



**Student – Parent Handbook
2023-2024
Mountain Villa School**

**Dr. Melissa Sabol
Superintendent/Principal, MVS**

**Dr. Jennifer Gallegly
Principal, ATS**

ALLAMUCHY TOWNSHIP SCHOOL DISTRICT: 2023-2024 CALENDAR

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

30 & 31- Staff Reports/Staff PD

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 – Winter Break/No School
15 – M.L. King/No School

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 - School Closed
4 - School Closed
5 & 6 – Students Report; Early dismissal, Staff PD

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

9 - Early Dismissal/Staff PD
16 & 19 – Presidents' Day Weekend/No School

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 - Staff PD; no school for students

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 - Early Dismissal/Staff PD
28 – Early Dismissal
29 – Spring Break/No School

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6, 7, 8 – Early Dismissal/ Parent Teacher Conferences
9 & 10 – NJEA Convention, No School
22 – Early Dismissal
23 & 24 – No School

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-5 – Spring Break/No School

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 – Early Dismissal/Staff PD
22 – Early Dismissal
25-29 – Winter Break/No School

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 - Early Dismissal/Staff PD
27 – Memorial Day/No School

Teacher Professional Development

Full Day: 8/30, 8/31, 10/9, 6/20

Half Day: 9/5, 9/6, 12/8, 2/9, 3/8, 5/10

Six inclement weather days are built into this calendar, and if not used, will be given back on days to be determined (End of the school year). If more than 6 inclement days are necessary, they will be made up during the Spring Break in April starting with April 5, April 4... The district will be utilizing a 2 hour delay schedule when needed.

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

17, 18, 19 - Early Dismissal
19 – Last Day Students
20 – Last Day Staff

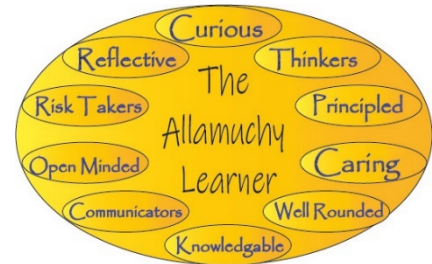
Allamuchy Township School District

Mission Statement

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

The Allamuchy Learner

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.



CURIOUS

We nurture our curiosity and developing skills for inquiry. We know how to learn independently and with others. We learn with enthusiasm so that we may develop a lifelong love of learning.

THINKERS

We develop critical and creative thinking skills to foster confident learners. We are willing to question our knowledge and to think for ourselves.

PRINCIPLED

We act with integrity and honesty and with a strong sense of fairness and justice. We take responsibility for our actions and their consequences.

CARING

We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others.

WELL-ROUNDED

We understand the importance of balancing the various aspects of our lives—academic, physical, and emotional—so that we may achieve overall healthiness for ourselves and for those with whom we interact.

KNOWLEDGEABLE

We develop a broad and fundamental understanding, exploring knowledge across a range of disciplines, from the humanities and sciences to the fine arts.

OPEN-MINDED

We critically appreciate our perspectives, as well as the values and perspectives of others. We seek and evaluate a range of points of view and we are willing to grow from the experience.

COMMUNICATORS

We express ourselves confidently and creatively through development of a deeper understanding of our language. We collaborate effectively, listening carefully to the perspectives of others.

RISK-TAKERS

We approach uncertainty with a sense of exploration. We work independently and cooperatively to explore new ideas. We appreciate learning from exploring what was previously unknown to us.

REFLECTIVE

We thoughtfully consider our own ideas and experiences and the context in which we live our lives. We work to understand our strengths and weaknesses in order to support our learning and personal development.

School Climate

The Allamuchy Township School Family supports students' social and emotional development to foster overall learning and well-being.



Allamuchy Township

Work together

Offer support

Lead with good choices

Value kindness & responsibility

Earn respect

Students of character

Caring

- Be kind.
- Be compassionate and show you care.
- Express gratitude.
- Forgive others.
- Help people in need.

Trustworthiness

- Be honest.
- Don't deceive, cheat or steal.
- Be reliable –
Do what you say you'll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal – stand by your family, friends and country.

Respect

- Treat others with respect; follow the Golden Rule.
- Be tolerant of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger, insults and disagreements.



Mountain Villa

Choose caring & kind attitudes

Use good manners

Be respectful & responsible

Students of character

Fairness

- Play by the rules.
- Take turns and share.
- Be open-minded; listen to others.
- Don't take advantage of others.
- Don't blame others carelessly.

Responsibility

- Do what you are supposed to do.
- Persevere: keep on trying!
- Always do your best.
- Use self-control; be self-disciplined.
- Think before you act – consider the consequences.
- Be accountable for your choices.

Citizenship

- Do your share to make your school and community better.
- Cooperate.
- Stay informed; vote.
- Be a good neighbor.
- Obey laws and rules.
- Respect authority.
- Protect the environment.

IMPORTANT CONTACT INFORMATION

MVS Main Office: (908) 852-1894 x300

Nurse's Office: Jodi DeCostanza- (908) 852-1894 x303
Call the nurse's office to report an absence.

Guidance Office: Megan Schmidt- (908) 852-1894 x327

Special Services: Dottie Buel- (908) 852-1894 x158

Website: www.aes.k12.nj.us

Traditional Bell Schedule

Normal Day Schedule at MVS	
Homeroom	8:15 - 8:30
Period 1	8:32 - 9:12
Period 2	9:15 - 9:55
Period 3	9:58 - 10:38
Period 4	10:41 - 11:21
Period 5	11:24 - 12:04
Period 6	12:07 - 12:47
Period 7	12:50 - 1:30
Period 8	1:33 - 2:13
Period 9	2:16 - 2:56
Homeroom	2:56 - 3:00

Normal Day Schedule at ATS	
Homeroom	8:25 - 8:40
Period 1	8:42 - 9:22
Period 2	9:25 - 10:05
Period 3	10:08 - 10:48
Period 4	10:51 - 11:31
Period 5	11:34 - 12:14
Period 6	12:17 - 12:57
Period 7	1:00 - 1:40
Period 8	1:43 - 2:23
Period 9	2:26 - 3:06
Homeroom	3:06 - 3:10

Delayed Opening Schedule at MVS	
Homeroom	10:15 - 10:30
Period 1	10:32 - 10:58
Period 2	11:01 - 11:27
Period 3	11:30 - 11:56
Period 4	11:59 - 12:26
Period 5	12:29 - 12:56
Period 6	12:59 - 1:26
Period 7	1:29 - 1:56
Period 8	1:59 - 2:26
Period 9	2:29 - 2:56
Homeroom	2:56 - 3:00

Delayed Opening Schedule at ATS	
Homeroom	10:25 - 10:40
Period 1	10:42 - 11:08
Period 2	11:11 - 11:37
Period 3	11:40 - 12:06
Period 4	12:09 - 12:36
Period 5	12:39 - 1:06
Period 6	1:09 - 1:36
Period 7	1:39 - 2:06
Period 8	2:09 - 2:36
Period 9	2:39 - 3:06
Homeroom	3:06 - 3:10

Abbreviated Day Schedule at MVS	
Homeroom	8:15 - 8:30
Period 1	8:32 - 8:57
Period 2	9:00 - 9:25
Period 3	9:28 - 9:53
Period 4	9:56 - 10:21
Period 5	10:24 - 10:49
Period 6	10:52 - 11:17
Period 7	11:20 - 11:45
Period 8	11:48 - 12:13
Period 9	12:16 - 12:41
Homeroom	12:41 - 12:45

Abbreviated Day Schedule at ATS	
Homeroom	8:25 - 8:40
Period 1	8:42 - 9:07
Period 2	9:10 - 9:35
Period 3	9:38 - 10:03
Period 4	10:06 - 10:31
Period 5	10:34 - 10:59
Period 6	11:02 - 11:27
Period 7	11:30 - 11:55
Period 8	11:58 - 12:23
Period 9	12:26 - 12:51
Homeroom	12:51 - 12:55



Allamuchy Township School District

Promoting The Allamuchy Learner

20 Johnsonburg Road
Allamuchy, NJ 07820

P: 908-852-1894
F: 908-852-9816

www.aes.k12.nj.us

Dear Parents and Students,

Welcome to the 2023-2024 School Year! It is important to share with you this Parent/Student Handbook, which will explain many of our procedures and guidelines. This handbook will provide a clear understanding of our expectations and practices, bridging the gap between home and school.

In the handbook, you will find the specific guidelines for student expectations and an explanation of available services and various resources. This handbook is a reference and tool specifically for parents and guardians. You will be asked to acknowledge that you have read through this handbook. In addition, your acknowledgement of this handbook which includes acknowledgement of the student code of conduct, grants specific permission for all travel between district buildings and access to the Parent Portal.

We have been hard at work over the summer preparing for the new school year. All of our staff including teachers, administrators, support personnel, bus drivers, cafeteria workers, and custodial staff are excited to provide our students with educational experiences that will allow them to reach their fullest potential and foster the Allamuchy Learner.

We aim to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society. We welcome everyone back and we are confident that the school year will be an exciting one.

Please feel free to contact your respective school office or building principal should you have any questions or if we can be of assistance in any way.

Dr. Melissa Sabol, Superintendent/Mountain Villa School Principal
Mrs. Pat Gardiner, MVS Secretary, (908) 852-1894 x300

Dr. Jennifer Gallegly, Allamuchy Township School Principal
Mrs. Michelle Marzigliano, ATS Secretary, (908) 852-1894 x100

Yours in Education,

Melissa R. Sabol

Melissa Sabol, Ed.D.
Superintendent/Principal, MVS

Jennifer A. Gallegly

Jennifer Gallegly, Ed.D.
Principal, ATS

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ACCEPTABLE USE RULES FOR STUDENTS – NETWORK AND INTERNET

We are pleased to offer students of the Allamuchy Township School access to the district network, Internet, and Google Suite. To gain access to these services, all students must obtain parental permission and must electronically sign and return the consent form within the Parent Portal. Please note, students will not be permitted to have access to devices or internet at school until consent is complete.

Access to the Internet will enable students to explore thousands of libraries and databases. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed any disadvantages, but ultimately parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and online sources.

Students are responsible for good behavior on school computer networks and while utilizing their school-issued email account that provides access to many of our online educational sites. Behavioral expectations are the same as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Additionally, the Allamuchy Township School District will be utilizing GoGuardian Teacher to monitor students' online activity during school hours (8:30 am - 3:00 pm). * GoGuardian Teacher allows staff to know what students are doing on their devices and whether they are off-task or need help. Teachers will have the ability to quickly and easily get students back on-task *

The network is provided for students to conduct research and to communicate with others. Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - not a right. Access entails responsibility.

Individual users for the district computer networks and use of the district-issued Google accounts are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers or in the Google Drive/Classroom will always be private.

As outlined in Board policy and procedures on students' rights and responsibilities, the following are NOT permitted:

- Sending or displaying offensive messages or pictures (to include spamming)
- Using obscene, crude, or vulgar language/acts
- Harassing, insulting, or attacking others
- Engaging in illegal activities
- Damaging computers, computer systems, or computer networks
- Violating copyright laws – plagiarizing (presenting others' ideas/words as one's own)
- Using another's password or account
- Attempting to gain unauthorized access to the district or other computer systems
- Trespassing into another's folders, work, or files
- Intentionally wasting resources

Sanctions:

- Violations shall result in a loss of access.
- Additional disciplinary action may be determined at the school and will be law-consistent with existing practice regarding inappropriate language or behavior.
- Where applicable, law enforcement agencies may be involved.

ARRIVAL/DEPARTURE PROCEDURES

The following procedures will be in place until further notice.

MVS Pick-up

MVS Drop-off

ARRIVAL/DEPARTURE PROCEDURES

Students should arrive no earlier than 8:00 AM. Students in grades K-2 must report to the Great Room and remain there until their class is dismissed at 8:15 AM. At 8:15 AM, students proceed to their classrooms. Students arriving after 8:30 AM should report to the main entrance for a tardy pass and they must be accompanied by an adult. For half days, students will be dismissed at 12:45. Students can purchase lunch but cannot purchase snack on half days. Parents who drive their children to school are asked to observe the following procedures that are designed to increase the overall safety of our school.

Arrival: Parent vehicles & buses will use the bus lane and be directed accordingly.

- Students will enter the building at the Great Room Entrance.
- Doors open starting at 8:00am. Do not arrive or drop students earlier.

Dismissal: Students will be dismissed by school staff to vehicles/buses/afternoon care.

- 3:00- students taking the bus will be escorted to their appropriate bus.
- Between 3:05 and 3:15 Parent vehicles will use the bus lane circle and will be directed accordingly. Please have your school-issued student-name sign displayed on your passenger side window.

Parents must remain in vehicles at all times during arrival and dismissal.

PICK-UP PATROL

We are continuing to use Pick-up Patrol in lieu of hand-written notes. All parents must log-in and set up an account on the App. We will be using this to dismiss students to the proper locations on a daily basis. Defaults should be set for normal pick-up, but any changes must be updated by 11:00AM. We will dismiss your child based upon the daily Pick-up Patrol report.

VISITOR PROCEDURES

Visiting the schools – Parents wishing to visit the school must call and schedule an appointment to visit the school. Any individual **without an appointment** will not be granted access to the buildings. This will ensure the safety and privacy of all students and staff.

Raptor - Raptor is a school visitor management system that eliminates uncertainty and helps schools know precisely who is on campus. By scanning their ID, each visitor's information is screened against the sex offender registry and custom databases, including those with custody orders and banned visitor status. The system instantly alerts school officials if a visitor is flagged as a security risk. Visitor management systems automatically capture and store visitor data, enabling schools to create security-focused reports for analytical and investigative purposes.

Raptor Visitor Management does not perform criminal background checks. The Raptor system uses the visitor's first name, last name, and date of birth that is captured with the ID scan to check only against: Registered sex offender databases in all 50 U.S. states. Any alerts from custom databases set up by the school or district containing information including custody orders, expelled students, dismissed school or district employees, etc.

When you visit either of our schools, please bring your license with you. At the entrance, your ID will be scanned and you will be asked your destination. Upon receiving this information, your personalized visitor badge will be printed for you to wear during your visit. After your first time visiting the district, your information will be stored for quick access and pass printing without the need to scan your license. *If you do not have a license, we can manually add you to Raptor after obtaining some additional information from you.

Exterior Doors -If you are entering the building as a visitor, or you are on your way out of the building, **do not hold exterior doors open to let others in**. It doesn't matter if you know the individual(s) or not, every visitor must check in at the front door and be permitted entry by a school official. In addition our students will be informed of this important safety protocol the first week of school, as they will be told that at no time are they to open exterior doors **for anyone**.

SEE SOMETHING SAY SOMETHING

Sometimes students become aware of worrisome information that is shared verbally or electronically. We empower students to report information immediately so it can be addressed appropriately and ASAP. We ask that parents encourage their children to be vigilant and report any information that they find alarming or worrisome immediately to main office personnel. Please do not dismiss this information if it comes to your attention. You can help by reporting it immediately.

Dropping off items – Please make sure your child has all belongings before departing for school or from your vehicle. In the event you must drop off items for your child during school hours, a bin will be located outside the MVS school. Place the item into the proper bin and

buzz the office to communicate information regarding the drop off. Office staff will check items regularly and deliver to your child as soon as possible.

ASSEMBLY PROGRAMS

During assembly programs, the school expects all students to be courteous and attentive toward the speaker or performer. Should a student be unable to cooperate during an assembly program, the teacher may request the student to leave the program and report to the office.

FIELD TRIPS

Field trips are scheduled by various classroom teachers in conjunction with regular on-going classroom activities. Students are expected to behave in a manner that is a credit to their community, school and parents while on a field trip. Permission slips must be on file in the office prior to departure on a field trip. There will be no exception to this requirement. Students are required to take school transportation to school sponsored field trips. Please note: Students will have numerous opportunities to take advantage of the wonderful resources at both district schools.

Your acknowledgement of this handbook grants specific permission for all travel between district buildings. Homeroom/classroom teachers will provide adequate advance notice when such trips are planned.

ATTENDANCE

Daily student attendance is mandatory. Regular attendance in class, participation in class activities and interaction between students and teachers are vital and integral parts of the learning process. Regularity and punctuality of attendance are essential for the steady progress of children throughout their school lives. **State law requires that students be present for at least four (4) hours of educational time in order for a student to be marked as present.** Every student should work for a perfect attendance record. Frequent absence of students from regular classroom learning experiences disrupts the continuity of the instructional and learning processes. The school staff cannot teach students who are not present.

The State Department of Education requires that teachers maintain an accurate record of each child's attendance at school. Such records must show the specific cause of every absence. Whenever a student is absent, a phone call must be received from a parent/guardian prior to the start of each school day. Please notify the school nurse of your child's absence by phoning 908-852-1894 ext. 303. If no call is received, the parent/guardian will be contacted by the school nurse. Excessive absence may lead to non-promotion. Any student absent from class for any reason must make up all the work missed. The teacher should be consulted as soon as possible after the absence to develop a plan for completion of any work missed. Absences that do not exceed five consecutive days should have all missed work done within five days upon the student's return to school. For absences that exceed five consecutive days, arrangements for submitting missed work in a timely fashion should be made with the child's individual teacher (s).

After eighteen days of unexcused absence, or ten percent of the school year, the student may be retained and will be considered a chronically absent student. The student's attendance will be reviewed by the Attendance Review Committee. (Please note that absences may be

accumulated due to sickness and Covid-19. It is imperative that you keep your sick child at home. These absences will be taken into consideration when discussing chronic absenteeism.)

The District is required to send attendance letters home after six, twelve, and eighteen absences notifying the parent or legal guardian that the student has been absent, regardless if the absences are excused or unexcused.

Upon return to school after an absence, an email to both the school secretary and school nurse explaining the reason for absence is required

Unexcused Vs. Excused

The state mandates that excused absences are only those indicated on the state approved List of Religious Holidays Permitting student Absences. This state-mandated policy was adopted in 2014. If a doctor's note or parent's note is received, then the absence is considered "Unexcused – Not Truant." If no note is received, then the absence is considered "Unexcused – counts towards truancy."

Tardiness and Early Dismissal

Homeroom begins at 8:15 AM.; all classes begin at 8:30 AM., and the student day ends at 3:00 PM. Any student who arrives after 8:30 will be considered tardy. (Late buses do not apply). Causes which are beyond the control of the student and/or parents may be considered. Reasons for excused late arrival and/or early dismissal may include, but are not limited to:

- Medical or dental appointments that CANNOT be made outside of the school day - doctor's note required
- Chronic medical conditions which prevent child from spending an entire day at school - doctor's note required
- Family emergencies at the discretion of the administration
- Religious observances

* Please be reminded that a student must be present for a least four (4) hours of educational time to be marked present. Less than four hours in school will be marked as absent.

Procedures For:

Late Arrivals:

The student day begins at 8:30 AM., should a student arrive late to school, the following procedures must be followed:

1. A parent/guardian or a person authorized (in writing by parent/guardian) must accompany the student to the vestibule and provide reason for tardiness.
2. No student will be admitted to class without checking in at the office.

Early Dismissal From School:

Should a student require early dismissal, the following procedures must be followed.

1. Update Pick-up Patrol by selecting early dismissal and noting the reason, who will be picking up the students, and the time of the dismissal.
2. A parent/guardian or a person authorized (in writing by parent/guardian) must meet the child at the main entrance vestibule and verify dismissal with the school secretary.

2. Except in emergency situations, the student must have a written request for early dismissal or change to dismissal procedure **submitted through Pick-up Patrol by 11AM.**
3. Students who are being picked up at the end of the school day will be escorted to vehicles displaying the school-issued student name sign beginning at 3:05. Students will be dismissed according to the daily Pick-up Patrol report. **Please make sure that you update Pick-up Patrol with any changes to your selected defaults.**
4. Students being picked up prior to the end of the school day should be picked up in the main entrance vestibule by 2:30PM.

Consequences for repetitive unexcused tardiness.

May include parent/administrator conference, lunch detention, or other administrative action which may include loss of privileges, at the discretion of the Principal or Superintendent.

BULLY-FREE ENVIRONMENT: Harassment, Intimidation & Bullying

The Allamuchy Township School District aims to create an environment where all children feel safe, secure and ready to learn. Each year we integrate lessons on character education through Character Counts, bullying prevention and positive school climate through Olweus monthly meetings and other proactive learning opportunities. We also employ several proactive measures designed to catch students doing the right thing and acknowledge positive behavior through our Wolf Pack Pride Initiative.

The Allamuchy Township School District prohibits acts of harassment, intimidation, and/or bullying of a student. The Harassment, Intimidation and Bullying Board Policy (5512), can be accessed at the last section of the ATS or MVS student handbook or located on the district website.

Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. The legal definition of Harassment, Intimidation and Bullying can be found in Board Policy and is part of annual mandatory training.

GREAT ROOM RULES

Students are responsible for adhering to all rules and regulations for entering and leaving the Great Room. The following rules are highlighted and posted in the cafeteria for reinforcement:

No Glass Bottles

Place cans and plastic bottles in recycling bins

Students may not return to the classroom for money

Homeroom teachers may assign seating in the Great Room

Students may leave their seats with adult permission for the following reasons only:

Purchase lunch or snacks

Discard trash

Use the restroom

In the event of overdue lunch payments, payment must be made immediately and Parent Portal will be disabled until rectified.

CELL PHONES/ELECTRONIC DEVICES

Cell phone usage is never permitted during school hours. If a student must have a cell phone it must be powered off and stored in the students' backpack until the end of the academic day. Cell phones that are found to be turned on will be confiscated. At no time is a device (phone, smartwatch, etc.) to be utilized to communicate to individuals inside or outside of the school, or to take pictures or video in the school or on the school bus. Personal electronic devices should not be brought into school as the responsibility of these items falls on the student and family. All items will be confiscated and given to the principal. Consequences are listed under Code of Conduct. Unauthorized audio and video taping is inappropriate in school. Requests to tape lessons or classroom activities should be approved by the classroom teacher and forwarded to the administration for review.

CHANGE OF ADDRESS/TELEPHONE

It is very important that every student maintain an up-to-date address and telephone number record in the school office. **Parents must update this information via the Parent Portal immediately upon any changes.**

CURRICULUM – K-8

LANGUAGE ARTS PROGRAM

Language arts is an ever-evolving process involving reading, speaking, listening and writing. Allamuchy Township School District uses a balanced literacy approach to reading instruction utilizing various instructional resources: Through authentic literature, the Fountas & Pinnell Program, Orton Gillingham and novel studies, students explore interdisciplinary connections and are introduced to a variety of texts. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. Our goal is to develop enthusiastic learners, avid readers, critical thinkers and active writers.

MATHEMATICS

The primary goal of our math curriculum is that students will be able to solve real problems, reason effectively, and make logical connections while aspiring to exceed the standards set forth by the New Jersey Department of Education. The students will receive the skills necessary to achieve this goal through the interaction of parents, teachers, peers, and the use of curriculum supporting materials at each level: K-8 Big Ideas, and Algebra.

SOCIAL STUDIES

A cross-curricular, thematic approach in all grade levels ensures that the Social Studies curriculum builds a bridge between history and daily life as a citizen of Allamuchy Township, New Jersey, the United States and the world. The students are challenged through a diverse series of learning experiences aligned with the Core Curriculum Standards.

CIVICS

The Civics course will focus on major topics related to the development of our American democracy, as well as the application of democratic principles in daily life. Students will gain an

understanding of the foundational concepts and principles upon which the founders based our government, and they will analyze the documents, principles, and ideals that provide the framework for active, engaged citizenship. These lessons will serve to inform a dialogue about our American experience and to inspire civil discourse aimed at identifying current issues and proposing solutions for a better tomorrow.

SCIENCE

Houghton Mifflin is the base of our K-5 Program. Lessons, experiments and activities are designed to nurture and improve the scientific abilities of our students. The science program for grades six through eight offers core proficiencies in Earth Science (Sixth Grade), Life Science (Seventh Grade) and Physical Science (Eighth Grade). Skills of observation, exploration, discovery and investigation are developed and encouraged. Units of study include student projects, vocabulary application of science to daily living and field trips.

MUSIC

Instrumental music lessons are offered to students in grades four through eight. General music classes are scheduled for all students in grades kindergarten through eight. Music experiences include singing, reading, playing and creating music as well as music appreciation. Also, students have an opportunity to participate in performance units, which culminate in a concert presented to parent/guardians(s).

ART

The art program (Kindergarten through eighth grade) allows the student to be introduced to a variety of creative possibilities while learning to acquire the use of a great variety of materials. As the child achieves familiarity with the tools and materials, confidence increases until there is some mastery of the medium.

COMPUTERS

Understanding and using the computer has become a skill needed by everyone to function in society. Our computer labs provide students with the opportunity to develop an awareness of the workings and uses of the computer. A school computer teacher is available to provide instruction in computer operations and software programs. We also have Chromebooks and iPads available to extend our students' experience with these educational tools in the classroom.

PHYSICAL EDUCATION

The Physical Education Program seeks to provide activities that will assist in the development of perceptual skills, physical endurance, general motor coordination and social growth. The aforementioned is achieved through a curriculum which emphasizes involvement in movement education activities including dance, skill drills, group games and individual challenges to provide total development, an attitude of cooperation and sportsmanlike behavior. A variety of supplies and equipment is available in the gymnasium to develop the skills needed, and an interest in physical activity.

All students are required to participate in physical education classes and activities unless they present a physician's excuse for physical disability or injury. Appropriate clothing will be required to enable your child to participate more fully in the program. Students must wear or bring sneakers to physical education class.

HEALTH

All students have one health class where the school's health and family living curriculums are covered. This program strives to help our students develop good attitudes toward themselves

and all other people with whom they live and to offer optimum opportunities for our students to develop to their maximum potential.

WORLD LANGUAGE

It is the philosophy of our school that all children can acquire a second language. Therefore, all students in grades K through eight are offered the opportunity to study Spanish. The basic skills of World Language instruction are comprehension, oral production, reading and writing. In addition to working towards competency in these areas, students learn to appreciate the culture – art, history and literature of another culture.

STEAM (Science, Technology, Engineering, Arts, and Mathematics)

STEAM will motivate our most promising students in grades 4-7 into fields that will continue to keep the United States as a global leader. Our goal at Allamuchy is to spark interest in STEAM fields as our students are preparing for high school, college and beyond. We will encourage our students to be creators, so they can thrive in a complex, fast-moving and rapidly changing technical world.

FINANCIAL LITERACY

Students of the 21st Century face unique and ever evolving challenges and realities related to their economic futures. Financial Literacy will help to prepare our students to take an active role in our global economy while developing an understanding of responsible personal financial habits, strategies, and decision-making. Students will gain a foundation of knowledge in topics related to careers, money management, saving, investing, debt, taxation, insurance, and more. This new skill set will empower these leaders of tomorrow to embrace their financial well-being.

LIBRARY

Library instruction is an essential part of the education of elementary school students, and is offered to students in grade K-5. All curricular areas are dependent on library services for the support necessary to meet many outcomes in the various disciplines. Students will explore a variety of media, literacy techniques and research skills necessary for success in the 21st Century.

WRITER'S WORKSHOP

Students in grade K-6 will explore the writing process utilizing the Six Traits of Writing which makes writing accessible for all learners by breaking a complex cognitive process into six key component processes. By teaching the Six Traits and different writing strategies for each of the traits, we teach students to solve problems in order to navigate through the writing process.

DISCIPLINE A COOPERATIVE RESPONSIBILITY

If children are to “learn” discipline, and if they are to “learn” responsibility, they must be given the opportunity to make their own decisions, to handle situations themselves, and to experience consequences. If they make mistakes and errors in judgment or if they lose control and behave disruptively, they will receive adult intervention and guidance. Our guidance is supportive and is most meaningful when it is consistent, timely, and caring. Supportive discipline involves both the school staff and a child’s parent/guardians.

If parents/guardians are to be involved in the school’s discipline program, **communication is essential**. We need to communicate our rules and expectations to you. You need to become familiar with the overall discipline plan for our school.

DISCIPLINE: HOW THE SCHOOL AND PARENTS CAN WORK TOGETHER

You can expect your child's teacher to contact you if there is concern about your child's classroom discipline. Contact with you may be by telephone, e-mail, note or by use of a formal discipline notice.

Notice to Parent/Guardians: Formal discipline notices will be sent to the parent/guardian, teacher and principal via email. There is an opportunity to reply if there are any comments or questions. When a particular behavioral concern becomes a problem for the child, the teacher, or for you, a parent/guardian-teacher conference is appropriate.

Disruptive Behavior: In cases where disruptive behavior is a persistent problem, or immediate expulsion from the classroom activity is a necessary alternative, an administrator will be involved. Disruptive behavior may occur in the school cafeteria, on the playground, or as a child travels to and from school. These are the less structured areas in school where supervision of the students is a shared responsibility. The classroom teacher and an administrator are informed of discipline concerns in these areas.

Parent/Guardian Involvement: Parent/guardian involvement in a child's school discipline plan is considered a second level step. The school will request specific help from you at the point where it is felt your child needs more concrete and consistent supervision, and when the school discipline plan for your child includes monitoring at home. The school needs the cooperation of parent/guardians supporting the school's efforts to develop responsibility and skills of self-discipline in their children. Parents/Guardians should respond to communication from the school staff, ask questions and constructively express their concerns to teachers and administrators.

CODE OF CONDUCT

A good school discipline program needs a set of rules. These rules are the basis for how we relate to one another each day. They can apply to behavior in the classroom or outside the classroom. They serve as guidelines for academic behavior as well as interpersonal behavior.

- Every child has a right to be safe in our school and in transit...therefore, no one hits, kicks, pushes, shoves, or touches anyone else for any reason; and no one throws anything at anyone. No one runs anywhere in the building, therefore, each child will keep to the right and walk.
- Every child has the right to feel good about himself/herself in our school...therefore, no one teases or ridicules anyone.
- Every child has a right to benefit from the educational program and every child should have the opportunity to learn, develop, and grow in our school...therefore, no one interferes with the ongoing process of education in the classroom.
- Every child has the personal responsibility to participate in school activities honestly and to the best of his/her ability...therefore, every child will develop self-confidence and personal pride in one's own capabilities.

- Every child has the responsibility to utilize class and homework assignments as an opportunity to practice, apply, and master both academic and study skills...therefore, every child will be expected to accept and satisfactorily follow through on any assignments given.
- Every child has the responsibility of learning productive ways to communicate feelings...therefore, every child will have the opportunity to develop an adequate expressive vocabulary to use in school instead of physical or verbal aggression.
- Every child has the social responsibility of looking for opportunities to express appreciation to others...therefore, every child will be encouraged to take advantage of opportunities during the school day to say: "please," thank you," "excuse me," "I'm sorry," or "I like that..".
- Every child has the social responsibility of respecting the property of others...therefore, students will refrain from defacing, handling, or removing property which is not theirs.
- Every child has the right to feel proud of his/her school...therefore, every child should do what he/she can to keep the school and its property neat, clean, and in good condition. In keeping with this right, no gum chewing will be allowed.

Mountain Villa students are expected to follow the specific rules of this student handbook as well as the more general rules of safety, common sense and of courtesy and respect for teachers and fellow students. Students who fail to follow rules will be given consequences as part of their total learning experience. These consequences can include but are not limited to the following: behavioral contracts, teacher detention, administrative detention, loss of privilege, restitution, suspension in school, or out of school suspension.

STUDENT DISCIPLINE

Expectations for student responsibility and behavior is an important aspect of developing responsibility and self-discipline in young people. It is important that there is a clear understanding by staff and students of behavioral expectations and consequences for when students do not act in responsible ways.

In order for discipline to be effective and have the greatest impact on students, consequences or interventions should occur as quickly as possible after the infraction. When assigning consequences for inappropriate behavior, the nature of the behaviors, the developmental ages of the students, and the students' individual histories of behaviors will be taken into consideration. Restorative Justice practice and counseling remediation are essential components in our behavior management program and are often utilized when addressing behaviors. The range of consequences is at the discretion of the administration and is based on the severity and frequency of the behavior. Behavioral support and consequences include but are not limited to the dispositions below. Additional consequences/remediation will be assigned to repeat offenders.

A. School Bus - Cell phones for personal use (listening to music) is permissible. Use of Chromebook or personal tablet devices are strictly prohibited.

Offense	Consequence
Inappropriate Behavior	Notice to Parents/Warning

Second Offense	Notice to Parents/Lunch Detention; SRO-student conference
Third Offense	Parent/Administrator Conference/ 3 day Suspension of Bus Privilege and/or Lunch Detention(s)
Fourth Offense	Parent/Superintendent Conference/ 10 day Suspension of Bus Privilege
Cell Phone - act of taking Pictures/Video or sharing of device or causing disruption	Confiscation for the remainder of the ride and notice to parents
Second Offense	Loss of cell phone privilege on bus for period of time determined by administrator

B. Cell Phone Use During School Day without prior permission

Offense	Consequence
Cell Phone Use	Cell phone confiscated and parent pick up after 3pm
Second Offense	Cell phone confiscated and parent pick up after 3pm; 1 lunch detention
Third Offense	Lunch detention(s)

C. Smart Watch - smart watches are permissible, however, video and picture taking are strictly prohibited

Offense	Consequence
Picture or Video Taking	Device confiscated and parent pick up after 3pm
Second Offense	Device confiscated and parent pick up of the device after 3pm; 1 lunch detention; privilege of wearing a smartwatch to school revoked for a period of time determined by administration.
Third Offense	Device confiscated and parent pick up of the device after 3pm; lunch detentions; privilege of wearing a smartwatch to school revoked.

C. Cafeteria, Hall, Lunchtime Recess

Offense	Consequence
Cafeteria Infraction (Hall and Playground)	Notice to Parents/ Administrator Warning;
Each Offense Thereafter of Similar Infraction	Notice to Parents/ Lunch and/or Recess Detention(s); Restorative Justice and possible
Third Offense	Parent/Administrator Conference/

	Multiple Lunch and/or Recess Detentions; Restorative Justice RTI Meeting and Behavior Plan Development
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D. Classroom Related Infractions

1. Failure to follow teacher instructions, directions, or administrative guidelines:

Offense	Consequence
Classroom Related Infractions	Notice to Parents/ Administrator Warning;
Second Offense	Notice to Parents/ Lunch and/or Recess Detention;
Third Offense	Parent/Administrator Conference/ Multiple Lunch and/or Recess Detentions; Restorative Justice
Fourth Offense	Parent/Administrator Conference/ Restorative Justice and RTI Meeting and Behavior Plan Development
Fifth Offense	Parent/Superintendent Conference/ Out-of-School Suspension

2. Cheating, defiance, cursing:

Offense	Consequence
Cheating, Defiance, or Cursing	Referral to Administrator/Contact with Parents/2 Lunch/Recess Detentions; Counseling Remediation
Second Offense	Parent/Administrator Conference/ Multiple Lunch and/or Recess Detentions; Restorative Justice
Third Offense	Parent/Superintendent Conference/ Restorative Justice and RTI Meeting and Behavior Plan Development

E. Destroying property/vandalism:

Cost of the repair/restorative service in addition to:	
Offense	Consequence
Destroying Property/Vandalism	To be determined upon the discretion of the administration based on severity of the offense; Restorative Justice/School-based Community Service

F. Threats

All threats are taken seriously and handled according to district policy.	
Offense	Consequence

Threats	To be determined upon the discretion of the administration based on severity of the offense -Threat/Risk Assessment & possible mental health evaluation -SRO Conference
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- G. Fighting - Mutual engagement in a physical confrontation in which the offenders understood that the confrontation may result in bodily injury to either party.

Offense	Consequence
Fighting	Parent/Admin/Principal/SRO Conference; lunch/recess detentions; Counseling Remediation
Second Offense	Suspension; Parent/Administrator/SRO Conference

- H. Harassment, Intimidation and Bullying

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from remedial, positive behavior interventions (including restorative justice) up to and including suspension or expulsion of students. Behaviors that violate the code of conduct shall result in immediate disciplinary action. HIB findings after an investigation will not negate initial code of conduct violations and the disciplinary actions associated with the investigation.

The consequences for a student who commits an act of HIB may vary depending on whether it is the first, second, third or subsequent offense. If it is the third or subsequent act of HIB by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

Offense	Consequence varies based upon severity of offense
HIB	Consequence & Remedial Measure
Second Offense	Consequence & Remedial Measure
Third Offense	Consequence & Remedial Measure Individual Student Intervention Plan with potential class or training program to prevent HIB behavior

- I. Smoking/Vaping or being in possession of items on school property

Referral/Involvement with Student Assistance Counselor in addition	
Offense	Consequence
Smoking/Vaping	Parent/Administrator Conference Detention/s
Second Offense	Parent/Superintendent/SRO Conference/ In-School Suspension/s
Third Offense	Parent/Superintendent/SRO Conference/

	In-School or Out-of-School Suspension/s
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J. Substance Abuse – Possession/Use

Referral/Involvement with Student Assistance Counselor in addition	
Offense	Consequence
Substance Abuse	Parent/Superintendent/SRO Conference/ Out-of-School Suspension/s
Second Offense	Parent/Superintendent/SRO Conference/ Out-of-School Suspension/s Possible Expulsion Hearing with Board of Education
Third Offense	Parent/Superintendent/SRO Conference/ Out-of-School Suspension/s Possible Expulsion Hearing with Board of Education

K. Possession of a weapon (Policy 8467)

Offense	Consequence
Possession of a Weapon	OSS, parent contact, police notification, administrative home instruction pending clearance to return Possible Expulsion Hearing with Board of Education

* The Board of Education may deny participation in extracurricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions.

* School authorities have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district's code of student conduct. This shall only be exercised when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school property; when the conduct substantially interferes with requirements of appropriate discipline and the operation of the school.

When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32(e)10.iv., and N.J.A.C. 6A:16-7.10.

LUNCH DETENTION

1. Lunch detentions will occur during the student's lunch portion of the lunch period. Students may be permitted to join peers during recess.
2. Lunch detentions will occur during the next available lunch time.

RECESS DETENTION

1. If a student is assigned a recess detention, the student will report to the main office area for both lunch and the attached, 20-minute recess period.
2. Recess detentions will occur during the next available lunch period and will typically be assigned after a code-of-conduct violation that occurred during recess time.

AFTER SCHOOL DETENTION

1. All detentions will begin immediately after dismissal and end with the arrival of the late bus or the student's parent/guardian.
2. All detentions will be assigned at least one day in advance, unless the parent/guardian provides verbal permission for same day detention.
3. Failure to report to an assigned detention will result in more punitive discipline at the discretion of the principal.

IN-SCHOOL SUSPENSION

The Board directs the administration to arrange facilities for in-school suspension whenever possible. In-school suspension will begin upon the student's arrival at school and dismissal will occur at the end of the school day. Absence from school does not excuse in-school suspension. In-school suspension will be served the day the child returns to school. At the discretion of an administrator, a parent/guardian conference may be required. Students are expected to complete all work assigned by his/her teacher(s).

STUDENT RIGHTS & PRIVACY

The student's person, possessions, lockers, desk and/or cubby may be searched by a school official provided that the official has reasonable suspicion that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. Under no circumstances shall a search be conducted based solely upon an anonymous tip and/or a rumor that contraband is present. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Before instituting such a search, except in cases of emergency, an administrator shall try to inform the parent/guardians and request their presence. Student records are confidential and accessible to their parents for review upon request.

SUSPENSION

The board considers exclusion from the educational program, whether by suspension or expulsion, the most severe sanction that can be imposed. Exclusion cannot be imposed without due process and without exhausting all the possible measures for intervention and corrective action provided in progressive discipline. Exclusion will be used when it is necessary to protect the student's physical or emotional safety and well-being of any member of the educational community.

Definition – For purposes of policy and administrative regulations, suspension means the temporary exclusion by the superintendent or his/her designee of a student from a regular school program designated as either in-school suspension or out-of-school suspension for a set period of time, but no more than 10 school days or as otherwise provided for under the law.

Due Process

Each suspended student shall be afforded all due process rights and an informal hearing as soon as possible after the suspension and within one day thereafter, except that, when extraordinary circumstances involving the health and safety of the student or others in the school require immediate exclusion, the hearing may be delayed to such a time as circumstances permit. The board requires that each such hearing be closed to the public.

Hearing Request

A suspended student who has requested a formal hearing shall be restored to the regular educational program pending the outcome of the hearing, except when, in the opinion of the superintendent or designee, the presence of the student in school poses such a danger to him/herself or others as to warrant continued absence.

Home Instruction

A student suspended for a period of more than four days may receive individual instruction in accordance with the recommendation of the child study team.

Reasons for Suspension

1. Open and flagrant defiance of the authority of any teacher or person having authority over a student to a reasonable and appropriate request;
2. Physical assault or verbally threatening harm upon another student, a teacher, or any employee;
3. Knowingly possessing or knowingly consuming, without legal authority, alcoholic beverages, or controlled dangerous substances on school premises or being under the influence of intoxicating liquor or controlled dangerous substances on school premises;
4. Possession or use of illegal weapons and/or otherwise unsafe and dangerous articles;
5. Use of any tobacco product on school property;
6. Possession of imitation firearms.

Violation of these behaviors for students in grades Pre K-2 will be judged individually in accordance with the situation and developmental considerations.

The behaviors of students in grades 3-8 that could result in a student being suspended shall be made known to students, parents and staff at the beginning of each school year, and shall include the following:

1. Continued and willful disobedience;
2. Habitual use of obscene language or profanity;
3. Actions that constitute a continuing danger to the physical well-being of other students;
4. Defacing school property;
5. Taking, or attempting to take, personal property or money from another student whether by force or fear;
6. Willfully causing or attempting to cause, substantial damage to school property;
7. Participating in an unauthorized occupancy of a district facility and refusing to leave promptly when directed to do so by a person of authority and/or inciting others to take part in an unauthorized occupancy;
8. Incitement, which is intended to and does result in truancy by other students;
9. Truancy and class cutting, leaving school property without permission;
10. Turning in a false alarm;

11. Selling or buying lottery tickets or any other gambling paraphernalia on school property;
12. Tampering with or damaging property of other students or staff members;
13. Poor attendance and lateness;
14. Habitual violation of any of the above;
15. Flagrant disregard for law.

Students who are under suspension will be required to complete all assignments missed during the period of their suspension and will be given adequate opportunity to make up this work.

Upon readmission, failure to complete the make-up assignments will result in a meeting with the parent/guardian(s). The superintendent or principal will notify parent/guardian(s) by telephone.

PROCEDURES

The administration shall establish, and the Board shall approve, specific procedures for dealing with out/in-school suspension cases. Regulations will ensure due process to all students before a suspension is imposed:

The administrator is required to:

- Inform the student of the charges against him/her.
- Give the student a chance to reply to them.
- Notify the parents/guardians of any student who is suspended.
- Report all cases of suspended students to the Board of Education.
- Before a student is readmitted to school following suspension, parents/guardians and the student may be required to have a re-admittance conference with an administrator.

EMERGENCY SCHOOL CLOSING

In the event that it is necessary to close school because of weather or other emergencies, check the following locations:

- WRNJ
- Student Management System Notifications (Email, Phone, Text)
- www.aes.k12.nj.us

Should it become necessary to close school during the day, please check the locations listed above. When the weather is such that road conditions are expected to improve rapidly, a two-hour delay will be called and school will begin at 10:30 AM instead of the regular time. Doors will open at 10:00 AM for student arrival. Bus pick-ups will be two hours later than normal. Notifications will be pushed out through Realtime. Please make sure your contact information is up-to-date in the system in order to receive these alerts.

EXTRA-CURRICULAR ACTIVITIES

The Allamuchy School offers a rich and broad range of extra-curricular activities to its student body. These activities are organized and supervised by qualified members of the school staff, and partially financed by the Board of Education, as part of our school community's goal of involving as many students as possible in the complete, wholesome development of well-rounded personalities. Students enrolled in the school can look forward to availing themselves of the opportunities these activities provide for such growth: eighth grade fundraising events, band, chorus, yearbook publishing, drama, stage production, interscholastic

cross country, volleyball, battle of books, chess and many more. The district is currently exploring additional activities and clubs to enhance the Allamuchy Learner.

FINES

Fines for all lost/unreturned technology, technology accessories textbooks, library books and uniforms will be assessed at the end of the school year. Parent Portal will be disabled until fines are paid.

FIRE DRILLS/EMERGENCY BUS EVACUATIONS/SECURITY DRILLS

A fire drill and a security drill are each conducted once a month. By law our schools will hold a minimum of two of each of the following drills: evacuation (non-fire), shelter-in-place, and lock down. Per state law, emergency bus evacuations are also conducted two times per year. As of January 2022, all schools are now legally required to notify parents by the end of the school day when a **security drill is** conducted. Per the new requirement, we will make staff and students aware that each practice is a **drill**.

During a fire drill or evacuation, all students, staff and visitors, must leave the building. Students must obey the instructions of their teacher, move quickly but orderly, and remain quiet at all times. (Bus evacuations may include a short bus ride.)

GRADE REPORTING: STANDARDS-BASED REPORT CARDS K-4

A standards-based grade reporting system is designed to inform parents about their child's progress towards achieving specific learning standards. The New Jersey Student Learning Standards establish high and challenging performance expectations for all students. They describe what students should know and be able to do, and serve as the basis for the Allamuchy curriculum, instruction and assessment model.

The Standards-Based Report Card:

- Highlights most important student skills in each subject area and grade level
- Assesses "how well a child mastered each skill" within a subject area
- Identifies areas of student strength and weakness to better inform instruction

4 - Exceeds Standards

The student independently and consistently exceeds marking period benchmark standards. Earning a "4" means the student has advanced understanding and exceeds grade-level expectations. A student receiving a "4" demonstrates academically superior skills in that specific area. This student shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school. A "4" indicates unusually high achievement.

3 - At Grade Level

The student meets marking period benchmark standards. Earning a "3" means the student has proficient understanding and meets grade-level expectations. We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations.

2 - Approaching Grade Level

The student demonstrates progress toward meeting marking period benchmark standards. Earning a "2" means the student has a basic understanding and partially meets grade-level expectations. A student receiving a "2" understands the basic concept or skill, but has not yet reached the proficient level. A "2" should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.

1 - Below Grade Level Standards

Earning a “1” means the student demonstrates limited progress toward meeting marking period benchmark standards. A student receiving a “1” is struggling to meet our district standards and interventions may be needed.

Teachers use a variety of methods and tools to assess student proficiency levels based on the standards for that grade level. They look at evidence of student proficiency by analyzing work samples and reviewing student performance on activities, projects and assessments such as quizzes and tests, as well as collecting classroom participation and anecdotal notes. This collected evidence of a student's learning is compared to what a student is expected to know or do according to the district grade level standards.

PROMOTION-RETENTION

The Board of Education recognizes that each child develops and grows in a unique pattern and that students should be placed in the educational setting most appropriate to their social, physical, and educational needs.

Standards for student promotion shall be related to the New Jersey Core Curriculum Content Standards and district goals and objectives and to the accomplishments of students. A student in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and students shall be regularly informed during the school year of the student's progress toward meeting promotion standards.

A teacher who determines that a student's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the student and offer immediate consultation to the student's parent(s) or legal guardian(s). Every effort shall be made to remediate a student's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the student shall be notified of the possibility of the student's retention at grade level in advance and, whenever feasible, no later than six weeks prior to the end of the school year.

School attendance shall be a factor in the determination of a student's promotion or retention. Only extenuating circumstances should permit the promotion of a student who has been in attendance fewer than eighty-five percent of days during the school year

Classroom teachers shall recommend to the principal the promotion or retention of each student. Parent(s) or legal guardian(s) and adult students may appeal a promotion or retention decision to the Superintendent whose decision shall be final.

HEALTH & SAFETY RESOURCES

The Allamuchy Township School District will follow our Reopening Plan. As necessary, we will continue to work with the NJDOE and Warren County Health Department in following guidance from the CDC to ensure health and safety of our students, staff and community.

Covid-19 District Information can be found on our website by [clicking here](#).

State of NJ Department of Health

https://www.nj.gov/health/cd/topics/covid2019_schools.shtml

Proper Handwashing Etiquette:

Please see the attached links from the CDC so you can review proper handwashing with your student prior to the start of school.

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

Handwashing: A Family Activity:

<https://www.cdc.gov/handwashing/handwashing-family.html>

HOMEWORK AND STUDY HABITS

The Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen or reinforce the student's knowledge. Assigned homework should be viewed as an extension of the school day and should be seen as a way to expand and practice those lessons learned. Homework is a means of reinforcing the learning experience of the school. The amount of additional time required depends on the individual students' personal needs, abilities, interests, and the level of excellence by the school.

In order to assure that homework is used as a positive means of reinforcing the student's learning, an environment conducive to support a "classroom-like setting" is imperative. An example of such an environment would include a quiet area and time period with no distractions.

Homework shall not be used for punitive reasons.

To ensure that the best interests of the student are served in reference to homework, a strong program of communication between home and school must be maintained and parental involvement is imperative. Parents/guardians have both the right and responsibility to ask questions related to homework or the student's overall performance. Questions should be addressed to individual teachers.

Homework content will be evaluated by teachers to assure that students are grasping course content. Evaluation of homework should be reported to the student. No more than four (4) assignments can be missed during a marking period. If this occurs, written notification to the parents from the teachers will occur.

STUDY HABITS

Forming good study habits needs to start in the earliest grades. Parents/guardians should be interested and excited about schoolwork so the child sees it as important. To form any habit something must be done over and over in the same manner. A child's homework should be done during the same time period each night. If there is no homework on a given night, the child might be guided in reviewing, encouraged to work on long range assignments, or encouraged to do some worthwhile reading. Studying should be done in the same place every night. It is good if the child's style of learning allows working quietly in his/her own room at a well-lit desk.

Other children may require a table for study in the kitchen. In either case, the family indicates their recognition of the importance of the task by providing a quiet work period.

Specific skills and techniques can make learning easier and more enjoyable. The following are student guidelines for achieving good study habits:

- Come to class prepared with a pencil, paper and other necessary materials.
- Be an active participant in class. Listen well, take notes and take part in class.
- Ask questions to clarify problems.
- Plan your day and schedule time for homework.
- Use what is learned and apply it to new situations.
- Strive to do the very best work possible.

MEDICATIONS IN SCHOOL

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

For purposes of this policy, medication means all medicines prescribed by a student's family physician for a diagnosed illness, disease or condition.

Before any medication may be administered, the board requires that pertinent information be provided by a physician and the parents. The information shall include, but not be limited to, the purpose of the medication, dosage, time at which or the special circumstances under which medication shall be administered, length of time for which medication is prescribed and the possible side effects of said medication.

The nurse will handle any necessary inquiries regarding the information provided, secure the medication and dispense the dosage to the student.

If it is necessary for a student to take a medication during school hours, the following procedures must be relayed to the parent and student:

1. The parent should provide a written request for the nurse to administer the prescribed medication at school.
2. The written prescription orders are to be provided to the school from the private physician, stating the name of the drug, dosage, time of administration and the side effects, if any.
3. The medication should be brought to the school nurse in the original container, appropriately labeled by the pharmacy or physician, by the parent or designated adult. Labeling by the child is not acceptable.
4. The school will provide a secured, locked space for the safe storage of the medication.
5. The certified school nurse or parents are the only persons permitted to administer medication in the school except in life-threatening circumstances.
6. The board shall permit the school nurse to administer epinephrine via epi-pen in emergency situations. In her/his absence, a designee or designees who are employees of the board may do so.

7. Recording or documenting the medication administration process is required by the school nurse.

NON-DISCRIMINATION/AFFIRMATIVE ACTION

No student enrolled in the district schools shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, religion, sex, affectional or sexual orientation, national origin, place of residence in the district, social or economic condition, or non-applicable disability. The Affirmative Action Officer shall be responsible for planning, implementing and monitoring the district's affirmative action program with respect to school and classroom practices. The Affirmative Action Officer for the district is Dr. Melissa Sabol.

PROJECT CHILD FIND

Do you have a preschooler experiencing significant difficulties with speech and language, fine motor skills, gross motor skills, or behavior? Is he/she struggling to learn the basic concepts? Is your school age child struggling with reading or math? Does your child have difficulty with writing tasks or written expression?

Project Child Find was established by the New Jersey State Department of Education as a public awareness and referral service to assist parents and professionals by identifying free available early intervention programs and services for infants and toddlers through two years of age, and free appropriate public education programs and services for students who are disabled three through twenty-one years of age. Parents or other appropriate persons may refer children who are experiencing significant difficulties.

BABIES FROM BIRTH TO AGE 3 who are thought to have developmental delays may receive assistance from Early Intervention Program. To access these services, parents should contact the special Child Health Services at 908-689-6000 ext. 258 or 259.

CHILDREN AGES 3 TO 5 who are experiencing physical, sensory, emotional, communication, cognitive and/or social difficulties may be eligible for special education and related services through their local Child Study Team. Parents should contact the Allamuchy Township Child Study Team office at 908-852-1894 ext. 158 for further information.

IF PARENTS ARE CONCERNED ABOUT THEIR SCHOOL AGE CHILD'S PROGRESS, they should feel free to discuss such issues with their child's teacher and/or principal at 852-1894. Parents have the option of making a referral to the Response to Intervention (RTI) Team. The RTI team offers intervention procedures that are provided within the regular education school program. At times more extensive interventions are necessary to assist the student. If it is determined that a full Child Study Team (CST) evaluation is necessary, the RTI team will refer the student to the CST. Medical or other specialized evaluations may also be included at no cost to the parent. If a child is determined to be eligible for special education and related services, an IEP or Individualized Education Plan will be developed. The IEP will include a rationale for the student's educational placement and basis for the program implementation.

SCHOOL LIBRARY/MEDIA CENTER

Students are expected to respect the library and its resources. To ensure good service for all users, students are requested to observe the following procedures:

- Students should become familiar with the procedures for checking out and returning materials, the location and organization of the collection and proper use of the audio-visual equipment.
- Fines will be assessed for lost and damaged materials. Damaged or overdue books will result in restricted borrowing privileges. Continued problems in this area may result in library privileges being revoked completely. Students and parents/guardians are responsible for replacing lost or damaged materials. Marking period and year-end report cards will not be given to students with overdue books until those books or their replacement cost is received. (18A:37-3 Liability of Parent/Guardian of Students for Damage to Property).

Books, periodicals and other educational materials are available to all students and may be borrowed for specific periods of time as determined by school policy and/or the librarian. It is the student's responsibility to return all borrowed books or materials on or before the due date. If books or materials are not returned in a timely manner the Parent Portal will be disabled until items are returned or fines paid.

SCHOOL RECORDS FERPA AND PPRA

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;

- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Parent / Student Rights Regarding Surveys

Under the Protection of student Rights Amendment (PPRA) and amendments to the act under the Every Student Succeeds Act (ESSA) parents have the right to prohibit their child from participating in surveys.

Rights afforded to parents include:

- To inspect for a time period of two weeks, upon request, a survey created by a third party before the survey is administered or distributed by a school to students;
- To know of arrangements to protect student privacy in a survey, including the right to opt out, if it includes questions regarding political affiliations, religious practices or other questions as outlined in PPRA and ESSA; and,
- To receive reasonable notice at the beginning of each school year that their child may be involved in board-approved, third-party surveys.

Parents/guardians will be contacted by the school district in advance of any survey being distributed to their student.

SMOKING/VAPING

In order to protect students and employees who choose not to smoke from an environment noxious to them and potentially damaging to their health, the board prohibits smoking/vaping in all district buildings and school premises per statute 18A 20-34.

SNACK/STUDENT FOOD ALLERGY INFORMATION

All classrooms at the Allamuchy Township School District are nut/seed-free rooms.

- Snacks brought to school must be in a package clearly labeled with the student's name.
- All snacks must be pre-packaged except for fresh fruits and vegetables.
- Students and parents are responsible for ensuring that snacks follow these guidelines.

Tips for Choosing a Safe Peanut, Tree Nut, Seed-Free Snack

- Read the label every time you purchase a product.
- Do not assume that a product you have previously purchased is still safe. Manufacturers often change ingredients and equipment without prior warning.
- Do not bring snacks to class if manufacturers list peanuts, peanut oil, nuts, nut oil, or seeds. Snacks with such statements as, "May contain traces of ..." or "Made on equipment that manufactures or processes ..." or "Made in a facility that manufactures..." are not safe.

Please provide pre-packaged foods or fresh fruits/vegetables for your child's snack.

Some students who attend Mountain Villa School have severe peanut/nut allergies. Strict avoidance of peanut/nut products is the only way to prevent a life threatening allergic reaction. We are asking for your assistance in providing the students with a safe learning environment.

If exposed to peanuts/nuts, these students may develop a life-threatening allergic reaction that requires emergency medical treatment. The greatest potential for exposure at school is to peanut products and nut products. To reduce the risk of exposure, your child's classroom will be peanut/nut free. **Please do not send any peanut or nut containing products for your child to eat during snack time in the classroom.** Any exposure to peanuts or nuts through contact or ingestion can cause a severe reaction.

Your child may bring peanut or nut products for lunch. Peanut butter, peanut or nut products will not be served in the cafeteria. Students who have peanut allergies will sit with students who are buying lunch at a designated peanut-free table.

The parents or guardians of a child with allergies shall inform the nurse of the nature of the child's allergies and shall provide medical documentation and records concerning the allergies. All teachers are provided with staff development training for allergies and allergic reactions.

All food products brought to school for sharing must be in a store bought sealed package with the ingredients clearly listed. Often items are manufactured in plants that also process nut containing products and cross contamination can occur. If this is the case the company will include a disclaimer on the package. Please be sure to carefully examine what you purchase, your diligence is greatly appreciated. If the food intended for sharing is found to contain an allergenic ingredient, every effort will be made to contact the parent/guardian so that a substitution can be made. In addition to the above board policy the school will follow the following rules concerning classroom birthday parties:

Preschool-Grade 2

Individual Student Parties

Students enrolled in the Mountain Villa School are not allowed to attend the class parties or class events of their siblings that are enrolled in the Allamuchy Township School or Mountain Villa School. Example: A second grade student should not leave his/her classroom to attend a kindergarten class party.

SOCIAL MEDIA/ELECTRONIC COMMUNICATION WITH STAFF MEMBERS

There are strict rules regarding electronic communication between staff members and students in accordance with Policy 4283, Policy 3283 and N.J.S.A. 18A:36-40. A synopsis of the policy is below.

Inappropriate content of an electronic communication between a staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student includes, but is not limited to:

Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;

Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;

Communications regarding the staff member's or student's past or current romantic relationships;

Communications which include the use of profanities, obscene language, lewd comments, or pornography;

Communications that are harassing, intimidating, or bullying;

Communications requesting or trying to establish a personal relationship with a student beyond the staff member's professional responsibilities;

Communications related to personal or confidential information regarding another school staff member or student; and

Communications between the staff member and a student that the Commissioner of Education would determine to be inappropriate in determining the staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a staff member and a student shall be followed:

E-Mail Electronic Communications Between a Staff Member and a Student

All e-mails between a staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.

A staff member shall not provide their personal email address to any student. If a student sends an email to a staff member's personal email address, the staff member shall respond to the email through the school district email system and inform the student his/her personal email address shall not be used for any electronic communication between the staff member and the student.

A staff member's school district email account is subject to review by authorized school district officials. Therefore, a staff member shall have no expectation of privacy on the school district's e-mail system.

Cellular Telephone Electronic Communications Between a Staff Member and a Student

Communications between a staff member and a student via a personal cellular telephone shall be prohibited.

However, a staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone

communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.

Text Messaging Electronic Communications Between Staff Members and Students

Text messaging communications between a staff member and an individual student are prohibited.

However, a staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the staff member's professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Principal or designee.

Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Staff Members and a Student

A staff member is prohibited from communicating with any student through the staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a staff member and a student.

A staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a staff member's personal social networking website or other Internet-based social media website shall not be responded to by the staff member and shall be reported to the Principal or designee by the staff member.

If a staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.

Communication between a staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a staff member, the staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a staff member or a student may result in appropriate disciplinary action.

The provisions of this Policy shall be applicable at all times while the staff member is employed in the school district and at all times the student is enrolled in the school district (including high school students) including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically.

STUDENT DRESS CODE

Students generally conduct themselves in a manner similar to the way in which they dress. Any type of dress that is distracting or disruptive will not be permitted. Student attire should reflect good taste and respect for our serious educational endeavor. Students should never wear clothes with indecent pictures, slogans, or profanity which may be considered offensive to another race, origin, or ethnic background.

School regulations prohibit student dress/attire practices which:

- Interfere with schoolwork, create disorder or disrupt the educational program.
- Cause excessive wear or damage to school property.
- Prevent the student from achieving his/her educational objectives because of blocked vision or restricted movement.

Hats and pajamas are not to be worn inside the school or as part of an "outfit" except for designated events. The school discourages students from wearing black-soled shoes or sneakers which lead to maintenance and floor appearance concerns.

The following guidelines must be adhered to when in the educational environment, including gym class:

- No part of any undergarments, including boxer shorts, should be showing at any time and tops must comfortably overlap the waistband of bottoms.
- Shorts, skirts, and dresses must be mid-thigh length or longer and without frayed edges or holes.
- When leggings are worn, the shirt or blouse must cover to the top of the thigh in both front and back.
- Overly tight fitting or overly loose clothing may not be worn.
- No bare midriff or plunging necklines. Camisoles or spaghetti strap tops may be worn under a top that otherwise follows the dress code.
- Tops with straps measuring less than two inches wide are not permitted. Spaghetti straps, halter tops, strapless or off the shoulder tops are not permitted.
- Hooded sweatshirts and hooded tops may be worn to school, but when in the building, the hood may not be worn over the head.
- Footwear should be safe and appropriate. Flip-flops and bare feet are never permitted. Sandals/shoes that have both open toes and open back are not permitted. All shoes must have a covered front and top or a strap around the heel.

This dress code applies to all students in grades 5 to 8. Inappropriate dress of students, based on the above guidelines, in grades Pre-K to 4 will be addressed on an individual basis. Students who arrive at school inappropriately dressed will be required to have a change of clothing brought from home. Repeat infractions will result in disciplinary action.

STUDENT INSURANCE

Bollinger Insurance Company has been approved by the Board of Education to offer parent/guardians of our students an accident policy. The policy covers most injuries sustained in the course of attendance at school, and a brochure describing costs and coverage is given to each child at the beginning of the year.

TITLE I STUDENT-PARENT COMPACT

SCHOOL PARENT COMPACT

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

SCHOOL RESPONSIBILITIES

The Allamuchy Township School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold annual parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress by sending quarterly progress reports and report cards.
4. Provide parents reasonable access to staff by accommodating scheduled conferences, providing staff email, and maintaining phone systems.
5. Provide parents opportunities to volunteer and participate in their child's class.

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups.

TRANSPORTATION

All students are transported to and from school in school buses. All students are expected to ride his/her assigned bus both to and from school.

Parents who choose not to utilize school transportation for their children at the end of the school day may sign a waiver stating that they will be transporting their child/ren from school each day. By signing the waiver, those children listed will be dismissed as “walkers.” Please mark “Parent Pick-up” in Pick-up Patrol.

When it is necessary to pick a child up, parents/guardians should join the pick-up, car line. Buses must be permitted access to the front of the line. Students will be brought to parent/guardian’s vehicle (Please utilize the school-issued car name tag to aid in the ease of transportation identification) Pick-up Patrol must be updated with changes to transportation by 10am. If it becomes necessary to change pick-up procedures after 10am, you must contact the main office so that proper dismissal arrangements can be communicated to school staff.

During the school year all students will be using the Mountain Villa School as an outdoor classroom and learning environment. Students attending the Allamuchy Township School will have the opportunity to participate in a variety of structured experiences on the property. We will utilize Allamuchy Township School District school buses to travel between schools as needed. Parents will be notified in advance of any travel between schools, but specific signed permission will not be required for each trip. By signing the Pledge Card at the end of this handbook, you are giving informed consent for your child to travel between schools.

Bus passes will only be honored in emergencies and on a long-term basis if there is room on the requested bus. Requests must be in writing addressed to the transportation coordinator explaining the specific circumstance for the bus change. All students are expected to ride his/her assigned bus both to and from school.

CONDUCT ON THE BUS

- Students must recognize that the bus driver is the authority while on the school bus.
- Students must obey and be courteous to the driver and other students.
- Students are to go directly to a seat and remain seated & buckled while the bus is in motion unless otherwise directed by the driver or school staff member.
- Students are not to throw objects on the bus, out of the windows or at other buses.
- Students are to only carry unbreakable objects that can be safely held in the Student’s lap or bag.
- Students are not to consume food or beverages on the bus at any time.
- Students **must** wear seat belts at all times while on the bus.
- Students are to maintain appropriate standards of behavior at all times while on the school bus.
- Cell phones for personal use (listening to music) is permissible. Use of Chromebook or personal tablet devices are strictly prohibited.
- Students are to remain seated until the bus comes to a complete stop and exit the bus in an orderly manner.
- Students are to cross at a distance of approximately ten (10) feet from the front of the bus after the driver has signaled that it is safe to do so.
- Parents are encouraged to walk with the students to and from the bus stop.
- Students **must** only ride on their assigned bus routes from and to their assigned stop.
- Game play and running are not permitted at the bus stops. Athletic equipment ie: balls and Frisbees must be stored in a bag.

The right of all students to ride on a school bus is conditioned on their good behavior and observance of the following rules and regulations. Any student who is reported to the Principal for poor conduct will be subject to disciplinary action as stated in the conduct section of the handbook.

YOUTH HELPLINE

2NDFLOOR(r) New Jersey's Youth Helpline: The New Jersey Youth Helpline, 2NDFLOOR, is a toll-free, anonymous and confidential helpline available 24 hours a day, 7 days a week, 365 days a year to all New Jersey young people, ages 10 to 24. Youth can call 2NDFLOOR at 1-888-222-2228 to speak with professionals and trained volunteers who listen attentively, non-judgmentally and compassionately to issues and problems they are facing. Visit www.2NDFLOOR.org for more information and try the message board!

Policy 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 student. A safe and civil environment in school is necessary for students to learn and achieve high

academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. 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); adoptive parent(s), legal guardian(s); foster parent(s); or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided 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 by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

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

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

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all schoolent. 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, student 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 the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active 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.

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for 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.

Consequences – Students

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.

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.

Examples of Consequences

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

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

Appropriate Remedial Actions – 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 Remedial Measures

Personal

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

Environmental

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

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 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 they can solve the problem and change behaviors;
2. Meet with 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 their actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

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

Parents, Family, and Community

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

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

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);

9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of 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;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not 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 victim's physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

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

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

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school

employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.

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 keep a written record of the date, time, and manner of notification to the parents. 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. The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

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.

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

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/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.

Principal's Preliminary Determination

However, prior to initiating the investigation, 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 shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of

harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.

The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.

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 Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.

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. The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.

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 as a result of the finding of the investigation, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action including seeking further information, as necessary.

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

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

A parent may request a hearing before the Board of Education after receiving the 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 seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes

all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).

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

A parent, 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 to respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

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

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation,

and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, “acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, “natural helper” or peer leadership programs, “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.

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:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.45, 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 student services. Remedial measures

may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

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

The Superintendent shall ensure that notice of this Policy appears in the student 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 or designee 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. The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.

The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.

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

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include

instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

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

Each newly elected or appointed Board 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.

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

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, Principal(s), and the 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

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, and bullying may be bias-related acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to 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.

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 a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. 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

N.J.A.C. 6A:16-7.1 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:08/29/18

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