate language when interacting with peers and adults. Students also understand and utilize appropriate behavior and approaches when in disagreement with an authority figure. Students understand, too, the pain and suffering victims feel when bullied, teased or taunted. When commenting on others we need to ask: Is it true? Is it necessary? Is it kind?

I will follow adult directions and adhere to school practices and procedures. Students who adhere to this behavior will develop their own character and leadership skills. Students adhering to this code behavior will follow written and verbal directions issued by adults in a congenial and respectful manner. Students will demonstrate understanding of all aspects of the School Practices and Procedures document. Students will also respect the need for honesty and individual responsibility for their decisions and actions.

I will be understanding, sensitive and tolerant of others, their lifestyles and viewpoints. Students who adhere to this code behavior treat and respond to others with sensitivity and tolerance recognizing the value of others, their lifestyles and viewpoints. Students should realize the cruelty of bullying and actively work to stop bullying whenever and wherever it

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occurs. Students understand the pain and suffering victims feel when bullied, teased or taunted. Students adhering to this code behavior develop self-respect and generate the respect of others.

***Consequences**

We are fortunate to have well-behaved and respectful students walking the halls of the middle school and most of the student population adheres to all rules and regulations on a regular basis. Unfortunately, infractions do occur and it becomes necessary for students to realize that there are consequences for inappropriate behavior. Those consequences may include, but are not limited to:

1. Detentions

- a. Lunch (30 minutes).
- b. Teacher (30 to 60 minutes).
- c. Administrative (90 minutes).

(Students shall not attend after-school activities on the day that this detention is scheduled and/or served.)

2. Suspensions (Policy 5610)

- a. Bus.
- b. In-School (ISS).
- c. Out-of-School (OSS): Requires a parent conference with administration prior to re-admittance.

(FIGHTING is an automatic OSS and a direct referral to peer mediation/conflict resolution is immediately made.)

3. Expulsion (Policy 5620)

- a. Bomb Threat.
- b. Possession/Use of any firearms/weapons.
- c. Distribution of any CDS or alcohol in school or within school limits.

Note – *Any suspension, either in or out-of-school, precludes the student from all school activities, school-sponsored activities and evening sports/activities (including dances) during the suspension period. In addition, any suspended student may be prohibited from the above-mentioned activities for an additional period of 10 school days beginning on the first day that the student returns to school.*

Exception: *Student will be allowed to participate in academic activities and/or programs during the ineligibility period.*

The administration reserves the right to extend activity restriction based on individual circumstances. In addition, students who have violated activity restriction may have the activity restriction period extended

PROMOTION AND RETENTION POLICY

Promotion

A. A child shall be promoted (moved from one grade level to a higher-grade level) when he/she has attained a reasonable level of proficiency in major disciplines with particular reference to basic communications and mathematical skills as determined for each individual pupil by members of the school and/or District professional staff.

B. The method of determining attainment of proficiency levels for appropriate grade level shall be determined by the Core proficiencies set by the State Board of Education.

Retention

A. Any child not attaining the degree of proficiency in grades Kindergarten through grade 5 may be considered for retention in that grade level; accumulating 24 or more unexcused absences may constitute retention as well.

B. The classroom teacher must refer each child being considered for retention to the Intervention & Referral Services Committee for additional input prior to final determination.

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The parents shall be invited to a meeting with the teacher, and other staff members, no later than the end of the second trimester for discussion of the matter. The Superintendent must be informed in writing of this matter by the principal at this time along with goals set forth. This discussion shall consist of an explanation to the parents of their child's current academic standing in relationship to the group and his or her own individual ability. Goals will be set for the third trimester. During the middle of the third trimester another meeting will be held to review the goals and the student's progress. At this time, the final decision shall be made. The final decision shall be made by the Superintendent; parental input will be required.

ACADEMIC GIFTED & TALENTED

The format of Upper Township's Gifted & Talented program provides challenging opportunities to students through the cooperative efforts of various teachers and staff members. Program services vary at the grade levels and subject areas. Students identified for this program shall demonstrate high performance on multiple measures and meet specific district criteria for entrance into the program. At the Primary and Elementary School, gifted and talented services are delivered via a 40-minute pull-out session, one time per weekly cycle, during the intervention/enrichment block. At the Middle School, gifted and talented services are delivered via a 50-minute pull out session two days out of a six-day cycle during the intervention/enrichment block.

ACADEMIC SUPPORT PROGRAM

The Academic Support Program provides positive learning experiences for students who are in need of improvement in the subject areas of Language Arts and Mathematics. In grades Kindergarten through Eighth, students may receive instruction in small groups, and/or through in-class support. Skill areas that need improvement are identified through the use of teacher observation and test results. Once the skill areas are identified for each student, planned sequential instruction is designed to fit the needs of the individual. The process of planned sequential instruction includes: pre-testing, development of objectives, actual instruction and evaluation (post-testing). Following each evaluation, the child's individual program may be changed, as needed, as skills are previewed, reviewed, and/or reinforced. Periodic assessment is conducted. This approach is used throughout the school year to help each student work toward competency in necessary Language Arts and/or Mathematics skills. Program services vary at the grade levels and/or subject areas.

AFTER SCHOOL ACTIVITIES/SPORTS

The Upper Township Elementary and Middle Schools have a variety of exciting after-school activities. Please visit our website (www.upperschools.org) for information regarding after-school activities, events and other pertinent information including directions to other schools. Late buses are provided Monday through Thursday for all after school activities held at the Middle School. This bus will leave at approximately 4:30 p.m. All students will be placed on the late bus if their ride home is not at the school by 4:25 p.m. Students riding this bus will arrive at their homes sometime between 5:00 and 6:30 p.m. depending on traffic conditions and the number of riders. Buses are also provided for away games. These buses take athletes to the games and return them to school for parent pick up sometime between 5:00 and 7:00 p.m.

Extra-Curricular Activities Eligibility Policy

The Middle School eligibility policy outlined will include all extracurricular programs and activities that meet above and beyond the normal school day including all sports and clubs/teams (EXCEPTION: 8th GRADE Promotional Exercise and Theatrical Performances). Students will be identified as ineligible if they fall into either of the following criteria:

- a. Failing 2 or more subjects.
- b. Written recommendation by program advisor/coach.

All subjects including fine arts (Industrial Arts, Art, Music, World Language, etc.) will be included in this policy. Evaluations of students' grades/conduct will be made at the time of interims (mid marking period) and upon the issuance of report cards. A ten (10) school day ineligibility time period will be enforced upon the identification of ineligibility. After ten (10) school

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days, a student will be re-evaluated. If deficient areas improve to acceptable levels, the student will be made provisionally eligible. Students will then be expected to maintain eligibility. If improvement does not occur, ineligibility will continue until the next evaluation time frame (interim or report card). Students who acquire a second ineligibility time frame during the same activity will be permanently removed from that activity. A second ineligibility in a year-round activity will result in the removal from that activity for a nine (9) week probationary period. Continued ineligibility situations will be dealt with on a case by case basis with administrative input. **All coaches/faculty advisors and administration reserve the right to remove students from activities for behavior or actions that are non-productive and reflect negatively on the team/activity or school.**

Physical Examinations

Per state law, a physical examination is required before trying out for a sport. There is preliminary paper work which must be completed by the parents before the physical is done. An updated Health Status form must also be completed by the parent before the student can try out for a second sport in that school year. Please make every effort to have your child screened by your family physician prior to the start of school.

ATHLETIC COMPETITION

The Board of Education recognizes the value of a program of athletic competition for both boys and girls as an integral part of the total school experience. Game activities and practice sessions provide opportunities to learn the values of competition and good sportsmanship. Programs of athletic competition, both intrascholastic and interscholastic, offer students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that offered by the class, school, or district alone and an opportunity for career and educational development.

For purposes of this policy, the program of athletic competition includes all activities relating to competitive sports contests, games or events for sports exhibitions involving individual students of this district when such events occur within or between separate schools within this district or with any schools outside this district.

Eligibility Standards

A pupil who wishes to participate in athletic competition must submit, on a form provided by the district, the signed consent of his or her parent or guardian. The consent of the parent or guardian of a pupil who wishes to participate in interscholastic athletics must include an acknowledgment of the physical hazards that may be encountered in the sport. Notice of these eligibility requirements shall be given to students.

Health Requirements

Good physical condition, freedom from injury, and full recovery from illness are prerequisites to participate in athletic competition and practice for such competition. A candidate for a place on an athletic team or squad must receive a medical examination conducted once in each school year by either a personal physician (encouraged) or the school medical inspector/designated team doctor not more than three hundred sixty-five (365) days prior to the first practice session. The school medical inspector may accept the report, on a form provided by the District, of a medical examination conducted, at no expense to the Board, by the pupil's personal physician. A re-certification must be done for each subsequent sport to determine if another exam is necessary. The medical examination conducted to determine the fitness of a candidate for athletic competition and the health history update must include, at a minimum, the respective medical history information and physical assessments set forth in rules of the State Board of Education and incorporated in their entirety in regulations implementing this policy.

The school medical inspector or the designated team doctor shall approve or disapprove the pupil's participation in athletics based on the medical examination. Written notification of that determination, signed by the school medical inspector or team doctor, shall be given to the pupil's parent or guardian and shall include the reasons for disapproval of the pupil's participation. The health findings of the medical examination shall be filed in the pupil's health examination record, subject to Board policy on pupil records.

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Emergency Procedures

Athletic coaches shall be trained in first aid and in the identification of pupil athletes who are injured or disabled in the course of any athletic activity. Emergency procedures shall be reviewed by the Board not less than once in each school year and shall be disseminated to appropriate staff members. Emergency procedures shall be written in Regulation 2431.1.

Interscholastic Athletic Standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions. The Board adopts as policy the rules and regulations of the New Jersey State Interscholastic Athletic Association and shall review such rules annually to ascertain that they continue to be in conformity with the objectives of this Board.

The Superintendent shall annually prepare, approve and present to the Board for its consideration a program of interscholastic athletics that includes a complete schedule of athletic events and practices and shall inform the Board of changes in that schedule as they occur. The Superintendent shall prepare rules for the conduct of students participating in interscholastic athletics that will conform to rules of the State Board of Education, the New Jersey State Interscholastic Athletic Association and the league with which the school district is affiliated.

BIKE/WALKING REGULATIONS

Bike

Students to age 17 (effective March 1, 2006) must wear a helmet. This is the law.

- Never carry a passenger on the bicycle. This is extremely dangerous, especially when riding in traffic.
- Abide by all traffic rules and regulations.
- Bike privileges will be revoked if a helmet is not worn and parents will be contacted accordingly. The bicycle will be confiscated until a parent/guardian comes to retrieve it.
- Any student who plans to ride their bike to/from school must bring in a note indicating permission to do so. Via completion of form within Genesis.

Walk

- Any student who plans to walk to/from school must bring in a note indicating permission to do so. Via completion of form within Genesis.

BOOKS & INSTRUCTIONAL MATERIALS

Books and instructional materials are loaned to students for use during the school year. Students are expected to treat books and all school property with care and will be expected to return all school issued items in good condition by the last day of school.

CAFETERIA

There is no place students reveal their manners or reflect the training they have received at home more conspicuously than in the lunchroom. We urge all students to use the cafeteria as a place for pleasant relaxation, conversation and leisurely eating. Students are expected to leave the table area, where they have eaten, clean and orderly. Food and beverages are not permitted outside the cafeteria at any time (unless approved by the principal).

Cafeteria Rules

- a. Stay seated and raise hands for assistance.
- b. Keep voice levels within reason.
- c. Clean up area and dispose of trash properly.

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- d. Walk quietly in the hallway when passing to and from the cafeteria/playground.
- e. Respect cafeteria staff.

A breakfast program is available to students upon arrival to school. Breakfast is **\$1.70** per day. Only students actually eating breakfast are permitted in the cafeteria before school. If breakfast runs late, students are to secure a late pass from the teacher supervising breakfast, then go to homeroom.

Lunch Program

Nutri-Serve Food Management, Inc., a food service management company, operates the School District food service program. A variety of nutritious hot and cold lunches are Offered daily in all three schools. **Primary and Elementary School student lunches are \$3.20 and Middle School student lunches are \$3.30.** Entree or sandwich A La Carte is \$1.95. Additionally, a la carte items available include: (milk .75), (soup w/crackers \$1.25), (soft pretzel .75) (bagel w/cream cheese \$1.05) (churro \$1.00) (ice-cream \$1.35) (all drinks & large water \$1.35) (small water .65) (chips \$1.00) (baked chips \$1.35) Student breakfast \$1.70; Adult lunch \$4.00 & Adult breakfast \$2.20. Only one charge lunch per student will be permitted. To charge again, the student must pay for the previous charge. We encourage students to participate in the school lunch program. The food service department will also have active cafeteria YAC's (Youth Advisory Committees) to respond to students' food preferences and concerns. Parents wishing to participate in the free or reduced-price lunch programs must submit an application for their household.

The Board of Education recently adopted a policy on Nutrition/Wellness that complies with the New Jersey State Department of Education's directives related to nutrition. This new policy will adhere to regulations, in compliance with the New Jersey State Board of Education, that will prohibit the sale and consumption of food items deemed as nutritionally deficient.

Point of Sale (POS) System

The Point of Sale System enables students to purchase meals with cash or to utilize a prepaid account for lunch and/or breakfast. The money established in a student's account can also be used for a la carte purchases. Parents may send cash or checks to the main office to replenish their child's account.

Playground Rules (Primary & Elementary Schools)

Students may be assigned to zones on the playground where activities will be organized. Students will have approximately 10-15 minutes on the playground.

- a. Students will follow the Code of Conduct especially as it pertains to keeping hands and feet to themselves.
- b. Playground equipment will be provided. Hardballs, yo-yos and skateboards are potentially dangerous and are not permitted on the playground.
- c. Students will line up in pre-determined areas when the whistle sounds to end recess.
- d. All equipment is to be returned to the proper area.
- e. Playground privileges will be revoked for behavior that is disruptive, uncooperative or infringes on others' rights to enjoy their playground time safely.

CELL PHONES

Students are strongly encouraged to leave all cell phones at home. In the event that a student brings a cell phone into school, the following must be strictly adhered to:

1. All cell phones must be kept in the student's book bag/locker during the normal school day.
2. All cell phones must be turned off during the normal school day.
3. No pictures are to be taken by any camera phone at any time.
4. No camera phones are to be used in any locker room or rest room at any time. Any student found using a cell phone or any phone that is heard ringing during the normal school day will be subject to the following consequences:

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1st Offense: Parent notification, cell phone confiscated and returned to student at the end of the day.

2nd Offense: Parent notification, administrative detention issued, cell phone confiscated and returned to a parent or guardian.

3rd Offense: Parent notification, suspension issued, cell phone confiscated and returned to a parent or guardian.

CHARACTER EDUCATION

A strong, positive character is an important component to a well-rounded person. Bullying, demeaning comments, bias and put downs of others are all negative consequences of a weak character. A Character Education Program is employed to pro-actively address the negative effects of bullying and to promote positive character traits. Initiatives will include:

1. Anti-Bullying Programming to inform and provide strategies for students and adults.
 - a. 1st offense: administrative, guidance and parental intervention.
 - b. 2nd offense: continued intervention programs and activities; 1-3 day out of school suspension plus activity restriction period.
2. Regular teacher or counselor led classroom instruction on selected topics related to anti-bullying, character building and anti-bias topics.
3. Sensitivity Training for staff members to better meet the needs of their children.

Upper Township District Character Education Themes: September: Responsibility, October: Respect, November/December: Kindness, January: Goal Setting, February: Honesty, March: Cooperation, April: Leadership, May: Pride, June: Self-Discipline. These initiatives will help to promote the maturity and individual growth so necessary in a good school/community citizen. *Information on our Character Education initiatives will be available on a regular basis.*

COMMUNITY SERVICE/VOLUNTEER OPPORTUNITIES

Our schools rely on the support of community volunteers to help supplement our school programming. Volunteers are especially needed to support our library and art programs. Organizing art materials, shelving books and creating instructional materials are but a few of the needs filled by volunteers.

If you can dedicate some time to help support your school, please call: Primary School Principal, Mr. Gillespie at 628-3500, ext. 2109, Elementary School Principal, Mrs. Urbano at 628-3500, ext. 2626, or Middle School Principal, Mr. Leek at 628-3500, ext. 2243. Thank you!

CONFERENCES

Conferences are scheduled so that parents and teachers may discuss the progress of our students. The schedule for this school year will be as follows: **(To be determined):** Primary, Elementary & Middle School Conferences with scheduled times of conferences to be announced during the first marking period. If you desire a conference at other times during the year, please call the school office or teacher to make arrangements.

CUSTODY

Custodial papers must be presented to each principal/front office staff. If custody changes during the year, notification by official court order shall be copied and forwarded to the principal/front office staff. We shall not be held responsible for releasing children when no current papers are on file.

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DRESS

Appropriate dress is required at all times in school. Appropriate dress is determined by the Administration. Dress which is unsafe or distracting to the educational process will not be tolerated. Students are expected to dress in a manner which is appropriate for a public school setting. Clothing worn or items carried are not to be distracting to other students or disruptive to the normal routines and functions of the school. Student dress and grooming is a personal matter between students and their parents. The school, however, will enforce proper dress decorum if it jeopardizes the student's health, welfare, safety, interrupts the educational process or is offensive in nature to others.

The following guidelines have been set regarding proper school dress:

1. Students are not permitted to wear tank tops, halter tops, see-through shirts, midriff tops or shirts that contain profanity or are suggestive in nature. Shirts should not be worn that make reference to sex, drugs, alcohol, cigarettes, violence or profanity.
2. Shorts, skirts and pants must be appropriate. No bicycle/spandex, ripped, cutoff, boxer type shorts, pajamas, tennis or gym shorts are permitted.
3. Shoes or sneakers must be worn at all times. **No flip-flops, slip-ons or wooden shoes** are allowed for **health & safety reasons**.
4. Students shall not wear hats, bandanas, caps or other head covering inside the building (except for religious or health reasons and during spirit weeks).
5. Students are not permitted to wear any wristbands/sweatbands during the school day (except for PE class if needed).
6. Outer wear (coats) shall not be worn while in school unless medically advised or teacher permitted.
7. For safety reasons, chains, dangling jewelry or articles of clothing (including those on book bags) shall not be worn or carried to school.
8. Body piercing/tattoos that are disruptive to the educational process will be removed and/or covered.
9. Laser lights are not permitted in any school.
10. Rolling sneakers are not permitted in any school.

Parents/guardians will be notified for student dress code infractions. Parents/guardian will be asked to bring to school a change of clothes for their child, since the student will not return to class unless they are properly dressed. Repeat offenses will be administratively dealt with on a case by case basis with parental involvement.

EARLY DISMISSALS

Requests for early dismissals must be in writing from the parents or guardians. When an emergency telephone request is made, only the principal can grant permission. If an early dismissal is granted through a telephone call or written note, the parent or guardian must come into the office to pick up the student and sign them out. Lunch will be served on all early dismissal days.

EIGHTH GRADE CELEBRATIONS

The celebration dance will be held for Upper Township Middle School 8th grade students only in early June. The administration will establish procedures and codes of conduct including appropriate transportation and dress. Students failing to abide by the outlined procedures and/or willful disrespect at this time may be excluded by the principal from participating in this event.

EIGHTH GRADE PROMOTION

8th Grade Promotional Exercises

Any student who has failed 2 or more major subjects for the year will be deemed ineligible to participate in promotional exercises. In addition, any such student may be subject to mandatory summer school and/or possible retention in the 8th grade. Each individual circumstance will be evaluated by all involved parties and a final administrative decision will be made and enforced.

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EMERGENCY SCHOOL CLOSINGS

(Visit www.upperschools.org to receive pertinent information)

At times, for the safety of our students, it becomes necessary to close the schools for emergencies, such as heavy snow or lack of heat. In such situations an announcement that the schools, KEYS and/or CEUT classes are closed will be made as soon as possible via the district website, Genesis and Blackboard Connect Systems. Please be sure that your children know what to do should they be dismissed early from school because of an emergency. It is strongly recommended that arrangements be made with a neighbor or relative if parents are not home during the day. If schools are open but parents determine that it would be dangerous to travel due to inclement weather, they should use parental discretion.

EXPULSION

Unfortunately, it is sometimes necessary to penalize students for serious violations of school regulations to ensure the good order of the school and to teach students the consequences of disruptive behavior. **The board will consider expulsion only if:** the nature of a single act presents such a clear possibility of danger to others that immediate definitive action is indicated. Students who indulge in the following disruptive behavior shall be expelled:

- Turning in a bomb threat or any assault on a staff member. Being convicted or an adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus or at a school-sponsored function.
- Buying and/or selling of any controlled dangerous substance and/or alcohol.

FAMILY LIFE EDUCATION

In accordance with New Jersey Administrative Code 6:29-4.2, family life education means instruction to develop an understanding of the physical, mental, emotional, social, economic and psychological aspects of interpersonal relationships; the physiological, psychological and cultural foundations of human development, sexuality and reproduction, at various stages of growth; and to provide the opportunity for students to acquire knowledge which will support the development of responsible personal behavior, strengthen their own family life now and aid in establishing strong family life for themselves in the future thereby contributing to the enrichment of the community. Family life education is not taught as a separate subject but is integrated into the health, science and social studies programs in grades K-8. The complete curriculum and materials used for the various curriculum areas are available for review in each school office. If a parent/guardian has any concerns regarding our curriculum and its content you as parent/guardian have the right to remove your child from that particular portion of the curriculum that is being taught. The following is a brief outline of the curriculum:

Grade Topics

- K Personal health; Understand, appreciate and respect human beings; Family relationships; Developing understanding of self.
- 1 Personal health; Understanding self, family and others; Animals and their young; Decision making.
- 2 Personal health; Understanding choices; Understanding people and groups; Decision making.
- 3 Personal health; Understanding self and others (friendships); Care of animal young; Decision making.
- 4 Personal health; The New Jersey Community; Relationships of animals; Decision making.
- 5 Personal and consumer health; Critical thinking; Interaction of living things in an ecosystem; Diseases and disorders; Decision making.
- 6 Personal, social and mental health; Self-esteem; Puberty; Decision making; Tobacco and smoking; HIV and AIDS.
- 7 Personal, social, mental and family health; Male and female reproductive systems; Sexually transmitted diseases; Decision making.
- 8 Personal, social, mental and family health; Family living; Reproduction and maturity; Sexually transmitted diseases; Human sexuality; Decision making.

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FIELD TRIPS

Field trips are considered a part of the regular school day and student participation is expected. Field trips are scheduled throughout the year. Parents must complete a field trip permission slip for each trip. Upon returning from a field trip, parents/guardians are expected to pick up their child at the pre-determined location and time. Students will remain supervised until a parent/guardian arrives. Any changes regarding pick-up procedures must be stated in writing, from the parent/guardian, before the trip departs from the school. If students return after dismissal, they will be supervised until all are picked up. **Important: Students are expected to use the transportation provided to and from Field Trip location. Parents who are picking up their children must complete the appropriate Transportation Form prior to parent pick-up.**

FIRE, WEATHER & EMERGENCY DRILLS

Periodic fire and emergency drills will occur throughout the year. Students are to follow teacher directions in exiting the building. When exiting, students are to walk, keep hands to themselves and are to keep silent. Students are to follow the directions provided by the teachers and staff relative to the specific emergency procedures in effect. Families are advised to check the district website for emergency updates and special information on behalf of the school system.

GUIDANCE SERVICES AND STUDENT ASSISTANCE

The District's alcohol, tobacco and other drugs (ATOD) prevention intervention program services all District students. The components of the program are as follows: (ATOD) curriculum, peer education, individual and small group prevention counseling and staff in-service. Our District is proud of the progress our Guidance and Students Assistance Programs have made in developing and maintaining a comprehensive support network for students. These programs help students develop personal strengths and values that reduce the likelihood that they will use alcohol or other drugs or experience other problems common to their age level. Our counselors conduct classroom sessions as well as small group and individual discussions with students. Topics include drug and alcohol use and abuse, peer pressure, decision making, self-concept, families, problem solving, coping skills and violence prevention. Our success is attributable to the commitment, support and encouragement we receive from parents, school personnel and community leaders. If you have questions, concerns, suggestions, or do not wish your child to participate in guidance services, please contact your building principal.

5512 HARASSMENT, INTIMIDATION, AND BULLYING

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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 students 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 students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a 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 that:

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

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

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

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C. Student Expectations

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

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

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

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

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

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

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents or guardians the rules of the district regarding student 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. Students are encouraged to support other students who:

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

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D. Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students. Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

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

Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;

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4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior, the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

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

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

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

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12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

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

Parents, Family and Community

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

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailing – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based, systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedures revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;

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24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

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

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

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

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

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who

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have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, 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. A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident. In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

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

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

F. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety/School Climate Team(s)

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
- e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

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2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or another certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

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

The School Safety/School Climate Team shall:

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

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

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

[Option – Principal's Preliminary Determination:

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However, prior to initiating the investigation by the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.]

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.

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

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

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

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents 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 may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business 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

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seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the 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 Superintendent's report on the results of the investigation to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

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

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

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

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

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

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I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

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

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

J. Consequences and Appropriate Remedial Action for False Accusation

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

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of pupil services. 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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K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

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

The Superintendent shall ensure that notice of this Policy appears in the student 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 students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

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

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

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

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

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

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs. A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

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

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The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents 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.

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

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students. The Superintendent and the Principal(s) and Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the school Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

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

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

O. School and District Grading Requirements

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

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30. The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

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

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S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate complaint of report of harassment, intimidation, or bullying, pursuant to N.J.A.C.6A:16-7.7(a).2ix. and section G. of this Policy, occurring on Board of Education school buses, at Board of education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption. N.J.S.A. 18A:37-13 through 18A:37-32 N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq. Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011, New Jersey Department of Education. Memorandum, New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011. Adopted: 19 April 2010; Revised: 15 August 2011; 20 June 2016 and 17 September 2018.

HEALTH SERVICES

The Upper Township School District, in compliance with the laws of the State of New Jersey, provides for the physical well-being of its students by providing a full-time nurse in each school. Screenings will be done per the guidelines and board policy for areas such as height, weight, blood pressure, vision, hearing, scoliosis as needed. Physical examinations provided by the student's personal physician are encouraged at each of the appropriate developmental stages. All new students to the District, students who are undergoing Child Study Team evaluations, students who are unable to provide a sports physical from their own physician and students who are in need of working papers will be provided a school-based physical when deemed necessary per state regulations. A Mantoux tuberculosis-screening test is provided as required by New Jersey Law. Immunizations are required per Chapter 14 of the New Jersey Sanitary Code. This requires that the students be immunized with:

Diphtheria toxoid; Pertussis vaccine; Tetanus toxoid; Measles virus vaccine, live, attenuated; Rubella virus vaccine, live; Poliomyelitis vaccine, live, oral trivalent; and any other immunization that might be required by state regulation. Hepatitis B has now been mandated for all children entering the school system for the first time and for all sixth-grade students. School entry refers to kindergarten OR first grade, if that is the point of entry for the child. Children who have not completed or begun the series for Hepatitis B will be excluded from school until such immunization is begun.

Beginning September 2008, the following immunizations are also required:

1. Every child born on or after January 1, 1997, and entering or attending Grade 6 or a comparable age level special education program, shall have received one booster dose of Tdap (Tetanus, diphtheria, acellular pertussis) given no later than the tenth birthday. If a child received a Tdap or Td less than five years from entering Grade 6 they shall not be required to receive a Tdap dose until five years have elapsed from the last DTP/DTaP or Td dose.
2. Every child born on or after January 1, 1997, and entering Grade 6 or a comparable age level special education program shall have received one dose of meningococcal vaccine.
3. Every child entering preschool is required to have a pneumococcal conjugate vaccine (PCU) and an influenza vaccine (flu shot). The flu shot needs to be given between September 1st and December 31st.
4. Every child born on or after January 1, 1997, and transferring to a New Jersey school from out of state or another country shall have received one dose of meningococcal vaccine. If a student is injured, the school nurse will administer first aid per school doctor's orders. Parents/guardians will be notified of the injury and the recommendation for further medical evaluation will be made when deemed necessary. If the parent or guardian cannot be contacted and the injury warrants the transportation of the injured student to the hospital, standard procedures will be followed. The nurse will continue to contact the parent or guardian or other relative who has the authority to approve the necessary medical

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treatment. Questions regarding health services and immunization should be referred to the Primary School nurse, (628-3500 ext. 2113) the Elementary School nurse, (628-3500 ext. 2324) or the Middle School nurse, (628-3500 ext. 2247).

HIV/AIDS EDUCATION

In accordance with New Jersey Administrative Code 6:29-4.1, Upper Township School District has developed an HIV prevention curriculum. The HIV/AIDS Education Curriculum aims to prevent the spread of HIV/AIDS among our young people. Because AIDS is a fatal disease without a cure, prevention the maintenance of safe behaviors and the exclusion of risky behaviors, is the main goal of the HIV/AIDS curriculum. It is imperative that accurate and current information about the disease be presented to our students in a developmentally appropriate manner in all grade levels. If the disease cannot be stopped then the spread of the disease must be stopped; abstinence shall be primarily stressed.

The instructional objectives and materials used in the curriculum represent the most current and reliable information relative to HIV/AIDS. HIV/AIDS education is a component of the comprehensive health education program of the District. The complete curriculum and materials are available for review in each school office. If a parent/guardian has any concerns regarding our curriculum and its content, you as parent/guardian have the right to remove your child from that particular portion of the curriculum that is being taught. The following is a brief outline of the HIV/AIDS curriculum:

Grade Topics

- K Germs and staying healthy; HIV/AIDS general information.
- 1 Germs and staying healthy; HIV/AIDS general information; Sickness.
- 2 Germs and staying healthy; Communicable and non-communicable diseases; HIV/AIDS general information; HIV/AIDS transmission.
- 3 Germs and staying healthy; Communicable and non-communicable diseases; HIV/AIDS general information; HIV/AIDS transmission; Immune system; Relating to people who have HIV/AIDS.
- 4 Communicable and non-communicable diseases; HIV/AIDS general information; HIV/AIDS transmission; HIV/AIDS symptoms; Accurate Health information.
- 5 HIV/AIDS general information; HIV/AIDS transmission; HIV/AIDS and the body's defense system.
- 6 HIV/AIDS general information; HIV/AIDS transmission; HIV/AIDS prevention; HIV/AIDS diagnosis and treatment.
- 7 HIV/AIDS general information; HIV/AIDS transmission; HIV/AIDS prevention; HIV/AIDS diagnosis and treatment.
- 8 HIV/AIDS general information; HIV/AIDS transmission; HIV/AIDS prevention; HIV/AIDS diagnosis and treatment; HIV/AIDS impact on society.

HOMEWORK PROCEDURE

The Board of Education and Administration recognize the value of appropriate homework and favor those activities which provide for flexibility, creativity and originality on the part of both the teacher and student. Teachers may, and should assign homework to students to aid in their educational development and growth. The type, frequency and quantity of homework assigned shall be grade level and developmentally appropriate as determined by the teacher(s). Homework should be an application or adaptation of a classroom experience and shall not supplant school instruction. Homework shall never be assigned for disciplinary purposes.

Broad parameters are set for the *types* of homework assignments issued to our Primary School children. Assignments may not all be paper and pencil tasks. For instance, children may be asked to collect objects for estimating/counting activities in Math; they may be asked to view a television show or special and make a short report; or they may snip pictures out of a magazine for usage in a phonics lesson. Homework assignments should be stimulating and meaningful for the children. Homework should involve parents/guardians, when appropriate to the particular assignment(s). Homework assignments(s) should not exceed 15 minutes per day at the Kindergarten level and 30 minutes per day in grades 1 and 2. Recommended time guidelines for homework are as follows: 3rd Grade – 30 minutes nightly; 4th Grade - 30 minutes nightly; 5th Grade – 45 minutes nightly, Grades 6-8: 60 to 90 minutes nightly.

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Occasionally, seat work not completed during the school day will also be assigned. If you feel your child is spending inordinate periods of time completing homework assignments, please contact his/her teacher.

Make-up work is the responsibility of the student. The opportunity is afforded to every student so that no student will be academically penalized due to any excused absence/lateness. It is the prerogative of the teacher to assign whatever work he/she feels is necessary to equate with the work that was missed due to the excused absence/lateness. Students will have 1 day to complete work for each day absent and such work will be assigned to the student upon their return to school. Time allocation for make-up work for extended absences (over 5 days) will be determined by the teacher/administration. **Students who are truant from school or who cut a class during the school day will not receive credit for any missed assignment/test and will receive 0's for such assignments. In addition, the student is still responsible for all missed materials for future assignments/assessments.**

Vacations

We, as a family-oriented District, value time spent together. We also understand that for some families, the opportunity to vacation happens only during the school year due to the area in which we live. **At the same time, in the interest of your child's education and academic successes, we can only encourage you to send your child into school as often as possible and make every effort to plan vacations when school is not in session.**

The regular school calendar provides more than ample opportunities for families to plan vacations at times when school is not in session. School authorities are not able to approve family vacation days. Vacation days will count as part of the total allowable absent days and written notice of such must be given to the main office at least one week prior to the planned absences. Any homework and/or make-up work distributed during this time will be subject to the above-mentioned information and procedures. If you would like work to be provided for your child to complete during vacation, please provide the classroom teacher with as much advance notice as possible. However, teachers are under no obligation to provide work until the student returns from vacation.

HOME SCHOOLING

Parents requesting to educate their children at home as an alternative to sending them to public school should: Submit a letter of intent (to remove the child from school and to educate the child at home) to the Superintendent of Schools.

HONOR SOCIETY

Membership in NJHS is an honor bestowed upon a Seventh or Eighth Grade student. Selection for membership is conducted by a Faculty Council and is based on outstanding scholarship, leadership, service, character, and citizenship. The Faculty Council will review all completed student applications, academic and discipline records to guide its decisions.

Minimum academic requirements include:

7th Grade – A Cumulative (first, second and third trimester of 6th grade and first and second trimester of 7th grade) average of 95 and above to be eligible for selection. All classes earning a numeric grade are used in the calculation (Art, Music, and Industrial Arts are calculated as 1/3 of a grade, as these courses only meet for one trimester).

8th Grade – A Cumulative (first, second, and third trimester of both 6th & 7th grade and first and second trimester of 8th grade) average of 95 and above to be eligible for selection. All classes earning a numeric grade are used in the calculation (Art, Music, and Industrial Arts are calculated as 1/3 of a grade, as these courses only meet for one trimester). Once selected, members have the responsibility to continue to demonstrate the qualities of the NJHS. Students are required to fulfill the membership requirements of the local chapter including participation, academic and behavioral standards.

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HONOR ROLL: Eligibility for Honor Roll status (grades 6-8) is as follows:

Principal's Honor Roll: Minimum grade of 93 in all subjects.

Honor Roll: Minimum grade of 85 in all subjects.

Honor Roll lists will be placed in our local newspapers unless a parent/guardian requests otherwise.

INTERVENTION & REFERRAL SERVICE COMMITTEES

The Intervention & Referral Service Committees are regular education, decision-making teams which serve to increase the capacity of the regular education program to serve children at risk. The primary purpose of the I&RS Committee is to work in close conjunction with the classroom teacher and parents in designing and recommending interventions for children experiencing difficulties in learning and/or behavior. The I&RS Committee involves parents in developing strategies to help their children.

KINDERGARTEN PROGRAM

We provide a full-day kindergarten program for all students. Kindergarten Registration will take place in March (see district website for specific dates) for all children registering for the next school year. Parents should bring a proof of residency, birth certificate, custody papers and all immunization records for their child's registration.

LAVATORY USAGE

Students must secure a pass from the classroom teacher to use the lavatory during class. Students are not to loiter in the lavatories but return to class expeditiously. Students may use the lavatory between classes but are to do so quickly as not to be late for class. Also, students shall use the lavatory closest to their classrooms or in their class if available.

LOCKERS (MIDDLE SCHOOL)

Lockers may be used before and after school, lunch, gym and designated classes. All other visitations to lockers may be permitted with a teacher pass. As a safety rule, book bags shall not be permitted to be carried by students during the school day. Students with special physical needs will be accommodated. The student shall address the need(s) with his/her homeroom teacher. See pupil right of privacy.

LOST AND FOUND

Misplaced and lost items are kept in one location at each school. Parents and students are urged to check these areas if items are missing. Students must check with cafeteria aides or office personnel before proceeding to these areas.

MEDICAL EXCUSES/PHYSICAL EDUCATION AND RECESS

All medical excuses excluding a student from participating in P.E. classes need to be in writing from a doctor and turned in to the main office. The note will be forwarded to the nurse and gym teacher. Parent notes will excuse a child for 1 day only! **Important: Students will not be allowed outside at recess during days when a child is excused from gym class.**

MEDICATION POLICY

Students requiring medication at school must have a WRITTEN STATEMENT FROM THE PRIMARY CARE PROVIDER which identifies the type, dosage and purpose of the medication. Medication must be in the original labeled container and presented to the school nurse upon arrival at school by the parent/guardian. Inhalers are medication and are to be kept in

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the Health Office. A written statement from the parent giving the nurse permission to administer the medication is required. It is suggested that the parent request an extra container at the pharmacy to be left in the nurse's office to eliminate transporting medication daily. Unless absolutely necessary, medication to be given three times a day or less should be administered at home. Over the counter medication cannot be dispensed by the nurse nor should it be sent to school with your child.

Pupil Self-Administration of Medication

Students are permitted by board policy and state law to self-administer medication for Asthma or other life-threatening illness by students in 4th through 8th grade, both on school premises during the regular school hours and off-site when participating in school related activities. Parents/guardians must provide the District with the proper documentation in the form of physician certification of necessity. This must be accompanied by the appropriate documentation from the parents on the child's ability to self-administer. This permission is only effective for the current school year in which it is issued. This right to self-administer may be revoked if the student has not complied with the conditions necessary for safe administration of the medication. An Asthma Action Plan completed by the Primary Care Provider and signed by the Parent/Guardian is required annually.

Emergency Administration of Epinephrine

The board shall permit the school nurse or medical inspector to administer epinephrine via epi-pen in emergency situations. In their absence, a designee or designees who are employees of the board may do so.

The designees must be properly trained by the school nurse in the administration of the epi-pen using standardized training protocols. Each designee shall receive individual training for each pupil for whom he/she is designated. The board, through the school nurse, shall inform the pupil's parents/guardians in writing that if the specified procedures are followed, the District, its employees and agents shall have no liability as a result of any injury arising from the administration of the epi-pen to the pupil. An Allergy Action Plan completed by the Primary Care Provider and signed by the Parent/Guardian is required annually. Parents/guardians shall provide the board with the following:

- A. Written orders from the physician that the pupil requires the administration of epinephrine for anaphylaxis and does not have the capability for self-administration of the medication;
- B. Written permission for the administration of epinephrine via epi-pen by the school nurse or designee(s);
- C. A signed statement acknowledging their understanding that if the specified procedures are followed, the District shall have no liability as a result of any injury arising from the administration of the epi-pen by the school nurse or designee(s) to the pupil and that the District, its employees, and agents shall be indemnified and held harmless against any claims arising out of the administration of the epi-pen to the pupil. Permissions for the administration of epinephrine via epi-pen shall be granted annually and must be renewed each school year upon the fulfillment of the above requirements.

MEDIA COVERAGE

During the school year there are often times when your child's picture may be taken or name used in print. Some of these times may include, but are not limited to the following:

- Articles in a school or district newsletter: honors and awards.
- Pictures taken to accompany a newspaper article.
- Pictures taken to include in a slide presentation or an electronic slide show about our district that is shown to new staff, various service organizations and groups from other schools.
- Pictures taken for the teacher to use in his/her class activities and district web sites.
- Video taken of participation in a special event or program.
- Video conferencing activities with other educational institutions.
- Pictures taken to be used in pamphlets or brochures about our district.

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The Board of Education procedures require that we have your permission to take pictures of your child and/or publish their name in the newspaper. Parents will grant permission through the Genesis Parent Portal.

NJ FAMILYCARE **(1-800-701-0710)**

What is it?

NJ Family Care provides quality, free or low-cost health coverage for uninsured children and teens 18 and younger and low-income parents. This program already covers more than a half million New Jersey children. NJ Family Care offers full health care coverage through established Health Maintenance Organizations (HMOs) that operate throughout the state.

How to Find Out More? To find out if you are eligible, or for more information, call 1-800-701-0710 or visit the website at www.njfamilycare.org.

PARENT INVOLVEMENT GROUPS

Elementary & Secondary Education Act (ESEA) – Title I Program School – Parent Communication Committee

Involves Title I Program parents in the planning, review, improvement and implementation of the Title I Program. The Committee meets in the fall and spring and as needed throughout the school year.

PARENT TEACHER ORGANIZATION

The Upper Township Parent Teacher Organization has a threefold mission: promoting the partnership of parents and educators in the education of our children; providing educational opportunities for parents; and acting as an advocate for the welfare of all children. Membership is open to all. PTO membership fee is \$10.00. Meeting dates and sponsored activities are listed on the district website calendar. Your input and participation are greatly needed. Please join and volunteer your time and talents.

If you have any questions or are interested in joining the PTO, you can contact any of the following officers:

Christina Aiello – President
Jennifer Dougan – Vice President
Ginny Bisignaro – Secretary
Kari Edwards – Treasurer

Lindsey Switzer & Mary Kate Brigden – PS Coordinators
Nancy Mensch & Megan Dickinson – ES Coordinators
Erika Kelley & Jennifer Dougan – 6th Grade Coordinators
Jennifer Pero & Kim Kazmarski – 7th Grade Coordinators
TBD – 8th Grade Coordinators

PARKING

Parking space is at a premium at all schools. However, parking directly in front of the school is a violation of our fire safety code as this area must remain clear in case of a fire or emergency. Do not park your cars in the fire zone or handicapped zones. State Police have notified us that they will issue tickets for violations. Do not pass a school bus that is loading or unloading in front of a school building with the lights flashing.

PEER MEDIATION

Peer mediation for older students has been successfully used in many other schools in the State of New Jersey. Peer mediation services will be implemented to foster more effective communication and conflict resolution skills among students, teachers and the school community.

The goal of peer mediation is to have students teach one another how to resolve their conflicts in a non-violent manner. Peer mediators have been trained and equipped with assertive communication skills. Non-aggressive and violence-free alternatives to resolve conflicts do exist and will be sought out through mediation. We are hopeful that more peaceful conflict

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resolution will occur in our community as a result, and that other social issues such as ATOD abuse can be minimized with the acquisition of these necessary skills.

PUPIL RIGHT OF PRIVACY

The Board acknowledges the need for the in-school storage of students' possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such storage places, students may lock them against incursion by other students. In no storage place provided by the Board shall students have such an expectation of privacy as to prevent examination by the principal. Students shall be hereby notified that inspections of their lockers and desks may be conducted. The school principal is directed to conduct, without further notice, the regular inspection of such facilities provided to students for the storage of property. Except as required by exigent circumstances, a request for the search of a pupil or a pupil's private possessions will be directed to the building principal.

RELIGIOUS HOLIDAYS

According to N.J.S.A. 18A:36-14-16 and N.J.A.C. 6:20-1.3(k), regarding pupil 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. The law provides that:

1. Any pupil 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 use 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 pupil 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.
5. The reason for such absence must NOT be recorded on any transcript or application or employment form or on any similar form.

SAFETY - SECURITY

For the Safety and Security of your children, please adhere to the following requirements:

1. Visitors must report to the main office upon entering and receive a Visitor's Pass.
2. Send in a note or call the school when preparing to pick-up a child and have picture ID ready.
4. Update all special circumstances (custody issues, special alerts) in writing.
5. To report a concern about safety, call to alert your principal as soon as possible.

SCHOOL DANCES/EVENING ACTIVITIES

There will be a number of school dances and other evening activities during the school year. Such activities are not open to students from any other school. Students attending should see to it that their parents know when the activity is over so that transportation will be available for the student at the end of the activity. Students are expected to obey all rules as enforced by adult supervision.

The following list of guidelines shall govern all activities held at the Middle School unless otherwise indicated:

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Student Behavior

Behavior guidelines for evening activities are published yearly in the school handbook, however many students and parents may not be aware of the guidelines. Students should be provided with written guidelines at the beginning of the school year and be required to return the guidelines with a parent's signature. Rules should be posted at the door and each student will be asked to read and agree to follow the rules before they enter the event. *(Students take more responsibility for their behavior. Chaperones feel less like babysitters. Everyone works together to make the event fun).*

- Only Upper Township students may attend unless prior arrangements have been made with the principal.
- Students are not permitted to leave the building before the end of an activity unless a parent comes to the door to get them.
- Students who are absent due to illness or who are suspended the day of the activity are NOT permitted to attend the activity.
- Students must make prior arrangements for immediate transportation home at the conclusion of the activity.
- Students failing to arrange for transportation will forfeit their privilege to attend the next regularly scheduled activity.
- Students are expected to dress in a manner which is appropriate for the occasion with the knowledge that inappropriate attire would be reason to be refused admittance.
- Behavior that endangers your own safety or the safety of others will not be permitted. NO inappropriate physical contact will be permitted during the dance. Chaperones will monitor behavior during the dance and students engaging in inappropriate behavior will be asked to leave the dance floor. Students should be respectful at all times and should adhere to the school's Code of Conduct during evening activities.

SECTION 504 OF THE REHABILITATION ACT

Eligibility for an Accommodation Plan under Section 504 of the Rehabilitation act is determined by a committee of school professionals familiar with the student. This determination is based on the results of an evaluation. To be eligible for an Accommodation Plan under this law, the student must demonstrate a disability that "substantially limits" daily functioning in a major life activity. District personnel, parents or outside agencies concerned with the welfare of the child may refer that child for a Section 504 evaluation. The Upper Township School District's Section 504 Coordinator is David Smith (628-3500 x 2110).

SPECIAL EDUCATION SERVICES

The Upper Township School District offers special education services to those students identified as having a disability consistent with Title 6A: Chapter 14 (Special Education) of the New Jersey Administrative Code. District professional staff members, parents/guardians or outside agencies concerned with the academic and/or behavioral performance of a child may refer that child for a Child Study Team evaluation. The referral of a child usually (but not necessarily) follows the implementation of intervention strategies in general education, and evidence that the child has not responded adequately to those interventions. Regular education intervention strategies are typically developed and monitored by each school's Intervention and Referral Services Committee (I&RS). If a parent chooses to make a direct referral to the Child Study Team, such a request must be in writing and state the nature of the parent's concern. A member of the Child Study Team will respond to this request by scheduling an identification/evaluation planning meeting within 20 days of receipt of the written request for evaluation.

If, after the completion of a Child Study evaluation, it is determined that a child is eligible for special education services, a program is established that will meet the needs of the student in the most appropriate learning environment. An Individual Education Program (IEP) team composed of a Child Study Team member, parent, regular education teacher(s), special education teacher(s), and other personnel (as necessary) shall determine the appropriate program. The school District offers a continuum of services to address the needs of the special education student. These services include providing: accommodation plans for teachers to follow in general education settings; support (teacher or aide) to special education students in general education settings for some portion of the school day; instructional services in special education

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classrooms for subject areas where the student is demonstrating considerable weakness; and instructional services primarily in special education classrooms to address significant learning and/or developmental areas. The school District also utilizes out-of-District public and private schools to service students with specific needs that are better addressed in specialized settings.

The school District provides speech and language therapy, occupational therapy and physical therapy to students who have been found to be eligible for special education services and are demonstrating that a weakness exists, and that this weakness is affecting their performance and/or participation in school.

Preschool Program

The Upper Township School District offers a regular education preschool program. This program was developed through the special education department as a means to provide preschool children with disabilities the opportunity to attend school with non-disabled peers. Non-disabled students were selected for this program through a public lottery that was held in the spring of 2021. Preschool students with disabilities who are participating in this program were identified through the Child Student Team evaluation process.

The Upper Township School District also offers a preschool disabilities classroom for special education preschool students who are recommended for this specialized instructional setting. The decision regarding placement in the appropriate program for preschool students is made by the Individual Education Program (IEP) team.

STUDENT PLACEMENT

Student placement will be made solely by the Administration. These placements will reflect the best learning environment possible (with input from the teacher(s) for each pupil.

STUDENT RECORDS

Records are maintained on all students. A file containing academic records, attendance records, report cards and state test results is maintained on each child. At times it becomes necessary to maintain a discipline file on certain students also. These files, separate from the academic files, are kept in the principal's office. For those students who have received the services of the Child Study Team, an additional file regarding these services is maintained in the Child Study Team office. If you wish to examine the records of your child, please arrange an appointment by calling his/her principal or the Child Study Team with 24-hour notice.

SUBSTANCE ABUSE POLICY

In accordance with Federal Law, N.J. Code and the Upper Township School District, a policy has been developed which covers substance abuse in several areas. The focus areas are prevention and intervention. Prevention is addressed via the curriculum. Intervention will be instituted if any or all of the following should occur:

- when a student is suspected of having drug/alcohol-related problems;
- when a student shares a drug/alcohol related problem with a staff member;
- when a student is suspected of being under the influence or when a student is found in possession of or selling drugs/alcohol.

The requirement of a parent conference, in or out-of-school counseling, and disciplinary action are all options clarified in the policy. A specific example would be that a second offense for in-school usage could result in a ten (10) day suspension from school. In accordance with Chapter 40 of Title 18A of New Jersey Statutes, the administration/nurse must require an immediate physical examination of any student suspected of being under the influence of alcohol or a controlled dangerous substance as defined by law. The examination must include a urinalysis and the student must submit a urine sample on the day of the referral. Any student unable to do so will be placed on external suspension until a screening is completed.

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Any tested student is allowed to return to school, (if cleared by the physician) once the examination and urine submitted has been completed, until the results are shared with the administration. Disciplinary action will only be taken if the student tests positive for alcohol and/or drugs, with the following minimum consequences being applied and enforced for possession of or under the influence of an illegal substance/paraphernalia:

1st offense: 5 day out-of-school suspension
10-day activity restriction
screening by guidance and outside counselors

2nd offense: 10-day out-of-school suspension
20-day activity restriction
intervention by counselors, police charges filed

*** *The sale or distribution of illegal substances/paraphernalia will be dealt with, on a case-by-case basis, by the administration, the Board of Education and the State Police. Any such offense may carry an extended suspension, up to one full school year, for each incident.***

Specific steps are to be followed in order to maintain confidentiality and offer the best possible outcome for the student when any of the above situations occur. If you would like to access the complete policy, including the specific discipline which will be followed, please feel free to contact one of our school principals.

TESTING

NJSLA (PARCC) Administration Grades 3 – 8 (Math & Language Arts)

NJSLA (PARCC) Science Grades 5 and 8

Specific dates and testing information see Curriculum website www.upperschools.org

Attendance during the testing times are especially important.

TRANSFERS

If it becomes necessary for your child to transfer from the Upper Township Schools, please notify his/her principal as soon as possible. Early notification will make the transition smoother for your child. It is necessary for parents to sign a release form so that records may be forwarded to the new district. Transfer cards will not be issued until all obligations to the Upper Township School District are met.

TRANSPORTATION PRIVILEGES

Almost all students in the District ride buses to and from school. It is imperative that proper behavior be exhibited at all times on the school bus. Safety is always of utmost concern. With this in mind, the following safety rules need to be adhered to:

1. Students should be orderly at all times while waiting for the school bus.
2. Students should be on time for the bus both morning and afternoon.
3. As an act of courtesy, all lower grade students should be permitted to board the bus first. Older students can be helpful in aiding younger children on and off the bus.
4. Students shall remain seated while the bus is in motion; Seatbelts are provided on all buses and must be worn and properly hooked.
5. Students will be assigned seats by the bus driver or principal.
6. Students shall not extend their hands, arms or heads through the bus windows.

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7. Talking is permitted while riding the bus, but loud singing and yelling is not permitted at any time. Nothing should ever be thrown from bus windows.
8. Students shall have written permission, approved by the main office, to leave the bus at other than their regular drop off point.
9. Students shall keep the bus clean and refrain from damaging it. Eating and consuming beverages are never permitted on a school bus.
10. The bus driver should not be distracted at any time.
11. Students are not to board the bus unless the driver is present. If the bus door is closed, students should not open the door for any reason.
12. Playground balls, skate boards or other items that can be rolled throughout the bus are potentially dangerous and must be placed in a gym bag.
13. No animals, insects, birds, reptiles or pets of any kind are permitted on the bus.
14. Students will not be permitted to carry rolling book bags on the bus or into any of the District's schools.
15. If any parts of the bus are damaged, we will bill the parents for the replacement value and the labor to repair.

Students who refuse to obey promptly the directions of the bus driver, or refuse to obey regulations of transportation, shall forfeit their right to ride on District-provided buses, in accordance to State Law Statute 18A:25-2. In the event of exclusion, the parents shall provide for the transportation to and from school during the period of exclusion.

No parent/guardian shall board a bus without an invitation by the bus driver. Parents or designated adults of kindergarten children must be present at the bus stop to safely receive their child each day. If your child is met by an older sibling, then a note stating this must be sent to the Transportation office to be put on file. Notes for a child to take a different bus home with another child (or to be picked up) will only be honored for an emergency situation verified by the school office and approved by the school principal.

The Upper Township School District reserves the right to monitor all passengers by means of electronic videotaping equipment. Safety is of utmost importance. Students are asked not to bring in notes from parents to ride a different bus home in the afternoon. Most buses are full and have no seats for extra riders. Per policy, requests for bus changes in the afternoon must be denied. Questions regarding transportation should be addressed to Mrs. Beth Hendrickson, Transportation Supervisor, at 609-628-3500 ext. 2286.

USE OF PHONES

Please be aware that our phones are our life lines to parents, community and emergency issues that may come up. Student use of phones will be limited to emergency only. Phones are not to be used to have homework brought in or to remind parents of issues that should be addressed at the home level prior to school. Phones will not be used to arrange for transportation. Please make every effort to plan ahead for your child's needs so that the school's phones can be used for emergencies. Students may only use phones with faculty permission.

VANDALISM

As a school community we believe that respect for property is an important life skill. We encourage our students to respect school property at all times. Destruction or damage to school property is considered a serious offense. In the event damage is purposely done to school property (graffiti, breakage, writing on lavatory walls, etc.) parents will be notified immediately and **reimbursement to the District** will be sought. A Violence and Vandalism report will be filed with the State Department of Education. The State Police will be called in if the situation warrants.

VENDING MACHINES

Vending machines are located in various school locations and are to be used only for after-school events. Students are not allowed to use these machines during school hours but may use them during after-school activities.

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VISITORS/VOLUNTEERS

Family involvement is a hallmark of the Upper Township School District. Parents/Guardians and community members wishing to volunteer in any capacity (cafeteria, music, library, etc.) should call the principal. Volunteer opportunities are available and varied. Volunteers have been especially helpful with the library and art media program at the Primary/Elementary Schools. The Board greatly appreciates that assistance and looks forward to continued parent involvement in our schools. The Board of Education highly values its Parent Teacher Organization and their contributions to the District's schools.

Our students' safety and security are our first priority. Visitors are not permitted to enter a classroom or to confer with a teacher unless permission has been obtained from the principal and/or the teacher. All parents or visitors must report to the main office before entering a classroom/school. Please pick up a Visitor's Pass in the office.

WEAPONS

Any student or adult carrying a weapon on any Board property (except law enforcement officers) shall be regarded as violators to safety. Law enforcement shall be called immediately to remove such violators. Immediate student suspension with an expulsion hearing shall occur if convicted or found to be delinquent in possessing a firearm/weapon or committing a crime while in possession of a firearm/weapon. Weapons with intent to harm (knives, etc.) shall also be confiscated and law enforcement called. Toy weapons shall be confiscated immediately by any staff member. If intent to threaten another by a toy weapon occurs, appropriate discipline shall occur.

YEARBOOKS

The purpose of the yearbook is to summarize the school year in a positive way. The administration reserves the right to confiscate yearbooks that are used in a negative fashion. Inappropriate messages and autographs will result in the confiscation of the yearbook. Students should monitor those who write messages in their yearbooks. The confiscated yearbooks will then be given to an adult family member. Middle School & Elementary School Yearbooks are distributed during the final days of school.