



**Student – Parent Handbook
2018-2019
Mountain Villa School**

**Joseph E. Flynn
Superintendent**

**Jennifer Gallegly
Principal**

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CHILDREN LEARN WHAT THEY LIVE

*If a child lives with criticism,
She/he learns to condemn.*

*If a child lives with hostility,
She/he learns to fight.*

*If a child lives with ridicule,
She/he learns to be shy.*

*If a child lives with shame,
She/he learns to feel guilty.*

*If a child lives with tolerance,
She/he learns to be patient.*

*If a child lives with encouragement,
She/he learns confidence.*

*If a child lives with praise,
She/he learns to appreciate.*

*If a child lives with fairness,
She/he learns justice.*

*If a child lives with security,
She/he learns to have faith.*

*If a child lives with acceptance and friendship,
She/he learns to find love in the world.*

Mission Statement

The mission of the Allamuchy Township District, in partnership with the larger community, is to provide a comprehensive, caring program for all of our students which:

Nurtures the unique talents and interests of each individual

Supports social responsibility and a love of learning

Embraces the total development of each student intellectually, morally and physically

Develops confidence, creativity and skills necessary to face the challenges of a technologically advanced and ever-changing society

Promotes a culture of mutual respect with all other community members

Supports the attainment of the New Jersey Core Curriculum Content Standards

The District seeks to exceed objective standards of achievement set by both the State and Federal government and to provide an educational experience beyond the boundaries established by the Core Curriculum Standards.

The Six Pillars of Character

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.

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.

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.

Caring

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

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.

MOUNTAIN VILLA SCHOOL

2018-2019 Calendar of Events

August 29	Staff First Day
September 4	First Day for Students; Early Dismissal – Staff Professional Development
September 5, 6, & 7	Early Dismissal – Staff Professional Development
September 5	Back to School Night (Grades K-2 @ MVS) (Grades 6-8 @ ATS) 7:00-8:15pm
September 6	Back to School Night (Grades 3-5 @ ATS) 7:00-8:15
October 8	School Closed County Wide In-Service Professional Development
November 5-7	Early Dismissal Parent Teacher Conferences
November 8 & 9	School Closed NJEA Convention
November 21	Early Dismissal
November 22 & 23	School Closed Thanksgiving Break
December 21	Early Dismissal
December 24-31	School Closed Winter Break
January 1	School Closed Winter Break
January 11	Early Dismissal – Staff Professional Development
January 21	School Closed M.L. King Day
February 15-18	School Closed Presidents' Day
March 8	Early Dismissal – Staff Professional Development
April 18	Early Dismissal
April 19 – 26	School Closed - Spring Break
May 17	Early Dismissal – Staff Professional Development
May 27	School Closed Memorial Day
June 18, 19, 20	Early Dismissal
June 20	Last Day for Students

MVS DOORS OPEN AT 8:00AM

ATS DOORS OPEN AT 8:10AM

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	2:58 - 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	3:08 - 3:10

Delayed Opening Schedule at MVS	
Homeroom	9:45 - 10:00
Period 1	10:02 - 10:32
Period 2	10:35 - 11:05
Period 3	11:08 - 11:38
Period 4	11:41 - 12:11
Period 5	12:14 - 12:44
Period 6	12:47 - 1:17
Period 7	1:20 - 1:50
Period 8	1:53 - 2:23
Period 9	2:26 - 2:56
Homeroom	2:58 - 3:00

Delayed Opening Schedule at ATS	
Homeroom	9:55 - 10:10
Period 1	10:12 - 10:42
Period 2	10:45 - 11:15
Period 3	11:18 - 11:48
Period 4	11:51 - 12:21
Period 5	12:24 - 12:54
Period 6	12:57 - 1:27
Period 7	1:30 - 2:00
Period 8	2:03 - 2:33
Period 9	2:36 - 3:06
Homeroom	3:08 - 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

September 2018

Dear Parents and Students,

Welcome to the 2018-2019 school year! Moving into a new school year, we feel 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, an explanation of available services and various resources, which you may find helpful. We would ask that you please use the handbook as a first source when communicating with the school.

The summer staff, to include the custodial staff, have been hard at work preparing for the new school year. There are a few changes within the district to enhance the learning for our students, allowing them to compete in this global world. All our staff, (teachers, administrators, support staff, bus drivers, cafeteria personnel and the custodial staff) are excited to provide our students with educational experiences that will allow them to reach their fullest potential.

We welcome everyone back and I am confident that the school year will be an exciting one. Let's all work together to make Allamuchy Township School District the best it has ever been. This is and will always be your school!

If we can be of assistance in any way, or if you should have any questions, please contact us.

Yours in Education,



Joseph E. Flynn
Superintendent

jflynn@aes.k12.nj.us

908-852-1894 Extension 103

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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 and the Internet. To gain access to the Internet and network services, all students must obtain parental permission and must sign and return the attached consent form.

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 information sources.

Students are responsible for good behavior on school computer networks just 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.

The network is provided for students to conduct research and 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 of the district computer networks 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 insure that users are using the system responsibly. Users should not expect that files stored on district servers 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
- Using obscene, crude or vulgar language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using another student's password
- Trespassing into another's folders, work or files
- Intentionally wasting limited resources

Sanctions:

- Violations may 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.

AFFIRMATIVE ACTION

It is the policy of the Allamuchy Township School district not to discriminate on the basis of race, color, creed, religion, gender, sexual orientation, ancestry, natural origin or social or economic status in its educational programs, activities and employment policies as required by Title IX of the Education Amendments of 1972 and NJAC 6:4-1.1 et. Seq. Inquiries regarding compliance may be directed to Joseph Flynn, Affirmative Action Officer, 852-1894.

EQUAL EDUCATIONAL OPPORTUNITY

The district shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities and services and give them maximum opportunity to achieve their potential regardless of race, creed, color, national origin, ancestry, age, gender, or sexual orientation, marital status, liability for service in the Armed Forces of the United States, nationality, place of residence within the district, social or economic condition, or disability. Enforcement of other district affirmative policies contribute to this legally required equality of educational opportunity.

Staff members shall maintain professional relationships with pupils at all times and develop wholesome and constructive relationships with them. Staff members shall be expected to regard each pupil as an individual and to accord each pupil the rights and respect that is his/her due.

Staff members shall promote a learning environment that encourages fulfillment of each pupil's potential in regard to his/her program, consistent with district goals and with optimal opportunities for pupils. This goal may be reached by adapting instruction to individual needs by:

- Creating a positive atmosphere in and out of the classroom;
- Extending the same courtesy and respect that is expected of pupils;
- Treating all pupils with consistent fairness.

The board of education guarantees all pupils equal access to all academic programs within the learning environment.

Pupils shall respect the rights of other pupils to receive an education in an environment that is conducive to learning and personal growth. No pupil shall have the right to abridge another pupil's right to privacy or right to hold personal beliefs, which are different from those of the mainstream.

HARASSMENT

The district's affirmative action program is part of each academic program regarding all pupils. No one – including pupils, staff members, vendors, volunteers, or visitors – shall commit an act of harassment/discrimination of any kind against any member of the school community on any of the grounds prohibited by law.

Harassment is defined as a repeated pattern of unprovoked aggressive behaviors of a physical and/or psychological nature carried out by an individual or a group against an individual or group with the effect of causing harm or hurt. Harassing behaviors are all those behaviors that are unwelcome, unwanted, and uncomfortable in the view of the recipient. They all have the effect of creating a hostile environment.

Harassment may be claimed by a third party. That is, individuals who are not directly involved in the behavior may experience a hostile environment. They shall have the same legal rights to act under this policy as those directly victimized.

SEXUAL HARASSMENT

The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited

sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment.

Definitions:

1. Quid pro quo harassment occurs when a school employee explicitly or implicitly conditions a pupil's participation in an educational program or activity or bases an educational decision on the pupil's submission to unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the pupil resists and suffers the threatened harm or submits and thus avoids the threatened harm.
2. Hostile environment sexual harassment is sexually harassing conduct (which can include unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another pupil, or by a third party that is sufficiently severe, persistent, or pervasive to limit a pupil's ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.

This Policy protects any "person" from sex discrimination; accordingly both male and female pupils are protected from sexual harassment engaged in by school district employees, other pupils, or third parties. Sexual harassment, regardless of the gender of the harasser, even if the harasser and the pupil being harassed are members of the same gender is prohibited. Harassing conduct of a sexual nature directed toward any pupil, regardless of the pupil's sexual orientation, may create a sexually hostile environment and therefore constitute sexual harassment. Nonsexual touching or other nonsexual conduct does not constitute sexual harassment.

The regulation and grievance procedure shall provide a mechanism for discovering sexual harassment as early as possible and for effectively correcting problems.

The Superintendent, or designee, will take steps to avoid any further sexual harassment and to prevent any retaliation against the pupil who made the complaint, was the subject of the harassment, or against those who provided the information or were witnesses. The school district staff can learn of sexual harassment through notice and any other means such as from a witness to an incident, an anonymous letter or telephone call.

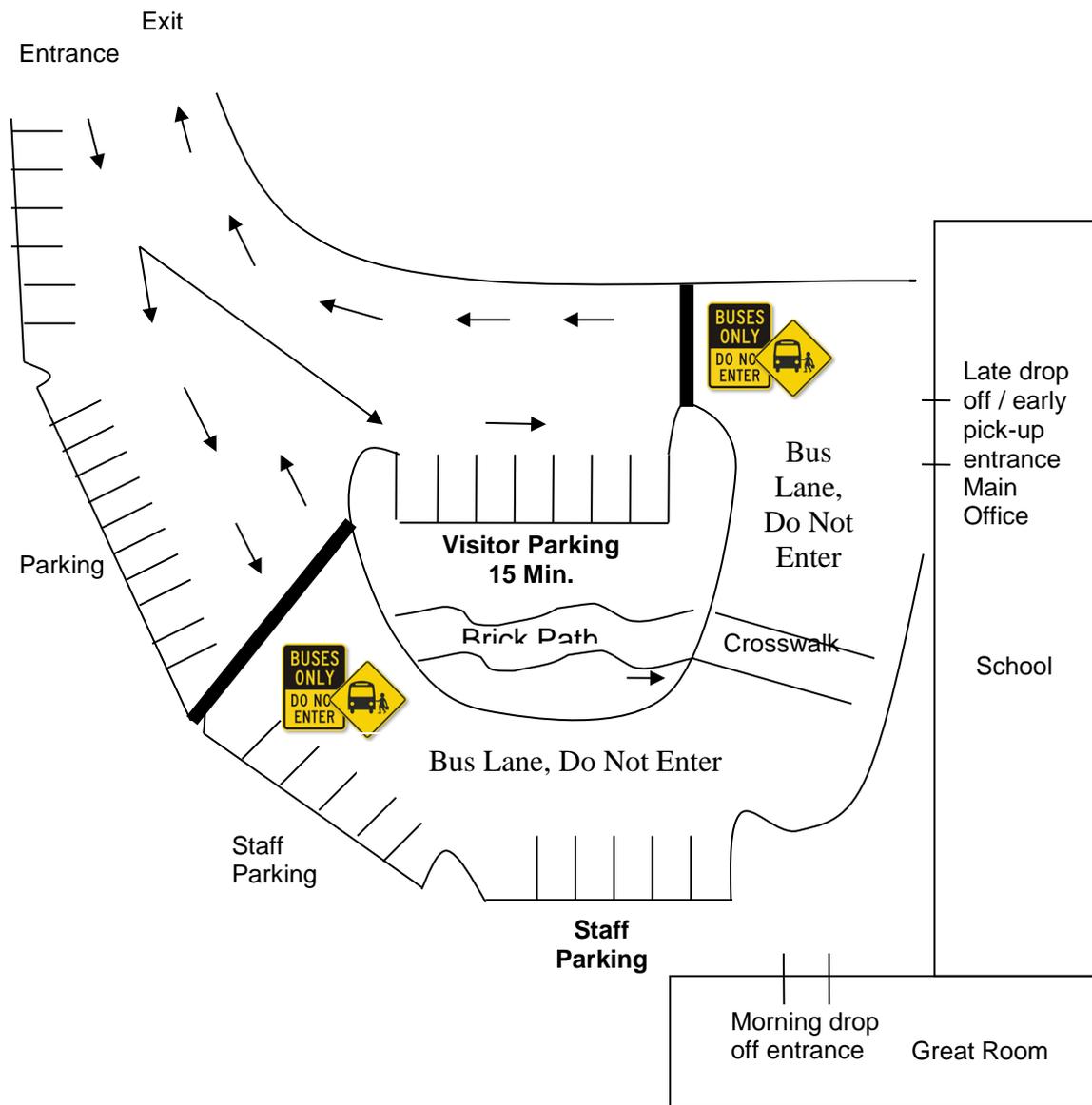
This policy and regulation on sexual harassment of pupils shall be published and distributed to pupils and employees to ensure all pupils and employees understand the nature of sexual harassment and that the Board will not tolerate it. The Board shall provide training for all staff and age-appropriate classroom information for pupils to ensure the staff and the pupils understand what type of conduct can cause sexual harassment and that the staff know the school district policy and regulation on how to respond.

In cases of alleged harassment, the protections of the First Amendment must be considered if issues of speech or expression are involved. Free speech rights apply in the classroom and in all other programs in the public schools. The Superintendent, or designee, will formulate, interpret, and apply the policy so as to protect free speech rights of staff, pupils and third parties.

In addition, if the Board accepts federal funds, the Board shall be bound by Title IX of the Education Amendments of 1972 prohibiting sexual harassment of pupils. Title IX applies to all public school districts that receive federal funds and protects pupils in connection with all the academic, educational, extra-curricular, athletic, and other programs of the school district, whether they take place in the school facilities, on the school bus, at a class or training program sponsored by the school in a school building or at another location.

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 8:25 AM. At 8:25 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. Please do not enter the bus lane. Students picked up at the end of the day will be dismissed from the main entrance at 3:00 PM. See the diagram.



VISITOR PROCEDURES

Visiting the schools – Parents wishing to visit the school must call and schedule an appointment to visit the school. Parents/Family members without an appointment will not be granted access to the buildings. Our changes in protocol are to ensure the safety and privacy of all students and staff.

Exterior Doors -If you are entering the building as a visitor, or you are on your way out of the building, please 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 will be empowering students to report information immediately so it can be addressed appropriately 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 – In the event you need to drop off items for your child during school hours, a bin will be located outside the MVS school entrance or in the ATS main office vestibule. Please 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. Please note: Students will have numerous opportunities to take advantage of the wonderful resources at both district schools. Your acknowledgement of this handbook also grants specific permission for all intra district travel. 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. 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 arranged with the child's individual teacher (s).

After eighteen days of unexcused absence, or ten percent of the school year, the pupil may be retained. The pupil's attendance will be reviewed by the Attendance Review Committee.

Letters will be sent home after six, twelve, and eighteen absences notifying the parent or legal guardian that the pupil has been absent, regardless if the absences are excused or unexcused.

Upon return to school after an absence, a written note 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 Pupil Absences. This was a new state mandated policy adopted for the 2014 -2015 school. 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

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 into the vestibule, sign the student in, and provide reason for tardiness.
2. All students will be given a pass from the office. No student will be admitted to class without that pass.

Early Dismissal From School:

The student day ends at 3:00 PM. Should a student require early dismissal, the following procedures must be followed.

1. A parent/guardian or a person authorized (in writing by parent/guardian) must meet the child in the main entrance vestibule, sign the child out, and provide reason for early dismissal.
2. Except in emergency situations, the student must have a written request for early dismissal or change to dismissal procedure **submitted at the beginning of the school day.**
3. Students who are being picked up at the end of the school day will be called according to procedure and will meet their parent/guardian in the main entrance vestibule.
4. Students that are being picked up at the end of the day must have a written note sent in the day they are being picked up. The parent/guardian will pick up their child/ren in the main entrance vestibule at 3:00.
5. Students being picked up prior to the end of the day should be picked up at the main entrance vestibule.
6. Any student being picked up before dismissal should be picked up before 2:35 in the main office with prior approval.

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

Please see page 35 for Harassment, Intimidation and Bullying Board Policy

GREAT ROOM RULES

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

No Glass Bottles

Place cans and plastic bottles in recycling bins

Students must purchase lunch first then snacks

Students may not return to the classroom for money

Students may not save seats and may not change seats

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

Purchase lunch or snacks

Discard trash

Use the restroom

Overdue lunch credits should be paid monthly. Parent Portal will be disabled in the event of overdue credits.

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' cubbie until the end of the academic day. Cell phones that are found to be turned on will be confiscated. At no time is a camera phone permitted in the school. CD players, mp3 players, iPods, video game systems and other electronic devices are not allowed in the school. All items will be confiscated and given to the principal. Consequences are listed on page 15. 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 Superintendent 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. Please notify the school immediately if you have a change of address or telephone number during the school year. Parents can change this information via the Parent Portal. Please also call the school office to update information.

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, Reading Wonders, 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-5 My Math, 6-8 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.

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 are 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. Appropriate clothing will be required to enable your child to participate more fully in the program.

HEALTH

All students have one health class per week 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.

CURRENTS

The students of today live in a dynamic, increasingly complex world. *Currents* will help to provide our future leaders in grades 6-7 with a foundation of understanding about the political, economic, scientific, and social issues that face all of us. Additionally, students will be given the opportunity to study the major events, developments, and trends of the 20th & 21st Century, thus providing the groundwork to allow them to better understand our current place in society. This foundation will allow our students to become better informed and more invested in current global issues by building on the natural curiosity that young people have about the world around them.

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-5 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 parent/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. Parent/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 Management System

The purpose of a Student Management System is to communicate expectations for student responsibility and behavior. An important aspect of developing responsibility and self-discipline in young people is a clear understanding among the staff and students in Allamuchy Elementary School of the consequences when students do not act in responsible ways. Our overall standards are that they will:

- Respect and take care of themselves
- Respect and take care of others
- Respect and take care of our school
- Be responsible for their actions
- Strive to do outstanding work

When assigning consequences for problem behavior, the nature of the behaviors, the developmental ages of the students, and the students' individual histories of problem behaviors will be taken into consideration.

When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil 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.

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

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 two weeks 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; (1-5 days)
2. Physical assault or verbally threatening harm upon another student, a teacher, or any employee; (1-10 days)
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; (5-10 days)
4. Possession or use of illegal weapons and/or otherwise unsafe and dangerous articles; (5-10 days)
5. Use of any tobacco product on school property; (1-3 days)
6. Possession of imitation firearms. (1-10 days)

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 Pre K-2 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 in 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 emergency, radio station WRNJ (1510 AM) carry the school closing announcements. Parents may also check the “School Closing Information” option on the automated school telephone line by pressing option 6 and the school website will include closing information as well. Should it become necessary to close school during the day, the same station will carry the information. When the weather is such that road conditions are expected to improve rapidly, school will open at 10:00 AM instead of the regular time. Doors will open at 9:30 AM for student arrival. Bus pick-ups will be one-and-one half hours later than normal. You are registered with Honeywell instant alert, please use the following website to verify all your information and to make any changes <https://instantalert.honeywell.com>.

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 fund raising events, band, chorus, yearbook publishing, drama, stage production, interscholastic cross country, volleyball, battle of books, chess and many more.

FINES

Fines for all lost/unreturned 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 & SECURITY

A Fire drill and a Security drill are each conducted once a month. Detailed escape plans are posted inside the door of each classroom. Students must obey the instructions of their teacher, move quickly but orderly, and remain quiet at all times. Emergency bus evacuations are conducted twice yearly as per state law.

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-lighted 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 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 administering process is required by the school nurse.

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 pupils 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. 306 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 I & RS Team, or Interventions and Referral Services Team. The I & RS 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 evaluation is indicated, the child's social, emotional and academic status may be assessed. 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 charging 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 parent/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 Pupil Rights Amendment (PPRA) and amendments to the act under No Child Left Behind (NCLB), 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 NCLB; 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

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

SNACK/STUDENT FOOD ALLERGY INFORMATION

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 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 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 reaction. 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

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

* A staff member's school district e-mail 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.

(1) 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.

(1) 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 pupil dress/attire practices which:

- Interfere with schoolwork, create disorder or disrupt the educational program.
- Cause excessive wear or damage to school property.
- Prevent the pupil 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 pupils 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 sweatshirt 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. Pupils 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. This school-parent compact is in effect during school year 2015-2016.

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 e-mail, 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 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", and it will not be necessary to send in a note each day.

When it is necessary to pick a child up, parents/guardians should report to the MVS Main Entrance no earlier than 3:00 PM. to sign out the student. Notes should be sent to school with the student so the teacher knows he/she will not be riding the bus that afternoon.

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 long-term basis if there is room on the requested bus. Requests must be in writing addressed to the superintendent 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 aide.
- 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 seatbelts at all times while on the bus.
- Students are to maintain appropriate standards of behavior at all times while on school bus.
- 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 is: 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 pupil who is reported to the Principal/Assistant Principal for poor conduct will be subject to the following disciplinary action as stated in the conduct section of the handbook.

5512- HARASSMENT, INTIMIDATION, AND BULLYING

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) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where 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 such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or 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 his/her person or damage to his/her property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

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 school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

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

for self and others, as well as for school district and community property on the part of students, staff, and community members.

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

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

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

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, 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

Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

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

Environmental

1. School culture;

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

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

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

Examples of Consequences

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

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences

- and skill building;
- 7. Consider wrap-around support services or after-school programs or services;
- 8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
- 9. Arrange for an apology, preferably written;
- 10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
- 11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
- 12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
- 13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
- 14. Schedule a follow-up conference with the student.

Personal – Target/Victim

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

Parents, Family, and Community

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

Examples of Remedial Measures – Environmental (Classroom, 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 victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

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

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

E. Harassment, Intimidation, and Bullying Reporting Procedure

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

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

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

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

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

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

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

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

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

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code

of Student Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, as necessary.

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

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents 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.

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 respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they

require a response either at the classroom, school building, or school district level or by law enforcement officials.

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

1. Individual responses can include consistent and 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, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of 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 shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

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

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

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

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

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

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

The Superintendent, 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

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. Students with Disabilities

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

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.