



# ENGLEWOOD PUBLIC SCHOOLS DISTRICT

## Student-Parent Handbook

2016-2017

DISTRICT POLICIES, REGULATIONS & PROCEDURES

STUDENT CODE OF CONDUCT

ACADEMIC POLICIES & PROCEDURES

CAMPUS POLICIES & PROCEDURES

## Welcome to the 2016-2017 school year!

**WELCOME PARENTS!** Thank you for choosing Englewood Public Schools to provide your student's education. We are very aware of the trust you have invested in our schools and our school system, and we work every day to continue to earn that trust. Your student is best served when there is a partnership and on-going collaboration between the parents and the school. We believe that well-informed parents are the best resources both our schools and our students can have. We believe that well-informed parents promote a positive school environment. In our continued efforts to be as efficient as possible, the Englewood Public Schools Website will now be one of the primary source for access to the Student Parent Handbook. Every student will receive a copy the Student Handbook to provide you with a tool to enhance the information you have and support our mutual efforts to help your student succeed. We ask you to study this handbook with your child and work with your school to help your student have the best possible experience at school every day. This handbook includes District Policies, Regulations & Procedures, Student Code of Conduct, Academic and Campus Policies necessary to ensure safety and promote a positive environment for learning. If you have any questions about anything in this handbook, please contact your school's principal.

**WELCOME STUDENTS!** Welcome to Englewood Public Schools! We are glad you are here! Your teachers, principal, and other school staff members, as well as your parents, share the responsibility to provide you with opportunities for a great education. You have the responsibility to take positive advantage of those opportunities, so you can acquire the building blocks for a successful life. You already know that when people live and work together, there is a need for rules to help everyone get along together. We ask that you study the handbook carefully, and understand and follow the rules it contains. If you have any questions about the contents of the handbook, please ask your school's principal.



The content of this handbook is current as of August 2016. All information contained in this publication is subject to change. For the most current information and policies referenced in this handbook, go to the district website: [www.epsd.org](http://www.epsd.org).

## About your Superintendent



Robert L. Kravitz graduated from Rutgers University in 1990. Upon graduating, he went on to help run his family's cake and dessert distribution company. In 1996 he went back to school to complete a degree in culinary arts. In 2001 he completed his M.B.A. from Saint Peter's University. In the summer of 2003 he sold his business and began his career in education. Robert began teaching business in a Charter School in Jersey City, New Jersey. During that time he went back to school to obtain a Masters Degree in Education. After a year

at the charter school, he left there to become a business teacher at Fort Lee High School in Fort Lee, New Jersey. After two-and-one half very successful years of teaching, he was promoted to assistant principal of the school. After six months, he was promoted to principal of Fort Lee Elementary School #3. After one year, the culture of the school was changed. In 2012, Mr. Kravitz was named Superintendent of the Englewood Cliffs schools, a pre-K-through-eighth-grade district with approximately 500 students. In 2015, Mr. Kravitz got the Honorable Mention Award for the World Language Immersion Program. As of October 2015, Mr. Kravitz is currently serving as the Superintendent of the Englewood Public School District. He wants all of Englewood's students to thrive.

Strategic Plan Summary						
Mission	To provide educational excellence by creating a learning environment that empowers all students to achieve the New Jersey Core Curriculum Content Standards at all grade levels, to develop character and to master the academic and social skills necessary for success as individuals and as members of a global community.					
Values	Proactive	Relational	Integrity	Safety	Motivation	Excellence
Strategic Priorities	Graduation Rates		Communication		Culture/Relationship	

**Englewood Public School District**  
**Board of Education Members**  
**2016-2017**

Stephen Brown, Board President	<a href="mailto:sbrown@epsd.org">sbrown@epsd.org</a>
Henry Pruitt III, Board Vice-President	<a href="mailto:hpruitt@epsd.org">hpruitt@epsd.org</a>
George Garrison, III	<a href="mailto:ggarrison3@epsd.org">ggarrison3@epsd.org</a>
Kim Donaldson	<a href="mailto:kdonaldson@eosd.org">kdonaldson@eosd.org</a>
Angela Midgette-David	<a href="mailto:amidgettedavid@epsd.org">amidgettedavid@epsd.org</a>
Molly Craig-Berry	<a href="mailto:mcraigberry@epsd.org">mcraigberry@epsd.org</a>
Elisabeth Schwartz	<a href="mailto:eschwartz@epsd.org">eschwartz@epsd.org</a>
Glenn Garrison	<a href="mailto:ggarrison@epsd.org">ggarrison@epsd.org</a>
Betty Griffin	<a href="mailto:bgriffin@epsd.org">bgriffin@epsd.org</a>

**Message from the Board of Education**

On behalf of the Englewood Board of Education, We are proud to welcome you to the Englewood Public School District for the 2016-2017 School Year. We are committed to delivering the best educational experience possible to every student in our community.

The Board serves as the policy-making body for the district. It reviews and adopts policies on almost every aspect of the school district. The Board members along with the Superintendent have been working diligently over the summer on updating the district policies to create the student handbook.

This manual was prepared to serve as a resource for students and parents alike. Please use this handbook to get an understanding of regulations and procedures that affect all of us. If you still need clarity, please feel free to contact any member of our administration.

We hope to see you at our meetings, sharing whatever ideas and concerns that you have to continue to strengthen our district.

We look forward to a great year!

Englewood Public School District <a href="http://www.epsd.org">http://www.epsd.org</a>				
School Name	Mailing Address City Zip	Phone Fax	Superintendent /Principal	Grade Span
Website			E-mail	
2016 - 2017 DISTRICT OFFICE				
Englewood Chief School Administrator	274 Knickerbocker Rd Englewood 07631	P 201-862-6000 F 201-862-6220	Superintendent Mr. Robert L. Kravitz <a href="mailto:rkravitz@epsd.org">rkravitz@epsd.org</a>	PK - 12
2016 - 2017 ELEMENTARY SCHOOLS				
Donald A. Quarles	155 Davison Place Englewood 07631	P 201-862-6113 F 201-871-4751	Principal Arlene Ng <a href="mailto:Ang@epsd.org">Ang@epsd.org</a>	PK - K
<a href="http://quarles.epsd.org">http://quarles.epsd.org</a>				
Dr. John Grieco	50 Durie Avenue Englewood 07631	P 201-862-6167 F 201-871-5884	Principal Daniela Small-Bailey <a href="mailto:dsmallbailey@epsd.org">dsmallbailey@epsd.org</a>	1 - 3
<a href="http://grieco.epsd.org">http://grieco.epsd.org</a>				
Dr. Leroy McCloud	325 Tenaflly Road Englewood 07631	P 201-862-6149 F 201-871- 8573	Principal Carroll Sanchez <a href="mailto:csanchez@epsd.org">csanchez@epsd.org</a>	4 - 6
<a href="http://cleveland.epsd.org">http://cleveland.epsd.org</a>				
2016 - 2017 MIDDLE/JUNIOR SCHOOLS				
Janis E. Dismus Middle School	325 Tryon Avenue Englewood 07631	P 201-862-6293 F 201-833-9103	Principal Lamarr Thomas <a href="mailto:lthomas@epsd.org">lthomas@epsd.org</a>	7 - 8
<a href="http://jdms.epsd.org">http://jdms.epsd.org</a>				
2016 - 2017 HIGH SCHOOLS				
Dwight Morrow High School/ Academies @ Englewood	274 Knickerbocker Rd Englewood 07631	P 201-862-6039 F 201-833-9620	Acting Principal Dorian Milteer <a href="mailto:dmilteer@epsd.org">dmilteer@epsd.org</a>	9 - 12
<a href="http://dmhs.epsd.org">http://dmhs.epsd.org</a>				
Eagle Wings @ Bergen	400 Paramus Rd Paramus 07652 Ender Hall	P 201-879-3350	Site Administrator David Murphy <a href="mailto:dmurphy@epsd.org">dmurphy@epsd.org</a>	10-12

## Resources Available Within the EPSD District Administration/Phone Numbers

Superintendent of Schools	Robert L. Kravitz	201-862-6245
Business Administrator / Board Secretary	Cheryl Balletto	201-862-6271
Director of Athletics	Richard Suchanski	201-862-6047
Director of Curriculum & Instruction	Dorian Milteer	201-862-6049
Director of Instructional Technology/ Affirmative Action Officer	Michael Brown	201-862-6149
Director of Pupil Personnel Services/Special Education	Lauren Reisenauer Ed.D	201-862-6265
Acting Director of Guidance and Testing	Jamie Ciofalo	201-862-6069
Human Resources Manager	Denise Tighe	201-862-6209
Director of Facilities	Michael Hunken	201-862-6202
Head of Security	Barrington Harris	201-862-6241
Student Information Systems/Register	Evenide Fanfan-Vilcean	201-862-6225
Supervisor of Bilingual/ESL & World Languages	Mercedes Gil	201-862-6262
Supervisor Educational Technology	Rosemary Seitel	201-862-6215
Supervisor of Student Affairs	Carol Bender	201-862-6014
Supervisor of Pupil Personnel Services	Glenda James	201-862-6161
Supervisor of Technology	Teresa DiVincent	201-862-6290
Parent Liaisons	Maria Klose	201-862-6235
Parent Liaisons	Florence Eddings	201-862-6229

## EPSD School Hours

<u>SCHOOL</u>	<u>GRADES</u>	<u>ARRIVAL TIME</u>	<u>DEPARTURE TIME</u>	<u>Early Dismissal</u>	<u>Delay Opening</u>
Donald A. Quarles Early Childhood Center	Pre-K – Kindergarten	7:50 a.m.	2:50 p.m.	12: 30 p.m.	10:00 a.m.
Dr. John Grieco Elementary School	Grades: 1-3	8:15 a.m.	3:15 p.m.	1:35 p.m.	10:25 a.m.
Dr. Leroy McCloud Elementary School	Grades: 4-6	8:15 a.m.	3:15 p.m.	1:25 p.m.	10:30 a.m.
Janis E. Dismus Middle School	Grades: 7-8	7:45 a.m.	2:45 p.m.	12:35 p.m.	10:00 a.m.
Dwight Morrow High School	Grades: 9-12	7:50 a.m.	3:00 p.m.*	12:54 p.m.	10:00 a.m.
Academies @ Englewood	Grades: 9-12	7:50 a.m.	3:50 p.m.	12:54 p.m.	10:00 a.m.
Eagle Wings @ Bergen	Grades:10-12	8:45 a.m.	2:40 p.m.	1:00 p.m.	10:30 a.m.
* Some DMHS classes are dismissed at 3:50 p.m.					

## Emergency Announcements

In case of snow, ice, or other unusual conditions such as power outages and excessive heat, school officials may decide to close school, delay school opening, or send students home early. News about these decisions is communicated as soon as the decision is made in these following ways:

- Posted on the EPSD website.
- District RoboCall in English and in Spanish.
- E-mail sent by SchoolMessenger, a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media for those who elect to receive emergency announcements.
- Called in to television stations: Channel 12, Channel 4, Channel 9, Channel 5 and Channel 7  
<http://7online.com/>
- Posted on FIOS 1 News, NY 1

Here is what happens in each situation when the school schedule changes:

**Schools Closed-** All school buildings are closed. The decision is usually announced by 5 a.m. - 6 a.m. on all information outlets. Extended Day and Aftercare are also closed. All school activities are canceled unless otherwise announced.

**Delayed Opening-** Schools will open two hours later than usual. The decision is usually announced by 5 a.m.-6 a.m. The morning bus route schedule is also delayed by two hours. Field trips are canceled. Breakfast is served on a two-hour delay. The Extended Day program will begin at its normal time. In the event that delayed opening occurs on a half day, the early release is canceled and students remain until the regular daily dismissal time.

**Early Dismissal-** Schools will dismiss two hours early, if conditions require. This decision is normally announced by 11:30 a.m. Extended Day will be closed. Extracurricular activities, team practices, field trips, and recreation programs in schools and on school grounds will be canceled. Please check with the Aftercare program for hours.



# JULY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

# AUGUST

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

# SEPTEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

# OCTOBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

# NOVEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

# DECEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

# EPSD 2016-2017 SCHOOL CALENDAR

## JULY 4

Independence Day/District Closed

## AUGUST

29-30

31

New Teacher Orientation.

Teachers Orientation Day One  
All Staff /No Students

## SEPTEMBER

1

Teachers Orientation Day Two  
All Staff /No Students  
District Closed  
Labor Day/District Closed  
Opening Day for Students (Full Day)

## OCTOBER

3

11

Rosh Hashanah/District Closed  
Early Staff Prof. Develop/  
Dismissal Students-No  
Afterschool  
Yom Kippur/District Closed

## NOVEMBER

8

10-11

23

24-25

DECEMBER

26-30

JANUARY

2

3

16

FEBRUARY

20

21-24

MARCH

13

APRIL

14

17-21

MAY

29

JUNE

21-23

22

23

26

Make-up

Days:

1-Apr 21,

2-Apr 20,

3-Apr 19

Or add on

end of the

year;

June 27,

June 28,

June 29

Election Day/No Students/All  
Staff -PD Day  
NJE Convention-  
Schools/Offices Closed  
Early Dismissal  
Thanksgiving/District Closed

Winter Recess/ District Closed

New Year's Day/District Closed  
Schools Reopen  
MLK Birthday/District Closed

President's Day/District Closed  
Winter Break /Schools Closed

Superintendent's Day/Staff  
Prof. Develop- Early Dismissal  
Students & No Afterschool

Good Friday/District Closed  
Spring Break/Schools Closed

Memorial Day/District Closed

Early Dismissal Students  
Graduation Day-  
DMHS Office Closes @1pm  
Last Day (Students)-  
Rain Date for Graduation  
Last Day (Staff)  
Summer hours begin  
Monday, June 27, 2016  
and end August 29,  
2016. Offices open  
Monday - Friday 8:00  
a.m.-3:00 p.m. with 1  
hour for lunch.

- District Closed
- New Teachers Only
- Schools Closed/Offices Open
- Early Dismissal Students/ Staff
- Staff Only in Attendance
- Early Dismissal Students Only
- Early Dismissal Students-  
No Afterschool
- PD for Staff /Mission1

# JANUARY

	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

# FEBRUARY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

# MARCH

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

# APRIL

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

# MAY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

# JUNE

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30



## Englewood Public Schools Days of Attendance

<u>Month</u>	<u>Students</u>	<u>Teachers</u>
<u>August</u>	<u>0</u>	<u>2 New 1 All Staff</u>
<u>September</u>	<u>19</u>	<u>20</u>
<u>October</u>	<u>19</u>	<u>19</u>
<u>November</u>	<u>17</u>	<u>17</u>
<u>December</u>	<u>17</u>	<u>17</u>
<u>January</u>	<u>20</u>	<u>20</u>
<u>February</u>	<u>15</u>	<u>15</u>
<u>March</u>	<u>23</u>	<u>23</u>
<u>April</u>	<u>14</u>	<u>14</u>
<u>May</u>	<u>22</u>	<u>22</u>
<u>June</u>	<u>17</u>	<u>18</u>
<u>Total</u>	<u>183</u>	<u>186</u>

Tentative last day of school for students is June 23 and June 26 for teachers.  
There are three (3) emergency closing days built into the calendar.

### Back to School Night Dates for 2016-17 School Calendar

September 14-Quarles Pre-K-Half Day for all Quarles Students  
 September 15-Quarles Kindergarten-Full Day for all Quarles Students  
 September 20-Grieco-Half Day for Grieco Students  
 September 21-McCloud Students-Half Day for McCloud Students  
 September 28-JDMS-Half Day for JDMS Students  
 October 6-DMHS/A@E/Eagle-Half Day for DMHS/A@E/Eagle Students

### Parent/Teacher Conference Dates for 2016-17 School Calendar

October 4 & 5-McCloud P/T Conference-Half Day for McCloud Students  
 October 18 & 19-JDMS P/T Conference-Half Day for JDMS Students  
 October 26 & 27-DMHS/A@E/Eagle P/T Conference-Half Day for DMHS/A@E/Eagle Students  
 November 1 & 2-Quarles Pre-K & Kindergarten P/T Conference -Half Day for all Quarles Students  
 November 15 & 16-Grieco P/T Conference-Half Day for Grieco Students  
 February 7 & 8-JDMS P/T Conference-Half Day for JDMS Students  
 Feb. 28 & March 1 -Quarles Pre-K & Kindergarten P/T Conference-Half Day for all Quarles Students  
 March 7 & 8-McCloud P/T Conference-Half Day for McCloud Students  
 March 16 & 17-DMHS/A@E/Eagle P/T Conference-Half Day for DMHS/A@E/Eagle Students  
 March 21 & 22-Grieco P/T Conference-Half Day for Grieco Students

**Testing Days for the High School**

**June 15, 16, 19 & 20- DMHS/A @ E/Eagle-Half Day for DMHS/A @ E/Eagle Students Only**

**Marking Periods**

<b>1<sup>st</sup> Marking Period Begins: September 6</b>	<b>Ends: November 9</b>
<b>2<sup>nd</sup> Marking Period Begins: November 14</b>	<b>Ends: January 26</b>
<b>3<sup>rd</sup> Marking Period Begins: January 27</b>	<b>Ends: April 6</b>
<b>4<sup>th</sup> Marking Period Begins: April 7</b>	<b>Ends: June 23</b>

**Report Distributions**

**Friday, November 18**  
**Friday, February 3**  
**Thursday, April 13**  
**Friday, June 30**



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# SECTION A

## DISTRICT POLICIES, REGULATIONS, & PROCEDURES

### **Admission Requirements (Policy 5111 Eligibility of Resident/Nonresident Students)**

The Englewood Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district if the student is domiciled within the district:

#### **Eligibility to Attend School**

1. A student is domiciled in the district when he or she is living with a parent or guardian whose permanent home is located within the district.
  - (a) If the student is placed in the home of a district resident by court order or by a society, agency, or institution.
  - (b) Where a student's physical custody is shared on an equal-time, alternating week/month or other similar basis such that the student is not living with one parent or guardian for a majority of the school year, and where there is no court order or written agreement between the parents designating the district for school attendance, the student's domicile is the present domicile of the parent or guardian with whom the student resided on the last school day prior to October 16 preceding the date of the application.
  - (c) Where a student's parent or guardian are domiciled within different districts, and where there is no court order or written agreement between the parent(s) or legal guardian designating the district for school attendance, the student's domicile is the district of the parent or guardian with whom the student lives for the majority of the school year, regardless of which parent has legal custody.
2. A student is domiciled in the district when he or she has reached the age of eighteen or is emancipated from the care and custody of a parent or guardian and has established a permanent home within the district.
3. If the student parent or guardian moves to another district as the result of being homeless- Education of Homeless Children. Policy 5116: The Board of Education will admit and enroll homeless children in accordance with State laws and New Jersey Administrative Code. The Board of Education adopts this policy to be in compliance with law and Code to ensure the enrollment of homeless children in school and to respond to appeals made by parent(s) or legal guardian(s) or other parties related to their enrollment. The district will determine a child is homeless when he or she resides in a publicly or privately operated shelter designed to provide temporary living accommodations, including: hotels or motels; congregate shelters, including domestic violence and runaway shelters; transitional housing; and homes for adolescent mothers. A child is also determined homeless when he or she resides in a public or private place not designated for or ordinarily used as a regular sleeping accommodation, including: cars or other vehicles excluding mobile homes; tents or other temporary shelters; temporary shelters provided to migrant workers and their children on farm sites; and the residence of relatives or friends with whom the homeless child is temporarily residing out of necessity because the family lacks a regular or permanent residence of its own.
4. If the student had previously resided in the district and if the parent(s) or legal guardian(s) is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency, resulting in the relocation of the student out of the district.
5. If the student is living with a person, other than the parent or guardian, who is domiciled in the district and is supporting the student without compensation, as if the student were his or her own child, because the parent cannot support the child due to family or economic hardship.
6. Residing on federal property within the State.

## **FERPA**

In order to be in compliance with the Family Education and Rights to Privacy Act (FERPA), the District requires documentation to consult with adults responsible for minor students. One or more of the following types of documentation will be acceptable for purposes of consultation concerning educational programming, discipline, special education, emergency medical treatment, access to student records, and other matters relating to the student's educational process:

- a. Power of Attorney;
- b. Notarized letter or sworn affidavit from parent, guardian, or the adult
- c. responsible for the minor child;
- d. Assignment letter from the Department of Human Services;
- e. Juvenile Probation, or other agencies;
- f. Death certificate of natural parent(s);
- g. Proof of receipt of federal assistance; or
- h. Other documentation deemed appropriate by the superintendent or
- i. superintendent's designee.

## **Proof of Eligibility**

The district shall accept forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the district in accordance with N.J.A.C. 6A:22-3.4 et seq. The district shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form of documentation, or a particular subset of documents, without regard to other evidence presented.

1. The district shall accept a combination of any of the following or similar forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the district:
  - a. Property tax bills, deeds, contracts of sale, leases, mortgages, signed letters from landlords and other evidence of property ownership, tenancy or residency;
  - b. Voter registrations, licenses, permits, financial account information, utility bills, delivery receipts, and other evidence of personal attachment to a particular location;
  - c. Court orders, State agency agreements and other evidence of court or agency placements or directives;
  - d. Receipts, bills, cancelled checks, insurance claims or payments, and other evidence of expenditures demonstrating personal attachment to a particular location, or, where applicable, to support of the student;
  - e. Medical reports, counselor or social worker assessments, employment documents, unemployment claims, benefit statements, and other evidence of circumstances demonstrating, where applicable, family or economic hardship, or temporary residency;

- f. Affidavits, certifications and sworn attestations pertaining to statutory criteria for school attendance, from the parent, legal guardian, person keeping an "affidavit student," adult student, person(s) with whom a family is living, or others as appropriate;
  - g. Documents pertaining to military status and assignment; and
  - h. Any other business record or document issued by a governmental entity.
- 2. The district may accept forms of documentation not listed above, and shall not exclude from consideration any documentation or information presented by a person seeking to enroll a student.
- 3. The district shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form of documentation, or a particular subset of documents, without regard to other evidence presented.
- 4. The district shall not require or request, as a condition of enrollment in school, any information or document protected from disclosure by law, or pertaining to criteria which are not legitimate bases for determining eligibility to attend school. These include but are not limited to:
  - a. Income tax returns;
  - b. Documentation or information relating to citizenship or immigration/visa status, except as set forth in N.J.A.C. 6A:22-3.3(b);
  - c. Documentation or information relating to compliance with local housing ordinances or conditions of tenancy; and
  - d. Social security numbers.
- 5. Documents or information of the type referenced in 4 above, or pertinent parts thereof, may be considered by the district if voluntarily disclosed by the applicant seeking enrollment. However, the district may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment.

The district shall not require or request any information or document protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school. However, these protected documents or information, or pertinent parts thereof, may be voluntarily disclosed by the person(s) seeking enrollment in the district. However, the district may not, directly or indirectly, require or request such disclosure as a condition of enrollment.

#### **Initial Assessment and Enrollment**

- 1. The district shall use registration forms provided by the Commissioner, or locally developed forms that:
  - a. Are consistent with the forms provided by the Commissioner;
  - b. Do not seek information prohibited by N.J.A.C. 6A:22 or any other provision of statute or rule;
  - c. Summarize the criteria for attendance set forth in N.J.S.A. 18A:38-1 for applicant reference, and specify the nature and form of any sworn statements to be filed;

- d. Clearly state the purpose, in relation to such criteria, for which requested information is being sought; and
  - e. Provide notice to applicants that any initial determination of eligibility is subject to a more thorough review and re-evaluation, and that there is a potential for assessment of tuition in the event that an initially admitted applicant is later found ineligible.
2. The district shall ensure that sufficient numbers of registration forms, and sufficient numbers of trained registration staff, are available to ensure prompt determinations of eligibility and enrollment. Applications for enrollment may be taken by appointment, but such appointments must be promptly scheduled and may not unduly defer a student's attendance at school.
  - a. If the district uses separate forms for "affidavit student" applications, rather than a single form for all types of application for enrollment, such forms shall comply in all respects with the provisions of 1 above. Where such forms are used, the district shall provide them to any person attempting to register a student of whom he or she is not the parent or guardian, whether or not they are specifically requested. The district shall not demand or suggest that guardianship or custody must be obtained before enrollment will be considered for a student living with a person other than the parent or legal guardian, nor shall the district demand or suggest that student" proofs be produced by an applicant seeking to enroll a student of whom the applicant has legal guardianship or custody.
  - b. A district level school administrator designated by the Superintendent shall be available, and clearly identified to applicants, to assist persons who are experiencing difficulties with the enrollment process.
3. Initial determinations of eligibility shall be made upon presentation of an application for enrollment, and enrollment shall take place immediately in all cases except those of clear, uncontested denials.
  - a. Where an applicant has provided incomplete, unclear or questionable information, enrollment shall take place immediately, but the applicant shall be placed on notice that removal will result if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2.
  - b. Where an applicant appears ineligible based on information provided in the initial application, a preliminary written notice of ineligibility shall be provided, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the districts determination and an intent to appeal to the Commissioner.
    - (1) An applicant whose student is enrolled pursuant to this provision shall be notified that the student will be removed, without a hearing before the Board, if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.
4. Where enrollment is denied and no intent to appeal is indicated, applicants shall be advised that they shall comply with compulsory education laws and shall, where the student is between the ages of six and sixteen, be asked to complete a written statement indicating the student will be attending school in another district, attending a nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of this written statement from the parent or guardian, the district level school administrator designated by the Superintendent shall notify the school district of actual domicile or residence, or the Department of Children and Families to report a potential instance of neglect pursuant to N.J.S.A. 9:6-1, willfully failing to provide regular school education as required by law. The administrator

designated by the Superintendent shall provide the district or the Department of Children and Families, as the case may be, with the students name, the name(s) of the parent/guardian/resident, and the students address to the extent known, and shall indicate that admission to the district has been denied based on residency or domicile, and that there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere.

5. Where enrollment is denied and an intent to appeal is indicated, or where enrollment is provisional subject to further review or information, enrollment or attendance at school shall not be conditioned on advance payment of tuition in whole or part.
6. The Superintendent or designee, shall ensure that information suggesting an applicant may be homeless is identified during the registration process, so that, where appropriate, procedures may ensue in accordance with N.J.A.C. 6A:17-2 - Education of Homeless Children.
7. Enrollment or attendance in the district shall not be denied based upon absence of the certified copy of birth certificate or other proof of a student identity required within thirty days of initial enrollment pursuant to N.J.S.A. 18A: 36-25.1.
8. Enrollment in the district shall not be denied based upon absence of student medical information, although actual attendance at school may be deferred as necessitated by compliance with rules regarding immunization of students, N.J.A.C. 8:57-4.1 et seq.
9. Enrollment in the district, attendance at school, or educational services where attendance in the regular education program appears inappropriate, shall not be denied based upon absence of a student prior educational record. However, the applicant shall be advised that the initial educational placement of the student may be subject to revision upon receipt of records or further assessment of the student by the district.

### **Notice of Ineligibility**

If the district finds the applicant ineligible to attend the schools of the district pursuant to N.J.A.C. 6A:22 or the application initially submitted is found to be deficient upon subsequent review or investigation, notice shall immediately be provided to the applicant consistent with sample form(s) provided by the Commissioner. Notices shall be in writing, in English and in the native language of the applicant, issued by the Superintendent and directed to the address at which the applicant claims to reside

### **Removal of Currently Enrolled Students**

1. Nothing in N.J.A.C. 6A:22. and in Regulation 5111 shall preclude the Board from seeking to identify, through further investigation or periodic requests for current validation of previously determined eligibility status, students enrolled in the district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances or newly discovered information.
2. When a student, enrolled and attending school in the district based on an initial determination of eligibility, is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board for removal of the student.
  - a. The Superintendent shall issue a preliminary notice of ineligibility meeting the requirements of N.J.A.C. 6A:22-4.2. However, such notice shall also provide for a hearing before the Board prior to a final decision on removal.



3. No student shall be removed from school unless the parent, guardian, adult student or resident keeping an "affidavit student," as the case may be, has been informed of his or her entitlement to a hearing before the Board of Education.
4. Once the hearing is held, or if the parent, guardian, adult student or resident keeping an "affidavit student," as the case may be, does not respond to the Superintendent notice within the designated time frame or appear for hearing, the Board shall make a prompt determination of the student eligibility or ineligibility and shall immediately provide notice thereof in accordance with the requirements of N.J.A.C. 6A:22-4.2.
5. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by a committee, at the discretion of the full Board, which shall make a recommendation to the full Board for action. No student may be removed except by vote of the Board of Education taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

### **Appeal to the Commissioner**

A district determination that a student is ineligible to attend the schools of the district may be appealed to the Commissioner by the parent, legal guardian, adult student or resident keeping an "affidavit student," as the case may be. Such appeals shall proceed in accordance with N.J.S.A. 18A:38-1 and N.J.A.C. 6A:3-8.1 et seq. Appeals of "affidavit student" eligibility determinations shall be filed by the resident keeping the student.

### **Assessment and Calculation of Tuition**

1. If no appeal to the Commissioner is filed by the parent, guardian, adult student, or district resident keeping an affidavit student following notice of a determination of ineligibility, the Board may assess tuition for any period of a student ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner.

The district may obtain an order of the Commissioner of Education for tuition, enforceable pursuant to N.J.S.A. 2A:58-10 through recording on the judgment docket of the Superior Court, Law Division, by filing a petition of appeal pursuant to N.J.A.C. 6A:3.

2. If an appeal to the Commissioner is filed by the parent, guardian, adult student, or district resident keeping an affidavit student, where the petitioner does not sustain the burden of demonstrating entitlement to attend the schools of the district, or abandons the appeal through withdrawal, failure to prosecute or any means other than settlement agreeing to waive or reduce tuition, the Commissioner may order assessment of tuition for any period of a student ineligible attendance in a district, including the twenty-one day period for filing of an appeal and the period during which the hearing and decision on appeal were pending.
  - a. Upon the Commissioner finding that an appeal has been abandoned, the Board may remove the student from school and seek tuition for the period of ineligible attendance pursuant to N.J.A.C. 6A:22-6.1(a). However, if the record of the appeal includes a calculation reflecting the rate(s) of tuition for the year(s) at issue, the per diem rate of tuition for the current year, and the date on which the student's ineligibility began, the Commissioner may order payment of tuition as part of his or her decision. If the record does not include such a calculation, but the Board has filed a counterclaim for tuition, the counterclaim shall proceed to a hearing notwithstanding that the petition has been abandoned.

- b. An order of the Commissioner assessing tuition is enforceable through recording on the judgment docket of the Superior Court, Law Division, pursuant to N.J.S.A. 2A:58-10.
3. Tuition assessed pursuant to the provisions of N.J.A.C.6A:22-6 shall be calculated on a per student basis for the period of a student ineligible enrollment, by applicable grade/program category and consistent with the provisions of N.J.A.C. 6A:23-3.1. The individual student record of daily attendance shall not impact on such calculation.
4. Nothing in N.J.A.C. 6A:22 precludes an equitable determination, by the Board or the Commissioner, that, when the particular circumstances of a matter so warrant, tuition shall not be assessed for all or part of any period of a student ineligible attendance in the district.

### **False Information**

When accepting a child for enrollment, the Englewood Public School District shall inform the parent or other person enrolling the child that presenting false information or false records for identification is a criminal offense and that enrolling the child under false documents makes the person liable for tuition or other costs.

A person who knowingly falsifies information on a form required for a student's enrollment in the District shall be liable to the District if the student is not eligible for enrollment, but is enrolled on the basis of false information.

### **Nonresident Students**

The admission of a nonresident child to school free of charge must be approved by the Board. No child otherwise eligible shall be denied admission on the basis of the child race, color, creed, religion, national origin, ancestry, age, marital status, affectation or sexual orientation or sex, social or economic status, or disability. The continued enrollment of any nonresident student shall be contingent upon the student maintenance of good standards of citizenship and discipline.

### **Children who Anticipate Moving To or From the District**

A nonresident child otherwise eligible for attendance whose parent(s) or legal guardian(s) anticipates district residency and has entered a contract to buy, build, or rent a residence in this district may be enrolled without payment of tuition for a period of time not greater than six (6) weeks prior to the anticipated date of residency. If any such student does not become a resident of the district within six (6) weeks after admission to school, tuition will be charged for attendance commencing the beginning of the seventh (7<sup>th</sup>) week and until such time as the student becomes a resident or withdraws from school.

Students whose parent(s) or legal guardian(s) have moved away from the school district on or after commencement of the third trimester and twelfth grade students whose parent(s) or legal guardian(s) have moved away from the school district on or after commencement of the third trimester will be permitted to finish the school year in this district without payment of tuition.

Children of Board employees who do not reside in this school district may be admitted to school in this district without payment of tuition, provided that the educational program of such children can be provided within district facilities without substantial additional cost to the district, and at the discretion of the Superintendent.

### **WITHDRAWAL FROM SCHOOL-Policy 5130**

The Board of Education believes that the educational goals of this district are best implemented by a student's exposure to the entire educational program and that every student enrolled in this district should be encouraged to complete the program of instruction appropriate to his/her needs. No student below the age of sixteen will be permitted to withdraw from school.

The Board directs that efforts be made to determine the underlying reason for a student's decision to withdraw from school before the completion of the instructional program. A potential dropout student will be offered counseling and an opportunity to plan an instructional program appropriate to his/her career goals. No student under the age of eighteen will be permitted to withdraw without the written consent of the student's parent(s) or legal guardian(s).

### **ASBESTOS RELEASE – Regulation 8420.5**

The Board of Education recognizes certain buildings in the school district may contain asbestos. The Board and school staff members must ensure implementation of the necessary safety measures to eliminate the possibility of asbestos fiber release episodes to ensure the safety of all building occupants. The district maintains an Asbestos Management Plan as required by the Asbestos Hazard Emergency Response Act (AHERA). The following procedures shall be implemented in the event of an inadvertent disturbance that causes an asbestos fiber release episode in a school district building.

#### **Procedures**

1. The area where the fiber release may have occurred shall be immediately evacuated;
2. The buildings heating, ventilating, and air conditioning system shall be shut down;
3. The area where the fiber release may have occurred shall be sealed off and doors shall be closed;
4. The Superintendent and Facilities Manager/Supervisor shall be contacted immediately;
5. The names of all persons who were in the area where the fiber release may have occurred shall be recorded and maintained in separate file;
6. The School Principal or designee shall communicate to the parents/legal guardians of students, staff, and other occupants of the building as necessary; and
7. The school district shall take such action as necessary depending on whether asbestos fibers were released.

### **ASSIGNMENT OF STUDENTS-Policy 5120**

The Board of Education directs the assignment of pupils to the schools, programs, and classes of this district consistent with the best interests of pupils and the best uses of the resources of this district.

Pupils shall generally attend the school located in the attendance area of their residence. The Superintendent may assign a pupil to a school other than that designated by the attendance area when such an exception is justified by circumstances and/or is in the best interests of the pupil. Every effort will be made to continue a pupil in the same elementary school once the pupil has been enrolled in that elementary school.

The Superintendent shall assign incoming transfer pupils to the school in their attendance area of their residence provided the district's school or class size requirements can accommodate the pupil's enrollment. The Building

Principal may assign pupils in his/her school to grades, classes, and groups on the basis of the needs of the pupil as well as the sound administration of the school.

### **ATTENDANCE- Regulation 5200**

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent, guardian, or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the school district attend school regularly in accordance with the laws of the State.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. A student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level.

For districts with secondary school(s) or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district's response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4 and Regulation 5200.

Unexcused absences from school or from classes within the school day may subject a student to consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

### **Definitions**

1. Attendance is a student's presence in school and in the classroom to which he/she is assigned at the times scheduled for instruction or other school activities.
  - a. A student will be considered to have attended school if he/she has been present at least four hours during the school day.
  - b. A student not present in school because of his/her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.
2. Excused absence is a student's absence from school for a full day or a portion of a day for one or more of the following reasons:

- a. The student's illness,
  - b. Family illness or death,
  - c. Educational opportunities,
  - d. Excused religious observances, pursuant to N.J.S.A. 18A:36-14 through 16 (treated as a non-enrollment day);
  - e. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§794 and 705(20), and individualized health care plans pursuant to N.J.A.C. 6A:16-2.3,
  - f. The student's suspension from school,
  - g. The student's required attendance in court,
  - h. Interviews with a prospective employer or with an admissions officer of an institution of higher education,
  - i. Examination for a driver's license,
  - j. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day,
  - k. An absence for a reason not listed above, but deemed excused by the School Principal, upon a written request by the student's parent or legal guardian to the School Principal or designee stating the reason for the absence and requesting permission for the absence to be an excused absence,
3. Truancy is a student's absence from all or a part of the school day without the knowledge of the student's parent(s) or legal guardian(s). A student will also be considered truant if he/she:
    - a. Leaves school at lunch time without a pass,
    - b. Leaves school without permission when school is still in session,
    - c. Leaves class because of illness and does not report to the school nurse as directed, or
    - d. Is present in school but is absent from class without approval. Such truancy from class is a "class cut."
  4. Unexcused absence is a student's absence for all or part of a school day for any reason other than those listed in A2 above.

### **Notice to School of a Student's Absence**

Parents and guardians should call the numbers listed below to report student's absence from school between the hours of 7:30 a.m. and 9:00 a.m. to report student absences.

- Quarles Attendance Line 201-862-6115/6117
- Grieco Attendance Line 201-862-6167
- McCloud Attendance Line 201-862-6155
- JDMS Attendance Line 201-862-6005

- DMHS/A@E Attendance Line 201-862-6133/6037

### **Readmission to School after an Absence**

1. A student returning from an absence of any length must present to the homeroom teacher or School Principal a written statement, dated and signed by the parent(s) or legal guardian(s) or adult student, of the reasons for the absence.
2. A note explaining a student's absence for non-communicable illness for a period of more than three school days must be accompanied by a physician's statement of the student's illness.
3. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the homeroom teacher or School Principal written evidence of being free of communicable disease, in accordance with Policy No. 8451.

### **Instruction**

1. Teachers are expected to cooperate in the preparation of home assignments for students who anticipate an excused absence of three or more school days duration. The parent(s) or legal guardian(s) or adult student must request such home assignments.
2. A student who anticipates an excused absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy No. 2412. The parent(s) or legal guardian(s) or adult student must request home instruction.
3. Students absent for any reason are expected to make up the work missed. In grade six and above, the student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.
4. In general, students will be allowed two days to make up missed work for each one day of excused absence. Teachers shall make reasonable accommodations to extend time for students.
5. A student who missed a test because of an excused absence shall be offered an opportunity to take the test or an alternate test.
6. Each school will define age appropriate procedures for work missed and subsequently turned in due to an unexcused absence from school or class. The school procedures may impose grade penalties that distinguish between unexcused absences and class cuts. The procedures and any penalties will be made known to students and parents in a timely manner.

### **Denial of Course Credit**

1. The teacher will determine the credit to be awarded a student for make-up work, subject to the rules set forth in this section. Where class participation is a factor in the learning process, the teacher may consider a student's absences in determining a final grade, except that absences for the observance of a student's religious holiday or for a suspension from school cannot adversely affect the student's grade. The teacher may record an incomplete grade, in accordance with Regulation No. 2624, for a student who has not had full opportunity to make up missed work.
2. A secondary student will be dropped from the course and denied course credit when he/she has been absent from ten (10%) percent or more of the class sessions, whatever the reason for the absence, except that absences for the observance of religious holidays and absences caused by a student's suspension will not count toward the total. Exceptions to this rule may be made for students whose absences are excused and



who have demonstrated through completion of home assignments and/or home instruction that they have mastered the proficiencies established for the course of study.

- a. A secondary student who has been dropped from a course of study may be assigned to an alternate program.
  - b. A secondary student denied course credit may attend a credit completion session to regain the denied credit, provided the student has not been absent from the class more than fifteen (15%) percent of the available class sessions.
3. An elementary student will be retained at grade level, in accordance with Policy No. 5410, when he/she has been absent for ten (10%) percent of the school calendar school days, whatever the reason for the absence, except that absences for the observance of religious holidays and during a student's suspension will not count toward the total. Exceptions to this rule may be made for students whose absences are excused and who have demonstrated through completion of home assignments and/or home instruction that they have mastered the proficiencies established for the assigned courses of study.

### **School District Response to Unexcused Absences**

1. For up to four cumulative unexcused absences, the School Principal or designee shall:
  - a. Make a reasonable attempt to notify the student's parent or legal guardian of each unexcused absence prior to the start of the following school day;
  - b. Conduct an investigation of the cause of each unexcused absence, including contact with the student's parent or legal guardian;
2. For between five and nine cumulative unexcused absences, the School Principal or designee shall:
  - a. Make a reasonable attempt to notify the student's parent or legal guardian of each unexcused absence prior to the start of the following school day;
  - b. Conduct a follow-up investigation, including contact with the student's parent or legal guardian, to determine the cause of each unexcused absence;
3. For cumulative unexcused absences of ten or more, the student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-27, and the School Principal or designee shall:
  - a. Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;
  - b. Make a reasonable attempt to notify the student's parent or legal guardian of the mandatory referral;
  - c. Continue to consult with the parent or legal guardian and the involved agencies to support the student's return to school and regular attendance;
  - d. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
  - e. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required.

### **Appeal**

1. A truant student may be suspended or expelled for trancies in accordance with Policy Nos. 5610 and 5620.
2. A student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy No. 5410.
3. A student who has been dropped from a course and/or denied course credit for excessive absences may appeal that action.

### **Change of Address**

Students who change their residence, mailing address, or telephone number after enrollment should report the change promptly to the administrative offices so that the records may be corrected in case of an emergency at the school or at home. Business phone numbers of parents should also be recorded in the administrative offices.

### **Compulsory Attendance Law – N.J.A.S.A.18A:35-25 .....A-1**

18A:38-25. Attendance required of children between six and 16; exceptions

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

#### **18A:38-26. Days when attendance required; exceptions.**

Such regular attendance shall be during all the days and hours that the public schools are in session in the district, unless it is shown to the satisfaction of the board of education of the district that the mental condition of the child is such that he cannot benefit from instruction in the school or that the bodily condition of the child is such as to prevent his attendance at school, but nothing herein shall be construed as permitting the temporary or permanent exclusion from school by the board of education of any district of any child between the ages of five and 20, except as explicitly otherwise provided by law.

### **Documentation Related to an Absence**

Upon a student's return to school, a parent shall provide a personal note or a note from a health professional that describes the reason for the absence. The note shall be signed by the student's parent or guardian.

### **Effects of Absenteeism**

Absence from class unavoidably affects the quality of a student's work, interferes with normal instructional procedures in the classroom, and places additional demands on the teacher to provide remedial assistance. Therefore, regular attendance and punctuality are required of every student for each scheduled class.

In case of a long period of absences due to extended illness or injury, the student's counselor and the main office should be contacted immediately by the parent of the student in order that arrangements may be made for continuance of academic work. If families are aware that their children must be absent for an extended period, parents or students are encouraged to ask their teacher(s) for academic assignments prior to the absence in order to minimize curriculum loss.

### **Permission to Leave School**

When students board a school bus or arrive on campus they are considered to be "in school" and must check out through the main office, even if the first bell has not rung. Students who find it necessary to leave school during the school day for any reason must follow school sign-out procedures. Students who fail to follow the above procedures may be considered truant.

### **Sign-Out Procedures:**

During school hours a principal or designee shall permit a child to leave school only in custody of one of the following adults:

- parent/guardian of the student with photo ID;
- person listed on Emergency Contact Card, with photo ID;
- a law enforcement officer;
- an authorized worker from the Department of Children and Families.

### **TARDINESS-Policy 5240**

The Board of Education believes that promptness is an important element of school attendance. Students who are late to school or to class miss essential positions of the instructional program and create disruptions in the academic process for themselves and other students.

Tardiness to school or class that is caused by a student illness, an emergency in the student's family, the observance of a religious holiday, a death in the student family, or by the student compliance with a request or directive of an administrator will be considered justified and is excused. All other incidents of tardiness will be considered unexcused.

- Three (3) instances of unexcused tardiness will equal one unexcused absence for the purpose of calculating unexcused absences for application of Board Policy No. 5410 on promotion and Policy No. 5460 on high school graduation.

A student who develops a pattern of tardiness, excused or unexcused, will be offered counseling with an appropriate staff member to determine the cause of the tardiness.

### **Withdrawal for Non-Attendance**

The District may initiate withdrawal of a student for non-attendance under the following conditions:

- Each student's attendance should be monitored so that a student is not absent for 10 days or more without an investigation of the reason.
- The school must make a good faith effort to determine the reasons for the absence or the student's school status. A student who has been absent more than 10 days for an unknown reason must be reported as a dropout.

## CAFETERIA

Each school operates a cafeteria program that provides breakfast each morning before school and a lunch meal. All students are required to complete a lunch form application on a yearly basis. Please return the application to your child's school on the first day of school. You can also access a copy of the application, price list and school menu on our district website under Cafeteria. Information on prices and menus for both breakfast and lunch may be obtained from your child's school. Students buying their lunch are responsible for having their money.

- **Pomptonian Food Service**

Pomptonian is committed to creating a healthy food environment. They believe that giving students a variety of healthy options will encourage them to make nutritious choices. Pomptonian is pleased to have won NJASBO's prestigious Above and Beyond award for this successful program. The Farm Stand is proven to increase fruit and vegetable consumption by allowing students to choose from their favorite fruits and vegetables. A selection of fresh vegetables with low-fat dip is available daily, as well as at least three fresh fruit choices. This innovative, healthy food option is offered on every serving line each day.

- **Wellness Policy/Nutrient Standards for Meals and other Foods-Policy 8505**

The Board of Education recognizes child and adolescent obesity has become a major health concern in the United States. The Healthy, Hunger Free Kids Act of 2010 (HHFKA) funds child nutrition programs and establishes required nutrition standards for school lunch and breakfast programs. In accordance with the requirements of the HHFKA each school in the district shall implement this Wellness Policy that includes goals for nutrition promotion, nutrition education, physical activity, and other school-based activities that promote student wellness.

- **FREE AND REDUCED RATE MEALS-Policy 8540**

The Board of Education recognizes the importance of good nutrition to each student's educational performance and directs that eligible students be provided with lunch at reduced rates or free of charge.

The Superintendent or designee shall annually notify parents of all children in the school district of the availability, eligibility requirements, and application procedures for free or reduced price meals or free milk in accordance with the notification requirements and procedures of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

A denial of eligibility for free or reduced price meals or free milk shall be in writing and shall include the reasons for which eligibility was denied, notice of the parent's right to appeal the denial, the procedures for an appeal, and a statement reminding parents that they may reapply at any time during the school year.

- **OUTSTANDING FOOD SERVICE CHARGES- Policy 8550**

The Board of Education understands a student may forget to bring breakfast or lunch, as applicable, or money to purchase breakfast or lunch to school on a school day. When this happens, the food service program will provide the student with breakfast or lunch with an expectation payment will be made the next school day or shortly thereafter. However, there may be circumstances when payment is not made and a student's school breakfast/lunch bill is in arrears. The school district will manage a student's breakfast or lunch bill that is in arrears in accordance with the provisions of N.J.S.A. 18A:33-21 and this Policy.

- **PayForIt.net**

PayForIt was developed by QSP, LLC and is your portal to convenient, secure meal account management of your child's lunch account. We make it easy to apply funds to your child's account and check your account balance. No more worrying about having cash for lunch, no more lost or stolen lunch money. Convenient, easy and

secure...prepaying with PayForIt makes your life easier. By letting parents fund their children's account from the comfort of their home or office, night or day.

## **DRESS AND GROOMING- Policy 5511**

The Board of Education recognizes each student's mode of dress and grooming is a manifestation of the student's personal style and individual preferences. The Board will impose its judgment on students and parent(s) or legal guardian(s) only when a student's dress and grooming affect the educational program of the schools.

Students may not wear clothing or engage in grooming practices that present a health or safety hazard to the individual student or to others; materially interfere with school work, create disorder, or disrupt the educational program; cause excessive wear or damage to school property; or prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

The Board of Education prohibits students from wearing, while on school property, any type of clothing, apparel or accessory which indicates that the student has membership in, or affiliation with, any gang associated with criminal activities. The local law enforcement agency will advise the Board, upon request, of gangs which are associated with criminal activities.

The Building Principal shall determine whether the dress or grooming of students comes within these prohibitions.

Staff members shall demonstrate by example and precept wholesome attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

The Superintendent shall, on consultation with staff members, students, and parent(s) or legal guardian(s), prepare a dress code that imposes only minimum and necessary limitations on a student's taste and individuality.

- **Optional School Uniform Dress Provision**

The Board believes school dress can influence student behavior and enhance a school's learning environment. Therefore, the Board adopts an Optional School Uniform Dress Provision of this Dress and Grooming Policy to encourage students at the following school(s) to be attire in school uniform dress: Quarles, Grieco and McCloud.

## **USE OF ELECTRONIC COMMUNICATION AND RECORDING DEVICES- Policy 5516**

### **Cell Phone**

Electronic communication and recording device (ECRD) includes any device with the capability to audio or video record or is capable of receiving or transmitting any type of communication between persons. An ECRD includes, but is not limited to, cameras, cellular and wireless telephones, pagers/beepers, laptop computers, electronic readers, personal digital assistants (PDAs), two-way radios, portable fax machines, video broadcasting devices, and any other device that allows a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information.

A student is not permitted to have turned on or use an ECRD on school grounds during the school day or when the student is participating in a curricular or school-sponsored co-curricular activity. A student's personal ECRD may only be used on school grounds in an emergency situation or before and after the school day with the permission of a school staff member supervising the student in a curricular or school-sponsored co-curricular activity. Any audio and/or video recording by a student using their personal ECRD with permission of a school staff member while participating in a curricular or school-sponsored activity where other students or staff members are present shall require the permission for such recording from any other student and their parents and staff members whose voice or image is to be recorded.

\*This Policy is not intended to prohibit appropriate use of electronic devices for authorized or approved official curricular or school-sponsored co-curricular activities such as yearbook photographs, staff member/teacher-directed and approved activities, classroom presentations, athletic events and drama production filming. A student authorized or approved to use an ECRD may not use an ECRD to access internet sites or view information or internet-based material that is inappropriate or would be blocked from student access by the school districts acceptable use of computers and networks policy. Nothing in this Policy is intended to prevent a student from using their personal ECRD and recording school-sponsored co-curricular activities as a non-participant when the activity is open to the general public.

For the purposes of this policy, school grounds means and includes land, portions of land, structures, buildings, and structures that support these buildings, including, but not limited to, administrative buildings, kitchens, maintenance shops, and garages. School grounds also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and other recreational places owned by the local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land.

An ECRD used in violation of this Policy will be confiscated by a school staff member or Principal or designee and the student will be subject to appropriate disciplinary action.

**EMERGENCY NUMBERS:** Accurate emergency numbers must be maintained on file. Any emergency contact person must be local and available to pick up your child if you are unable to do so. Each child is required to have an UPDATED EMERGENCY CARD on file.

#### **EMERGENCY AND CRISIS SITUATIONS-Policy 8420**

The Board of Education recognizes that its responsibility for the safety of students extends to possible natural and man-made disasters and that such emergencies are best met by preparedness and planning to provide for the safety and security in each school building in the district. The district will develop and implement written plans and procedures to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response, to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, pupils, and their families.

#### **EMERGENCY AND NON-FIRE EVACUATION PLAN-Regulation 8420**

Procedures in the Event it is Determined a Non-Fire Evacuation is Warranted

1. The Principal or designee will immediately order a non-fire evacuation of the school building. The notification process may be the schools fire alarm system, a notice over the schools public address system, or any other method deemed appropriate by the Principal or designee to inform building occupants to evacuate the school building. The evacuation may be an entire or partial building evacuation depending on the circumstances.

Procedures After it is Determined the School Building Can be Reoccupied

1. The Principal or designee, upon a determination by school and law enforcement officials that the threat or risk is concluded, will direct the reoccupation of the building.
2. If it is determined the building is not safe to re-enter, the Principal or designee will notify school officials of the situation at the evacuation assembly locations. If it is determined students will be released for the day, the Principal or designee, in consultation with the Superintendent of Schools, will coordinate student dismissal procedures from the evacuation assembly areas and family notification and reunification protocols.

## **FIRE AND FIRE DRILLS-Regulation 8420.1**

### **Fire Drills**

1. The Principal of each school building will conduct at least one fire drill not less than twice a month within school hours, including any summer months during which the school is open for instructional programs. Attempts should be made to conduct drills in various weather conditions and at various times of the school day. Fire drills should always be unannounced to school staff and students. The Principal shall inform local firefighting officials whenever a fire alarm is for drill purposes.
2. Evacuation of the school in a fire drill must be conducted quickly and quietly and in an orderly fashion. Students must be silent, refrain from talking and running, and remain in closed, single file lines. Any pupil or staff member whose behavior disrupts the conduct of the fire drill shall be reported to the Principal and will be subject to discipline.
3. All persons in the school must leave the building during a fire drill, including all aides, visitors, volunteer workers, and all office, cafeteria, custodial, and maintenance employees, except those employees who have been assigned specific duties to be performed in the school building during a fire drill.

## **ACTIVE SHOOTER –Regulation 8420.10**

An active shooter or armed assault in a school building or on school grounds involves one or more individuals' intent on causing physical harm to pupils and school staff.

### **Procedures in the Event of an Active Shooter in the School or on School Grounds**

1. If the Principal or designee determines there is an active shooter in the school or on school grounds he/she will immediately:
  - a. Order a lockdown of the school building. The notification may be a public address announcement or may be a discreet notification depending on the circumstance or situation;
  - b. Direct staff and pupils outside the building, if the active shooter is believed to be in the building, to move immediately to a predetermined evacuation assembly location and be prepared to evacuate the school site, if necessary.

### **Procedures after Active Shooter Situation is Brought under Control**

1. After the active shooter situation has been brought under control, the Principal or designee or law enforcement officials will communicate to building occupants the active shooter situation has ended.

## **BOMB THREATS- Regulation 8420.2**

A bomb threat consists of a message regardless of the source or form or truth of the message that someone has placed or intends to place in the school an explosive device or any material that will cause significant harm to persons in the school or damage to school property.

If the Principal or designee determines there is reasonable cause to believe an explosive device is present and an immediate evacuation is warranted, the Principal or designee will order the immediate evacuation of the school building.

## **NATURAL DISASTERS AND MAN-MADE CATASTROPHES-Regulation 8420.3**

### **Definitions**

- a. Natural disasters includes floods, hurricanes, earthquakes, and lightning strikes.
- b. Man-made catastrophes include explosions, toxic hazards, airplane accidents, nuclear accidents, and attacks.

### **Procedures**

- a. Each School Principal is responsible for responding quickly and reasonably to all natural disasters and man-made catastrophes. The School Principal primary goal in any emergency is to protect the students and staff members assigned to his or her building.

## **KIDNAPPING-Regulation 8420.4**

### **Definition**

A person is a victim of kidnapping: When a person is unlawfully removed from the school or school grounds; or when a person is unlawfully confined with the purpose of holding the victim for ransom, reward, as a shield, or hostage; or

### **Procedures**

The School Principal or designee will be prepared to provide law enforcement authorities with information about the student (to the extent possible) including, but not necessarily limited to: a physical description of the student; any photograph of the student; information regarding known friends of the student; the names of any potential witnesses to an abduction; a description of an abductor; and other information that may be helpful to law enforcement in locating the student.

## **LOCKDOWN PROCEDURES-Regulation 8420.7**

In the event it is determined by the Principal or designee a circumstance or situation requires the school building occupants to remain secure within the school building, the Principal or designee may implement lockdown procedures. During a lockdown which shall begin with notification to the buildings occupants that all occupants should commence lockdown procedures. The notification may be a public address announcement or may be a discreet notification depending on the circumstance or situation.

### **Procedures in the Event it is Determined a Lockdown is Warranted**

School staff members, upon receiving notice the school needs to be in a lockdown situation, will:

Turn off all lights, close blinds/shades and turn off electronic equipment;

- a. Instruct pupils to be absolutely quiet and discourage the individual use of cellular telephones;
- b. Instruct classroom occupants to get on the floor in a sitting or crouching position and direct pupils away from doors and window wherever possible;
- c. Close and lock doors and windows from inside the room, if possible;
- d. Secure all staff, pupils and visitors, including those from hallways, behind locked doors, restrooms, gymnasiums, and other non-classroom areas without risking their own safety or the safety of others already secure;



- e. Not permit anyone to leave a secured room or area until notified by the Principal or designee or law enforcement officials; and
- f. Ignore bells or alarms unless otherwise notified by the Principal or designee or law enforcement officials.

### **PREPAREDNESS FOR TOXIC HAZARD-Policy 8431**

The Board of Education is concerned for the safety of the students and staff members assigned to district schools and will take reasonable steps to protect students and staff members from hazards that may result from industrial accidents or terrorism attacks beyond the control of school officials.

### **CONTROL OF COMMUNICABLE DISEASE-Policy 8451**

The Board of Education recognizes that control of the spread of communicable disease is essential to the well-being of the school community and to the efficient operation of the schools.

### **Statutory Law and State Board of Education Rules Apply**

The Board shall be bound by the statutes and by rules of the State Board of Education for the exclusion and readmission of students who have contracted a communicable disease. These statutes and rules also shall apply in instances where teachers and students have been exposed to a communicable disease as well as for the instruction of teachers concerning matters of health and the prevention of disease.

### **REPORTING POTENTIALLY MISSING OR ABUSED CHILDREN-Policy 8462**

The Board of Education recognizes early detection of missing, abused, or neglected children is important in protecting the health, safety, and welfare of all children. In recognition of the importance of early detection of missing, abused, or neglected children, the Board of Education adopts this Policy pursuant to the requirements of N.J.S.A. 18A:36-25. The Board provides this Policy for its employees, volunteers, or interns to provide for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities pursuant to N.J.S.A. 18A:36-25 and N.J.S.A. 9:6-8.10.

### **WEAPONS-Regulation 8467**

The Board of Education prohibits any individual from possessing, using, exchanging or threatening to possess, use or exchange any weapon in any school building, on school grounds, at any school-sponsored event, and on school sanctioned transportation except as the possession and use of a weapon is authorized by law and required in the performance of a possessor duty.

### **Definition**

For the purposes of this policy, weapon means anything readily capable of lethal use or of inflicting serious bodily injury. Weapon includes, but is not limited to, all firearms, knives, dangerous instruments intended to inflict harm, components that can be readily assembled into a weapon, explosive devices, and imitation firearms. For the purposes of this policy, firearm means those items enumerated in N.J.S.A. 2C:39-1f and 18 U.S.C. 921. For more specific description on weapons refer to Regulation 8467-Weapons.

### **Removal of Students from Educational Program**

1. A student convicted or found to be delinquent for possessing a firearm on any school property, on a school bus, or at a school-sponsored function or a student committing a crime with a firearm shall be immediately removed from the school regular education program for a period of not less than one calendar year in accordance with Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act and Policy No. 5611.

2. A student who assaults a member of the school community with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the schools regular education program in accordance with Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act and Policy No. 5611.
3. The School Principal will immediately notify the student parent(s) or legal guardian(s) if the student is found to be in possession of a firearm on school property or if a student commits an assault upon members of the school community with a weapon other than a firearm on school property.

## **EMERGENCY SCHOOL BUS PROCEDURES-Regulation 8630**

### **Bus Exit Drills**

1. The School Principal of each school shall organize and conduct emergency bus exit drills at least twice each school year for students who are transported to and from school and at least once per year for all other students.

## **FIELD TRIPS-Policy 2340**

The Board of Education recognizes that field trips properly planned and integrated with the curriculum are an educationally sound and important part of the program of the schools that can supplement and enrich classroom instruction by providing learning experiences in an environment outside the schools.

### **Field Trip Defined**

For purposes of this policy, a field trip means any journey by a group of students away from the school premises, under the supervision of a teacher, and integrally related to an approved course of study.

The Superintendent, or his or her designee, shall approve all proposed field trips requiring group transportation.

### **Student Disobedience**

A student who violates rules or disregards the authority of supervisors on a field trip significantly endangers the safety of other students and may be summarily dismissed from the trip. The teaching staff member in charge will make arrangements for the dismissed student transportation to home or school as appropriate, with appropriate supervision. The cost of any such transportation shall be borne by the parents or legal guardians of the student. The Board reserves the right to take further disciplinary measures in accordance with Policy No. 5600.

## **HARASSMENT, INTIMIDATION, AND BULLYING-Policy 5512**

### **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. 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.

### **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.

## **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.

## **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. 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.

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.

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 following may be implemented: 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.

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.

### **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.

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.

### **Students with Disabilities**

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

## **RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION –Policy 1510**

### **Students – Special Education Needs**

The school district has an affirmative obligation to evaluate a student who is suspected of having a disability to determine the student's need for special education and related services. The Board directs that all reasonable efforts be made to identify unserved children with educational disabilities in this district who are eligible for special education and/or related services in accordance with Policy No. 2460M – Special Education. A free appropriate public education will be provided for each child determined to be in need of special education and/or related services. Such a program of special education shall be provided in the least restrictive environment and in barrier-free facilities comparable to those provided for students without educational disabilities. To the maximum extent appropriate to the student's disability, a student with an educational disability shall be placed in an instructional setting with students without educational disabilities or with less severe disabilities.

#### **Section 504**

Section 504 requires the school district to address the needs of children who are considered disabled as defined in that section. The needs of children identified under Section 504 shall be addressed at the same level of adequacy as the needs of non-disabled persons are addressed. A student may be disabled within the meaning of 504, and therefore entitled to regular or special education and related aids and services under the 504 regulation, even though the student may not be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act.

#### **SPECIAL EDUCATION POLICY 2460**

1. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
2. Students with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10
3. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate.
4. A free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school.
5. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
6. Full educational opportunity to all students with disabilities is provided.
7. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.
8. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
9. Students with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
10. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.
11. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided.

12. Instructional material will be provided to blind or print-disabled students in a timely manner.
13. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent(s) to apply for such services.
14. The school district will accept the use of electronic mail from the parent(s) to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. The parent(s) shall be informed by the Child Study Team secretaries of the procedures to access the electronic mail system. The parent(s) may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.
15. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student IEP.

## **TRANSPORTATION OF DISABLED STUDENTS POLICY 8670**

The Board of Education shall provide transportation services for students with disabilities as required by law and dictated by the student's educational needs and physical welfare. The Board will provide the transportation specified as a related service in the program of special education approved for a disabled student. Such transportation will conform to the student's Individualized Education Program (IEP) and the transportation requirements described by the Child Study Team or prescribed by the school physician. Transportation to a placement outside this district will conform to the school calendar of the receiving school.

## **6111 - SPECIAL EDUCATION MEDICAID INITIATIVE (SEMI) PROGRAM**

Every New Jersey school district, with the exception of any district that obtains a waiver of the requirements of N.J.A.C. 6A:23A-5.3 pursuant to the procedures set forth at N.J.A.C. 6A:23A-5.3(b), shall take appropriate steps to maximize its revenue from the Special Education Medicaid Initiative (SEMI) Program by following policies and procedures to maximize participation in the program as set forth in N.J.A.C. 6A:23A-5.3(d) and to comply with all program requirements as set forth in N.J.A.C. 6A:23A-5.3(e).

## **HEALTH SERVICES-Policy/Regulation 5310**

The Board of Education shall develop and adopt the following written policies, procedures, and mechanisms in accordance with N.J.A.C. 6A:16-2.1(a) for the provision of health, safety, and medical emergency services, and shall ensure staff are informed as appropriate:

1. The review of immunization records for completeness pursuant to N.J.A.C. 8:57-4.1 through 4.20 (Policy and Regulation 5320);
  - Immunization records shall be reviewed and updated annually pursuant to N.J.A.C. 8:57-4.1 through 4.24.
  - A Building Principal or designee shall not knowingly admit or retain in the school building any student whose parent has not submitted acceptable evidence of the child's immunization, according to the schedule specified in N.J.A.C. 8:57-4, Immunization of Pupils in School.
2. The administration of medication to students in the school setting in accordance with N.J.A.C. 6A:16-2.1(a)2. (Policy and Regulation 5330)
3. The review of Do Not Resuscitate (DNR) orders received from the student's parent or medical home (Policy 5332)

4. The provision of health services in emergency situations, including:
- The emergency administration of epinephrine via Epi-pen auto-injector pursuant to N.J.S.A. 18A:40-12.5 (Policy and Regulation 5330);
  - The emergency administration of glucagon pursuant to N.J.S.A. 18A:40-12.14 (Policy and Regulation 5338);
  - The care of any student who becomes injured or ill while at school or participating in school-sponsored functions(Policy and Regulation 8441);
  - The transportation and supervision of any student determined to be in need of immediate medical care(Policy and Regulation 8441); and
  - The notification to parents of any student determined to be in need of immediate medical care (Policy and Regulation 8441).
5. The treatment of asthma in the school setting in accordance with the provisions of N.J.A.C. 6A:16-2.1(a)5 (Policy 5335);
6. The administration of student medical examinations, pursuant to N.J.S.A. 18A:40-4, N.J.S.A. 18A:35-4.8, and N.J.A.C. 6A:16-2.2 (Policy and Regulation 5310);

**The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and:**

- **Prior to participation on a school-sponsored interscholastic athletic team or intramural athletic team or squad for students enrolled in any grade six to twelve in accordance with N.J.A.C. 6A:16-2.2(h)1;**
  - **Upon enrollment in school in accordance with N.J.A.C. 6A:16-2.2(h)2;**
  - **When applying for working papers in accordance with N.J.A.C. 6A:16-2.2(h)3;**
  - **For the purposes of the comprehensive Child Study Team evaluation pursuant to N.J.A.C. 6A:14-3.4 in accordance with N.J.A.C. 6A:16-2.2(h)4; and**
  - **When a student is suspected of being under the influence of alcohol or controlled dangerous substances, pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 in accordance with N.J.A.C. 6A:16-2.2(h)5.**
7. Utilization of sanitation and hygiene when handling blood and bodily fluids pursuant to N.J.A.C. 12:100-4.2, Safety and Health Standards for Public Employees, and in compliance with 29 CFR 1910.1030, Public Employees Occupational Safety and Health Program (PEOSH) Bloodborne Pathogens Standards (Policy and Regulation 7420);
8. Provision of nursing services to nonpublic schools located in the school district as required by N.J.S.A. 18A:40-23 et seq. and N.J.A.C. 6A:16-2.5 (Policy and Regulation 5306);
9. Self-administration of medication by a student for asthma or other potentially life-threatening allergic reaction pursuant to N.J.S.A. 18A:40-12.3, 12.5, and 12.6, and the self-management and care of a student's diabetes as needed pursuant to N.J.S.A. 18A:40-12.15 (Policy and Regulation 5330);
- Each school in the district shall have and maintain for the care of students at least one nebulizer in the office of the school nurse or a similar accessible location pursuant to N.J.S.A. 18A:40-12.7.
10. Development of an individual healthcare plan and individualized emergency healthcare plan for students with chronic medical conditions, including diabetes, asthma, and life-threatening allergies, requiring special health services in accordance with N.J.S.A. 18A:40-12.11.c, 12.12, 12.13, and 12.15; and N.J.A.C. 6A:16-2.3(b)3xii (Policies and Regulations 5331 and 5338); and

11. Management of food allergies in the school setting and the emergency administration of epinephrine to students for anaphylaxis pursuant to N.J.S.A. 18A:40-12.6a through 12.6d (Policy and Regulation 5331).

### **School Nurse**

A school nurse (RN or LVN) is assigned on a full time basis to each District elementary and secondary school and on-call for special schools. The nurse's primary role is to improve the physical and mental health of students in accordance to their own personal needs. This includes emergency care when indicated, providing for the student who becomes ill at school, dispensing medication according to District policy, and maintaining proper immunization and pertinent medical information. The school nurse gives first aid only. She does not diagnose illnesses, but takes notes of symptoms and notifies the parents of the observations. If a child becomes ill or is injured at school, she/he will be given first aid, and the parents will be notified if the severity of the injury or illness warrants such action. It is asked that students be kept at home when ill and that they have a normal temperature for 24 to 36 hours after any illness before returning to school. Students recovering from communicable diseases must report to the nurse or the principal prior to being readmitted to class. The student must report to the nurse's office immediately if he or she becomes ill or is hurt in any way during the school day. Students are not to leave school with or without parents unless they have signed out through the administration offices. It is the responsibility of the student and parent to provide the school with an emergency phone number so that parents may be notified immediately should such a need arise. If upon nursing assessment a child is determined to be ill and/or possibly contagious to others, or is injured at school and needs further evaluation or treatment, he/she will be given first aid and the parent notified. In no case will a child be sent home until the parent/guardian or the person indicated by the parent/guardian has been contacted and arrangements made. Every effort will be made to contact the parent/guardian first. If the parent/guardian is unable to come for the child, arrangements must be made for his/her care by the parent/guardian. In an emergency, EMS or an ambulance designated by the parent/guardian will be called.

### **Emergency Cards**

An Emergency Information card must be on file in the school office annually. Any changes with emergency contact information must be made immediately by the parent or guardian in person. The principal or designee may permit a child to leave school only in the custody of one of the following adults in accordance with school district policies and procedures:

- parent/guardian of a student, with photo ID;
- person listed on the Emergency Contact Card, with photo ID;
- a law enforcement officer;
- an authorized worker from the Department of Children and Families.

### **Special Health/Medical Problems**

It is especially important that parents and students inform school officials of any special health or medical conditions. School health records must be kept current and accurate at all times.

### **STUDENT HEALTH RECORDS- Policy 5308**

The school district shall maintain mandated student health records for each student pursuant to N.J.A.C. 6A:16-2.4 and as defined in N.J.A.C. 6A:16-2.4(a)1 and 2. The district will document student health records using a form approved by the Commissioner of Education.



## **MANAGEMENT OF LIFE-THREATENING ALLERGIES IN SCHOOLS-Policy 5331**

The Board of Education recognizes students may have allergies to certain foods and other substances and may be at risk for anaphylaxis. Anaphylaxis is a sudden, severe, serious, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system).

An Individualized Healthcare Plan (IHP) and an Individualized Emergency Healthcare Plan (IEHP) will be developed for each student at risk for a life-threatening allergic reaction. Self-administration of medication, the placement and the accessibility of epinephrine, and the recruitment and training of designees who volunteer to administer epinephrine during school and at school-sponsored functions when the school nurse or designee is not available shall be in accordance with N.J.S.A. 18A:40-12 and Board Policy and Regulation 5330. School staff will be appropriately trained by the school nurse or designee to understand the school general emergency procedures and steps to take should a life-threatening allergic reaction occur.

There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip, and/or celebration. Because the ingredients of these food and beverage products may be unknown to the food preparation person and/or server, a student with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide, whenever possible, advance notice of the classroom experience, field trip, or celebration in order for the student to bring a food or beverage product from their home so they may participate in the activity.

### **Prevention Measures**

#### **Considerations for the Cafeteria**

The Principal, in consultation with the school nurse, teaching staff members, food service staff members, and other appropriate staff members, will work to make the cafeteria environment as safe as possible for food-allergic students. This process includes making determinations about serving foods with known allergens and identifying steps

#### **Considerations for the Classroom**

Provisions will be made to develop safeguards for the protection of food-allergic students in the classroom. The school nurse will work with the classroom teacher(s) so the teacher understands and is able to initiate the students IEHP, as necessary.

### **Roles and Responsibilities for Managing Food Allergies**

The risk of accidental exposure to foods can be reduced in the school setting if schools, students, parent(s) or legal guardian(s), and physicians work together to minimize risks of exposure to allergens and provide a safe educational environment for food-allergic students.

#### **Family Role**

- Notify the school of the student allergies.
- Work with the school team to develop a plan that accommodates the students' needs throughout the school, including the classroom, the cafeteria, after-care programs, during school-sponsored activities, and on the school bus, as well as an IEHP.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child on written form.
- Provide properly labeled medications and promptly replace medications after use or upon expiration.

- Educate the child in the self-management of their food allergy including: safe and unsafe foods; strategies for avoiding exposure to unsafe foods; symptoms of allergic reactions; how and when to tell an adult they may be having an allergy-related problem; and how to read food labels (age appropriate).
- Review policies and procedures with the school staff, the child physician, and the child (if age appropriate) after a reaction has occurred.
- Provide current emergency contact information and update regularly.

#### Student Role

- Students should not trade food with others.
- Students should not eat anything with unknown ingredients or known to contain any allergens.
- Students should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Students should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

### **IMMUNIZATION-Policy 5320**

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board of Education requires the immunization of students against certain diseases in accordance with State statute and rules of the New Jersey State Department of Health and Senior Services.

A student shall not knowingly be admitted or retained in school if the parent(s) or legal guardian(s) has not submitted acceptable evidence of the child immunization, according to schedules specified in N.J.A.C. 8:57-4 Immunization of Students in School.

Medical or religious exemptions to immunizations shall be in accordance with the requirements as outlined in N.J.A.C. 8:57-4.3 and 4.4. A child may be admitted to school on a provisional basis in accordance with the requirements as outlined in N.J.A.C. 8:57-4.5.

#### **Exemptions from Immunization**

1. A pupil shall not be required to have any specific immunization(s) that are medically contraindicated.
  - a. A written statement from any physician licensed to practice medicine or osteopathy or an advanced practice nurse (certified registered nurse practitioner or clinical nurse specialist) in any jurisdiction in the United States indicating that an immunization is medically contraindicated for a specific period of time and the reasons for the medical contraindication, based on valid reasons as enumerated by the Advisory Committee on Immunization Practices (ACIP) standards or the American Academy of Pediatrics (AAP) guidelines, will exempt a pupil from the specific immunization requirements by law for the period of time specified in the physician's statement.
  - b. The physician's or an advanced practice nurses (certified registered nurse practitioner or clinical nurse specialist) statement shall be retained by the school as part of the immunization record of the pupil and shall be reviewed annually.
  - c. When the student's medical condition permits immunization, this exemption shall thereupon terminate, and the pupil shall be required to obtain the immunizations from which he/she has been exempted.

## Documentation of Immunization

1. Any of the following documents shall be accepted as evidence of a student's immunization history, provided that the document lists the type of immunization and the specific date (month, day and year) when each immunization was administered.
  - a. An official school record from any school or preschool indicating compliance with immunization requirements,
  - b. A record from any public health department indicating compliance with immunization requirements,
  - c. A certificate signed by a physician licensed to practice medicine or osteopathy or an advanced practice nurse (certified registered nurse practitioner, or clinical nurse specialist) in any jurisdiction in the United States indicating compliance with immunization requirements, or
  - d. The official record of immunization from the New Jersey Immunization Information System indicating compliance with immunization requirements.
2. All immunization records submitted by a parent(s) or legal guardian(s) in a language other than English shall be accompanied by a translation sufficient to determine compliance with the immunization requirements of this regulation.
3. Parental verbal history or recollection or previous immunization is unacceptable documentation or evidence of immunization.

## IMMUNIZATION REQUIREMENTS

MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY N.J.A.C. 8:57-4: Immunization of Pupils in School		
DISEASE(S)	REQUIREMENTS	COMMENTS
DTaP	(AGE 1-6 YEARS): 4 doses, with one dose given on or after the 4th birthday, OR any 5 doses. (AGE 7-9 YEARS): 3 doses of Td or any previously administered combination of DTP, DTaP, and DT to equal 3 doses.	Any child entering pre-school, pre-Kindergarten, or Kindergarten needs a minimum of four doses. Pupils after the seventh birthday should receive adult type Td. DTP/Hib vaccine and DTaP also valid DTP doses. Laboratory evidence of immunity is also acceptable.
Tdap	GRADE 6 ( <i>or comparable age level special education program with an unassigned grade</i> ): 1 dose	For pupils entering Grade 6 on or after 9-1-08 and born on or after 1-1-97. A child does not need a Tdap dose until FIVE years after the last DTP/DTaP or Td dose.
POLIO	(AGE 1-6 YEARS): 3 doses, with one dose given on or after the 4th birthday, OR any 4 doses. (AGE 7 or OLDER): Any 3 doses.	Either Inactivated Polio Vaccine (IPV) or Oral Polio Vaccine (OPV) separately or in combination is acceptable. Polio vaccine is not required of pupils 18 years of age or older. Laboratory evidence of immunity is also acceptable.
MEASLES	If born before 1-1-90, 1 dose of a live Measles-containing vaccine. If born on or after 1-1-90, 2 doses of a live Measles-containing vaccine. If entering a college or university after 9-1-95 and previously unvaccinated, 2 doses of a live Measles-containing vaccine.	Any child over 15 months of age entering child care, pre-school, or pre-Kindergarten needs a minimum of 1 dose of measles vaccine. Any child entering Kindergarten needs 2 doses. Previously unvaccinated pupils entering college after 9-1-95 need 2 doses of measles-containing vaccine or any combination containing live measles virus administered after 1968. Documentation of 2 prior doses is acceptable. Laboratory evidence of immunity is also acceptable. Intervals between first and second measles/MMR/MR doses cannot be less than 1 month.

RUBELLA and MUMPS	1 dose of live Mumps-containing vaccine. 1 dose of live Rubella-containing vaccine.	Any child over 15 months of age entering child care, pre-school, or pre-Kindergarten needs 1 dose of rubella and mumps vaccine. Each pupil entering college for the first time after 9-1-95 needs 1 dose of rubella and mumps vaccine or any combination containing live rubella and mumps virus administered after 1968. Laboratory evidence of immunity is also acceptable.
VARICELLA	1 dose on or after the first birthday.	All children 19 months of age and older enrolled into a child care/pre-school center after 9-1-04 or children born on or after 1-1-98 entering a school for the first time in Kindergarten, Grade 1, or comparable age entry level special education program with an unassigned grade, need 1 dose of varicella vaccine. Laboratory evidence of immunity, physician's statement or a parental statement of previous varicella disease is also acceptable.
HAEMOPHILUS INFLUENZAE B (Hib)	(AGE 2-11 MONTHS) <sup>(1)</sup> : 2 doses (AGE 12-59 MONTHS) <sup>(2)</sup> : 1 dose	Mandated only for children enrolled in child care, pre-school, or pre-Kindergarten. <sup>(1)</sup> Minimum of 2 doses of Hib vaccine is needed if between the ages of 2-11 months. <sup>(2)</sup> Minimum of 1 dose of Hib vaccine is needed after the first birthday. DTP/Hib and Hib/Hep B also valid Hib doses.
HEPATITIS B	(K-GRADE 12): 3 doses or 2 doses <sup>(1)</sup>	<sup>(1)</sup> If a child is between 11-15 years of age and has not received 3 prior doses of Hepatitis B then the child is eligible to receive 2-dose Hepatitis B Adolescent formulation. Laboratory evidence of immunity is also acceptable.
PNEUMO-COCCAL	(AGE 2-11 MONTHS) <sup>(1)</sup> : 2 doses (AGE 12-59 MONTHS) <sup>(2)</sup> : 1 dose	Children enrolled in child care or pre-school on or after 9-1-08. <sup>(1)</sup> Minimum of 2 doses of Pneumococcal vaccine is needed if between the ages of 2-11 months. <sup>(2)</sup> Minimum of 1 dose of Pneumococcal vaccine is needed on or after the first birthday.
MENINGO-COCCAL	(Entering GRADE 6 <i>(or comparable age level Special Ed program with an unassigned grade)</i> ): 1 dose <sup>(1)</sup> (Entering a four-year college or university, previously unvaccinated and residing in a campus dormitory): 1 dose <sup>(2)</sup>	<sup>(1)</sup> For pupils entering Grade 6 on or after 9-1-08 and born on or after 1-1-97. <sup>(2)</sup> Previously unvaccinated pupils entering a four-year college or university after 9-1-04 and who reside in a campus dormitory, need 1 dose of meningococcal vaccine. Documentation of one prior dose is acceptable.
INFLUENZA	(AGES 6-59 MONTHS): 1 dose ANNUALLY	For children enrolled in child care, pre-school or pre-Kindergarten on or after 9-1-08. 1 dose to be given between September 1 and December 31 of each year.

AGE APPROPRIATE VACCINATIONS (FOR LICENSED CHILD CARE CENTERS/PRE-SCHOOLS)	
CHILD'S AGE	NUMBER OF DOSES CHILD SHOULD HAVE (BY AGE):
2-3 Months	1 dose DTaP, 1 dose Polio, 1 dose Hib, 1 dose PCV7
4-5 Months	2 doses DTaP, 2 doses Polio, 2 doses Hib, 2 doses PCV7
6-7 Months	3 doses DTaP, 2 doses Polio, 2-3 doses Hib, 2-3 doses PCV7, 1 dose Influenza
8-11 Months	3 doses DTaP, 2 doses Polio, 2-3 doses Hib, 2-3 doses PCV7, 1 dose Influenza
12-14 Months	3 doses DTaP, 2 doses Polio, 1 dose Hib, 2-3 doses PCV7, 1 dose Influenza
15-17 Months	3 doses DTaP, 2 doses Polio, 1 dose MMR, 1 dose Hib, 1 dose PCV7, 1 dose Influenza
18 Months – 4 Years	4 doses DTaP, 3 doses Polio, 1 dose MMR, 1 dose Hib, 1 dose Varicella, 1 dose PCV7, 1 dose Influenza

**PROVISIONAL ADMISSION:**

Provisional admission allows a child to enter/attend school but must have a minimum of one dose of each of the required vaccines. Pupils must be actively in the process of

<p>completing the series. If a pupil is less than 5 years of age, they have 17 months to complete the immunization requirements.</p> <p>If a pupil is 5 years of age and older, they have 12 months to complete the immunization requirements.</p>
<p><b>GRACE PERIODS:</b></p> <p>A 4-day grace period: All vaccines doses administered less than or equal to four days before either the specified minimum age or dose spacing interval shall be counted as valid and shall not require revaccination in order to enter or remain in a school, pre-school or child care facility.</p> <p>a 30-day grace period: Those children transferring into a New Jersey school, pre-school, or child care center from out of State/out of country may be allowed a 30-day grace period in order to obtain past immunization documentation before provisional status shall begin.</p>

## **ADMINISTRATION OF MEDICATION-Policy 5330**

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of an illness of any student. However, in order for many students with chronic health conditions and disabilities to remain in school, medication may have to be administered during school hours. Parents are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of students. The Board will permit the administration of medication in school in accordance with applicable law.

Medication will only be administered to students in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, the student's, a student who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and 12.6.

Self-administration of medication by a student for asthma or other potentially life-threatening illness or a life threatening allergic reaction is permitted in accordance with the provisions of N.J.S.A. 18A:40-12.3.

### **Permission for Self-Administration of Medication**

Permission for self-administration of medication of a student with asthma or another potentially life-threatening illness may be granted under the following conditions:

1. Parent(s) or legal guardian(s) of the student must provide the Board written authorization for the self-administration of medication. The request must be a signed written statement by the student's parent(s) or legal guardian(s);
2. The parent(s) or legal guardian(s) of the student must also provide the Board with a signed written certification from the physician of the student that the student as asthma or another potentially life threatening illness and is capable of, and as been instructed in, the proper method of self-administration of medication. The written certification must include:
  - a. The student's name;
  - b. The name of the medication;
  - c. The purpose of its administration to the student for whom the medication intended;
  - d. The proper timing and dosage of medication;

- e. Any possible side effects of the medication;
- f. The time when the medication will be discontinued;
- g. A statement that the student is physically fit to attend school and is free of contagious disease; and
- h. A statement the medication must be administered during the school day or the student would not be able to attend school.

### **Custodianship of Medication**

- 1. Medications to be administered by the school nurse or a registered nurse
  - a. All medications must be delivered to the school by the parent(s) or legal guardian(s).
  - b. All medications must be in the original container, with the prescription information affixed.
  - c. The school nurse shall be custodian of students' medication, which will be secured under lock and key under appropriate conditions.
  - d. Any unused medication must be picked up by the student's parent(s) or legal guardian(s).

### **Emergencies**

Any medical emergency requiring medication of students will be handled in accordance with Policy No. 8441, the policy implementing regulations on first aid and, as appropriate, the school physician standing orders for school nurses.

The Board of Education will provide the prompt and appropriate medical attention for students, staff members, or visitors who are injured or become ill on school grounds or during a school sponsored event, activity, or field trip.

### **TREATMENT OF ASTHMA-Policy 5335**

The Board of Education recognizes the primary goal for children with asthma is to allow the child to live as normal a life as possible. The child should be able to participate in normal childhood activities, experience exercise tolerance similar to peers, and attend school to grow intellectually and develop socially. In accordance with N.J.A.C. 6A:16-2.1(a)5, the Board adopts this Policy that includes procedures for the treatment of asthma in the school setting.

### **DIABETES MANAGEMENT-Policy 5338**

The parent or legal guardian of a pupil with diabetes who seeks diabetes care for the pupil while at school shall inform the school nurse who shall develop an individualized health care plan and an individualized emergency health care plan for the pupil. The individualized health care plan and individualized emergency health care plan shall be updated by the school nurse prior to the beginning of each school year and as necessary in the event there is a change in the health status of the pupil.

### **STUDENT SUICIDE PREVENTION-Policy 5350**

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A student under severe stress cannot benefit fully from the educational program and may pose a threat to himself or herself or others.

The Board directs all school personnel to be alert to the student who exhibits behavioral warning signs of potential self-destruction or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness and reported immediately to the Building Principal, who shall notify the student's parent and other professional staff members in accordance with administrative regulations.

### **STUDENT ACCIDENT INSURANCE-Policy 8760**

The Englewood Board of Education recognizes injuries to students may occur from accidents occurring in the course of attendance at school and participation in the athletic and co-curricular programs of the school district.

In accordance with the provisions of N.J.S.A. 18A:43-1, the Board is not required to, but may arrange for, maintain, and may pay the premiums for insurance coverage by a qualified insurer for loss sustained by students through accidental means while participating in those school activities insured by the Board insurance provider. This insurance coverage, if purchased by the Board, will not cover all school activities and will be secondary insurance requiring all claims be submitted to the student parent or legal guardian insurance provider before being submitted to the school district insurance provider. All claim decisions and payment amounts will be made by the school district insurance provider in accordance with the terms of the insurance policy purchased by the Board. The insurance coverage provided under this program will be based on a payment schedule and may not provide for full payment of such claims.

The Board may provide parent(s) or legal guardian(s) the opportunity to purchase insurance coverage, at no cost to the Board, for injury resulting from accidents sustained by students occurring in the course of attendance at school and participation in the athletic and co-curricular programs of the school district.

### **SCHOOL INTEGRATED PEST MANAGEMENT PLAN-Policy 7422**

The New Jersey School Integrated Pest Management Act of 2002 requires school districts to implement a school integrated pest management policy that includes an Integrated Pest Management Plan. In accordance with the requirements of the Act, the Board shall ensure implementation of Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. These procedures shall be applicable to all school property in the Englewood School District.

### **OPENING EXERCISES-Policy 8820**

The Board of Education requires that the pledge of allegiance to the flag of the United States be conducted during each day's opening exercises in each school classroom in accordance with law. A student who has conscientious objections that interfere with his/her full participation in the salute to the flag and the pledge of allegiance shall be exempted from the exercise but shall be required to maintain a respectful attitude throughout the ceremony.

The parent(s) or legal guardian(s) of any student who refuses to salute the flag shall be so informed by the School Principal, and any such parent(s) or legal guardian(s) or the adult student shall be required to furnish a written statement of the student's conscientious objection.

### **TRANSPORTATION-Policy 8600**

The Englewood Board of Education will provide transportation services for the normal school day to eligible students as follows:

1. To all students in grades 9 through 12 who live more that two and one half miles from the high school
2. To all students in grades 1 through 8 who live more than two miles from their assigned school

3. To all students enrolled in Pre-kindergarten and Kindergarten grades.
4. To those students (Pursuant to Title 18A:22-8.6), who must cross one or more streets designated as hazardous walking conditions for the students sixth grade and below. The hazardous streets are identified as:  
  
Route 4  
Forest Avenue  
Dean Street  
Palisade Avenue
5. To students in non-public schools, the Board will also transport resident children who attend a non-public school only as required by State Law.
6. To all handicapped students as recommended by the Individual Education Plan (IEP) approved and signed by the Child Study Team (CST) and parents.

#### Special Transportation for School-Related Trips

Buses may be used to transport students for curricular and co-curricular activities approved by the superintendent.

The business office shall keep a list of state accredited bus companies. No other companies may be used.

#### **TRANSPORTATION BY PRIVATE VEHICLE-Policy 8660**

The Board of Education authorizes the transportation by private vehicle of students of this district between the school and a school activity approved by this Board in accordance with this policy. Transportation by private vehicle shall only be authorized when no other alternatives exist. No such transportation shall be authorized when a district-owned vehicle is available. Under no circumstances shall this policy be viewed as an alternative to following district and school procedures for planning a school activity.

#### **Student Behavioral Management**

Students who ride buses to and from school will be expected to conduct themselves in a courteous/proper manner. Any student who cannot abide by the transportation rules of conduct and the Student Code of Conduct will be subject to disciplinary action that could result in loss of bus riding privileges. The following rules (non-inclusive) are provided to ensure a safe trip for all riders on the bus.

- Show respect for the driver at all times
- Enter and leave the bus in an orderly manner
- Ride only the bus to which they have been assigned
- Be and remain seated while the bus is in motion
- Avoid reckless and boisterous activity at all times, including during waits at pickup points
- Talk in a reasonable tone of voice and avoid loud noises
- Extend no portion of the body or other object out a bus window
- Keep aisles clear at all times
- Refrain from bringing animals or bulky, unmanageable projects onto the school bus
- Refrain from smoking, eating, and drinking on the bus
- Possess, use, or distribute no substance in violation of Policy No. 5530



## **Corrective Measures**

Violations of the rules regarding student conduct on school buses will be handled as follows:

- a. The driver will report the offensive conduct to the Principal of the school in which the student is enrolled by submission of a completed written form that includes the name of the student, the school, and the specific offensive conduct.
- b. The parent(s) or legal guardian(s) will be notified, by copy of the form, of the student's conduct.
- c. The Principal or designee will determine the discipline to be administered, in accordance with the severity of the infraction. In general, when the offense is not severe:
  - (1) On the first notice of misconduct, the student will be counseled, the parent(s) or legal guardian(s) notified, and the student suspended from the bus for one school day.
  - (2) On the second notice of misconduct, the student and parent(s) or legal guardian(s) will attend a conference, and the student will be suspended from the bus for five school days; and
  - (3) On the third notice of misconduct, the Principal will confer with the parent(s) or legal guardian(s) and the student will be suspended from the bus for a period not less than ten (10) school days or more than one trimester or the balance of the school year, whichever is less.
- d. When the misconduct is severe, the student may be summarily suspended from the bus pending a conference with the parent(s) or legal guardian(s) and further disciplinary action.

## **Title IX**

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. The principal objective of Title IX is to avoid the use of federal money to support sex discrimination in education programs and to provide individual citizens effective protection against those practices. Title IX applies, with a few specific exceptions, to all aspects of federally funded education programs or activities. In addition to traditional educational institutions such as colleges, universities, and elementary and secondary schools, Title IX also applies to any education or training program operated by a recipient of federal financial assistance.

## **EQUAL EDUCATIONAL OPPORTUNITY-Policy 5750**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the students race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or gender, social or economic status, or disability. The Board shall assure that all students are free from harassment, sexual or otherwise.

## **Parent Communication**

To assist in shaping the climate and culture of a school, this communication tool has been established for each school.

## District Visitors

(8:00 a.m. – 4:00 p.m.)

All visitors (including parents) to the schools **MUST**:

- Enter Main Entrance of the school building via Front Door. They must receive clearance from Security to enter.
- Proceed to Security Desk to receive an Identification Badge and then report to the Main Office.
- A visitor who wishes to proceed to areas in the building must confirm their location with the office prior to entering the educational areas. A visitor shall not interrupt the instructional program, speak to or disturb students or distract teachers. A visitor who wishes to confer with a teacher must make arrangements via telephone / email for a conference at a later date.



## **SECTION B**

### **DISTRICT STUDENT CODE OF CONDUCT**

The Englewood Public School District has established a Student Code of Conduct. Its purpose is to:

1. Foster the health, safety, social and emotional well-being of students
2. Support the establishment and maintenance of civil, safe, secure, supportive and disciplined school environments conducive to learning
3. Promote achievement of high academic standards
4. Prevent the occurrence of problem behaviors
5. Establish parameters for the intervention and remediation of student problem behaviors at all stages of identification and
6. Establish parameters for school responses to violations of the student discipline/code of conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the student offenders and student histories of inappropriate behaviors.

The Student Code of Conduct is in force from the time a student enters a school bus or steps on the school grounds or attends school-sponsored activities.

#### **PHILOSOPHY OF STUDENT BEHAVIOR AND DISCIPLINE**

It is the EPSD expectation that all students conduct themselves in a manner that is respectful of themselves and others with whom they interact with in the educational system. We are committed to the rights and welfare of everybody. This commitment is dependent upon each student conducting themselves in a mature and responsible manner. This philosophy continues in the belief that the individual teacher is the most dynamic force in the education process. Effective teacher and student relationships are a common bond for proper classroom decorum. Discipline is one of the elements that aid the process of maturing and becoming a productive member of society. Developing habits of self-discipline characterizes the move of an individual from extensive, external control toward becoming an effective, self-directed adult in a democratic society. Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair, impartial and consistent so as to be the most effective in changing student behavior. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. The building principal/designee is delegated the responsibility of establishing and maintaining an appropriate climate for learning. In support of a positive school climate, the building principal must develop and enforce effective discipline procedures.

#### **SUPERVISION OF STUDENT CONDUCT**

Students are under the direct supervision of the school administrators or classroom teachers at all times. They are expected to conform to school policies and to class regulations. In order to create an atmosphere for learning, order must be maintained at all times. Students are to conduct themselves properly and in a manner prescribed by the administration and teachers. Failure to comply with the regulations that are set forth by District policy and enforced by teachers and administrators will result in disciplinary action. Students on school-sponsored activities are representatives of the District. Their conduct is expected to conform to the regulations set forth by the District and the sponsor.

#### **RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS**

Each member of the school community has rights and responsibilities for establishing and maintaining good discipline in our schools.

-Student Responsibility and District Expectations

The Board of Education believes that the students of this district are obligated to commit themselves to developing their own unique intellectual potential and take advantage of every opportunity to use their learning skills. Students should know that their attitudes and acts affect both their own and their classmates learning and should accept responsibility for helping to create a school environment that fosters these goals. With the support and assistance of all school staff members, parents and legal guardians, all students can contribute to the effectiveness of the schools and the value of their education. (Policy 5500)

Students are to conduct themselves properly, in a manner prescribed by the teacher, and they must comply with the applicable rules and policies of the District.

Students are expected to:

1. Develop good habits, such as

- attending school daily.
- arriving to classes punctually.
- working well independently.
- using appropriate language.
- maintaining good health habits.

2. Assume responsibility for their actions by

- keeping their parents informed of school activities, of credits earned and required, of supplies needed, and of communications sent home.
- being self-disciplined.
- making their own decisions despite peer pressure.
- accepting the consequences for their behavior including penalties for inappropriate behavior.
- using time wisely.
- completing work on time.
- having good study habits.
- practicing neatness.
- doing all assigned work.

3. Maintain a positive attitude by

- being proud of personal accomplishments.
- being trustworthy.
- having academic integrity.

4. Respect the rights of others by

- allowing others to concentrate on their work.
- allowing others to assume responsibility for their own actions.
- learning to resolve differences in appropriate ways.
- realizing that their behavior will directly affect others.
- respecting others' property.

5. Treat others with respect by

- working and interacting well with others.
- being courteous.
- being polite and helpful.
- caring for others.
- displaying affection appropriately.
- appreciating others' accomplishments.
- expressing opinions and ideas in a respectful manner so as not to
- slander others.

6. Treat teachers and school staff with respect by

- being cooperative.
- being attentive.
- listening to teachers.
- being polite.

7. Respect the authority of teachers and other school staff by

- listening to them.
- following their directions.
- questioning the classroom teacher appropriately.
- seeking changes in school rules and policies in an appropriate and
- responsible manner through approved channels.

8. Obey all school and classroom rules and procedures, such as

- being in the appropriate seat and ready when the bell rings.
- being prepared for each class with appropriate materials and
- assignments.

9. Participate in assigned academic activities, such as

- attending all classes.
- bringing supplies as required for classroom work.
- talking when it is appropriate.
- following instructions.
- doing all assignments.

10. Assume responsibility for maintaining the learning environment, such as

- coming to school well groomed and dressed appropriately.
- walking quietly in the school hallways.
- staying in the classroom seat as required.

11. Take care of the school, such as

- helping keep it clean.
- keeping it free from destruction.
- cooperating with school staff on vandalism cases.
- helping keep the school a safe place to be.

### **Parent and/or Guardian Responsibility**

Parents have the responsibility to:

1. Ensure that their child complies with District and school policies, rules and regulations.
2. Assist their child to attend school well-groomed and dressed appropriately.
3. Communicate regularly with the school concerning their child's academic progress and conduct.
4. Provide for the physical needs of the child.
5. Participate in parent-teacher conferences and other activities in which their child is involved.
6. Cooperate with and support the teachers and the school administrators in their efforts to achieve and maintain a quality school system.
7. Discuss report cards and classroom assignments with their child.
8. Inform the school of any problems or conditions in the home which affect their child.
9. Provide a work area free of interruption where their child may study and do homework.
10. Maintain up-to-date home, work, and emergency telephone numbers at the school.
11. Prepare the child emotionally and socially to be receptive to learning and discipline.
12. Encourage the child to develop proper study habits at home.
13. Send their child to school regularly and on time.
14. Teach their child to respect authority.
15. Insist that the child spend a minimum period of time studying each day.
16. Assist the child to assume responsibility for appropriate behavior and to accept the consequences of inappropriate behavior.
17. Cooperate with the school in assisting their child to grow into a self-disciplined, mature, and responsible individual.

### **Teacher Responsibility**

Teachers have the responsibility to:

1. Provide an effective program of instruction.
2. Maintain an orderly classroom, conducive to learning.
3. Serve as a model for students by showing respect for themselves, students, parents, and other school personnel.
4. Be in regular attendance.
5. Be punctual.
6. Communicate regularly with parents regarding their child's progress.
7. Maintain a well-groomed appearance and dress appropriately to serve as a role model for students.

8. Indicate a genuine interest and concern for the welfare of students.
9. Assist students to follow the rules of expected behavior.
10. Teach students responsibility for their actions by enforcing the rules of conduct and discipline fairly and appropriately for those students who violate these rules.
11. Recognize the growth, success, and achievement of students.
12. Obey District and school policies and regulations.
13. Teach to the standards of performance required by the District.
14. Establish rapport and an effective working relationship with parents, students, and other staff members.
15. Encourage work habits that will lead to the accomplishment of both short-term and long-term goals.

### **Administrator Responsibility**

Administrators have the responsibility to:

1. Establish a climate for learning that is conducive to good teacher performance and maximum student growth.
2. Provide appropriate support for teachers in dealing with students who are sent to the office for behaving inappropriately.
3. Implement a flexible curriculum within the limits provided by the District and the state to meet the needs of all students.
4. Promote effective training and discipline based upon fair and impartial treatment of all students using the Student Code of Conduct as a reference point.
5. Encourage parents to keep in regular communication with the school and encourage parental participation in required parent-teacher conferences.
6. Develop a cooperative working relationship among staff and students.
7. Assist students by providing appropriate assistance in learning self-discipline.
8. Assume responsibility and instructional leadership for discipline and for evaluation of the discipline management plan.
9. Ensure students' safety through maintenance of the school grounds.
10. Work to assure that the physical surroundings are conducive to a learning environment.
11. Manage human and physical resources in a manner that supports the overall goals of the educational program.
12. Appear at school in a well-groomed and appropriately dressed manner.

### **POSITIVE BEHAVIOR SUPPORTS**

All schools in the Englewood Public School District are expected to create positive learning environments where all students can experience academic, behavior and social emotional growth.

#### **-Behavior Expectations**

Students must be provided with clear and consistent expectations for their behavior. The behavior expectations at each school must reflect the following: Be Respectful, Be Responsible, Be Safe. Schools must be intentional about teaching students what is expected of them at all grade levels. This requires teaching behavior not only at the start of each school year but throughout the year, as needed.

#### **A. Classroom Management**

1. Effective Classroom Practices

A. Foundational to supporting positive behavior in all students is the use of effective, culturally relevant instruction. Research shows that there is a strong link between effective teaching practices and student engagement, an integral factor in creating a positive learning climate that fosters both social emotional growth and academic achievement. Establishing such a climate requires the use of effective classroom management strategies. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require intervention and discipline. Examples of effective classroom management strategies include, but are not limited to:

- Verbal redirection or correction
- Problem solving with a student about their behavior
- Increasing teacher proximity to the student
- Using factual, objective language to define expectations and address behavior
- Changing student seating
- Reinforcing positive student behavior
- Re-teaching behavior expectations

2. When classroom management strategies are insufficient to address inappropriate student behavior, interventions are essential to support students to make meaningful, sustainable changes in their behavior. By using interventions that engage students in meaningful ways, school staff members facilitate their students' academic, social emotional and behavioral growth. All behaviors will result in the use of a response strategy and resolution/disciplinary response. Some behaviors will result in the use of problem solving, assessment, and intervention.

3. A consistent classroom has no surprises. Everyone knows how the classroom is organized and structured for learning. Effective teachers have a classroom that is structured, organized, and CONSISTENT in how the classroom is run.

A. Classrooms are managed with procedures, rules and routines.

B. Students readily accept a uniform set of classroom procedures because it simplifies their task in succeeding in school. Efficient and workable procedures allow many activities to take place with a minimum amount of confusion and wasted time. Procedures help a teacher to structure and organize a classroom for maximum engaged learning time.

4. The Difference between Rules and Procedures

A. A rule is not the same as a procedure. A rule is something that regulates serious student misbehaviors such that if it's broken, there must be an intervention/consequence every time. A procedure is simply a way that you expect something to be done—the same way, every time it's done. Rules and procedures should be stated in positive terms. To say “we agree...” is much more optimistic than saying “you will not...” Little things make big differences.

## **Celebrating Positive Behavior**

When students meet the behavior expectations set for them, staff acknowledge their efforts and let them know why they are being acknowledged. Recognition of student achievement is important in the area of behavioral growth just as it is in the area of academic growth.

### **-Responding to Behavior**

When students do not meet the behavior expectations set for them, staff respond in the moment using a response strategy to stop the behavior from occurring through providing an opportunity for the student to regain self-control. Staff also provide a resolution/disciplinary response, typically viewed as consequences, that supports a student in repairing harm resulting from their behavior and any necessary actions to maintain the safety of the school community. Sometimes a student may make a mistake and a response strategy and resolution / disciplinary response is all that is needed to support the student in repairing any harm that was caused. When students demonstrate a pattern of behavior or more significant behaviors, it is necessary to examine the function(s) of the behavior and provide the student with an intervention. Interventions address the



underlying cause of behavior including unmet needs, lagging skills, instructional strategies, and the environment. When an exclusionary disciplinary response is used (i.e. in-school-suspension, out-of-school suspension), it must be paired with one or more interventions.

### **Use of Data**

Schools systematically collect data about student behavior and use it to guide the teaching and support that takes place at the individual student level, the classroom level and the school level. This data is examined on a regular basis to make sure that behavior practices are being implemented in ways that lead to positive and equitable outcomes for all students.

### **Positive Relationships**

Research shows that positive relationships help children learn. Students are more likely to succeed when they feel connected to others in their school and classroom community and are less likely to behave in ways that disrupt the school environment. (Blum, Robert. "A Case for School Connectedness," Educational Leadership, April 2005.)

Skills and strategies to be used by staff for building positive relationships with students include:

- Know your students' strengths and cultural identities
- Communicate understanding and empathy
- Structure tasks for student success
- Reinforce behavior in a positive manner
- Use factual, objective language to define expectations and address behavior
- Ask open-ended questions
- Stay calm in tense situations
- Remain neutral whenever possible

## **PROGRESSIVE INTERVENTION AND DISCIPLINE**

The responsibility for maintaining a school environment that maximizes learning opportunities and minimizes distractions rests with the school principals and/or their designated administrative representatives. When distractions or disruptions do occur, the administrators are authorized to take the necessary steps to correct any interruptions of the normal educational activity. Determination of the methods or techniques utilized should reflect the District philosophy that states that we are committed to the rights and welfare of everybody. When students violate the rules, regulations or policies of the school and/or the District, they will be subject to appropriate intervention/discipline.

Every reasonable effort shall be made to correct inappropriate student behavior using logical consequences and restorative action. Significant disciplinary responses, such as out-of-school suspension and expulsion, are used for the most serious situations. When an exclusionary disciplinary response is used (i.e. in-school-suspension, out-of-school suspension), it will be paired with one or more interventions. In a progressive approach to intervention and discipline, students have the space to make mistakes, learn from them and receive support to change their behavior over time. When a specific student behavior does not change using the lowest identified level of intervention and/or discipline, or the behavior increases in frequency, intensity, or duration, the next level of intervention / disciplinary response is used. The progressive approach to intervention and discipline does not apply to most expellable offenses.

All interventions and disciplinary responses should be selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation

- Learn social strategies and skills to use in the future
- Understand the progression of more serious consequences if the behavior reoccurs

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. The interventions and disciplinary responses described here should be carefully matched to the needs of the student and the overall context of the situation.

### **Determining Intervention(s) and/or Disciplinary Response**

In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- Student's age and maturation and understanding of the impact of their behavior
- The student's willingness to repair the harm caused by the behavior
- The student's prior disciplinary record and or knowledge of student's behavior style and the nature of the offense and the circumstances which led to the offense.
- The effectiveness of other forms of discipline/consequences and interventions
- Information from parents, teachers and/or others, as appropriate
- Student's intent
- Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

### **Response Strategies**

Response strategies are actions used in the moment that behavior is occurring or directly following the behavior. The goal of these strategies is to stop the behavior from occurring through providing an opportunity for the student to regain self-control in a way that maintains their dignity. Sometimes response strategies are low key and occur with minimal disruption to the lesson. More serious behaviors may require the school or district support services to be involved inside or outside the classroom. Considerations in determining response strategy include the behavior that is being demonstrated and which strategy is most likely to support the student to re-engage in learning.

The following list defines examples of response strategies used in EPSD to support student behavior:

#### **• Redirection**

An indication to the student that they are not adhering to behavior expectations. Redirection includes proximity to the student, verbal reminder, and non-verbal cues. An example of a verbal redirection, which may be appropriate for some students, would involve verbally identifying the behavior the student is engaging in (i.e. walking around the classroom) and asking the student how the staff member can help to get the student back on task.

#### **• Take a Break (TAB)**

In TAB In provides an opportunity for students to correct their behavior and is available for all students. This involves students moving to a designated space within the classroom where they quietly pull themselves together and then rejoin their classmates.

- Take a Break (TAB) Out

Buddy Rooms / TAB Out provide an opportunity for students to correct their behavior in a new environment. Students move to another teacher's classroom, the Buddy Room, where they pull themselves together and reflect on their behavior. Once this is completed, students return to their classroom and are welcomed back by the teacher. Upon the student's return to the classroom, the teacher talks with the student about the behavior.

- Regulate student inside the classroom

A support service staff is called to join in and provide additional strategies to the student within the classroom temporarily until the student becomes regulated and is able to re-engage in learning independently.

- Regulate student outside the classroom

A support service staff is called to process with a student outside of the classroom. This may consist of a brief problem solving conversation in the hallway. Other times, a safe and private intervention space within the school building is used where a student can work with staff to calm down, reflect on their behavior and develop a plan to make different choices when they return to class.

## **Problem Solving and Assessment**

Sometimes a student may make a mistake and a response strategy is all that is needed to support the student in repairing any harm that was caused. When students demonstrate a pattern of behavior or more significant behaviors, it is necessary to examine the underlying function(s) of the behavior and the context in which it occurs. In these situations there may be a referral to the school's Intervention and Referral Services Team.

- Intervention and Referral Services Team (Policy 2417)

The Intervention and Referral Services Team has two primary functions:

1. Analyze data to support, develop, select and evaluate social emotional & behavioral interventions
2. Address the needs of individual students who are not making expected progress.

The I & RS Team may use an assessment to help determine whether the student may have unmet needs or lagging skills that contribute to the behavior as well as ways the environment or instruction might be contributing to the behavior. Assessments require consent of a parent/guardian, are typically done by school psychologists, social workers, counselors or nurses, and include examples such as:

- Functional Behavioral Assessment (FBA) A formal assessment of a student's behavior focused on identifying the function or purpose behind the student's behavior. A FBA is used to better understand why a student behaved inappropriately.
- Risk Assessment

A procedure and set of tools used when a student may pose a risk to the safety of others that may require immediate action, including aggression toward others, threats of aggression or harm toward others, and/or a pattern of behavior that raises suspicion of risk for violence (e.g., violent drawings, stories, internet communications). The purpose is to determine the degree of risk (high, moderate, low) in order to guide an intervention plan that results in a safe school environment.

- Substance Abuse

A procedure and set of tools used when a student is suspected of potential alcohol and other drug abuse that 1) identify students for screening based on behavioral concerns related to abuse, 2) screen for and, Alcohol and Other Drug Abuse (AODA) 3) provide for efficient referral for the appropriate level of intervention. (Policy – 5530)

Sometimes a student may continue to experience significant struggles and the Student Intervention Plan (SIP) has exhausted all avenues for problem solving within the school. In these cases, or when a student is in crisis, additional district-level supports or programming may be considered. These include:

- Perform Care Referral

For students with immediate mental health needs, a referral may be made to Perform Care. The program works with school staff to provide proactive strategies and professional development to support the student. Perform Care partners with families to connect the student with needed resources in the school and surrounding community.

- **Community Resource Referral**

Students can be referred to community organizations and resources that may provide counseling, substance abuse treatment, mental health services, etc.

- **Alternative Education**

Intensive programs that use specialized environments, curriculum, and instruction to support behavioral, social-emotional, and academic growth for students. Generally, alternative programs provide instruction in smaller environments that limit distractions and with lower student to staff ratios, which allows for greater individualization.

## **Intervention**

- **Replacement Behaviors/Coping Strategies**

These are behaviors that are taught to take the place of behaviors that are inappropriate for the situation or setting. An example is teaching a student to ask politely to use a classmate's calculator rather than taking it without permission.

- **Regulation Breaks**

Proactive breaks may be scheduled for students when there is a pattern of behavior or upset, preventing behavior incidents from occurring. A student engages in activities that promote self-regulation. Regulation breaks can take place in a variety of locations including within the classroom or a safe and private intervention space.

- **Home-School Communication**

Designed to ensure that staff and parents/guardians are “on the same page” with respect to student behavior at home and at school. The goal is for ongoing, meaningful sharing of information and may include a communication notebook, daily emails, etc.

- **Check-In Check-Out (CICO)**

Students check in with designated CICO facilitators before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a Daily Progress Monitoring Report.

- **Social Emotional Learning Groups**

Group interventions focus on skill development and coping strategies to promote healthy social and emotional development and prevent potential problems. Examples of skills targeted through group interventions include managing emotions, coping with stress, problem solving, and communicating effectively.

- **Behavior Support Plans**

Behavior Support Plans are developed based on a Functional Behavioral Assessment (FBA). The FBA results are used to develop a plan that establishes proactive and responsive interventions. The Plan addresses how the student interacts with the environment and replaces inappropriate behavior with pro-social behavior.

- **Collaborative Problem Solving**

An evidence-based problem solving conversation between a student and a staff member that includes four steps:

1. Identify and understand the student's concern;
2. Share the adult's concerns about the same issue;
3. Generate solutions together; and

4. Choose a mutually satisfactory solution. This mutually satisfactory solution presents the intervention plan for the student. The process can be used at varying levels of intensity depending on the student's behavior.

### **Resolution/Disciplinary Response**

In the Behavior Education Plan (BEP), a resolution / disciplinary response is defined as actions that support a student in repairing harm resulting from their behavior and any necessary actions to maintain the safety of the school community. The following list defines examples of resolutions / disciplinary responses used in EPSD:

- Verbal Warning

The classroom teacher reminds a student what he/she is expected to do.

- Loss of Classroom Privileges

-A student can lose the right to participate in classroom activities on a short-term basis. The privilege lost is directly related to the student's mistake.

- Restorative Action

An activity that helps a student think about his or her actions, why they might have done what they did and how they can "make things right." This might include developing and implementing a "Fix-It Plan" or complete a service project related to their mistake.

- Restorative Conversation

Student is supported in reflecting on their behavior and developing and implementing a plan using four key questions: What happened? Who do you think has been affected? What needs to happen to make things right? How can we be sure this won't happen again?

- Problem-Solving Conference

Parents/guardians, staff and the student sit down together to talk about the student's behavior and identify potential solutions to address the cause of the behavior.

- In-School-Suspension Programs

A student is removed from the classroom environment.

Character and Re-direction Education (C.A.R.E.) Program: Elementary.

Providing Redirection to Intentional Disregard of Expectations (P.R.I.D.E.) Program: Middle and High School.

### **Description of School Responses**

The following disciplinary measures may be applied as appropriate to the student's violation of school rules. The measures are sequential and are organized in order of severity. (Regulation 5600)

1. Admonishment/Reprimand

- A school staff member in authority may admonish the student for his/her unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom

- The classroom teacher may direct the student to report to the office of the administrator in charge of student discipline.

- The teacher will complete a form that indicates the student's name, homeroom, and the conduct that has caused the student's removal from the room.

- The administrator in charge of discipline will interview the student and determine which, if any, additional disciplinary steps are indicated.

### 3. Meeting with School Administration and Parent

- The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to ensure the parent and the student understand school rules and expectations.

### 4. Deprivation of Privileges

- The student may be deprived of the privilege of:
  - a. Moving freely about the school building,
  - b. Participation in co-curricular or inter/intrascholastic activities,
  - c. Attendance at a school-related social or sports activity,
  - d. Participation in a graduation ceremony, or
  - e. Transportation by school bus, or
  - f. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy 5600 and N.J.A.C. 6A:16-7.1 et seq.

### 5. Detention

- The student may be required to report before or after the school day to detention for a period of supervised study.
- Transportation will be the responsibility of parent or legal guardian(s).
- The student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

### 6. Grading

- A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (paragraph B.2.p. and paragraph B.2.q.) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a student's grade be lowered as a direct penalty for misconduct.

### 7. In-school Suspension

- The student may be removed from his/her regular classes and required to report to an in-school suspension program for supervised study.
- In-school suspension is a deprivation of the student's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.

### 8. Suspension from School

- The student may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3, and Policy 5610.
- Suspension from school is a deprivation of the student's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.
- A parent conference is required for all students being re-admitted from Out-of-School Suspensions. Students returning from Out-of-School Suspension will not be admitted to any class without a "Re-admit from O.S.S." pass from a building administrator. Students returning from OSS will also be required to sign a re-admittance contract specific to the infraction that resulted in the OSS.

### 9. Expulsion

- The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.5, and Policy 5620.

Expulsion is an extremely serious disciplinary measure; it deprives the student of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policies 5610 and 5620.

### **Comprehensive Behavioral Supports (Regulation 5600)**

The following remedial measures may be taken to aid in correcting student conduct and to ensure that the student is properly placed in an appropriate educational environment and is not in need of special education and/or related services.

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations by the Board. These behavioral supports may include, but are not limited to, the following:

#### **1. Positive Reinforcement for Good Conduct and Academic Success**

- A student will be provided positive reinforcement for good conduct and academic success.

#### **2. Supportive Interventions and Referral Services**

- A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A: 16-8.1 and 8.2 and Policy and Regulations 2417.

#### **Establishment and Goals of the Intervention and Referral Services System**

In each school building in which general education students are served, the Board of Education directs the establishment and implementation of a coordinated system for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing student's learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1.

#### **3. Remediation of Problem Behavior**

- The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance.

##### **A. Restitution and Restoration**

1. The student may be required, to:
  - Make restitution, in kind or cost or labor, for any loss he/she has caused; or
  - Restore to its former condition, by his/her own labor, any property the student has damaged or defaced.
  - A student who refuses to make restitution or restoration as directed may be disciplined by one or more of the measures included in Description of School Responses.

##### **B. Counseling**

- A student may be required to consult with school guidance counselors. Child Study Team members, social workers, or SAC
- b. The school personnel will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternate behaviors.

c. The school personnel may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Team, a public or private social agency, a legal agency or any other referral service that may assist the student.

C. Parent Conferences

- The student may be required to attend a meeting with his/her parent(s) and appropriate staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

D. Alternate Educational Program

- The student may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or Principal or Designee. (Policy 2480)

E. Students with Disabilities

- For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

**Disciplinary Procedures/Chart of Discipline (Policy/Regulation 5600)**

1. The Student Discipline/Code of Conduct Policy and Regulation 5600 shall be disseminated annually to all school staff, students, and parent(s). Principals will distribute these documents to all students on the first day of each school year and to transferring students on the first day of their enrollment in this district.

2. Teachers and administrators in charge of student discipline shall make every effort to administer these rules consistently and fairly.

3. The staff member who disciplines a student for conduct shall, however minimal the offense or the discipline,

a. Orally inform the student of the conduct for which he/she is being disciplined; and

b. Offer the student an opportunity to deny the charge or to present extenuating circumstances.

4. Where the discipline is greater than an admonishment, the student's parent(s) or legal guardian(s) will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the teacher or School Principal.

5. Where the offense is serious and the discipline greater than detention, every effort will be made to notify the parent(s) prior to the informal hearing conducted.

6. An in-school suspension, suspension from school or expulsion will be conducted in strict accordance with law and Policies 5610 and 5620.

**Chart of Student Discipline**

A Chart of Student Discipline listing school responses to violations of behavioral expectations. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance. (Behavior Response Chart)

The school district will create a separate sections of school responses for various grade levels.

There are four levels of prohibited conduct:

Level I (Minor Infraction)

Level II (Moderate Infraction)

Level III (Major Infraction)



#### Level IV (Judicial Infraction)

The administrator will maintain a record of the offense and the disciplinary action taken (hardcopy/computer). A copy will be placed in the teacher's mailbox.

##### 1. Level I (Minor Infraction)

Corrective Measures Administered by:

Teachers, security, administrators, supervisors, and ISS coordinator and authorized personnel

Procedures

- a. The teacher will exercise all reasonable effort to address the infractions utilizing classroom management techniques and responses.
- b. If the student does not respond then the teacher will complete and submit a disciplinary form to appropriate personnel.
- c. The appropriate personnel will after reviewing the report and speaking with the student and/or the teacher and determine the most appropriate disciplinary response.
- d. The parent may be notified of minor/mild infractions and shall be notified of moderate, severe, and judicial infractions.

Level I (Minor Infraction) Actions may include but not be limited to behavior such as:

- Poor attendance (3 absences or/3 Lateness in a month –Tardiness –Policy 5240)
- Littering
- Copying homework
- Walking out of class
- Loitering in unauthorized areas
- Unprepared for class work
- Inappropriate dress
- Inappropriate language or rudeness
- Not showing school I.D (Policy 5517).
- Playing in class or other prohibited areas
- Use of cell phones and other electronics in class or other prohibited areas

Optional Disciplinary Responses:

1. Verbal reprimand
2. Staff determined response
3. Detention (1 hour)
4. Seat change
5. Behavioral contract
6. Special written assignments

7. Any combination of the above

2. Level II (Moderate Infraction)

Corrective Measures Administered by:

Administrators, supervisors, and ISS coordinator and authorized personnel

Procedures

- a. The observer will complete and submit a disciplinary form to appropriate personnel.
- b. The administrator investigates matter and written statements are taken as needed.
- c. After reviewing the report and the completion of the investigation the administrator will confer with the parent about the documented misbehavior, its extent and subsequent disciplinary action.
- d. If appropriate, the administrator contacts law enforcement officials.

Level II (Moderate Infraction) Actions may include but not be limited to behavior such as:

- Cheating
- Leaving school premises
- Writing on or disrespecting of school property
- Disruptive behavior on school bus
- Public display of affection
- Recklessness
- Taunting of student because of individual differences
- Inappropriate use of electronic equipment
- Horse-playing in hall or cafeteria
- Violation of use of electronic devices and computer access and usage
- Insubordination
- Inappropriate literature/illustrations
- Plagiarism
- Disruption of classroom instruction (Policy 5560)
- Directly or indirectly promoting other students to violate code of conduct
- Aiding/abetting in misconduct
- Neglect of safety rules and procedures
- Use of school operated equipment without permission
- Repeated (3) offenses of Level I infractions

Optional Disciplinary Responses:

1. Recommend or refer for sustained counseling

2. Parental conference
3. Temporary withdrawal of certain privileges or participation in school activities (Policy 2430.01)
4. Teacher removal of a student from classroom
5. Suspension of school bus transportation (if applicable)
6. In-school suspension (1-3 days)
7. Out-of-school suspension (1-3 days except for truants)
8. Before, after or Saturday detention (2-4 hours in single day)
9. Any combination of the above

### 3. Level III (Severe Infraction)

Corrective Measures Administered by:

Administrators

Procedures

- a. The observer will complete and submit a disciplinary form to appropriate personnel.
- b. The administrator investigates matter and written statements are taken as needed.
- c. After reviewing the report and the completion of the investigation the administrator will confer with the parent about the documented misbehavior, its extent and subsequent disciplinary action.
- d. If appropriate the principal informs the superintendent of incident and must provide a complete and accurate record of incident and supporting documents for possible Board action.
- e. If appropriate, the administrator contacts law enforcement officials

Level III (Severe Infraction) Actions may include but not be limited to behavior such as:

- Fighting on school premises, buses, or sponsored events
- Destruction or disrespecting of school property under \$100
- Smoking/under the influence of alcohol, drugs, or substance not prescribed
- Gambling
- Inciting a riot
- Theft
- Threatening use of a weapon
- Cursing at a teacher or administrator
- Altering or forging of documents
- Bullying, intimidating, defaming or smear of individual or groups character
- Off campus violations while under EPSD staff
- Wearing clothing or paraphernalia which is gang affiliated
- Simple possession of cub scout pocket knife without intent

- Repeated (2) offenses of Level II infractions

Optional Disciplinary Responses:

1. Continuation of the more stringent Level E options
2. Recommend or refer for sustained counseling
3. Mandatory parental conference prior to student returning to school
4. Temporary withdrawal of certain privileges or participation in school activities (see EPSD Policy)
5. Suspension of school bus transportation (where applicable)
6. Before, after or Saturday detention (2 hours for 5 days)
7. In-school/Out-of-school suspension (3-5 days)
8. Possible law enforcement notification
9. Any combination of the above

4. Level IV (Judicial Infraction)

Corrective Measures Administered by:

Administrators, Central District Office, EPSD, and Law Enforcement

Procedures

- a. The observer will complete and submit a disciplinary form to appropriate personnel.
- b. The administrator investigates matter and written statements are taken as needed.
- c. After reviewing the report and the completion of the investigation the administrator will confer with the parent about the documented misbehavior, its extent, and subsequent disciplinary action.
- d. The principal informs the superintendent of incident and must provide a complete and accurate record of incident and supporting documents for possible Board action.
- e. If appropriate, the administrator contacts law enforcement officials

Level IV (Judicial Infraction) Actions may include but not be limited to behavior such as:

- Possession or use of any weapon (firearm, box cutter, knife, anything used to inflict serious physical bodily harm Policy 5611)
- Stalking
- Extortion
- Arson
- Trespassing
- Harassment as defined by EPSD (Policy 5512 and 5519)
- Threatening physical harm of an educator or staff member (Policy 5612)
- Selling or giving drugs, alcohol
- Destruction, defacing of school property above \$100

- Theft/burglary as defined by EPSD
- Terroristic threats in school, by phone or email
- False fire alarm or other significant alarm
- Assault or a violation of a level V infraction that results in any serious physical bodily harm to any persons
- Engaging in gang activity during school time, on school property or sponsored events (Policy 5615)
- Join a secret society prohibited by law
- Sexual activity or offenses, including exposing of ones' private parts
- Engage in any other activity expressly prohibited by a school staff member in authority
- Repeat offense of Level III infractions

**Optional Disciplinary Responses:**

1. Mandatory EPSD Board hearing
2. Out of school suspension 10 - 45 days minimum
3. Possible expulsion/reassignment and home instruction
4. Law enforcement notification
5. Superintendent's Hearing
6. Mandatory parent and administrator conference
7. Exclusion from extracurricular/co-curricular activities (see EPSD Policy)
8. Referral to student support services
9. Other appropriate disciplinary action to address infraction

**Student Conduct Away from School Grounds**

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.
  - a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.
  - b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.
  - c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.
2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

## **Superintendent's Hearing**

Student, parent(s) and designated administration from the school building will meet before the superintendent or an independent representative of the superintendent to present and defend their positions. Each side will have the opportunity to present documentation supporting their position. The Superintendent or designee, will after listening, questioning, reviewing documentation, reviewing video or audio from both sides render a decision within 5 days. The hearing can be recorded via audio and will be treated as other hard copy documents pertaining to a particular student.

## **Students with Disabilities**

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. Â§ 1400 et seq., the Individuals with Disabilities Educational Improvement Act, and accommodation plans under 29 U.S.C. Â§Â§ 794 and 705(20), student discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans contained in the IEP.

## **Student Rights**

Students subject to the consequences of the Student Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports students' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of students' marriage, pregnancy, parenthood, sexual orientation or gender identity;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3; and
7. Protections pursuant to 20 U.S.C. Â§1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C.Â§ 1232h and 34 CFR Part 98, Protection of Student Rights Amendment; N.J.A.C. 6:3-6, Student Records; 45 CFR Â§160, Health Insurance Portability and Accountability Act; 20 U.S.C. Â§6301, Title IV(A)IV Â§4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Student Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student Records; as well as other existing Federal and State laws pertaining to student protections.

## **PARENT NOTIFICATION**

The student's parent or guardian shall be notified if any prohibited articles or materials are found in the student's locker or vehicle parked on school property, or on the student's person as a result of a search conducted in accordance with this policy.

Where the discipline is greater than an admonishment, the student's parent(s) or legal guardian(s) will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the teacher, School Principal or designee

## **PARENTAL LIABILITY FOR SCHOOL PROPERTY**

A parent or other person who has the duty of control and reasonable discipline of a child is liable for any property damage proximately caused by:

1. The negligent conduct of the child if the conduct is reasonably attributable to the negligent failure of the parent or other person to exercise that duty; or

2. The willful and malicious conduct of a child who is at least ten years of age but under 18 years of age.

## **REPORTS TO LOCAL LAW ENFORCEMENT**

School administrators will report crimes as required by law and may contact local law enforcement regarding suspected criminal activity. Certain acts of misconduct may constitute criminal offenses in addition to violations of the Student Code of Conduct. Because school discipline is independent of criminal proceedings, disciplinary consequences may not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceeding.

## **REQUIRED CONFERENCE**

Not later than the third class day after the day on which a student is removed from class by a teacher or by a school administrator, the principal or other appropriate administrator shall schedule a conference which includes the principal or other appropriate administrator, a parent or guardian of the student, the teacher removing the student from class, if any, and the student. Following the conference, appropriate placement and or a consequence will be determined based on the Student Code of Conduct.

## **SANCTIONS**

Students who are removed from District schools and expelled, or suspended are prohibited from being on District property or attending school-sponsored or school-related activities on or off of school property during the period of removal. Students who violate this may be subject to additional disciplinary sanctions.

## **WITHDRAWN**

Withdrawal from school after a student has been accused of a violation of the Student Code Conduct will not prevent the District from investigating the alleged violation and, if it is determined that a violation did occur, assessing the appropriate disciplinary consequence and enforcing that consequence should the student re-enroll in the District.

## **ELECTRONIC SURVEILLANCE IN SCHOOL BUILDINGS AND ON SCHOOL GROUNDS-Policy 7441**

The Board of Education authorizes the use of electronic surveillance systems in school buildings and on school grounds to enhance the safety and security for school district staff, students, community members, and other building occupants and to protect the school district buildings and grounds.

The content produced by the surveillance system under certain circumstances may be considered a student record. In such instances, the content will be subject to the Board of Education policy and regulations regarding confidential student records as per the provisions of the Family Educational Rights and Privacy Act (FERPA) and not subject to public disclosure.

If the content of the surveillance system becomes the subject of a disciplinary proceeding, it shall be treated like other evidence in the proceeding, and the district declares such use to be a legitimate educational interest.

## **STUDENT CODE OF CONDUCT DEFINITIONS (Policy 5600)**

**Alcohol Possession and/or Use:** Possession, sale, purchase, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation.

**Arson:** To cause damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents.

**Assault:** is defined as:

1. intentionally, knowingly, or recklessly causing bodily injury to another;
2. intentionally or knowingly threatening another with imminent bodily injury; or

3. intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative

**Cheating-** Using, submitting, obtaining or attempting to obtain data, questions or answers dishonestly, by deceit or by means other than those authorized by the teacher. Cheating includes submitting the work of others as your own.

**Cutting Class:** Not reporting to class for the whole or majority of a class period(s).

**Classroom Management Plan:** The system expected of students to follow in all classrooms related to procedures and rules.

**Defiance:** Blatant refusal to follow legitimate and reasonable directive.

**Disruption:** Intentionally interfering with instruction in a manner that inhibits other students from accessing instruction.

**Disruption of Classes:** Disrupting the conduct of classes or other school activities, includes emitting noise of an intensity that prevents or hinders classroom -instruction, or enticing or attempting to entice a student away from a class or other school activity that the student is required to attend, or preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend, and entering a classroom without the consent of either the principal or the teacher and, through either acts of misconduct or the use of loud or profane language, disrupts class activities.

**Disobedience/Insubordination:** Failure to obey the reasonable request of an adult in authority.

**Disrespectful:** Talking back to teacher or other adult person. Exhibiting a lack of respect, regard and rude behavior toward another person.

**Drug Possession and/or Use:** The use or possession of any drug, narcotic, or controlled substance or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

**Forgery:** The making of a false or misleading document with the intent to deceive or defraud.

**Gambling:** Any participation in games or activities of chance for money and/or things of value.

**Gang-Related Activity:** Any activity or behavior that indicates involvement with a gang such as hand signals, graffiti, gang attire, and wearing of colors.

**Fighting:** When two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury.

**Left Campus without Permission:** Not receiving permission to leave the campus.

**Minor Infraction:** A minor infraction is a behavior that is disruptive to the educational process or environment without rising to the level of Category II, III or IV offenses. For these minor infractions, school administrators may utilize behavioral interventions or discipline consequences.

**Non-Compliance With Assigned Discipline:** Failure to follow directions concerning disciplinary action assigned by the teacher of school administrator

**Parking Violations:** Failure to follow directions in the school parking lot or neighborhood off-campus street parking. These may include areas normally used for parking by students. (Secondary Students Only)

**Plagiarism:** An act of stealing or passing off the ideas or words of another as one's own; the use of a created production without crediting the source; literary theft; presenting as new and original an idea or product derived from existing source.

**Possession:** Having an item on one's person or in one's locker, car/vehicle (if parked on district property), backpack, purse or other container.

**Property Damage:** The destruction, defacement or damaging of property or equipment belonging to the school, district or another person. The value of the property that is damaged will be measured by the repair or replacement cost.

**Repeat Infractions:** Repeat infractions is defined as two or more violations of the Student Code of Conduct in general, or repeated occurrences of the same violation.



**Reasonable Suspicion:** Means that the person initiating the search has a well-founded suspicion – based on objective facts that can be articulated – of either criminal activity or a violation of school rules.

**Suspension:** The temporary removal of a student from instruction at a public school and all school-sponsored activities for a period of time not to exceed ten days and the remanding of the student to parental custody. **In-School Suspension:** removal of a student from the regular school program for placement in an alternative setting for a period of time.

**Tardiness:** Not being in assigned seat or location at the sound of the bell.

**Threat/Intimidation:** (Instilling fear in others) A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements: 1) intent – an intention that the threat is heard or seen by the person who is the object of the threat; 2) fear – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and 3) capability – the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.

**Trespassing:** Entering school grounds or a school building or space within a building without permission to do so or remaining on school grounds or in a school building or space within a building after being told to leave by district staff or a volunteer.

**Theft:** Taking property of another person without that person's permission.

**Truancy:** Non-approved absence all day from school or other previously approved activity at which the student was assigned to attend.

**Vandalism:** The intentional destruction, damage, or defacement of public/personal property without consent of the owner or the person having custody or control of it. **Weapons Possession:** Possession of any instrument or object (as defined by Policy 8467, or district code of conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

## **SCHOOL BOARD POLICIES REFERENCED IN THE STUDENT CODE OF CONDUCT**

### **PUPIL INTERVENTION AND REFERRAL SERVICES-Policy 2417**

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board adopts this appropriate multidisciplinary team approach for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team. The intervention and referral services shall be provided to aid students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate.

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

The I&RS Team shall review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

### **PARTICIPATION IN INCIDENTAL EVENTS-Policy 2430.01**

The Board of Education recognizes the value of a wide variety of events that are extensions of the school community. Many of these involve fund raising, recreational, or social events. Such activities enrich the student's experience in the school and can contribute to improved grades and increased affiliation with the institution. The Board of Education supports such activities by providing pay to advisors, allocating space, providing security, and altering custodial service schedules.

Incidental events are those that occur as single occurrences such as dances, car washes, talent shows, ski trips, comedy nights, non-educational trips. Under this grouping, large events such as the Prom, 8th grade semi-formal dance, and Englewood Idol are included.

Participation in such events is considered a privilege open to students in good standing. Students whose actions make the school unsafe for others or whose actions disrupt the learning environment, or whose attendance pattern inhibits their meeting academic expectations are not in good standing and their participation will be limited according to the following schedule.

Any student who commits any of these actions may not participate in incidental activities for a period of 12 months from the date of the incident:

Assault on a student or employee while under school authority or staff member at any time;

Possession or use of a weapon in a location under school authority;

Arson or attempted arson or intentional false reporting of a fire on school district property;

Criminal or terroristic threat, including bomb threat;

Fireworks offense;

Theft of school property or property of any person at the school;

Robbery of staff or student;

Threat to staff or staff property;

Vandalism in excess of \$100 repair or replacement.

Any student who commits two or more of any combination of these actions may not participate in incidental activities for a period of 12 months from the date of the most recent incident:

Fighting;

Possession of or being under the influence of CDS while under school authority;

Bullying, harassment, or intimidation of students or staff;

Initiating or prolonging a public disturbance.

Students may not participate in an incidental activity if, within the current school year and at the time of the activity, the student has an unexcused absence rate (daily or in any class) in excess of 10% or has a greater than 10% unexcused late arrival rate to school.

Impact on all aspects of this policy will commence with the date of adoption. Incidents and attendance prior to that date will not be counted in limiting student participation except as exist under predecessor policy or restrictions noted in student handbooks. Students ineligible to participate in activities covered by this policy may attend events that are open to the public unless restrictions covered by other policies are in effect.

### **ALTERNATIVE EDUCATION PROGRAMS-Policy 2480**

The Board of Education may operate an alternative education program in accordance with the requirements of N.J.A.C. 6A:16-9.1. The program shall be approved by the Commissioner of Education and shall be separate and distinct from the already existing programs operated by the Board.

#### **Program Criteria**

An alternative education program will fulfill the program criteria for both a high school and middle school program as outlined in N.J.A.C. 6A:16-9.2. A program will have a maximum student-teacher ratio of 12:1 for high school programs and 10:1 for middle school programs. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program in accordance with N.J.A.C. 6A:16-9.2(a)3. For a student with a disability, the alternative education program shall be consistent with the student's Individualized Education Program (IEP), pursuant to N.J.A.C. 6A:14, Special Education.

Individualized instruction to all students shall address the Core Curriculum Content Standards. Academic instruction sufficient to fulfill graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, shall be provided to high school students. Comprehensive support services and programs shall address each student's health, social, and emotional development and behavior. Instructional staff in an alternative education program shall be appropriately certified.

#### **Student Placement and Procedures**

Students in the alternative education program shall comply with attendance policies, pursuant to N.J.A.C. 6A:16-7.8 and 6A:32-8.3. Case management services including, but not limited to, monitoring and evaluating student progress and coordinating instructional and support services shall be provided as required in N.J.A.C. 6A:16-9.2(a)10. Services to facilitate the transition of students returning to the general or special education program from the alternative education program shall be provided. A minimum student enrollment period of not less than two complete marking periods shall be required pursuant to N.J.A.C. 6A:16-9.2(a)12.

Student placement in an alternative education program shall be made pursuant to N.J.A.C. 16A:9.3(a). If the district places a student in an alternative education program operated by another district Board of Education, pursuant to N.J.A.C. 6A:16-9.1(a), or another approved agency, pursuant to N.J.A.C. 6A:16-9.1(b), the sending school district shall be responsible for ensuring compliance with the requirements of N.J.A.C. 6A:16-9.

Decisions regarding continued placement in an alternative education program or a change to a student's placement shall be made for general education students in accordance with N.J.A.C. 6A:16-9.3(c)1 and for students with disabilities in accordance with N.J.A.C. 6A:16-9.3(c)2.

## **EXPECTATIONS FOR PUPIL CONDUCT-Policy 5500**

The Board of Education believes that the students of this district are obligated to commit themselves to developing their own unique intellectual potential and take advantage of every opportunity to use their learning skills. Students should know that their attitudes and acts affect both their own and their classmates learning and should accept responsibility for helping to create a school environment that fosters these goals. With the support and assistance of all school staff members, parents and legal guardians, all students can contribute to the effectiveness of the schools and the value of their education.

### **Guidelines for Student Conduct**

The Board expects all students in this school district, commensurate with age and ability, to:

- Prepare themselves mentally and physically for the process of learning;
- Respect the person, property, and intellectual and creative products of others;
- Take responsibility for their own behavior;
- Use time and other resources responsibly;
- Share responsibilities when working with others;
- Meet the requirements of each course of study;
- Monitor their own progress toward school objectives; and
- Communicate with parents or legal guardians and appropriate school staff members.

### **Statement of Behaviors**

The Superintendent or his or her designee shall, in consultation with staff members, parents, legal guardians, and, where appropriate, students, develop a statement of specific student behaviors that exemplify these expectations and shall publish both this policy and the statement of behaviors to all students, parents, legal guardians, and professional staff members.

## **PUPIL IDENTIFICATION CARDS-Policy 5517**

The Board of Education recognizes school building security measures are important for the safety and welfare of all students, staff, parents and community members in school buildings. In recognizing this important responsibility, the Board requires students in grades 6 through 12 to carry school district-issued identification cards/badges at all times while in school. A student must present the card/badge to any school staff member upon request. Students who fail to have the card/badge in their possession or to produce it when asked to do so may be disciplined.

The district-issued identification card/badge will be issued to all students in the middle school and on the high school campus, and may be presented for:

1. Identification at school district activities on school district property other than the school attended by the student;
2. Admission to school dances and other school-related activities;
3. Identification for library media services to include library book, periodical and other resource check-out;
4. Entrance for Scholastic Aptitude Tests, State Standardized Tests and other testing programs administered on school district property;
5. Identification for transportation services offered by the district including the use of activity and/or late buses;
6. Identification for admission to certain school-related and school district sponsored functions; and
7. Other purposes and activities as determined by the School Principal.

Students will be issued one card/badge every school year. A replacement fee will be charged, at the cost equal to the reproduction cost, for all lost identification cards.

### **DATING VIOLENCE AT SCHOOL-Policy 5519**

The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil's safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual, physical, or emotional will not be tolerated and will be dealt with in accordance with the school's pupil code of conduct.

All school staff members (administrative staff, instructional staff, support staff, and volunteers) shall take all reasonable measures to prevent acts or incidents of dating violence at school involving a pupil. All acts or incidents of dating violence at school shall be reported to the Principal or designee in accordance with the provisions outlined in Regulation 5519. A verbal report shall be made to the Principal or designee as soon as possible, but no later than the end of the pupil's school day when the staff member witnesses or learns of an act or incident of dating violence at school. A written report regarding the act or incident shall be submitted to the Principal or designee by the reporting staff member no later than one day after the act or incident occurred.

School staff members are required to report all acts or incidents of dating violence at school they witness or upon receiving reliable information concerning acts or incidents of dating violence at school. Acts or incidents may include, but are not limited to: those characterized by physical, emotional, verbal, or sexual abuse; digital or electronic acts or incidents of dating violence; and/or patterns of behavior which are threatening or controlling.

The Board of Education, upon the recommendation of the Superintendent of Schools, shall adopt the guidelines and procedures outlined in Regulation 5519 for responding to acts or incidents of dating violence at school. The protocols outlined in Regulation 5519 have been established for any school staff member who witnesses or learns of an act or incident of dating violence at school and for school administrators to work with the victim and the aggressor of an act or incident of dating violence.

Dating violence statements and investigations shall be kept in files separate from pupil academic and discipline records to prevent the inadvertent disclosure of confidential information. Every act or incident of dating violence at school that is reported shall be documented in an appropriate manner. This should include statements, planning actions, and disciplinary measures as well as counseling and other support resources that are offered and prescribed to the victim or aggressor.

School administrators shall implement discipline and remedial procedures to address acts or incidents of dating violence at school consistent with the school's pupil code of conduct. The policies and procedures specific to acts or incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

Consequences may include, but are not limited to: admonishment, temporary removal from the classroom, classroom or administrative detention, in-school suspension, out-of-school suspension, reports to law enforcement, and/or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/intervention may include, but is not limited to: parent conferences, pupil counseling (all pupils involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive pupil interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

A pattern of behaviors may be an important sign a pupil is involved in an unhealthy or abusive dating relationship. The warning signs listed in Regulation 5519 shall educate the school community on the characteristics that a pupil in an unhealthy or abusive relationship may exhibit. Many of these warning signs make a connection to one pupil in the

relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.

The Board of Education shall make available to pupils and their families information on safe, appropriate school, family, peer, and community resources available to address dating violence.

The Board of Education shall incorporate age-appropriate dating violence education in grades seven through twelve through the health education curriculum in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships.

Upon written request to the school Principal, a parent/legal guardian of a pupil less than eighteen years of age shall be permitted, within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district.

Notice of Policy and Regulation 5519 shall appear in all district publications that set forth the comprehensive rules, procedures, and standards of conduct for pupils within the district and in any handbook.

### **SUBSTANCE ABUSE-Policy 5530**

The Board of Education recognizes that a student's abuse of harmful substances seriously impedes that student's education and threatens the welfare of the entire school community. The Board is committed to the prevention of substance abuse and the rehabilitation of substance abusers by educational means, but will take the necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances. Accordingly, the Board will establish policies and procedures in operating programs to support the social, emotional, and physical development of students in accordance with the provisions of N.J.S.A. 18A:40A-1 et seq. and N.J.A.C. 6A:16-4.1 et seq. The Board of Education will maintain a comprehensive substance abuse intervention, prevention, and treatment referral program in the schools of this district.

#### **A. Definitions**

The definitions as outlined in N.J.S.A. 18A:40A et seq., N.J.A.C. 6A:16 et seq., and those terms defined in Regulation 5530 shall be used for the purposes of this Policy and Regulation.

#### **B. Discipline**

The Board prohibits the use, possession, and/or distribution of alcohol or other drugs on school grounds according to N.J.S.A. 18A:40A-9, 10, and 11.

A student who uses, possesses, or distributes alcohol or other drugs will be subject to discipline in accordance with the district's Code of Student Conduct. School authorities also have the authority to impose a consequence on a student for conduct away from school grounds in accordance with the provisions of N.J.A.C. 6A:16-7.5 Discipline may include suspension or expulsion. The Board will establish consequences for a student not following through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors.

#### **C. Instruction**

The Board shall provide an instructional program on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances in accordance with the provisions of N.J.S.A. 18A:40A-1 et seq. and N.J.A.C. 6A:16-3.1.

#### **D. Reporting, Notification, and Examination**

##### **1. Alcohol or Other Drugs**

a. Any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs as identified in N.J.S.A. 18A:40A-9 and N.J.A.C. 6A:16-4.1(a), on school grounds shall report the matter in accordance with N.J.A.C. 6A:16-4.3(a)1.

b. An immediate medical examination shall be conducted and a written report of the medical evaluation shall be furnished to the parent of the student, the Principal, and the Superintendent in accordance with N.J.A.C. 6A:16-4.3(a)2 through 4.3(a)8.

c. If the written report of the medical examination is not provided within twenty-four hours of the referral of the student, the student shall be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the examining physician, unless the student was also removed for violating the Code of Student Conduct.

d. If the written report of the medical evaluation verifies that alcohol or other drugs do not interfere with the student's physical or mental ability to perform in school, the student shall be immediately returned to school. If there is a positive determination from the medical examination indicating the student's alcohol or other drug use interferes with his or her physical or mental ability to perform in school, the student shall be returned to the care of the parent as soon as possible. Attendance at school shall not resume until a written report has been submitted to the parent, Principal, and Superintendent from a physician licensed to practice medicine or osteopathy who has examined the student that verifies the student's alcohol or other drug use no longer interferes with his or her physical and mental ability to perform in school.

e. Removal of a student with a disability shall be in accordance with N.J.A.C. 6A:14.

f. While a student is at home because of the medical evaluation or after the student returns to school, an appropriately certified school staff member(s) will conduct an alcohol and other drug assessment of the student and a reasonable investigation of the situation and may initiate referral alcohol or other drug abuse treatment in accordance with N.J.A.C. 6A:16-4.3(a) 12, 4.3(a) 13, and 4.3(a)14.

g. Disclosure to law enforcement authorities of the identity of a student in instances of alcohol and other drugs shall be in accordance with the requirements of N.J.A.C. 6A:16-4.3(a)3.

h. The Board may provide additional intervention and referral services for the student according to the requirements of N.J.S.A. 18A:40A-10 and N.J.A.C. 6A:16-8.]

## 2. Anabolic Steroids

a. Whenever any teaching staff member, certified or non-certified school nurse, or other educational personnel has reason to believe a student has used or may be using anabolic steroids, the person shall report the matter in accordance with N.J.A.C. 6A:16-4.3(b)1.

b. The Principal or designee upon receiving such report shall immediately notify the parent and Superintendent and shall arrange for an examination of the student as soon as possible to determine whether the student has been using anabolic steroids in accordance with N.J.A.C. 6A:16-4.3(b) 2.

c. Disclosure to law enforcement authorities of the identity of students in instances of anabolic steroids shall be in accordance with the requirements of N.J.A.C. 6A:16-4.3(b) 3.

d. A written report of the examination shall be provided by the examining physician to the parent, Principal, and Superintendent.

e. If it is determined the student has used anabolic steroids, an appropriately certified school staff member(s) shall interview the student and others to determine the extent of the student's involvement with and use of anabolic steroids and the possible need for referral for treatment in accordance with N.J.A.C. 6A:16-4.3(b)5.

f. If the results of a referral for evaluation have positively determined the student's involvement with and use of anabolic steroids represents a danger to the student's health and well-being, an appropriately certified school staff member(s) shall initiate a referral for treatment to agencies and/or private practitioners as outlined in N.J.A.C. 6A:16-4.3(b)6.

3. A school employee who seizes or discovers alcohol or other drugs, or an item believed to be a controlled dangerous substance, including anabolic steroids, or drug paraphernalia, shall comply with the provisions of N.J.A.C. 6A:16-6.4.

4. The Board will provide intervention, referral for evaluation, and referral for treatment services to those students that are affected by alcohol or other drug use in accordance with the provisions of N.J.A.C. 6A:16-4.1(c)7.

5. Refusal or failure by a parent to comply with the provisions of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 shall be treated as a policy violation of the Compulsory Education Act, pursuant to N.J.S.A. 18A:38-25 and 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11.

5. Refusal or failure of a student to comply with the provisions of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 shall be treated by the school district as a policy violation and handled in accordance with N.J.A.C. 6A:16-4.1(c) 2.

#### E. In-Service Training

The Board directs the Superintendent to develop a program of in-service training for all teaching staff members involved in the instruction of students in accordance with the provisions of N.J.S.A. 18A:40A-15. The Board will provide time for the conduct of the program during the usual school schedule. The in-service training program required in N.J.S.A. 18A:40A-15 shall be updated at regular intervals in order to ensure teaching staff members have the most current information available on this subject

#### F. Parent Training Program/Outreach Program

The Board will provide a parent training program/outreach program in accordance with the provisions of N.J.S.A. 18A:40A-16 and 17.

#### G. Records and Confidentiality of Records

Notations concerning a student's involvement with substances may be entered on his/her records, subject to N.J.A.C. 6A:32-7.1 et seq. and Policy 8330 regarding confidentiality Information concerning a student's involvement in a school intervention or treatment program for alcohol or other drug abuse shall be kept strictly confidential according to 42 CFR Part 2, N.J.S.A. 18A:40A-7.1 and 7.2, N.J.A.C. 6A:16-3.2, and N.J.A.C. 6A:16-6.5.

If an elementary or secondary student who is participating in a school-based drug or alcohol abuse counseling program provides information during the course of a counseling session in that program which indicates that the student's or other person residing in the student's household is dependent upon or illegally using a substance as that term is defined in N.J.S.A. 18A:40A-9, that information shall be kept confidential and may be disclosed only in accordance with N.J.S.A. 18A:40A-7.1 and N.J.A.C. 6A:16-3.2

#### H. Nonpublic School Students

The Board has the power and duty to loan to students attending nonpublic schools located in this district and to the parents of such students all educational materials on the nature and effects of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances developed and made available by the Commissioner of Education. The Board shall not be required to expend funds for the loan of these materials.

#### I. Civil Immunity

No action of any kind in any court of competent jurisdiction shall lie against any employee, officer, or agent of the Board because of actions taken under the education statutes on substance abuse, N.J.S.A. 18A:40A-1 et seq., provided the skill and care given is that ordinarily required and exercised by other such employees, officers, and agents of the Board in accordance with the provisions of N.J.S.A. 18A:40A-13.

Any educational or non-educational Board employee who in good faith reports a student to the Principal or designee in compliance with N.J.A.C. 6A:16-4.3 shall not be liable in civil damages as a result of making such a report, as specified in N.J.S.A. 18A:40A-13 and 14.

#### J. Reporting Students to Law Enforcement Authorities

The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance, including anabolic steroids, or related paraphernalia or involved or



implicated in distribution activities regarding controlled dangerous substances, including anabolic steroids, pursuant to N.J.A.C. A:16-4.1(c)9 The Superintendent or designee shall not disclose the identity of the student who has voluntarily sought and participated in an appropriate treatment or counseling program for an alcohol or other drug abuse problem provided the student is not reasonably believed to be involved or implicated in drug-distribution activities.

The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol and/or other drugs, pursuant to N.J.A.C. 6A:16-4.1(c)9.i. Law enforcement authorities shall not be notified of the findings if a student's alcohol or other drug test was obtained as a result of a district's voluntary random drug testing program pursuant to N.J.S.A. 18A:40A-22 et seq. and N.J.A.C. 6A:16-4.4.

#### K. Policy Review and Accessibility

The Board will annually review the effectiveness of Policy and Regulation 5530 on student alcohol and drug abuse. The Board may solicit parent or student, and community input, as well as consult in the review process with local alcohol or other drug abuse prevention, intervention, and treatment agencies licensed by the New Jersey Department of Human Services.

### **DISRUPTIVE PUPILS- Policy 5560**

The Board of Education believes that students of this district are entitled to an education that is free from undue disruption. Students who willfully disrupt the educational program shall be subject to disciplinary action. Every reasonable effort shall be made to determine and remedy the cause or causes of a chronically disruptive student's unacceptable conduct.

#### Definition

For the purposes of this policy, disruptive student's means a student who has difficulty establishing good relationships with peers and adult authority figures and who exhibits a pattern of conduct which is in defiance of school policies, rules or regulations and which hinder academic success for other students as well as for him/herself.

#### Disciplinary Measures

Disruptive students may be disciplined in accordance with Policy No. 5600M Student Discipline. See also these related policies: Policy No. 5500M Expectations for Student Conduct; Policy No. 5610 Suspension; and Policy No. 5620 Expulsion.

#### Non-Disabled Students Assistance Committee Referral

A disruptive student who does not appear to be disabled may be referred to the student assistance committee (SAC).

#### Disabled Students Child Study Team

A disruptive student who may have disabilities shall be referred to the Child Study Team (CST) for evaluation in accordance with district special education policies.

#### Superintendent Reports and Remediation Plans

The Superintendent or his or her designee shall report regularly to the Board the incidents involving acts of violence and vandalism in the school district and shall prepare a remedial plan whenever the report shows a significant increase in the number of such acts.

### **PUPIL DISCIPLINE/CODE OF CONDUCT-Policy 5600**

The Board of Education adopts this Student Discipline/Code of Conduct Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules.

The Superintendent of Schools will establish a process for the annual review and update of the district's Student Discipline/Code of Conduct Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district's schools and community. The Superintendent will report to the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/Code of Conduct Policy and Regulation.

The Student Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board of Education shall provide to all employees annual training on the Student Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of student conduct that violates the district's Policy and Regulation. Information on the Student Discipline/Code of Conduct Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district's Student Discipline/Code of Conduct's equitable application. Student discipline and the Code of Student Conduct will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.-1 et seq.

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement Act and accommodation plans under 29 U.S.C. §§ 794 and 705(20), the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description of student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 13.1; a description of behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description of student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

The Board of Education approves the use of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; supportive intervention and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

Policy and Regulation 5600 include a description of school responses to violations of behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 – Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy and Regulation 5512 – Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

The Building Principal shall maintain a current list of community-based health and social service provider agencies available to support a student and the student's family, as appropriate, and a list of legal resources available to serve the community.

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district's

Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.5. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.4. School authorities shall

respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action 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. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying. Consequences for a student who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student’s history of problem behaviors and performance, and shall be consistent with this Policy and the school district’s Student Discipline/Code of Conduct Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts of harassment, intimidation, or bullying 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.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school district’s Student Discipline/Code of Conduct Policy. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are included in Policy and Regulation 5519 – Dating Violence at School and shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and aggressor have been involved. Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident. Remedial measures/interventions for acts or incidents of dating violence at school may include, but are not limited to: parent conferences, student counseling (all students involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive student interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

Any student to be disciplined shall be provided the due process procedures for students and their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.8, when a student transfers to a public school district from another public school district, all information in the student’s record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a) and N.J.A.C. 6A:32-7.5.

The Superintendent may be required to submit a report annually to the New Jersey Department of Education on student conduct, including all student suspensions and expulsions, and the implementation of the Student Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education. The Superintendent shall report to the Commissioner of Education each incident of violence, including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3.

## **SUSPENSION-Policy 5610**

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district’s Student Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

For the purposes of this policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this Policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days and "long term suspension" means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student pupil may be suspended only by the Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal, or by the Superintendent prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

The Board's failure to take any such action at its second regular meeting after the suspension or at any regular meeting thereafter will terminate the suspension, and the student shall be readmitted to school.

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension.

In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short-term or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8-3.1 et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and the name of a disciplined student will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such student will be designated by code.

## **REMOVAL OF PUPILS FROM THE GENERAL EDUCATION PROGRAM FOR WEAPONS/FIREARMS OFFENSES- Policy 5611**

The Board of Education is committed to providing a safe and secure school environment to all students attending the public schools. To provide this environment, the Board of Education will implement policies and procedures regarding student offenses involving firearms, as defined in N.J.S.A. 2C:39-1(f) and 18 U.S.C. §921, pursuant to The Zero Tolerance For Guns Act, N.J.S.A. 18A:37-7 through N.J.S.A. 37-12.

Policy and Regulation 5611 shall apply to a student who is convicted or adjudicated delinquent for possession of a firearm on school grounds, convicted or adjudicated delinquent for committing a crime while in possession of a firearm on school grounds, or found knowingly in possession of a firearm on school grounds. A student, other than a student with a disability, convicted or adjudicated delinquent for these firearm offenses shall be immediately removed from the school's general education program for a period of not less than one calendar year and placed in an alternative education program according to the requirements of N.J.A.C. 6A:16-9. A student with a disability convicted or adjudicated delinquent for these firearm

offenses shall be immediately removed in accordance with the provisions of N.J.A.C. 6A:14 and applicable Federal regulations and shall receive a placement in accordance with N.J.A.C. 6A:14.

The Principal or designee shall remove the student in accordance with the requirements outlined in N.J.A.C. 6A:16-5.5(d), which includes notifying the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

If it is found that the removed student did not commit these firearm offenses, the student shall be immediately returned to the program from which he or she was removed.

The Superintendent shall make the final determination on whether the general education student removed in accordance with the requirements of N.J.A.C. 6A:16-5.5 and this Policy is prepared to return to the general education program or will remain in an alternative education program, pursuant to N.J.A.C. 6A:16-9, or receive home or other out-of-school instruction, pursuant to N.J.A.C. 6A:16-10 based on the criteria outlined in N.J.A.C. 6A:16-5.5(i).

If a student, other than a student with a disability, is removed from the general education program pursuant to N.J.A.C. 6A:16-5.5 and this Policy, and a placement in an alternative education program is not available, the general education student shall be provided home or other out-of-school instruction according to N.J.A.C. 6A:16-10.2 until placement is available.

The Superintendent of Schools biannually shall submit to the Commissioner of Education a report on each incident under N.J.A.C. 6A:16-5.5 utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(d)1.

This Policy and Regulation 5611, implementing the requirements of N.J.A.C. 6A:16-5.5, shall be annually disseminated to all school staff, students, and parents.

## **ASSAULTS ON DISTRICT BOARD OF EDUCATION MEMBERS OR EMPLOYEES- Policy 5612**

Any student who commits an assault, as defined under N.J.S.A. 2C:12-1(a)1, not involving the use of a weapon or firearm, upon a teacher, administrator, other school district employee, or Board member acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to the school district, shall be immediately removed from school pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7.

A student, other than a student with a disability, who commits an assault as defined in N.J.S.A. 2C:12-1(a)1, shall be immediately removed from school consistent with due process procedures, pending a hearing pursuant to N.J.A.C. 6A:16-7.2 through 7.5. Nothing in N.J.S.A. 18A:37-2.1 or N.J.A.C. 6A:16-5.7 shall be construed as prohibiting the expulsion of a general education student. A student with a disability who commits an assault as defined in this Policy, shall be removed in accordance with N.J.A.C. 6A:14 and due process proceedings in accordance with N.J.A.C. 14-2.7 and 2.8.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(a), said proceedings shall take place no later than thirty calendar days following the day on which the student is suspended. The decision of the Board shall be made within five days after the close of the hearing. Any appeal of the Board's decision shall be made to the Commissioner of Education within ninety days of the Board's decision. The provisions herein shall be construed in a manner consistent with 20 U.S.C. § 1400 et seq.

The Principal or designee shall remove, isolate, and place the student under the supervision of school staff until the student's parent or appropriate agency takes custody of the student. The Principal or designee will immediately report to the Superintendent the removal of the student and notify the student's parent of the removal action and the student's due process rights. The Principal or designee will notify the appropriate law enforcement official of a possible violation of the New Jersey Code of Criminal Justice.

In accordance with the provisions of N.J.S.A. 18A:37-2.1(b), whenever a teacher, administrator, Board member, other school district employee, or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a student, the Principal shall file a written report of the alleged assault with the Superintendent. The Superintendent shall report the alleged assault to the Board at its next regular meeting; provided that

the name of the student who allegedly committed the assault, although it may be disclosed to the Board members, shall be kept confidential at the public Board of Education meeting.

Any person who fails to file a report of an alleged assault as required pursuant to N.J.S.A. 18A:37-2.1 and N.J.A.C. 6A:16-5.7 may be liable to disciplinary action by the Board.

The Superintendent of Schools biannually shall submit to the Commissioner of Education a report on each incident under N.J.A.C. 6A:16-5.7 utilizing the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e)1.

Policy and Regulation 5612, implementing the requirements of N.J.A.C. 6A:16-5.7, shall be annually disseminated to all school staff, students, and parents.

## **SUSPECTED GANG ACTIVITY-Policy 5615**

Students that initiate, advocate, or promote unacceptable activities or conduct, openly or otherwise, and/or threaten the safety or well-being of others, disrupt the school environment and are harmful to the educational process in this school district. This unacceptable conduct, including but not limited to, physical or verbal harassing, intimidating, or bullying conduct; unlawful use of force; threats; violence; or other violations of the school district's student code of conduct by a student or group of students directed toward any school staff member or any other student or group of students anywhere on school grounds, at any school related or sponsored activity, on school buses, at school bus stops, and any other place where students are supervised by school district staff will not be tolerated.

In the event the Principal or designee, believes any unacceptable activities or conduct was, or is being committed, for the benefit of, at the direction of, or in association with a group of three or more persons, the school staff will investigate further to determine if the conduct was committed by students representing a "criminal street gang" (hereinafter referred to as a "gang") as defined in N.J.S.A. 2C:33-29.

In accordance with N.J.S.A 2C:33-29, "criminal street gang" means three or more persons associated in fact. Individuals are associated in fact if: (1) two of the following seven criteria that indicate criminal street gang membership apply: (a) self-proclamation; (b) witness testimony or official statement; (c) written or electronic correspondence; (d) paraphernalia or photographs; (e) tattoos; (f) clothing or colors; (g) any other indicia of street gang activity; and (2) individually or in combination with other members of a criminal street gang, while engaging in gang-related activity, have committed or conspired or attempted to commit, within the preceding five years from the date of the present offense, excluding any period of imprisonment, one or more offenses on separate occasions of robbery, carjacking, aggravated assault, assault, aggravated sexual assault, sexual assault, arson, burglary, kidnapping, extortion, tampering with witnesses and informants or a violation of Chapter 11, Section 3, 4, 5, 6, or 7 of Chapter 35, or Chapter 39 of Title 2C of the New Jersey Statutes.

If it is determined unacceptable activities or conduct was committed by students representing a gang or by students that may be representing a gang, the Principal or designee will assign appropriate disciplinary action and will notify the parent(s) of the victim(s) and the offender(s). The Principal or designee will also inform the Superintendent of Schools and local law enforcement.

To further ensure the safety and well-being of all students in the district and to increase awareness within the school community regarding potential gang activity, students are prohibited from wearing while on school grounds, at any school related or sponsored activity, on school buses, and any other place where students are supervised by school district staff, any type of clothing or accessory that would indicate a student has membership in, or affiliation with, any gang associated with criminal activities pursuant to N.J.S.A. 18A:11-9.

The parent of any student identified as being potentially involved in gang-related activities shall be notified by the Principal or designee. A student identified as being potentially involved in gang-related activities shall be offered appropriate counseling by school district staff.

The Superintendent of Schools, Assistant Superintendent, Principal, or other administrator employed by the school district shall attend a gang education seminar program pursuant to N.J.S.A. 52:17B-4.7 within the first year of initial employment

as an administrator in the district. The Superintendent of Schools, Assistant Superintendent, Principal, or other administrator shall be exempt from this requirement if the administrator has successfully completed a gang education seminar conducted by a public school district which is substantially equivalent to the seminar required pursuant to N.J.S.A. 52:17B-4.7. Other school staff members shall be provided in-service training on gangs and gang-related conduct and activities including, but not limited to, recruitment procedures; threats/intimidation; clothing; insignia; hand signs; symbols; graffiti; terminology; or other indicia of gang association.

Information regarding gangs shall be shared by school district staff to local law enforcement officials and the school district's administrative staff members will encourage local law enforcement to share gang-related information with school officials.

Nothing in this Policy shall supersede or negate any existing New Jersey law or Board Policy regarding student discipline and/or the school district's student code of conduct. This Policy shall be made available to school staff, students, and parent(s).

## **EXPULSION-Policy 5620**

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a student.

The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, only after the Board has provided the procedural due process rights set forth in N.J.A.C.6A:16-7.1(c) 3 and 7.3, and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3.; and only after the Board has provided an appropriate educational program or services, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610. The educational program or service shall be consistent with the provisions of N.J.A.C. 6A:16-9.1 et seq., Alternative Educational Programs, and N.J.A.C. 6A:16-10.2, Home or Out-of-School Instruction for General Education Students, and N.J.A.C. 6A:14-2 et seq., Special Education, Procedural Safeguards and N.J.A.C. 6A:14-4.1 et seq., Special Education, Programs and Instruction, whichever are applicable. The educational services provided, either in school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25.

An appeal of the Board's decision regarding the cessation of the student's general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or services in accordance with N.J.A.C. 6A:16-7.4(a).2 until a final determination has been made on the appeal of the Board's action to expel a student.

A student with a disability shall only be expelled from his or her current program in accordance with N.J.A.C. 6A:14 et seq. An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14 et seq.

## SECTION C

### ACADEMIC POLICIES AND PROCEDURES

#### A. ELEMENTARY ACADEMIC

##### ELEMENTARY ACADEMIC INTEGRITY

All students are expected to be honest and to display a high standard of integrity in the preparation and presentation of work for credit in all classes. The attempt of any student to dishonestly present work as his/her own will be regarded as a serious offense which may result in a grading penalty and/ or disciplinary action. School staff will contact the parent or guardian of any student who is found to be in violation of this policy. Cheating or dishonesty of any kind on a test, written assignment or project; assisting others to cheat; or altering grade records are considered serious offenses. Offering the work of another as one's own work without proper acknowledgement is plagiarism. Any student who fails to give credit for quotations or essentially identical material taken from books, encyclopedias, magazines, the internet, and other reference works or from writings of a fellow student is guilty of plagiarism, also a serious offense.

##### REPORTING STUDENT PROGRESS – POLICY 5420

Report cards are issued four times a year on the dates specified. Report of Student Progress are also distributed four times a year.

##### Evaluation Key- Kindergarten

M – Meets expectations

W – Working towards grade level expectations

NI – Needs Improvement

N/A –Not assessed at this point

ENGLEWOOD PUBLIC SCHOOL DISTRICT GRADING SCALE	
*Grades 1-6	
*Letter Grade	*Numerical Grade
A	95– 100
A-	90 – 94
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	65 – 69
F	< - 65

\* Safe harbor option will be implemented only once within a school year.

##### PROGRESS REPORTS

The purpose of the progress report is to communicate information about the status of student achievement and conduct accessible through Genesis parent portal. A notice of this kind will be mailed to the student's home four times a year.



## **HONOR ROLL**

Each elementary school which chooses to publish an honor roll shall comply with the following guidelines:

1. The honor roll will be published at the end of each grading period for grades three through six, with the inclusion of second grade as optional.
2. The honor roll will consist of two categories:
  - A. Students having all A's.
  - B. Students having all A's and B's with at least one A.
3. Students listed in either honor roll may not have any N's or U's on the report card.
4. Students working below grade level and students in first grade will not be placed on the honor roll. Their efforts and progress will be recognized in alternative ways developed by the individual

## **HOME/SCHOOL COMMUNICATION CONFERENCES**

In between the issuing of progress reports and report cards teachers keep in contact with parent(s) or legal guardian(s) through:

1. Informal notes: positive in tone, some congratulatory, some warnings of a dropping of interest, brief, friendly, etc.
2. Telephone calls: encouraging, warning, inquiring, investigating, cheery, informing, etc.
3. Informal contacts: through the sending home of a piece of work showing progress, etc.
4. Electronic Communication

Parent(s) or legal guardian(s) will be contacted when:

1. Children fail to do assignments, especially major work;
2. When they fail tests;
3. When they are having difficulty - either academically or behaviorally - in class.

Teachers will not allow more than two or three missed assignments to accumulate before contacting parent(s) or legal guardian(s), and certainly failed tests and quizzes, when occurring regularly, should be noted with written communication (electronic or otherwise).

## **PARENT ORIENTATION MEETINGS**

Communication is the key to developing a partnership between teachers and parents in working for the best interest of children. Parent orientations are held at the beginning of each school year to welcome parents to a new academic year. It is an opportunity for parents to meet their child's teacher, tour the school, and learn about academic expectations and campus policies and procedures.

## **ACCEPTABLE USE OF COMPUTER NETWORKS/COMPUTERS AND RESOURCES – POLICY 2361**

The Board of Education recognizes that as telecommunications and other new technologies shift, the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow students to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by students to information sources but reserves the right to limit in-school use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

## **ASSIGNMENTS/MAKE-UP WORK**

Students shall be permitted to make up assignments and tests without penalty after an absence except in cases of truancy. Students may receive a zero for any assignment or test not made up within the allotted time. Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the lessons missed.

## **PROMOTION AND RETENTION – POLICY 5410**

### **Students not meeting standards**

A teacher who determines that a student's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the student. The teacher will offer immediate consultation to the student's parent(s) or legal guardian(s). Every effort shall be made to provide a remedial plan for an educationally deficient student before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the student, shall be notified in advance of the possibility of the student's retention at grade level. Whenever feasible, notification will be provided no later than eight (8) weeks prior to the end of the school year. Attendance Requirements for Promotion.

### **Attendance Requirements for Promotion**

School attendance shall be a factor in the determination of a student's promotion or retention. Only extenuating circumstances will permit the promotion of a student who has been in attendance fewer than one hundred sixty-two (162) days out of one hundred eighty (180) days for a student enrolled at the elementary, middle, and high school levels, including the granting of high school course credit. A request to consider extenuating circumstances must be articulated by parents/guardians to the School Principal, who will approve or deny the request.

## **PHYSICAL EDUCATION**

All students are required to take physical education. The essential knowledge and skills in physical education emphasize a balanced program of instruction including physical fitness, motor skill development, rhythmic activities; games and sport skill development; and gymnastics and tumbling skills. Due to the nature of activities in physical education, it is appropriate and recommended that students wear tennis shoes or rubber soled shoes while participating. Any student not able to participate because of extended illness or injury must have a written excuse from a doctor stating the nature of the injury or illness along with the time span of inactivity. Non-participation for three days or less will be excused by a parent's note explaining the circumstances.

## **Regulation 2411 GUIDANCE AND COUNSELING**

Our schools are staffed by professional school counselors and is an integral part of the total educational program. Counselors assist students in their educational, personal, social and emotional development. The counseling program is designed to provide developmentally appropriate services to all students.

## **LIBRARIES**

Each school library supports the curriculum and provides a wide variety of materials suitable to the interest and abilities of students in their pursuit of knowledge and love of reading. Information literacy skills for life-long learning are taught, practiced, and applied. In order for each school to maintain a high quality collection, students must learn responsibility in caring for library materials. If any library materials are lost or damaged, the student is expected to pay for them.

## B. MIDDLE SCHOOL AND HIGH SCHOOL ACADEMIC

### MIDDLE SCHOOL AND HIGH SCHOOL ACADEMIC INTEGRITY

All students are expected to be honest and to display a high standard of integrity in the preparation and presentation of work for credit in all classes. The attempt of any student to present as his/her own work such work not honestly performed will be regarded as a serious offense which may subject the offender to a grading penalty and/or disciplinary action. School staff will contact the parents or guardians of any student who is found to be in violation of this policy.

1. Cheating Dishonesty of any kind on a test or examination, written assignment, or project, illegal possession of test or examination questions, the use of unauthorized notes during a test or examination, obtaining or giving information about a test or examination from or to another student, assisting others to cheat or altering grade records are instances of cheating.
2. Plagiarism Offering the work of another as one's own work without proper acknowledgment is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical material taken from books, encyclopedias, magazines, internet sources, and other reference works or from the themes, reports or other writings of a fellow student is guilty of plagiarism.

### REPORTING STUDENT PROGRESS – POLICY 5420

#### Academic Grading System

Report cards are issued four times a year on the dates specified. Report of Student Progress are also distributed four times a year.

ENGLEWOOD PUBLIC SCHOOL DISTRICT GRADING SCALE (GRADES 7-12)			
** Grades 7-12 Numerical credit to apply for grade point average. Applies only to grades 9-12.			
**AP	**Honors	**College Prep	**Numerical Grade
5.0	4.5	4.0	95– 100
4.8	4.3	3.8	90 – 94
4.5	4.0	3.5	87 – 89
4.0	3.5	3.0	83 – 86
3.8	3.3	2.8	80 – 82
3.5	3.0	2.5	77 – 79
3.0	2.5	2.0	73 – 76
2.3	2.3	1.8	70 – 72
2.0	2.0	1.0	65 – 69
0	0	0	< – 65

\* Safe harbor option will be implemented only once within a school year.

A report card grade of **Incomplete** may be given when a student has not completed assigned work (writing assignments, projects, tests, quizzes, etc.) before the end of the quarter due to extenuating circumstances. Incompletes are not given to students who simply do not complete assignments. A grade of Incomplete must be pre-approved by a school administrator. Missing assignments are due within **two weeks** of the close of the previous quarter. Should the student fail to make up the incomplete work satisfactorily and in its entirety within the 10 school days after the close of the quarter, the grades will convert to “0” and be averaged with other quarter grades in the same subject to determine the grade average in that class for that quarter. No student should receive an “incomplete” for a final grade.

### **High Honor Roll (PRINCIPAL'S ROLL OF HONOR-JDMS)**

The High Honor Roll consists of students who have earned a grade of at least A- in each class, including all core and all elective courses.

### **Honor Roll**

The Honor Roll consists of students who have earned a grade of at least B- in each class, including all core and all elective courses. The list of students who receive honor roll status is published and students are awarded a certificate.

### **HOME/SCHOOL COMMUNICATION CONFERENCES**

In between the issuing of progress reports and report cards teachers keep in contact with parent(s) or legal guardian(s) through:

1. Informal notes: positive in tone, some congratulatory, some warnings of a dropping of interest, brief, friendly, etc.
2. Telephone calls: encouraging, warning, inquiring, investigating, cheery, informing, etc.
3. Informal contacts: through the sending home of a piece of work showing progress, etc.
4. Electronic Communication

Parent(s) or legal guardian(s) will be contacted when:

1. Children fail to do assignments, especially major work;
2. When they fail tests;
3. When they are having difficulty - either academically or behaviorally - in class.

Teachers will not allow more than two or three missed assignments to accumulate before contacting parent(s) or legal guardian(s), and certainly failed tests and quizzes, when occurring regularly, should be noted with written communication (electronic or otherwise).

### **PARENT ORIENTATION MEETINGS**

Communication is the key to developing a partnership between teachers and parents in working for the best interest of children. Parent orientations are held at the beginning of each school year to welcome parents to a new academic year. It is an opportunity for parents to meet their child's teacher, tour the school, learn about academic expectations and campus policies and procedures.

### **PROMOTION AND RETENTION – POLICY 5410**

#### **Students not meeting standards**

A teacher who determines that a student's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the student. The teacher will offer immediate consultation to the student's parent(s) or legal guardian(s). Every effort shall be made to provide a remedial plan for an educationally deficient student before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the student, shall be notified in advance of the possibility of the student's retention at grade level. Whenever feasible, notification will be provided no later than eight (8) weeks prior to the end of the school year. Attendance Requirements for Promotion.

#### **Attendance Requirements for Promotion**

School attendance shall be a factor in the determination of a student's promotion or retention. Only extenuating circumstances will permit the promotion of a student who has been in attendance fewer than one hundred sixty-two (162) days out of one hundred eighty (180) days for a student enrolled at the elementary, middle, and high school levels, including the granting of high school course credit. A request to consider extenuating circumstances must be articulated by parents/guardians to the School Principal, who will approve or deny the request.

**SECTION D**  
**CAMPUS POLICIES AND PROCEDURES**

A decorative border of cartoon bees surrounds the text. The bees are yellow with black stripes, blue wings, and pink antennae. They are arranged in a rectangular frame around the central text.

DONALD A. QUARLES

*Early Childhood Center*

Home of the Bee Excellence!

**Parent and Student Handbook**

Arlene Ng, Principal  
Gina Edone, Supervisor  
Debra McCrosson, Nurse  
Risory Caraballo, Social Worker

## **AFTER SCHOOL PROGRAMS**

The After School Program for Pre-K and Kindergarten students will be held at Quarles School. For further information, please contact Business Office at 201-862-6217.

## **ARRIVAL**

Children who are brought to school by private car or van must be escorted by an adult to the Music Room (**Pre-Kindergarten**) or Gym (**Kindergarten**), no later than 7:55 am. If your child arrives later than 8:00 am, you must escort your child to the main office to receive a late pass.

Children participating in the breakfast program must be escorted to the cafeteria and may not arrive before 7:30 am.

Students who arrive after 8:00 a.m. **MUST OBTAIN A LATE PASS FROM THE MAIN OFFICE.** They will be escorted by one of our school security officers to his/her classroom to ensure their safe arrival. **PARENTS ARE NOT PERMITTED TO WALK STUDENTS TO CLASSROOMS AT ANY TIME.**

## **DISMISSAL**

Children are released to the appropriate bus/childcare program or parent/guardian at the end of each day. It is distressing to children to be left after regular school hours. If your child does not go on a bus at dismissal, they will be in the cafeteria where you **MUST** sign them out. If it is necessary to pick up your child before dismissal, please be informed that you must be in the main office to sign your child out **NO LATER THAN 1:30pm**. Please remember that parking is not permitted in the parking lot or in the driveway as buses begin to pull in at this time of the day. If a child is continually left at school after dismissal, Policy 8601 will be implemented by the school administration.

## **ATTENDANCE**

**ABSENCES MUST BE REPORTED EACH DAY.** If your child will be absent, please call 201-862-6115 or 201-862-6117 by 8:45 a.m. Attendance is taken at the beginning of each day and the parents of children with an unexcused absence will be called.

## **CHILD CUSTODY**

Restraining orders and custody papers must be on file in the school main office and in the Register Office. If only one parent has custody of a child, the school must be notified upon enrollment. If a non-custodial parent is not authorized to pick up the child, the custodial parent must provide the school with a certified copy of the court order confirming that one parent does not have visitation rights. Without such a court order the law grants parents joint custody and the school is not allowed to refuse release of the child to either parent.

## **CHILD STUDY TEAM**

The Child Study Team (CST) facilitates student eligibility determination for Special Education and related services in accordance with federal and state requirements. The CST at Quarles School includes a school psychologist and a social worker to evaluate and plan Individualized Educational Programs (IEP) for students experiencing learning difficulties. The team also provides appropriate consultation, counseling, and monitoring services for students, parents and staff.

## **CURRICULUM: PRE-SCHOOL**

In Pre-Kindergarten, the teachers believe that the experiences and knowledge young children bring to school, combined with their innate curiosity, sense of wonder and exuberance are the foundations for learning. Education is defined as research, and children are encouraged to think creatively, solve problems, make decisions, and expand their critical-thinking skills. Children are encouraged to ask questions and explore. This in turn enhances their ability to solve problems, recognize cause and affect relationships, and plan.

## **CURRICULUM: KINDERGARTEN**

The Kindergarten curriculum offers developmentally appropriate experiences to enhance growth and to meet the academic and social/emotional needs of all children. We continually aim to integrate the curriculum and align the content with the experience of the learner. A 90 minute Literacy Block and a comprehensive Mathematics program, is part of the Kindergarten curriculum.

## **FIELD TRIPS**

Field trips and other special activities are used to enhance the educational program. Permission slips signed by a parent/guardian are required for all trips. If there is a cost associated with a trip, parents/guardians will be notified in advance. If the cost of the trip presents a family burden, please inform your child's teacher.

The number of chaperones needed for trips is based on the nature of the activity and the capacity of the school buses. Siblings or other family members may not attend field trips. In order to be empathetic to all children, souvenir purchases will be limited to items for the entire class.

A bag lunch is provided for those students who regularly receive school lunch. For those children who bring lunch from home, all food must be brought in disposable containers. Glass bottles are not permitted.

The school nurse does not attend field trips. Any child who requires medication during the day or who has a medical condition needs to be accompanied by a family member who can care for the child's special needs.

## **HOMEWORK POLICY**

In addition to reading together nightly, worthwhile homework assignments and special projects will extend the learning that was initiated in the classroom.

Assignments will:

- ❖ serve a valid educational purpose
- ❖ be reasonable and consistent with the child's abilities, needs, and interests
- ❖ extend the child's knowledge and allow the child to work at his/her own pace
- ❖ provide a challenging reinforcement for lessons that have been previously taught
- ❖ engage parents in their child's learning

## **LOST AND FOUND**

Please inquire as soon as possible if your child is missing anything. It is much easier to return a lost item if it is labeled with the owner's name. **REMEMBER TO LABEL EVERYTHING.** Labeling reduces confusion. There is a *Lost and Found* Box located outside of the cafeteria. Unclaimed items will be donated to charity on a monthly basis.

## **MEALS AND SNACKS**

Children in Pre-Kindergarten and Kindergarten will have snack time. Parents need to send a healthy snack



and drink to school every day. Lunch and juice/milk will be provided by the school for a fee, reduced fee or free to qualified families. In the preschool, meals and snacks are served family style in the classroom setting.

## **OUTDOOR ACTIVITIES**

Outdoor play is an integral part of the daily curriculum. The American Association of Pediatrics recommends that children play outside every day when it is not raining, etc. The staff uses their judgment in determining when children will go outdoors and how long they will remain outside. Dress your child appropriately for variable weather conditions. Children are expected to participate in all scheduled activities. If a child is well enough to attend school, they should be well enough to participate in all activities.

## **PARENT TEACHER ORGANIZATION**

All parents are members of the Quarles Parent Teacher Organization (PTO). The PTO raises money to provide additional programs and materials for the children. Some of these include field trips, assemblies, and special events. The PTO also provides a monthly forum for parents to make suggestions, express concerns and offer solutions. The PTO coordinates class parents, telephone chains and prepares newsletters for parents. Fundraising efforts are the only source of income for our PTO. We encourage your involvement by attending meetings and assisting in the organization of fundraising events.

## **PARKING**

Parking at Quarles School is extremely limited. Parking is only permitted on the south side of Davison Place above the Quarles Driveway and on the side streets. Parking is not permitted in the parking lot, in the circle, or in front of the school. **It is against the law to leave your car engine running when you exit the car. Please also avoid “double parking” during as this is a hazard for those legally and illegally parked.**

## **POSITIVE BEHAVIOR**

D.A. Quarles Early Childhood Center is a PBSIS School. **Positive Behavioral Support In Schools** is a nationwide program that addresses how schools plan for and deal with problem behaviors. By promoting and encouraging positive behaviors, schools across the country have experienced dramatic improvements in overall discipline problems.

Quarles “Bee” Excellent Everyday Program recognizes that the goal of good discipline is effective self-regulation of behaviors. Quarles School’s objective is to guide children in developing appropriate behavior and self-esteem. Natural and/or logical consequences for behavior may be used to help the children become responsible for their own actions.

## **PROMOTION**

A student’s achievement of the skills for the grade to which he/she is assigned and his/her readiness for work at the next grade level is assessed and evaluated before he/she is promoted. Efforts are made to identify students who may benefit from additional supports early on in the school year.

## **RELATED ARTS ROTATION**

Quarles students receive a 40-minute daily enrichment in the areas of art, music, physical education and world

language. Your child's teacher will inform you of the related-arts schedule.

### **WEATHER/CLOTHING**

A dress code for all Quarles students has been introduced having students wear specific colors that include maroon, blue, khaki and white. Please refer to the enclosed flyer for information. Remember to dress your child appropriately for the daily. All students will go outside at varying times during the school day.

**Extra Clothing:** All students should have a set of extra clothing to be kept in their classroom. If the child uses the extra clothing, please replace the spare set the following day.

### **GUNS AND WAR TOYS**

The Early Childhood Center strives to provide an atmosphere of respect and cooperation by teaching children the value of caring for one another. Accordingly, no item of a violent or aggressive nature will be allowed in the school. This includes, but is not limited to:

- ❖ Clothing depicting aggressive or violent characters
- ❖ Clothing representative of war or war activities
- ❖ Weapons - including all types of toy guns (including squirt/water guns, knives, slingshots, swords, etc.)
- ❖ Aggressive or violent character toys

The Quarles staff respects the rights and desires of individual families in making these items or characters available to their children at home. However, we ask that parents/guardians respect the School's desire to provide an atmosphere without the direct influence of such characters and behaviors.

### **HEALTH OFFICE**

The goal of the nurse's office is to work with parents/guardians in order to provide the best health care and information. The schools nurse must work within state guidelines, laws, and district policies. The policies and procedures of the health office are listed below. Please contact the school nurse, Mrs. McCrosson with any questions.

### **ACCIDENTAL INJURY**

If a student becomes injured at school or if an accident warrants, parents/guardians will be notified to pick up their child as soon as possible. An accident report will be completed by the school and kept on file. If your child sees a doctor or receives medical treatment due to an injury at school, please notify the school nurse.

### **ILLNESS OR MEDICAL DISMISSAL**

If a student visits the nurse's office early in the day with minor complaints, he/she is encouraged to stay in school and will be monitored throughout the day.

Students who are ill and need to go home must be signed out by a parent/guardian or an adult that the parent/guardian designates in writing.

Students will be excluded from school for the following medical concerns:

- A temperature of 100 degrees or greater. The student should not return to school until he/she is fever free for 24 hours.
- Vomiting
- Suspicious rashes

- Possible conjunctivitis (pink-eye)

Students who have been diagnosed with strep throat should not return to school until he/she is on medication and/or free of fever for 24 hours.

If your child does not feel well and/or had a fever either the night before or in the morning, PLEASE DO NOT SEND YOUR CHILD TO SCHOOL!

Children are not only uncomfortable when sick, but may be contagious to other children and staff until treated. If a child becomes ill at school, parents will be notified and asked to pick up their child **AS SOON AS POSSIBLE**. In cases where the child returns to school and does not seem to be fully recovered, parents will be contacted and asked to take their child home.



**Dr. Grieco Elementary School**

**Home of the Grieco  
Superstars!**

**Parent & Student Handbook**

Daniela Small-Bailey, Principal

Abraham Alarcon, Assistant Principal

Nancy Norell, R.N., School Nurse

Cecilia Ruiz, School Social Worker

### **AFTER SCHOOL PROGRAMS**

The After School Program for 1<sup>st</sup> Grade through 3rd Grade students will be held at Grieco School. For further information, please contact the Business Office at 201-862-6217.

### **ARRIVAL & DISMISSAL PROCEDURES**

(The playground is off-limits before and after school)

#### **ARRIVAL: MORNING DROP OFF: 7:30 A.M. – 8:25 AM**

Parents will not be permitted to leave their cars unattended in front of the Grieco Main Entrance. Parents / Guardians **MUST** drop off the students in the entrance way, and the Grieco staff will make sure that the students are directed to the appropriate location. First Grade students will line up in the media center. Second Grade students will line up in the cafeteria. Third Grade students will line up in the gymnasium. First and Third Grades students who are eating breakfast will bring their belongings to their designated areas then proceed to the cafeteria. There will be supervision in the media center, cafeteria, and gymnasium to assist all students.

#### **DISMISSAL: STUDENT PICK UP 3:00 PM**

Grieco school doors are locked during the school day. Doors will be open for dismissal at 3:00 p.m.

Grieco staff will not allow anyone to enter the building 30 minutes prior to dismissal time. Parents who are picking up students should proceed to the following areas: First and Third Grade students will be picked up in the Media Center, Second Grade students will be picked up in the Cafeteria. If you will be picking up a student who is scheduled to take the bus, please call the office at 201-862-6167 by 12:00 pm. ***Parents will not be allowed into the gymnasium at dismissal.***

#### **PARENT / GUARDIAN STUDENT SIGN OUT:**

During the academic year, if you need to sign your child out of school during the school day, PLEASE send in a note that morning so the teacher can have the assignments ready at the pickup time. Parent / Guardian must sign the student OUT at the Security Desk, and then proceed to the Main Office to retrieve the student. ***The above procedures have been set in place to insure the safety and well-being of our students.***

### **ATTENDANCE**

Parents must call the Grieco **School Main Office by 8:00 a.m.** the morning of an absence **201-862-6167**. We believe that regular attendance and promptness in the school is essential for learning. Please send in a note on the day of your child's return to school. Parents who do not inform the school of their child's absence will receive a call from the school.

### **CHILD CUSTODY**

Restraining orders and custody papers must be on file in the school main office and in the Register Office. If only one parent has custody of a child, the school must be notified upon enrollment. If a non-custodial parent is not authorized to pick up the child, the custodial parent must provide the school with a certified copy of the court order confirming that one parent does not have visitation rights. Without such a court order the law grants parents joint custody and the school is not allowed to refuse release of the child to either parent.

### **CHILD STUDY TEAM**

The Child Study Team (CST) facilitates student eligibility determination for Special Education and related services in accordance with federal and state requirements. The CST at Quarles School includes a school psychologist and a social worker to evaluate and plan Individualized Educational Programs (IEP) for students experiencing learning difficulties. The team also provides appropriate consultation, counseling, and monitoring services for students, parents and staff.

**Behavior standards for school bus students.....** *Parent/Guardian or Designated person must be at the BUS ZONE at arrival & dismissal times.*

### **ON AND AROUND BUSES, STUDENTS WILL:**

1. Comply with the Behavior Standards for School Bus Students.
2. Board and exit the bus in an orderly, safe manner (in a straight line).
3. Remain seated while on the bus.
4. Talk with other students in a normal voice.
5. Keep all parts of the body inside the bus windows.
6. Keep aisles, steps, and empty seats free from obstruction.
7. Treat the driver, bus assistant and students with respect.
8. Be at their assigned bus stop at pick up and drop off.
9. Treat the bus and other private property with care.
10. Wear seat belt at all times.

### **ON OR AROUND SCHOOL BUSES, STUDENTS WILL NOT:**

1. Fight, push, shove, or trip other passengers.
2. Push while boarding or exiting the bus.
3. Get on or off the bus while the bus is in motion.
4. Make excessive noise.
5. Put objects out of bus windows or hands out of the windows.
6. Open the windows unless told by the driver or bus assistant.
7. Engage in horseplay or stand up while bus is driving.
8. Eat, drink, or litter on bus.
9. Use profane or abusive language or make obscene gestures.
10. Harass or interfere with other students.
11. Disrespect, distract or interfere with bus driver.
12. Sit in the bus driver seat.
13. Open or try to open the bus door.
14. Throw or shoot objects inside or out of the bus.
15. Tamper with bus controls or emergency equipment.

16. Accept candy from anyone.
17. Play cards or exchange cards on bus.
18. Spit

### **FIELD TRIPS**

Field trips and other special activities are used to enhance the educational program. Permission slips signed by a parent/guardian are required for all trips. If there is a cost associated with a trip, parents/guardians will be notified in advance. If the cost of the trip presents a family burden, please inform your child's teacher.

The number of chaperones needed for trips is based on the nature of the activity and the capacity of the school buses. Siblings or other family members may not attend field trips. In order to be empathetic to all children, souvenir purchases will be limited to items for the entire class.

A bag lunch is provided for those students who regularly receive school lunch. For those children who bring lunch from home, all food must be brought in disposable containers. Glass bottles are not permitted.

The school nurse does not attend field trips. Any child who requires medication during the day or who has a medical condition needs to be accompanied by a family member who can care for the child's special needs.

### **CELLULAR TELEPHONE, ELECTRONIC DEVICES & TOY POLICY**

Students may not bring the following items to school:

- Toys including Guns and War toys
- Hand held electronic games
- I- Pods
- MP3
- Cell phones
- Any other electronic devices



Any violations of this policy will result in the student's property being confiscated and returned to a parent / guardian via administration. In addition, the school will not assume any responsibility if these items are broken, lost or stolen.

### **DISCIPLINE**

Grieco School's discipline policy seeks to ensure that all students are treated equitably. These standards of conduct apply to students during school hours, before and after school while on school property, traveling to and from school and at all school sponsored events. Furthermore, these standards of conduct apply to off-school grounds when such conduct can be demonstrated to negatively impact the educational process or endanger the health, safety, welfare or morals of our school community.

It is of utmost importance that there is cooperation between the school and the home. Parents MUST be kept informed of their child's conduct in school.

### **School Rules**

- Be on time
- Respect yourself, each other, and the school
- Keep hands to yourself
- Be quiet in the hallway

- Walk in the hallway
- Stay to the right in the hallway
- Remove hats/caps when entering the building
- **Do Not** chew gum
- RESPECT! RESPECT! RESPECT!
- Ask your teacher for help

### **C.A.R.E. PROGRAM**

The purpose of the **C.A.R.E.** Program is to hold students accountable for their behavior and their school assignments while they remain in school after having committed an infraction.

Please remember,

Education cannot proceed effectively without good, consistent discipline. Discipline is the training of the mind and character in order to improve the quality of life. Discipline provides the orderly conduct needed to operate the school. Students are expected to behave in a mannerly and cooperative way to promote their educational, social and emotional development. Students who do not comply with the expected Code of Conduct Standards will be disciplined in accordance with the Englewood Board of Education Policies.

Any infraction disrupting the C.A.R.E. Program expectations will result in the following:

- 1<sup>st</sup> Incident: Verbal Warning = Re-teaching expectations
- 2<sup>nd</sup> Incident: Redirection and re-teaching expectations
- 3<sup>rd</sup> Incident: Redirection, re-teaching expectations, additional supports/interventions

<b>C.A.R.E. INFRACTIONS</b>
Leaving seat without permission
Excessive Talking: examples include but are not limited to the following; inappropriate conversation, profanity, etc.
Disruptive Noise (tapping, whistling, loud yawns, sighs, etc.)
Sleeping/appearance of sleeping
Disrespectful to staff/students
Disruptive Behavior/Uncooperative
Verbal Altercation
Other Student Code-of-Conduct violations

Students who receive three opportunities to correct behavior due to infractions while in the C.A.R.E. Program may be assigned an additional day. Students who do not complete all of their classroom assignments given by their teachers must complete the assignment(s) for homework.

Students will report to the main office and will be escorted to the C.A.R.E. Program.



## **C.A.R.E. STUDENT EXPECTATIONS**

- Students will be assigned a specific seat.
- All C.A.R.E. activities/assignments must be completed on the day assigned.
- Students must stay in their seats unless given permission from the C.A.R.E. instructor.
- The student will take two scheduled restroom breaks during the day.
- Students must be alert and participating in all C.A.R.E. activities.
- Lunch will be eaten in the main office.
- Students are expected to follow school rules and procedures while in the C.A.R.E. Program.
- Absences from C.A.R.E. will be made up before returning to regular classes.

A typical day in the C.A.R.E. Program will include the following:

- Morning Meeting
- Math Support
- Technology Citizenship
- Classwork
- Lunch
- Character Education
- Restorative Conference if applicable
- STAR Reflection

Student must bring their school related materials to the C.A.R.E. Program.

**\*\*Students will not attend any extracurricular activities during their time in the C.A.R.E. Program (school activities, field trips, fun days, assemblies, sports, etc.).**

## **DISCIPLINE PHILOSOPHY**

We believe true discipline is self-corrective, therefore having the students reflect on their actions and learn from their experiences. Students are required to examine their behavior, enabling them to use good judgment when confronted with similar situations. Students are questioned about incidents and are allowed to explain their actions. Parents are contacted as soon as possible regarding incidents.

Students may be required to stay after school, denied recess and suspended if necessary. Discipline only works if the school, parents and child take responsibility.

## **DRESS CODE**

District Dress Code Policy 5511 (*refer to Section A: Dress and Grooming*)

Throughout the school year it is highly recommended that our student's follow the dress code below:

Boys and Girls: Burgundy or White Shirts (polo/knit or button down)

Boys: Navy Blue or Khaki Pants (NO DENIM)  
Girls: Navy Blue or Khaki Skirt or Pants (NO DENIM)  
Footwear: Solid Black Shoes/Sneakers (Rubber bottoms)  
**Note: Cool weather option ~ burgundy knit vests or sweaters**

Physical Education/Gym Uniforms  
Grey top (t-shirt or sweatshirt)  
Navy bottom (shorts or sweats)

Extra Clothing: All students should have a set of extra clothing to be kept in their classroom. If the child uses the extra clothing, please replace the spare set the following day.

### **HOMEWORK**

1. When your child is absent from school and needs his/her homework assignment, please telephone the school office (201-862-6167) in the morning. The classroom teacher will be notified and will make a folder which includes all homework. Homework assignments can be picked up in the office at the end of the school day or sent home with another child, if requested. All homework must be made up when your child is absent.
2. Parents must review child's planner and are encouraged to sign that they reviewed the daily homework.
3. Homework is expected to be returned completed the next day.
4. A "Missing Homework" will be sent home when homework is not submitted.
5. Each teacher will have a rewards / consequences system in place regarding homework.
6. Students who do not complete homework will:
  - Receive a telephone call home to parent / guardian
  - Receive a letter home to parent / guardian
  - Have parent / guardian meet with teacher
  - Have parent / guardian meet with principal

Teachers will post all homework assignments on line @ Education Leadership Solutions. Please visit the web site below and look for your child's teacher to view his/her homework assignment.

<https://www.k12els.com/parent/parentpage.php?eid=944&hkey=944963A671>

Working together will assist our students in obtaining the success they need for the future. Thank you for your support and sharing our school's Mission and Vision for the students.

### **LOST AND FOUND POLICY**

Please contact the school (201-862-6167) as soon as possible if your child is missing anything. It is much easier to return a lost item if it is labeled with the owner's name. Remember to label everything. Labeling reduces confusion. There is a *Lost and Found* Box located inside the cafeteria. Unclaimed items will be donated to charity each month.

### **PARENTS AS READING PARTNERS**

Grieco Families as Reading Partners is a Literacy Initiative that will reinforce children and family members' literacy interaction. Families will be invited into Grieco School monthly to read aloud with their students and their classmates in an intimate setting. The literacy pairing will enhance both literacy and family bonds that will reinforce the commitment of continuing literacy at home. Please sign up with your child's teacher to attend this interactive initiative.

### **GRIECO PARENT TEACHER ORGANIZATION WELCOMES YOU!**

Every parent at Grieco School is a member of the PTO and we encourage you to invest your time and attention to our students. The money that we raise during the school year will be used to fund educational and social events, to broaden your child's EPSD experience. The goal of the Grieco PTO is to have students, staff, and parents working together to create the best learning environment for our children. We look forward to your participation at our school events.

### **PBSIS-POSITIVE BEHAVIORAL SUPPORT IN SCHOOLS**

*PBSIS is a collaboration between the New Jersey Department of Education, Office of Special Education Programs and the Boggs Center @ UMDNJ-Robert Wood Johnson Medical School, New Jersey's University Center for Excellence in Developmental Disabilities Education, Research and Service.*

The Goal of PBSIS: To support the inclusion of students with disabilities within the general education program by developing the capacity of schools to create environments that encourage and support pro-social student behavior at the school-wide, classroom and individual student levels using current research validated practices in positive behavior support.

Grieco School will achieve:

- An integrated system to promote and encourage positive behavior school-wide;
- A system to catch and intervene with conduct behaviors early;
- A system for designing and implementing targeted interventions to provide behavior support for all students.

Grieco School PBSIS Interventions:

- Support students with disabilities in general education programs and settings;
- Promote school connectedness and positive climate;
- Foster family involvement;
- Use data to make decisions and evaluate progress;  
Reduce the number of referrals to special education services, discipline referrals and suspensions both first offenses and repeated offenses.

### **HEALTH OFFICE INFORMATION:**

The goal of the Health Office is to work with the parent/guardians in order to provide the best health care and information. Please contact the nurse: Mrs. Nancy Norell, with any questions.

- **General Illness or Medical Dismissal:** If a student visits the Health Office early in the day with minor complaints, he/she is encouraged to stay in school. Resting in the Health Office is time limited. Students who are ill and need to go home **MUST** be signed out by a parent or guardian or an adult that the parent / guardian designates in writing.
- **Students will be excluded from school for the following:**
  1. A temperature of 100 degrees or greater. The student should not return to school until he / she is fever free for 24 hours.
  2. Vomiting
  3. Loose stool
  4. Suspicious rashes

5. Possible conjunctivitis (pink-eye)
6. Severe cold symptoms (continues coughing , sore throat, nasal drainage)
7. Lethargic or on medication that would cause drowsiness

Students who have been diagnosed with strep throat should not return to school until he/she is on medication and /or free of fever for 24 hours.

If your child does not feel well and / or had a fever either the night before or in the morning, Please **DO NOT** send your child to school. Likewise, if your child has vomiting or loose stool, please **DO NOT** send your child to school.

- **Injuries:** All injuries that happen in school or at school activities must be reported to the nurse. If a student visits the nurse during school hours with a minor injury; first aid will be given. Parents / guardians will be called immediately and instructed to come to school and take their child from medical treatment. An ambulance will only be called in a life-threatening emergency or if the student should not be moved.

### **Textbooks**

Textbooks are furnished to your child by Englewood Board of Education on a loan basis and should be treated as borrowed property. Students must pay for the loss or abuse of textbooks.



**Dr. Leroy McCloud Elementary School  
Home of the  
Mighty McClouds**

# **Parent/Student Handbook**

**Carroll Sanchez, Principal  
Ketsia Sadler, School Nurse**

### **ADAPTIVE EQUIPMENT:**

Children should not wear their eyeglasses during Physical Education class or while on the playground unless prescribed as necessary during those times. In addition, the School Nurse should be informed of students wearing any hearing aids, braces or prostheses.

### **ANONYMOUS REPORTING OF WEAPONS:**

- If you know about a student carrying a weapon at school, or talking about bringing a weapon to school...
- If you hear someone threatening violence with a weapon...
- If you know about someone's plans to hurt anyone at school...
  - Don't ignore it. Don't assume it's a joke. No threat is a joke.
  - Don't try to solve the problem yourself.
  - **Call 1-866-SPEAK-UP to anonymously report the threat.**
  - The call is toll-free. Your tip will be transcribed and forwarded to the proper local authorities so the threat can be resolved safely. In case of an immediate emergency, please call 911. You have the power to prevent school violence by just reporting weapons or threats of violence at school. Use your voice.

**Remember Call 1-866-SPEAK-UP. That's 1-866-773-2587. ([www.paxusa.org](http://www.paxusa.org))**

### **AVID ELEMENTARY:**

AVID Elementary is designed to be embedded into the daily curriculum of all elementary classrooms across entire grade levels to impact school-wide structures. Our systemic approach provides different curricula for different levels and settings in order to support all students on their path to college readiness. AVID Elementary is a foundational component of college readiness skills.

Our Primary Focus:

- **Student Success Skills:** communication skills, educational self-advocacy, study skills
- **Organization:** mental and physical organization within agenda/planner, organizational tools, time management, goal setting, note-taking strategies (3 formats)
- **WICOR Lessons:** emphasis on writing to learn, inquiry, collaboration, organization, reading to learn in all content areas
- **Partnerships:** classroom, grade levels, sites, feeder patterns, families, communities

### **BICYCLES/SCOOTERS**

Students who ride bicycles or scooters to school must wear helmets. Failure to do so will result in the bicycle or scooter being confiscated and the Student Resource Officer (S.R.O.) being contacted. At the discretion of the S.R.O. a summons may be issued to the parent/guardian of the student. In addition, the student must follow the safety rules as identified by the state of New Jersey.

## **BIRTHDAY ACKNOWLEDGMENT**

Due to the number of nut allergies and to promote healthy eating, birthdays will be celebrated one day a month in each classroom: Please use the following guide for the appropriate items. If you have any questions, please call the Nurse at 201-862-6148.

Birthday Celebration Dates: *Sept. 30, 2015, Oct. 29, 2015, Nov. 30, 2015, Dec. 21, 2015, Jan. 29, 2016, Feb. 26, 2016, March 31, 2016, April 29, 2016, May 23, 2016, and June 20, 2016.*

### **Acceptable Food/Drinks for Birthday Celebration:**

100% juice, water

Fruit smoothies

Fruit and cheese kabobs, fruit salad

Veggie tray with low fat dip

Whole grain crackers with cheese cubes

Pretzels, low fat popcorn, rice cake, graham crackers and animal crackers

Ham, cheese or turkey wraps with low fat condiments

Low fat granola bars

Whole grain tortilla chips with salsa

Please read labels to ensure that items are not manufactured or made on surfaces that process nut products.

Any food items brought in that are not in accordance with the above will not be served.

Acceptable gift items: Pencils/Pens (with your child's name engraved on it if you'd like) or erasers

## **C.A.R.E. PROGRAM**

The purpose of the **C.A.R.E.** Program is to hold students accountable for their behavior and their school assignments while they remain in school after having committed an infraction.

Education cannot proceed effectively without good, consistent discipline. Discipline is the training of the mind and character in order to improve the quality of life. Discipline provides the orderly conduct needed to operate the school. Students are expected to behave in a mannerly and cooperative way to promote their educational, social and emotional development. Students who do not comply with the expected Code of Conduct Standards will be disciplined in accordance with the Englewood Board of Education Policies.

Any infraction disrupting the C.A.R.E. Program expectations will result in the following:

- 1<sup>st</sup> Incident: Verbal Warning = Re-teaching expectations
- 2<sup>nd</sup> Incident: Strike One = Redirection and re-teaching expectations
- 3<sup>rd</sup> Incident: Strike Two = Redirection, re-teaching expectations, additional supports/interventions
- 4<sup>th</sup> Incident: Strike Three = Additional day of C.A.R.E.

<b>C.A.R.E. INFRACTIONS</b>
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Leaving seat without permission
Excessive Talking: examples include but are not limited to the following; inappropriate conversation, profanity, etc.
Disruptive Noise (tapping, whistling, loud yawns, sighs, etc.)
Sleeping/appearance of sleeping
Disrespectful to staff/students
Disruptive Behavior/Uncooperative
Verbal Altercation
Other Student Code-of-Conduct violations

Students who receive three strikes due to infractions while in the C.A.R.E. Program will be assigned an additional day. Students who do not complete all of their classroom assignments given by their teachers must complete the assignment(s) for homework.

### **C.A.R.E. STUDENT EXPECTATIONS**

- Students will be assigned a specific seat.
- All C.A.R.E. activities/assignments must be completed on the day assigned.
- Students must stay in their seats unless given permission from the C.A.R.E. instructor.
- Food, drinks, candy and PEDs are a distraction to the classroom and they are not allowed.
- The student will take two scheduled restroom breaks during the day.
- Students must be alert and participating in all C.A.R.E. activities.
- Lunch will be eaten in the C.A.R.E. room.
- Students are expected to follow school rules and procedures while in the C.A.R.E. Program.
- Absences from C.A.R.E. will be made up before returning to regular classes.

A typical day in the C.A.R.E. Program will include the following:

- ELA Support
- Support - Social Worker
- Classwork
- Lunch
- Character Education
- Restorative Conference if applicable

Student must bring their school related materials to the C.A.R.E. Program.

**\*\*Students will not attend any extra-curricular activities during their time in the C.A.R.E. Program (school activities, sports, etc.).**



**CELL PHONES:**

Reference: Policy # 5516M

Students are permitted to bring or possess cellular telephones on school district property with the following stipulations:

- Cellular telephones are to be kept out of sight and turned off during the school day, including lunchtime. They may only be used on school district property before school begins and after the conclusion of the school day. The use of a cellular telephone is not allowed at any school function during school hours (i.e. sporting events, field trips, assemblies).
  - Any use of a cellular telephone on a school bus that disrupts or affects the safety of the transportation of students will result in disciplinary action.
- Whenever possible, cellular telephones should be locked in the student's locker or out of sight in the student's pocket during the school day.
- The ringing or signaling, or the use of cellular telephones during the school day will result in the confiscation of the cellular telephone.
  - The cellular telephone will be kept in the School Principal's office and the student's parents/guardians will be contacted. The cellular telephone will only be returned to the student during a student and parent meeting. The student will not be allowed to have the cellular telephone in his/her possession at any time on school property for the remainder of the school year.

A student who refuses to surrender a cellular telephone to a teacher or principal, or uses or possesses a phone when privileges are revoked is subject to suspension.

**GRADE LEVEL PROMOTION REQUIREMENT:**

Passing Language Arts Literacy and Mathematics is a requirement for promotion. Students who fail either subject will become a candidate for retention. Teacher assessments, report card grades and STAR Renaissance Assessments will all be reviewed to establish Summer School recommendations and promotion.

**HOMEWORK:**

All homework must be made up when your child is absent from school. When your child is absent and needs his/her homework assignment, please telephone the school office (201-862-6155) on the morning of the absence. The classroom teacher will be notified and will make a folder, which will include the homework assignments. Homework assignments can be picked up in the office at the end of the school day or sent home with another child, if requested.

**IVY PROGRAM:**

This program was designed to provide an advance academic approach to addressing the curriculum. The program's rigorous project-based activities are designed to improve the cognitive skills, assist in the development of critical, inductive, deductive, and creative thinking skills, and challenge students in the development of information fathering. This process proactively engages student participants with a love for learning and a quest for knowledge.

**LOCKERS (6<sup>TH</sup> GRADE ONLY):**

Each 6<sup>th</sup> grade student will be assigned a school locker at the beginning of the school year. The following rules pertain to the use of that locker:

1. Each student will have his or her own locker combination, which should not be shared with other students.
2. Each student will be responsible for the condition of the locker. Magnets are the only objects that can be applied to the inside of your locker doors. Tape will leave a residue and damage the paint. (Any student damaging a locker will be responsible for the repair cost.)
3. Each student will keep only his/her own possessions in his/her locker. Students are prohibited from using any locker other than the one assigned to them.
4. No student should have any possessions in the locker that are contrary to school rules, dangerous to others, or anything that the student was specifically directed not to bring to school. Please be advised that an administrator reserves the right to inspect the contents of the lockers and to remove anything contrary to school rules and/or detrimental to the school or students.
5. All lockers are school property and are subject to inspection at any time by a school administrator.

**PHYSICAL EDUCATION:**

Physical Education is an integral part of the instructional program. All children are required to participate unless a doctor's note is presented. If on a particular day your child cannot participate, please send a signed note to your child's teacher. A daily note will be satisfactory for up to three (3) consecutive days. After that time, a doctor's note is required. Sneakers are required and sweats are recommended.

**PLAYGROUND INDOORS/OUTDOORS POLICY:**

Unless there are severe weather conditions, such as rain, snow, or the temperature is below 37 degrees; all children will go outside for recess.

## **STUDENT EXPECTATIONS:**

### **Cafeteria Expectations:**

- ☐ Use respectful language
- ☐ Use appropriate volume
- ☐ Keep your area clean
- ☐ Remain seated
- ☐ Keep hands, feet, and objects to yourself
- ☐ **\*\*For indoor recess: Bring an activity to do at your seat when you have finished eating**



### **Classroom Expectations:**

- ☐ Be alert and prepared
- ☐ Follow directions the first time they are given
- ☐ Use materials safely and responsibly
- ☐ Keep hands, feet, and objects to yourself
- ☐ Listen respectfully when others are speaking



### **Hallway / Stairway Expectations:**

- ☐ Walk to the right
- ☐ Stay in line
- ☐ Go directly to your destination
- ☐ Keep hands, feet, and objects to yourself
- ☐ Move quietly through the hallways

### **Restroom Expectations:**

- ☐ Dispose of waste appropriately
- ☐ Wash and dry your hands before leaving
- ☐ Return to class promptly
- ☐ Keep restroom clean and graffiti-free
- ☐ Report problems or unsafe situations to the teacher

### **Consequences for Negative Choices:**

- |  |   |
|--|---|
| <input type="checkbox"/> Verbal Warning                          | <input type="checkbox"/> Student referred to Main Office                            |
| <input type="checkbox"/> Time-out                                | <input type="checkbox"/> Attend the C.A.R.E. Program                                |
| <input type="checkbox"/> Letter or phone call to parent/guardian | <input type="checkbox"/> In- or out-of-school suspension                            |
| <input type="checkbox"/> Provide verbal and/or written apology   | <input type="checkbox"/> Any other consequence deemed appropriate by administration |
| <input type="checkbox"/> Parent/student/staff conference         |   |
| <input type="checkbox"/> Loss of Recess                          |   |

*Please note that consequences will not necessarily occur in this order.*

## **STUDENTS' RIGHTS AND RESPONSIBILITIES:**

I have the right to be happy and be treated with kindness in this school.

This means that no one will laugh at me or hurt my feelings.

*I have the responsibility to treat others with kindness. This means I will try to be a good friend to others by not...*

**Laughing at others**  
**Teasing others**

**Calling others unkind names**  
**Bullying**

### **Trying to hurt the feelings of others**

I have the right to be and feel safe in school.

This means that no one will behave in a way that will harm or frighten me.

*I have the responsibility to make this school safe by not...*

**Threatening anyone**

**Hurting anyone**

**Running inside the building**

**Hitting anyone**

**Intimidating or threatening others by making statements inclusive of the following words: Bomb, Dead, Death, Gun, Kill, Knife, Shoot, etc.**

**Kicking anyone**

**Pushing anyone**

**Punching anyone**

I have the right to be accepted and respected in this school.

This means that no one will treat me unfairly.

*I have the responsibility to accept and respect other individuals by not...*

**Using disrespectful gestures or body language**

**Touching things belonging to others without their permission**

**Being rude**

**Misusing bathroom facilities**

**Writing on the walls and/or furniture**

**Chewing gum**

**Touching the walls or the hallway displays**

**Littering with paper or food**

*I have the right to be educated in a clean and safe environment...*

**This means that no one will do anything to litter or damage any part of the building.**

### **TEXTBOOKS:**

Textbooks are furnished to your child by the Englewood Board of Education on a loan basis and should be treated as borrowed property. Students must pay for the loss or abuse of textbooks.



### **TRAFFIC SAFETY:**

The safety of the children is our primary concern. Please adhere to the dismissal plan.

Teachers will escort all students to their appropriate dismissal locations at 3:00 p.m.

**Any child who is not picked up by 3:15 p.m. will be brought to the office. No child should be left outside.**

School ends at 3:00 p.m. It is **imperative** that all children are picked up no later than 3:05 p.m.

### **VISITORS:**

**Anyone** who is not an employee of Englewood Board of Education will be required to sign in at The Security Desk/Main Office and show proper identification. This includes parents/guardians and volunteers. The Principal reserves the right to set the parameters of all parent/guardian visits to McCloud Elementary School.



# ***JANIS E. DISMUS MIDDLE SCHOOL***



***"HOME OF THE JR. RAIDERS"***

## **STUDENT HANDBOOK**

FOR ADDITIONAL INFORMATION OR ASSISTANCE PLEASE CALL:

201.862.6005	Main Office
201.862.6006	Attendance
201.862.6006	Guidance Office
201.862-6011	Dean of Discipline
201.862.6021	Nurse
201.862.6022	School Psychologist

## EXPECTATIONS FOR THE JANIS E, DISMUS MIDDLE SCHOOL STUDENTS

TO CREATE AND MAINTAIN A CLIMATE CONDUCIVE TO TEACHING AND LEARNING IN THE ENGLEWOOD PUBLIC SCHOOLS, THE FOLLOWING EXPECTATIONS ARE TO BE ADHERED TO BY ALL STUDENTS, TEACHING AND SUPPORT STAFF, ADMINISTRATORS, BOARD OF EDUCATION MEMBERS, AND PARENTS/GUARDIANS WHO COMPRISE THE SCHOOL COMMUNITY.

- EACH PERSON WILL STRIVE TOWARD EXCELLENCE AS WELL AS ENCOURAGE AND REWARD EXCELLENCE IN OTHERS.
- PRIDE IN LEARNING WILL BE ENCOURAGED AND NURTURED AND EACH PERSON'S SUCCESSES WILL BE CELEBRATED.
- EACH PERSON WILL HELP TO CREATE AND MAINTAIN A SAFE ENVIRONMENT TO OPTIMIZE PERSONAL AND GROUP SATISFACTION AND PRIDE AS MEMBERS OF THE SCHOOL COMMUNITY.
- FAIR PLAY AND EQUITY WILL PREVAIL FOR EACH PERSON AND EACH GROUP AND WILL BE RECOGNIZED AS ONE MEDIUM FOR COMMUNITY BUILDING.
- ETHICAL CONDUCT WILL BE PRIZED AS A PERSONAL AND GROUP VALUE THAT WILL BRING INTEGRITY TO THE SCHOOL COMMUNITY.
- EACH PERSON WILL ABIDE BY SCHOOL AND DISTRICT POLICIES AND STANDARDS TO ENSURE CONSISTENCY AND ORDER.
- CONSISTENT ATTENDANCE AND PUNCTUALITY WILL BE EXPECTED AND MODELED AS A MEANS TO MAINTAINING VIABILITY OF THE SCHOOL COMMUNITY.
- EACH PERSON WILL USE CORRECT AND APPROPRIATE LANGUAGE RECOGNIZING THAT THE SPOKEN WORD REFLECTS THE QUALITY OF OUR THINKING.
- EACH PERSON WILL CHOOSE APPROPRIATE CLOTHING RECOGNIZING THAT SCHOOL IS AN EDUCATION ENTERPRISE AND WORKPLACE.
- EACH PERSON WILL CHOOSE APPROPRIATE BEHAVIOR RECOGNIZING THAT BEHAVIOR IS ONE INDICATOR OF CHARACTER AND THAT WHICH WE VALUE.
- SELF RESPECT AND INNER PRIDE WILL BE REFLECTED IN EACH PERSON'S BEHAVIOR AND ACTIONS AT ALL TIMES.
- MUTUAL RESPECT AND SUPPORT AMONG ALL MEMBERS OF THE SCHOOL COMMUNITY WILL BE ENCOURAGED, MODELED AND VALUED.
- PRIDE IN THE SCHOOLS AND SCHOOL SYSTEM WILL BE ENCOURAGED AND VALUED.

## NATIONAL JUNIOR HONOR SOCIETY

The purpose of the National Junior Honor Society (NJHS) is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership and to encourage development of character in all JEDMS students.

Delta Mu Sigma Chapter of the NJHS sponsors various school and community projects in which all members are expected to participate. The major school service project is peer tutoring which gives members the opportunity to reinforce their own skills in subject areas while helping others to raise their level of academic achievement.

Membership in the honor society is extended to seventh and eighth grade students who have maintained high standards of scholarship, leadership, service, and character. Selection is made by the Honor Society Faculty Council, which considers candidates' academic records, school and community activities and recommendations of the JEDMS faculty and staff. All members must maintain the above standards after induction, or their membership may be terminated.

## PROCEDURE TO SELECT CANDIDATES FOR THE NATIONAL JUNIOR HONOR SOCIETY

1. \*The selection procedure should be determined by the faculty council and must be published.
2. Students' academic records should be reviewed to determine scholastic eligibility.
3. Students who are eligible scholastically should be notified and told that for further consideration for selection to the NJHS Chapter they may complete the Student Activity Information Form.
4. If additional faculty input would be beneficial, all faculty members could be invited to make comments on candidates. However, the five appointed members of the faculty council must make the actual selections. It is no longer permissible to take an entire faculty vote.
5. The faculty council, along with any other verifiable information about each candidate, should review the Student Activity Information Form. Some faculty councils may wish to interview a candidate personally. Candidates receiving a majority vote of the faculty council should be inducted into the chapter. If a point system is used to evaluate candidates, the cut-off point should be determined prior to reviewing candidates.

\* Required under any selection procedure used by the Chapter.

## PERIOD OR CLASS ATTENDANCE

Teachers take attendance in every class every day. If a student exceeds these absence guidelines in a particular class, the student's parents will be notified.

## STUDENT LATENESS:

It is mandatory for students to be in class and on time every day. Students who are late to class will be required to make up that time during the next tutorial the teacher holds for that class.

Students who are repeatedly late to class will have their parents or guardians notified and a plan will be established to find a solution to the problem. These students will also be reported to the disciplinarians for action. Unexcused lateness to a class more than twenty-two (22) minutes will result in an absence from that class. This is applicable to all classes, including period 1. We will hold after school detention from 2:30-3:30 pm every day. If your child arrives late to school repeatedly, he / she will serve a detention. If he/ she is constantly late to class and does not show up for the teacher's detention, they will serve an after school detention. You will be contacted about the detention. Saturday detention may be assigned for continued tardiness.

## C.A.R.E. PROGRAM

The purpose of the **C.A.R.E.** Program is to hold students accountable for their behavior and their school assignments while they remain in school after having committed an infraction.

Please remember,

Education cannot proceed effectively without good, consistent discipline. Discipline is the training of the mind and character in order to improve the quality of life. Discipline provides the orderly conduct needed to operate the school. Students are expected to behave in a mannerly and cooperative way to promote their educational, social and emotional development. Students who do not comply with the expected Code of Conduct Standards will be disciplined in accordance with the Englewood Board of Education Policies.

Any infraction disrupting the C.A.R.E. Program expectations will result in the following:

- 1<sup>st</sup> Incident: Verbal Warning = Re-teaching expectations
- 2<sup>nd</sup> Incident: Strike One = Redirection and re-teaching expectations
- 3<sup>rd</sup> Incident: Strike Two = Redirection, re-teaching expectations, additional supports/interventions
- 4<sup>th</sup> Incident: Strike Three = Additional day of C.A.R.E.

<b>C.A.R.E. INFRACTIONS</b>
Leaving seat without permission
Excessive Talking: examples include but are not limited to the following; inappropriate conversation, profanity, etc.
Disruptive Noise (tapping, whistling, loud yawns, sighs, etc.)
Sleeping/appearance of sleeping
Disrespectful to staff/students
Disruptive Behavior/Uncooperative
Verbal Altercation
Other Student Code-of-Conduct violations

Students who receive three strikes due to infractions while in the C.A.R.E. Program will be assigned an additional day. Students who do not complete all of their classroom assignments given by their teachers must complete the assignment(s) for homework.

### **C.A.R.E. STUDENT EXPECTATIONS**

- Students will be assigned a specific seat.
- All C.A.R.E. activities/assignments must be completed on the day assigned.
- Students must stay in their seats unless given permission from the C.A.R.E. instructor.
- Food, drinks, candy and PEDs are a distraction to the classroom and they are not allowed.
- The student will take two scheduled restroom breaks during the day.
- Students must be alert and participating in all C.A.R.E. activities.
- Lunch will be eaten in the C.A.R.E. room.
- Students are expected to follow school rules and procedures while in the C.A.R.E. Program.
- Absences from C.A.R.E. will be made up before returning to regular classes.

A typical day in the C.A.R.E. Program will include the following:

- Math Support
- Referral to the student's Guidance Counselor
- Classwork
- The ZONE Support
- Lunch
- Character Education
- Restorative Conference if applicable
- Day ends at 3:30 unless the student takes a school bus

Student must bring their school related materials to the C.A.R.E. Program.

**\*\*Students will not attend any extracurricular activities during their time in the C.A.R.E. Program (school activities, sports, etc.).**



## **MEDICAL EXCUSE FROM GYM PARTICIPATION**

When a student is physically unable to participate in gym classes, he/she will be given an alternative assignment if the student provides the teacher with an excuse from a physician or the school nurse. The burden of providing the excuse is solely upon the student. Until the excuse is provided, the teacher will grade the student on the same basis as everyone else in the class who *does* participate.

A student with a medical excuse and an assignment for written work must turn the work in before the last day of the marking period or by a date given by the teacher. Work turned in after the end of the marking period will not be accepted by the teacher unless prior arrangements have been made.

## **GRADING SYSTEM**

When a student receives a grade in a course, the grade is converted into a letter grade. For the 2015-2016 school years, the following shall accompany the Janis E. Dismus Middle School Grading Policy:

### **Retakes/Redos:**

1. Retakes will stop 2 weeks before the marking period.
2. Before a teacher issues a “retake” there must be evidence that the student spent time RE-LEARNING the material through:
  - ✚ Tutorial sessions
  - ✚ Completed Homework
  - ✚ Oral Quizzes
  - ✚ Other evidences of learning

### **The 2015- 2016 grading scale for Core Classes will be as follows:**

<b>Tests</b>	(30%)
<b>Quizzes</b>	(20%)
<b>Projects</b>	(20%)
<b>Performances</b>	(25%)
✚ Essays	
✚ Research papers	
✚ Presentations	
✚ Lab experiments	
<b>Homework</b>	(5%)

### **The 2015- 2016 grading scale for Related Arts will be as follows:**

<b>Tests</b>	(30%)
<b>Quizzes</b>	(20%)
<b>Projects/Performances</b>	(45%)
<b>Homework</b>	(5%)

## **TEXTBOOKS AND SCHOOL EQUIPMENT**

Textbooks and school equipment, including library books and calculators, are provided for your use by the Englewood City Board of Education. You are expected to take good care of the textbooks issued to you. You are expected to reimburse the Board of Education for any lost or damaged books before receiving your diploma, your transcripts or any other books.

## **RETURN OF SCHOOL BOOKS AND EQUIPMENT**

All books and equipment issued by the school are to be returned to the teacher before the last class meeting (normally the final examination). The student is responsible for the return of the book and equipment actually issued.

### **FINES**

School equipment and books are expensive. Any loss or damage to equipment, books or school property will mean a fine for the student responsible for its care. Remember to pay such a fine if imposed on you. The Board of Education expects you to fulfill your obligations and may withhold your transcript and/or diploma for this reason.

**There is a \$5.00 fee for replacement Identification cards.**

### **DEFINITION OF PLAGIARISM:**

To plagiarize is to steal and use (the ideas or writings of another) as one's own (American Heritage Dictionary, 1973:1001). Legally, plagiarism has been defined as the act of appropriating the literary composition of another, or parts or passages of his/her writings, or language of the same, and passing them off as the product of one's own mind (O'Rourke v. RKO Radio Pictures: 483). The student should note that neither of these definitions includes intention or motivation – it is the act itself which constitutes plagiarism. **Ignorance, naiveté or sloppiness is no excuse.**

### **Penalties for plagiarism or cheating – cumulative for the school year:**

#### 1st Offense:

1. Zero "0" for the assignment or test.
2. Option to re-do assignment with the grade for the redone assignment averaged with a zero for a final average not to exceed 50%.
3. If a student is caught cheating on a test, the student may retake the test; the zero on the first test will be averaged with the score on the retake for a maximum final test grade of 50%.
4. Parent notification; required parent conference with an administrator, or designee, to determine what further action, if any, should be taken.
5. A formal recording of the incident is placed in the student's folder.

#### 2nd Offense:

1. Zero "0" for the assignment or test.
2. No make-up option.
3. Parent notification; required parent conference with an administrator, or designee, to determine what further action, if any, should be taken.
4. A formal recording of the incident is placed in the student's permanent record.

# **DWIGHT MORROW HIGH SCHOOL ACADEMIES@ENGLEWOOD**



## **Student Handbook**

# ACADEMICS

## **CURRICULUM PROGRAM DESCRIPTIONS**

### **Honors and Advanced Placement (AP) Academics**

Honors and advanced placement (AP) academics are open to all students, regardless of program of choice. Accordingly, all students on the DMHS campus are encouraged to prepare for and take the most rigorous academics appropriate to a student's academic portfolio. Honors eligibility is based on student performance, teacher recommendation, pre-testing, writing sample, motivation and willingness to engage in demanding coursework. AP and honors students and their parents are expected to enter into an agreement with the school that highlights the fundamental understandings about course requirements, expectations, and the role of the school, students and parents in the academic process.

### **Honors Academic Courses**

Honors courses require considerable extra class preparation and curricular activities with intensive focus on the skills of analysis, synthesis, evaluation, and research. Students are encouraged to work with Guidance Counselors for advice on class load/number of Honors courses per year. The A@E program has a requirement that all courses be Honors courses.

### **Advanced Placement and Dual-Enrollment Courses**

The English, Science, Social Studies, Mathematics and World Language Departments of DMHS offer Advanced Placement and Dual-Enrollment Courses. These courses are taught on a college level and include a mandatory final examination component. The Advanced Placement program is a cooperative, educational endeavor shared by secondary schools, colleges, and the College Board. The AP program provides teaching materials, course descriptions, and examinations. The examination grade is sent to the colleges of the student's choice. The awarding of course credit, advanced placement, or both is dependent upon the policies of the receiving institution. The Dual-Enrollment articulations are with individual colleges and allow the student to earn credits for a reduced tuition rate. These credits are transferable to some higher education institutions. A student must obtain at least a grade of "B" upon completion of the course in order to be qualified for college credit.

Advanced Placement and Dual-Enrollment courses provide students with the opportunity to engage in college-level work while still in high school. Students who plan to attend a competitive college/university are strongly encouraged to apply for these courses. All students enrolled in AP courses are required to take the advanced placement examinations while enrolled in the AP course. Students who refrain from taking the respective advanced placement examination will have their course designation changed from AP to Honors. The admissions departments of post-secondary institutions to which students have applied are notified in the event a student does not take an examination.

Students must seek advisement from counselors concerning Dual-Enrollment and Advanced Placement course load. Students who wish to enroll in an AP or Dual-Enrollment course are required to apply to the program and complete an assessment, as well as receive teacher's recommendation. AP and Dual-Enrollment courses must be dropped before the 15<sup>th</sup> school day of the Semester. After the 15<sup>th</sup> school day, students must remain in the class until the end of the school year. Students exited from AP or Dual-Enrollment courses due to academic misplacement, as determined by the teacher and approved by administration, are exempt from this policy.

### **Eagle Wings @ Bergen**

The Eagle Wings @ Bergen is an alternative high school program that provides a small school setting and support services for regular education and special education students in grades 10 -12. The program offers vocational training and focuses on developing and maintaining businesses and careers. Students are admitted to the program at the beginning of each semester.

### **Loss of Course Credit**

A student who exceeds the number of absences, tardies and/or cuts (as identified in the Attendance Policy 5200) for a given course will receive No Credit (NC) for that course. This grade is to be calculated with credits taken and should be computed with zero quality points when calculating the final average. Teachers are to discuss all NC grades with their immediate supervisor.

A secondary student will be dropped from the course and denied course credit when he/she has been absent from ten (10%) percent or more of the class sessions, whatever the reason for the absence, except that absences for the observance of religious holidays and absences caused by a student's suspension will not count toward the total. Exceptions to this rule may be made for students whose absences are excused and who have demonstrated through completion of home assignments and/or home instruction that they have mastered the proficiencies established for the course of study.

- A secondary student who has been dropped from a course of study may be assigned to an alternate program.
- A secondary student denied course credit may attend a credit completion session to regain the denied credit, provided the student has not been absent from the class more than fifteen (15%) percent of the available class sessions.

### **Class Rank**

A@E students are not ranked and course grades are not weighted. Certain secondary institutions require the school to provide them with the school's top percentage of the graduating class for the purposes of admissions and merit-based scholarships.

DMHS students are ranked and course grades are weighted. Class rank is determined by examining grades, multiplying the weighted equivalent of each course by the number of credits for each course, and dividing the sum by the number of credits attempted. The purposes of class rank are to supply information required by secondary institutions and to provide a student with her/his academic position in the class. When a student receives a grade in a course, the grade is converted to a weighted number that is determined by the level of difficulty of the course.

*Students will receive a rank at the end of their junior year and at the end of the first semester of their senior year. Valedictorian and Salutatorian are determined by the cumulative grade point average (GPA) inclusive of senior year first semester GPA. Students must enter Dwight Morrow High School by September of their junior year to be counted in the senior ranking and to be considered for Valedictorian or Salutatorian.*

### **National Honor Society**

The purpose of the National Honor Society (NHS) is to create an enthusiasm for scholarship, stimulate a desire to render service, promote worthy leadership and encourage development of character in all DMHS students. Delta Mu Sigma Chapter of the NHS sponsors various school and community projects in which all members are expected to participate. The major service projects are peer tutoring and increasing the number of students on campus who have earned membership in the NHS. Peer tutoring provides members the opportunity to reinforce their own academic skills in subject areas while helping others to raise their level of academic achievement.

Candidacy in the NHS is extended to all juniors and seniors who have maintained high standards of scholarship, leadership, service, and character. According to the NHS standards, “students who have a cumulative grade point average of 85 percent, B, 3.0 (on a 4.0 scale) or equivalent standard of excellence, or a higher cumulative average set by the local school's Faculty Council, meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, and character.” Selection is made by the Honor Society Faculty Council.

National Honor Society members must maintain the aforementioned standards after their induction to maintain membership.

#### **Nomination, Eligibility and Selection Process**

1. The selection procedure is determined by the Faculty Council who is selected by the principal.
2. The student’s academic records are reviewed to determine scholastic eligibility.
3. An eligible student must complete the application packet and submit it by the deadline.
4. Faculty members are invited to make comments on the candidates. However, the appointed members of the Faculty Council must make the actual selections.
5. The Faculty Council reviews the Student Activity Information Form and Application. The Faculty Council may interview the candidates personally. Candidates receiving a majority vote of the Faculty Council are inducted into the chapter.

#### **Additional Honor Societies**

There are other program-specific honor societies with admissions based on performance in a set of specific learning threads, as well as any other criteria defined by the honor society’s by-laws and/or guidelines.

Students who have a cumulative grade point average of 85 percent, B, 3.0 (on a 4.0 scale) or equivalent standard of excellence, or a higher cumulative average set by the local school's Faculty Council, meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, and character (and citizenship for NJHS).

#### **Incomplete Grade**

A report card grade of **Incomplete** may be given when a student has not completed assigned work (writing assignments, projects, tests, quizzes, etc.) before the end of the quarter due to extenuating circumstances. Incompletes are not given to students who simply do not complete assignments. A grade of Incomplete must be pre-approved by a school administrator.

Missing assignments are due within **two weeks** of the close of the previous quarter. Should the student fail to make up the incomplete work satisfactorily and in its entirety within the 10 school days after the close of the quarter, the grades will convert to “0” and be averaged with other quarter grades in the same subject to determine the grade average in that class for that quarter. No student should receive an “incomplete” for a final grade.

### **Right of Appeal for Grades**

A student has the right to appeal a grade with the subject instructor. If the student and his or her family are still in disagreement after this initial appeal, the student has a right to attend a meeting with the Principal, the Department Chair, and the subject instructor. In most cases, the grade in question is agreed upon at this level. If a consensus is not reached and a Committee Right of Appeal (subject chairperson, administrator and counselor) hearing is necessary, the Principal will convene one for this purpose. All decisions of the committee are final.

### **Community Service Requirements**

As citizens we have an obligation to contribute our talents and time to our community, whether that contribution is made at school or through volunteering in the community. Since 2002, students in the Academics@Englewood program have had a 40-hour community service requirement that must be met in order to graduate. Starting with the Class of 2015, it is recommended that all DMHS students commit to 10 hours of community services per year. Ten (10) of the 40 hours may be completed on campus. The remaining 30 hours of community service must be done outside of school. It is the student's responsibility to identify the community service site and complete the Community Service Form with all required signatures. Additional information may be obtained from the Guidance Department.

### **Plagiarism and Cheating**

*Our Plagiarism Policy is being revised at the time of this printing. The updated version will be distributed in September. The current policy serves as a guide.*

#### **Definition of Plagiarism**

To plagiarize is to steal and use the ideas or writings of another as one's own (American Heritage Dictionary). Legally, plagiarism has been defined as the act of appropriating the literary composition of another, or parts or passages of his/her writings, or language of the same, and passing them off as the product of one's own mind (O'Rourke v. RKO Radio Pictures: 483). The student should note that neither of these definitions includes intention or motivation – it is the act itself which constitutes plagiarism. Ignorance, naiveté or sloppiness is no excuse.

Any schoolwork suspect of plagiarism will be reviewed by the teacher and the department head of that subject area. The student will be questioned in regards to the literary process. After meticulous review plagiarism will be determined. **Penalties for Plagiarism or Cheating are cumulative for the school year.**

As part of the curriculum and instruction, the teacher must provide students with written information concerning what constitutes plagiarism. A student cannot be cited for plagiarism without documentation by the teacher that the student has been provided with this information.

#### **1st Offense:**

1. If a student is cited for plagiarism on an assignment, the student will be permitted to redo the assignment with a maximum final assignment grade of "D." Also, teacher will provide student with resources on what constitutes plagiarism.
2. Parent will be notified and a parent conference with an administrator will be required.
3. A formal recording of the incident is placed in the student's folder.
4. Student is assigned one Saturday detention.

### **2<sup>nd</sup> Offense:**

1. Student receives a “0” for the assignment or test.
2. No make-up option is given.
3. Parent will be notified and a parent conference with an administrator will be required to determine what further action, if any, should be taken.
4. A formal recording of the incident is placed in the student’s folder.
5. Student is assigned two days of In-School Suspension.

### **3<sup>rd</sup> Offense:**

1. Loss of course credit hearing is held.
2. Parent will be notified and a parent conference with an administrator will be required.
3. A formal recording of the incident is placed in the student’s folder.
4. Student is assigned three days Out-Of-School Suspension.

## **GUIDANCE AND COUNSELING SERVICES**

### **Individual Student Five-Year Plan**

Upon entering the high school, students will meet with their high school guidance counselors to develop a multi-year education plan called the Individual Student Five-Year-Plan (FYP). The FYP is designed to serve as a working blueprint which students and their families can use to guide them through the high school educational process. At strategic points throughout each year, the Five-Year-Plan will be reviewed and adjusted as necessary, as a means to monitor student progress, support student focus, and enrich his or her scholastic experience.

### **Student Assistance Coordinator (SAC)**

A Student Assistance Coordinator (SAC) is assigned to the high school campus. SACs are school- based intervention specialists who provide services to students in need of help for substance abuse, mental health, and other emotional or behavioral issues.

Substance Awareness Coordinator is a certified school staff member who coordinates the district’s comprehensive substance abuse prevention and intervention program, which includes in-service training, curriculum, program and policy development, and intervention, counseling and referral services (N.J.S.A.18A:40A-18).

SAC staff utilize effective practices, principles, and strategies along with a systems approach to respond to student problems. SACs partner with parents, students, school resource officers, other school faculty, community coalitions, agencies and services in seeking to remove barriers that impede student success.



## **Peer Mediation/Conflict Resolution and Support**

Students are encouraged to seek the help of peer mediators or staff members if they need help resolving a situation with anyone at school. Teachers, guidance counselors, SAC, and other support staff members can help students talk through the problem and facilitate an agreement with the other person.

Peer Mediators help people resolve disputes in a confidential meeting where each person gets to talk about the problem without interruption. The mediators make sure that everyone understands the issues and help the disputants arrive at a mutually agreeable solution. Part of the agreement includes plans for further meetings if either party thinks it is necessary.

One can ask for mediation and support with conflict resolution whenever he/she needs it by contacting the guidance counselor, SAC, and/or an administrator. It is an honorable way to solve problems without violence. Mediations can help address any difficult situation a student may face with others at school. One can avoid trouble if he/she seeks help in resolving a situation. One will be in trouble if he/she engages in threatening or violent behavior.

## **Scheduling/Course Change Procedure**

Requests for schedule changes are considered on an individual basis and approval is granted only in cases of unique and significant circumstances. Courses may not be dropped to accommodate a student's personal preference for a particular teacher or for convenience. No schedule change will be effected on parental request only. When it is determined that the educational needs of the student can best be met by means of a schedule change, approval of the parent/guardian, counselor, teacher, and guidance director is required. Any adjustment in a student's schedule is contingent upon class enrollment and the availability of another course during the same period as the course dropped. All requests for program changes will be considered during the first 15 school days of the new school year.

Schedule changes may be requested for the following reasons:

1. Student is not scheduled for sufficient number of credits.
2. Student's post-secondary plans have changed (i.e., from vocational planning to college preparatory or vice versa).
3. The student is under challenged and requests or is recommended for placement in a more rigorous section of the same subject.
4. The student is experiencing serious academic difficulty in a course and an intra-departmental change may be warranted (i.e., a change from an advanced to a regular or remedial section within the same subject area).

**Academic misplacement:** An academic misplacement is rectified by a student moving from one level of a course to another level of the **same course in the same subject**, (e.g. Biology to Honors Biology). The change must be authorized by the administrator and approved by the Department Chair and the parent. Academic misplacement changes are possible within the following areas which offer different levels of the same subject: English, World History, U.S. History, Science and World Languages.

5. There is a computer error or conflict on the schedule (i.e. duplicate courses, too many lunches, etc.)
6. There is a change in the student's IEP.
7. The schedule does not reflect summer school credits.
9. The counselor will pass the appeal on to the administrator for approval.

10. Changes in all subject areas will be reviewed by the counselor and require approval by the Director of Guidance.

### **Schedule Change Appeal Process**

If a student's request for a schedule change is not allowed under the above policy and the student believes there are extenuating circumstances to warrant a schedule change, the student may file an appeal.

1. The student should write an explanation of the desired change, include reason(s) for desired change, the extenuating circumstances which make the change necessary, and why the student feels he/she deserves an exception to the policy.
2. Submit the appeal to the student's counselor, who in turn will review it and submit it to the administrator with an appropriate recommendation for approval. The student's parents, principal and other department administrators will be contacted if additional input or information regarding the appeal is required.
3. Changes in all subject areas will be reviewed by the counselor and require approval by the administrator.
4. If the student's request is approved by the administrator, the counselor will make the change.
5. If the request is not approved, the student with parent may make an appointment to speak with principal for further advisement and review.

**Exception:** New registrants may need to have adjustments made in their original schedules.

### **Working Papers**

Working papers are required for most jobs for students under the age of 18. Forms are available in the main office. All sections except those to be completed by the school are to be filled in before returning the form to the main office for final approval.

The following conditions must be satisfied in accordance with New Jersey State Law:

1. Student must be between 14-18 years of age.
2. The student's employment must not interfere with the student's school progress.
3. The student must have passing grades in all school subjects and have satisfactory attendance for working papers to be issued.
4. The student must have a promise of employment form signed by the prospective employer, including the number of hours and the days/evenings the student is required to work, as well as a description of the work to be performed.
5. A student requesting working papers must have a physical examination and have the form signed by a physician.
6. The school record must be completed by the building administration.

### **College Preparation**

**College Preparation** includes taking the most challenging classes with emphasis on core classes such as English, Mathematics, Science, History and World Language. Since the student's **Grade Point Average** is one of the main indicators of academic success after high school, it is imperative that students exert their best efforts in all subjects.

Planning a testing schedule for Junior and Senior years and studying for the **SAT or ACT** are important elements in the college preparation process. Extracurricular activities such as sports, music, clubs, community service, and employment strengthen students' character while adding to their overall profile for college and life.

**Daily on-time attendance** and active engagement also signify a maturity and potential for post high school achievement.

## **ATTENDANCE**

### **Attendance**

Teachers take attendance in every class.

- If a student exceeds three (3) unexcused absences, the parent/guardian is informed via phone/email. Genesis entry is also required.
- If a student exceeds five (5) unexcused absences, the parent/guardian is informed in writing or via phone/email of the absences by the teacher with the signature of an administrator. Genesis entry is also required.
- On the 10<sup>th</sup> day of unexcused absence, the teacher must file a request for the due process “Loss of Credit” hearing to be scheduled to review the nature of the absences by an administrator. Genesis entry is also required.
- Additional unexcused absences may lead to a potential loss of credit for the course.
- On the 18<sup>th</sup> day of an unexcused absence, parent/guardian is informed in writing that their child has lost credit for the course. Genesis entry is also required.

Semester courses that meet twice or three times per week have a limit of nine (9) countable absences.

- After a 3<sup>rd</sup> unexcused absence in a Semester course, the parent/guardian is informed in writing or via phone/email of the absences by the teacher with the signature of an administrator. Genesis entry is also required.
- After the 6<sup>th</sup> unexcused absence, , the teacher must file a request for the due process “Loss of Credit” hearing to be scheduled to review the nature of the absences by an administrator. Genesis entry is also required.
- On the 9<sup>th</sup> unexcused absence, the parent/guardian is informed in writing that their child has lost credit for the course. Genesis entry is also required.

A student who anticipates an absence of at least ten (10) or more days for illness or accident is eligible for home instruction with written documentation from a physician and a written request from a parent/guardian or adult student. This documentation must be presented to the school nurse immediately upon return from the absence.

Absences that will not count toward the 10% limit that applies to Loss of Credit include:

- Religious holidays
- Court ordered appearances (verification required)
- Suspension from school
- Death in the immediate family (verification required)
- Authorized field trips and athletic events
- Official appointments with administrators, guidance counselors or medical staff
- College visits (3 per Semester)  
All visits must be pre-approved at least three (3) days in advance by the Guidance Department and a Building Administrator, and confirmed by the Attendance Officer. If granted permission, student is expected to notify teacher in advance of absence and make up missed work.
- A doctor’s note documenting the reason for absence and duration of absence to be submitted upon return to school.
- School days during which students receive home instruction

### **Student Lateness to Class**

It is mandatory for students to be in class and on time every day. Students who are repeatedly late to class will have their parents or guardians notified and a plan will be established to find a solution to the problem.

**Unexcused lateness to a class of more than ten (10) minutes will result in the student being marked with a cut for that class. The student is expected to remain in class for the duration of the class period.** Three (3) tardies to any class will result in a detention issued by the teacher and a conference to be conducted with the parent. This is applicable to all classes.

**If a student arrives to school after 8:10 a.m.,** the student must report immediately to their first period class. A parent's note does excuse the student who arrives late to school. A parent conference will be scheduled for students who are repeatedly late to school.

Students arriving to school after 8:10 a.m. for the **third** time may receive Saturday school detention.

Students arriving to school after 8:10 a.m. for the **fifth** time may receive (2) Saturday school detentions and parents will be asked to attend a parent conference.

A behavioral contract will be developed for students arriving to school after 8:10 a.m. for the **tenth** time.

Student and parent will be required to sign a behavioral contract that stipulates consequences, including but not limited to, loss of student privileges.

### **Class Cuts**

Students who are absent from class without authorization while in attendance that day will be considered cutting their class and will be dealt with in the following manner:

**First Cut** – Teacher enters cut in Genesis and informs student's Program Manager, Dean of Students, parent/guardian and guidance counselor of the cut. The student will receive a zero for the period and will not be allowed to make up the work. In addition, the student will be assigned a detention.

**Second Cut** – Teacher enters cut in Genesis and informs student's Program Manager, Dean of Students, and guidance counselor. A parent conference is scheduled by the Dean of Students and the student will be assigned a Saturday detention.

**Third Cut** – Teacher enters cut in Genesis and informs building administrator in writing. A parental conference is required with all stakeholders. Parent must sign a statement of understanding that any additional cuts could result in "Loss of Credit" for the course. The student will be assigned two days In-School Suspension.

### **Sign-out for 18-year-old Students**

If a student is 18 years of age or older and needs to sign out, parents will be notified. The absence is not excused unless the attendance criteria are met.

### **Closed Campus**

Students are not permitted to leave school grounds at any time during the school day, including lunch. Students who leave campus are subject to disciplinary action. A first offense will result in **(3) days of In School Suspension**. A second offense will result in **(5) days of ISS**, and a temporary suspension of student activities.

## **DISCIPLINE, CONDUCT AND STUDENT**

The administration and faculty on the high school campus have set high standards for student behavior. A culture of respect, accountability and social, academic and behavioral nurturing is a goal of the DMHS community. Therefore, students are required to follow the rules and regulations set forth by the Englewood Board of Education and further are expected to have knowledge of policies germane to student behavior.

### **DISCIPLINARY CODE**

***NJ STATE EDUCATION LAW: 18A:37-1 Submission of Students to Authority—Students in the public schools shall comply with the rules established in pursuance of the law for the government of such schools, pursue the prescribed course of study and submit to the authority of the teachers and others in authority over them.***

### **Schoolwide Expectations:**

1. BE SAFE:
  - We will be kind with our words and actions.
  - We will help and support others.
  - We will stand up for others and do what is right.
2. BE RESPECTFUL:
  - We will respect one another.
  - We will respect other's boundaries and property.
  - We will keep unkind comments to ourselves.
3. BE RESPONSIBLE:
  - We will be responsible for our actions and our academics.
  - We will give our best effort on classwork.
  - We will take responsibility when we make mistakes and help find solutions.

### **After-School Detention (ASD)**

After-School Detention is used as a disciplinary intervention to address less serious infractions, while keeping students in school and in their scheduled classes.

After-School Detention begins immediately upon dismissal from school on a pre-assigned day. Parents will be notified of the detention on the assigned day. Detention is assigned and monitored by school staff. The administration reserves the right to assign detention to students before school hours (7:00 a.m.-7:50 a.m.). These detentions will be announced on an as-needed basis.

### **Detention Protocols**

1. After detention is assigned, the student is provided with a detention slip, noting the date of the detention. Parent/Guardian is notified. Students report to the assigned classroom or area for detention promptly at dismissal.
2. Silent reading/homework completion is the only activity permitted.
3. After-School Detention takes precedence over all other obligations – athletic and other extracurricular activities, jobs and other outside appointments, etc.

4. Any misconduct during detention (including late arrivals and cuts) will result in an additional detention, a Saturday Detention, In-School (P.R.I.D.E) or Out-of-School Suspension, depending on the severity of the offense.

### **Saturday Detention**

Saturday detention is a four-hour session. Students must report to the designated area on time and bring with them materials to complete work due in their regular classes. Students will not have access to their lockers. The student will need to bring information on all existing long-term academic projects and materials to work on. There will be limited computer access during the Saturday Detention. Students are responsible for their transportation to and from the school. If a student does not attend the assigned Saturday Detention, the student will receive two days of In-School Suspension (P.R.I.D.E.).

### **In-School Suspension (C.A.R.E.)**

The purpose of the **C.A.R.E.** Program is to hold students accountable for their behavior and their school assignments while they remain in school after having committed an infraction.

Please remember,

Education cannot proceed effectively without good, consistent discipline. Discipline is the training of the mind and character in order to improve the quality of life. Discipline provides the orderly conduct needed to operate the school. Students are expected to behave in a mannerly and cooperative way to promote their educational, social and emotional development. Students who do not comply with the expected Code of Conduct Standards will be disciplined in accordance with the Englewood Board of Education Policies.

Any infraction disrupting the C.A.R.E. Program expectations will result in the following:

- 1<sup>st</sup> Incident: Strike One = Redirection and re-teaching expectations
- 2<sup>nd</sup> Incident: Strike Two = Redirection, re-teaching expectations, additional supports/interventions
- 3<sup>rd</sup> Incident: Strike Three = Additional day of C.A.R.E.

<b>C.A.R.E. INFRACTIONS</b>
Leaving seat without permission
Excessive Talking: examples include but are not limited to the following; inappropriate conversation, profanity, etc.
Disruptive Noise (tapping, whistling, loud yawns, sighs, etc.)
Sleeping/appearance of sleeping
Disrespectful to staff/students
Disruptive Behavior/Uncooperative
Verbal Altercation
Other Student Code-of-Conduct violations

Students who receive three strikes due to infractions while in the C.A.R.E. Program will be assigned an additional day. Students who do not complete all of their classroom assignments given by their teachers must complete the assignment(s) for homework.

### **C.A.R.E. STUDENT EXPECTATIONS**

- Students will be assigned a specific seat.
- All C.A.R.E. activities/assignments must be completed on the day assigned.
- Students must stay in their seats unless given permission from the C.A.R.E. instructor.
- Food, drinks, candy and PEDs are a distraction to the classroom and are not allowed.
- The student will take two scheduled restroom breaks during the day.
- Students must be alert and participating in all C.A.R.E. activities.
- Lunch will be eaten in the C.A.R.E. room.
- Any verbal instruction given by an administrator or C.A.R.E. Instructor shall be adhered to.
- Students are expected to follow school rules and procedures while in the C.A.R.E. Program.
- Late Check-Ins/Early Dismissal (will result in an equal amount of make-up time in C.A.R.E.)
- Absences from C.A.R.E. will be made up before returning to regular classes.

A typical day in the C.A.R.E. Program will include the following:

- C.A.R.E. Program Packet
- Project Wisdom lesson plan
- Referral to the student's Guidance Counselor
- Classwork
- The ZONE Support
- Lunch
- Character Education
- Restorative Conference if applicable
- Student Exit Meeting

Student must bring their school related materials to the C.A.R.E. Program.

**\*\*Students will not attend any extracurricular activities during their time in the C.A.R.E. Program (school activities, sports, pep rally, etc.).**

### **Suspension Alternative Program (SAP)**

Assignment to a Suspension Alternative Program can be made by the school administration. During the placement to the program students may not be on any Englewood Public School campus except as defined in the assignment notification. This is a 24- hour-a-day restriction and includes non-school days. The student may not participate in any school-sponsored activity during the assignment to the program. This includes attendance at school athletic events, public performance held on the campus, or special events such as the prom or college campus visitations.

While assigned to the Suspension Alternative Program, the student will work on regular school assignments, engage in conferences to help prevent another removal from the school setting, develop a plan for improved performance in the school upon return, review academic progress

toward graduation and post-secondary goals, and complete other assignments as deemed appropriate by the school to assist the student in meeting established behavior standards.

### **Items for Sale**

No items (candy, stuffed toys, buttons, etc.) may be sold in the school or on school grounds without the permission of the administration. Failure to comply will result in items being confiscated by the observing staff member and returned at the end of the school day. Repeat offenders subject themselves to disciplinary action.

### **School Resource Officer**

The School Resource Officer works closely with staff and administration of his/her school to develop a safety and disaster preparedness plan. The School Resource Office has the responsibility to handle all calls for service at the assigned schools and to coordinate response of other police resources to the school.

The School Resource Officers participate in various mentoring programs, task force, Police Activities League and truancy programs within their school, as well as discipline and counseling of students. The School Resource Officers conduct formal presentations to classes or participate in school-based community meetings. The program is nationwide.

### **Police Matters**

Students who commit unlawful acts are subject to police charges (such as but not limited to student pranks, theft of property, selling/distribution of drugs, violence and vandalism, etc.). Parents are advised they will be held financially responsible for damage committed by their children, as per Title 18A:37-3.

Police can enter the school for the following reasons:

1. If asked by school officials.
2. If they suspect a crime has been committed.
3. If they have a search or arrest warrant.

Any questioning of students by police must be done privately in the school office with parental consent and in the presence of an administrator. By law, one has the right to be informed of legal rights, be protected from "coercion and illegal constraint," and to remain silent.

## **SCHOOL LIFE**

### **Lockers**

School lockers will be assigned to students upon receipt of completed school forms, e.g., national lunch program form, tech/photo agreement, and two (2) emergency cards.

Students with lockers must adhere to the following guidelines:

- Lockers must only be accessed by authorized user. Under no circumstances should a student share his/her locker with anyone.
- Lockers will not be opened for students throughout the day for any reason.



Lockers may be opened by school administrators at any time. Students will be provided with a combination for use with a school locker. This combination is the student's responsibility. Students are reminded that the school cannot be responsible for the contents of any locker and would advise all students against leaving any personal valuables in lockers.

Lockers are school property and may be entered by the school administration under situations described in Board policy and relating to health, safety and legal matters.

Each student is permitted only one locker.

### **Locker Searches**

Although the Constitution protects all citizens from unreasonable searches and seizures, this does not mean one is protected from any search and seizure of materials. A locker may be searched if the administration has a reasonable basis for believing that the student is concealing material, the possession of which is prohibited by federal, state, or local law, Board of Education policy, or the rules of the school. Lockers are school property and the district may, without a search warrant, enter any locker that the administration has a reasonable belief contains items that disrupt the general safety and security of the building or harbors illegal materials.

### **Lost and Found**

Lost and found articles are delivered to the Main Offices of both the North Building and King Hall. Please be advised that care should be taken in securing valuables while in school. Please avoid bringing expensive items of jewelry or clothing, as well as large sums of money to school. At the end of the school year, items remaining in Lost and Found are donated to local charities or discarded.

### **Cellular Phones and Other Personal Electronic Devices (PEDs)**

The administration of DMHS believes that the use of electronic devices is a distraction to the educational process. Electronic communication also threatens the integrity of assessments when the tests are compromised by digital recording. As such, classroom use that deals with recording information or the recording of video will not be tolerated. Should such recording be made, the administration will share the data with authorities to determine what outside interventions may need to take place.

Use of Cellular phones and other personal electronic devices (PEDs) is strictly prohibited in school buildings while school is in session, except for designated areas, such as the cafeteria during lunch periods and the hallways (headphones/ear buds –one in, one out) in between classes only. Students who violate this rule will have the following consequence assigned:

1<sup>st</sup> Offense: The PED is confiscated and the student is assigned an after-school detention (one hour).

2<sup>nd</sup> Offense: The PED is confiscated and the student is assigned a three-hour detention. Parent must come to school to complete the necessary paperwork to reclaim the confiscated item and attend an administrator conference.

Laptops, notebooks, and electronic tablets may be used in the aforementioned designated areas or in a classroom only with the authorization of the teacher for educational purposes.

In the event of a family emergency, parents should contact the main office and students will be notified.

*The school is not responsible for lost or stolen items.*

### **Student Behavior Expectations**

Students who violate the PEDs or dress code expectations will be required to abide by the terms stipulated in the “Student Behavior Expectations.” Consequences may include, but are not limited to, one, hour detention, three-hour detention, ISS (C.A.R.E.) and/or a parent conference.

### **Student Use of Bulletin Boards**

There are bulletin boards located on each floor of the North Building and King Hall. Students must obtain prior approval from the school administration to post any item on them or anywhere else on school grounds.

### **Smoking Policy**

Smoking and the use of tobacco are not permitted in the school building or on the school grounds. Anyone in possession of cigarettes, chewing tobacco, lighters, matches or smoking devices and/or who violates this regulation is subject to disciplinary action and up to a \$100 fine as per the authority of R.S. 40:48-2.

### **Dress Code**

The criteria for proper and appropriate clothing emphasizes: modesty, cleanliness, safety and avoidance of distracting influences. Student identification badges are a required part of daily dress for school, and the ID card must be visible at all times while in school or at events that require an ID card for admission.

Although the type of dress one decides upon depends to a large degree upon an individual’s likes, dislikes and point of view, there are certain standards which should be followed while one is in our school. Being neat, clean and modest are standards for our high school community. A student should be encouraged to take pride in his/her appearance as well as to have respect for those around him/her. Dress or accessories may not be deemed offensive to any religious or ethnic group.

In specialized areas of instruction, such as vocational courses, lab courses and physical education courses where unique health and safety concerns are of paramount importance, students are expected to follow the dress requirements and guidelines established by each department.

#### **-General Rules**

- Students shall dress in attire that is neat and clean and shall observe healthy grooming practices. Students shall not wear clothing, jewelry or accessories, which could present a health or safety risk to the student or others. Items like spiked bracelets, choke chains, etc., are not permitted.
- Clothing shall cover the torso and legs to the mid-thigh. Student shall not wear clothing that is transparent, distracting, disruptive or damaging to the school environment.
- Safety and protective clothing, as well as athletic/gym clothing, shall be worn as required by the teacher/club instructor, only while participating in the related activity.

- Students are prohibited from wearing halters, tube tops, half-skirts, inappropriate tank tops, transparent blouses, spaghetti straps, muscle shirts, “belly shirts,” biker shorts, mesh shirts, underwear as outerwear or that is otherwise exposed, outerwear as indoor-wear, pajama bottoms, bathing suits, oversized baggy pants and clothing that is torn or cut outside the expectations for the length of shorts. Nor may leggings be worn without something over them that meets the length requirement.
- Shorts, skirts, or skirts with high side or front slits do not meet the dress code if the hem or top of the slit is higher than the point reached on the thigh when fingers are fully extended.
- Upon entering the building students must remove headgear, hats, do-rags, headbands, wave caps, scarves and visors. Headgear must be secured in the student’s locker upon entering the building, if hats or headgear are worn in the building, they will be confiscated and returned at the end of the day. Students may wear “hoodie” sweatshirts, but may not wear the hood in the building.
- Students are prohibited from wearing jewelry or accessories that are distracting, dangerous, or disruptive. Sunglasses, hair curlers, do-rags, and scarves are not permitted.
- Footwear that is potentially unsafe in design (i.e. beach thongs, platform shoes with heels) is not permitted.
- Students may not wear or display any type of gang-related clothing, apparel or accessories.
- Pants must be worn at the waistline, not below the waistline.

***If student attire is in question, the administration will make the final decision as to appropriateness.***

### **Physical Education and Health**

State law requires students to complete four years of Physical Education and Health to earn a high school diploma in the State of New Jersey. Physical Education and Health are separate courses and students must earn credit in each discipline. Students are responsible to earn the required credits in Physical Education and Health each school year.

All students are required to purchase the approved physical education uniform. Students must wear sneakers at all times and laces must be tied.

### **Medical Waivers from Physical Education Classes**

When a student is physically unable to participate in physical education classes, he/she will be given an alternative assignment if the student provides the teacher with an excuse from a physician or the school nurse. ***This does not apply to health classes.*** The burden of providing the excuse is solely upon the student. Until the excuse is provided, the teacher will grade the student on the same basis as all other participating students.

A student with a medical excuse and an assignment for written work must turn the work in before the last day of the Semester or by a date given by the teacher. Work turned in after the end of the Semester does not have to be accepted by the teacher.

### **Gym Lockers**

Each student is assigned a locker for use during his/her PE class. Students must bring their own padlocks to secure these lockers while they are in Physical Education class.

Under no circumstances should students leave money, jewelry, pocketbooks, or their valuables on the locker room floor, benches, or in unsecured lockers. Englewood Board of Education and/or its employees will not be responsible for any loss of such items.

### **Physical Education Tutorial**

Tutorials are offered on the following days and times: Tuesdays, Wednesdays and Thursdays before school from 7:30 a.m. – 8:00 a.m. and afterschool on Tuesdays, Wednesdays and Thursdays from 3:00 p.m. – 4:00 p.m. Option: written tutorial (see PE teacher).

### **The ZONE**

The ZONE, a program of Bergen Family Center in affiliation with the Englewood Public Schools, is funded by the NJ Department of Children and Families. All services offered from the ZONE are free, including student support services (confidential counseling, homework assistance, peer tutoring), a Youth Employment Program to learn how to find and maintain a job, assistance with obtaining medical services (including eyeglasses), as well as the services of an educator from Planned Parenthood. Come join us in Room 237, North Building.

### **Student Driving & Parking Privileges**

Driving to school and parking on campus is a privilege afforded only to senior students. An application for a parking permit must be submitted to the Security Office and Administration.

A review of each senior's attendance, academic standing and discipline record will be done prior to issuing a permit for the year. In addition, no suspensions, in or out of school, totaling more than ten days may have occurred during junior year and all outstanding fines must be paid.

All of our students are encouraged to drive carefully and to avoid excessive speed or reckless driving when going to and from school. Students are specifically encouraged to avoid reckless driving on school grounds and on streets of the adjoining residential neighborhoods. Parking in an unauthorized area, using a vehicle to leave school grounds without permission, reckless and unsafe driving on campus, as well as poor discipline are all reasons to revoke a student parking permit. Failure to display your decal or unauthorized parking on campus will result in loss of parking privileges and/or disciplinary consequences.

Additionally, cars parked on neighboring streets may be subject to police action. Parking permits can be revoked for a variety of reasons during the senior year.

Students who park in faculty spaces, in "no parking areas" on the lawn, or with an unregistered vehicle will have their cars towed at the owner's expense. The school will not make announcements asking individuals to move their vehicles; those improperly parked will automatically be towed.

Students are not permitted to eat in cars or loiter in parking areas.

### **Senior Privilege (2<sup>nd</sup> Semester)**

Senior Privilege permits 12<sup>th</sup> graders to sign out during the 2<sup>nd</sup> semester at the end of the school day of senior year. Specified requirements must be met by the student and a Senior Privilege Contract must be signed by all parties. If granted Senior Privilege, the student must adhere to the guidelines of the Senior Privilege Program, including obtaining parent permission for early release and the approval of the building administrator.

### **Senior Service**

It is expected that students who have earned senior status give back to the community. Therefore, seniors in good academic standing will be given an opportunity to leave campus early during Quarter 4 to engage in service to the Englewood and surrounding communities. Information regarding this new program will be provided to families during the school year. Senior Service will be open to seniors who are in good academic standing. Students who are eligible for the program must meet the following requirements:

1. Criteria for eligibility will be the same as those for exemption from senior projects/exams.
2. Seniors in danger of failing are not eligible for Senior Service.
3. More than four absences (excused and/or unexcused) in the Second Semester will eliminate a senior from Senior Service. (Those students who feel there are extenuating circumstances may appeal to the principal.)
4. School attendance, tardiness, and general school behavior will be considered in the selection process.
5. All outstanding obligations must be resolved before seniors can be approved for Senior Service. Student requests for placement will be carefully reviewed by the Guidance Counselor and approved by the Senior Service Coordinator. Students who have arranged for placement in nonprofit organizations outside of the school system will be given preference.
6. The overall coordination, supervision and organization of the Senior Service will be assigned to Director of Guidance in collaboration with the Senior Service Coordinator.

## **SCHOOL ACTIVITIES, SPORTS, CLUBS**

Participation in school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students. Student clubs, organizations, extra- and co-curricular activities, and sports are generally open to **all** campus students, although participation in some may depend on specific eligibility criteria. In order to participate, students must meet the general requirements enumerated below:

- Students must be in a course of studies leading to a diploma and attend all classes.
- Students who are absent from school may not practice or participate in any interscholastic or co-curricular activities without prior approval from the principal/athletic director.
- Students who are suspended from school are automatically suspended from any participation in sports or co-curricular activities during the period of suspension.

It is the responsibility of the coach, advisor or the Athletic Director to supervise eligibility standards.

### **Conditions for Participation**

- Students are responsible for equipment issued to and used by them. Lost, stolen and/or non-returned uniforms/equipment must be paid for by the student, or the parent/guardian.
- Negligence and/or irresponsibility will result in financial responsibility and may result in disciplinary action.
- All participants must follow training rules. The Athletic Director may initiate disciplinary proceedings for students failing to follow rules.

### **After-School Tutorials for Athletes**

Athletes who may be struggling academically must attend tutorials offered by their teachers or athletic tutors.

All teachers are required by the Englewood Teachers Association contract to provide after-school tutorials one day per week. Students and parents may request tutorial appointments with individual teachers. Tutorials offer students the opportunity to gain extra assistance with coursework. At times tutorials may be mandatory for a student.

### **Sports Eligibility Standards**

A student who wishes to participate in a program of athletic competition must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition will include an acknowledgment of the physical hazards that may be encountered in the activity.

Student participation in a program of athletic competition shall be governed by the following eligibility standards:

To be eligible for participation in the interscholastic athletic program of a New Jersey State Interscholastic Athletic Association (NJSIAA) member school, all high school students must meet, at a minimum, all the eligibility requirements of the Constitution, Bylaws, and Rules and Regulations of the NJSIAA.

Academic and behavior standards established in Policy 2430, Co-Curricular Activities, and Policy 2431 Athletic Competition, apply to all athletic participation covered by this policy.

A student in grade 10, 11, or 12 who in the previous school year earned 27.5 credits is eligible for participation in sports in the fall and winter seasons. A student in grade 9, 10, 11, or 12 who in the fall semester earned 13.75 credits required by the State for graduation is eligible for participation in sports in the spring season. A student who is eligible at the start of a sports season remains eligible for that entire sports season regardless of his/her grades at the end of a marking period.

A student in any grade must maintain a satisfactory record of attendance to be eligible for participation in sports. An attendance record is unsatisfactory if absences exceed eighteen (18) days. No student who has been absent for a school day may participate in an athletic competition scheduled for the afternoon or evening of that school day.

A student in any grade who fails to demonstrate good citizenship or observe school rules for student conduct may forfeit his/her eligibility for participation in athletic competition. Notice of these eligibility requirements shall be given to students.

### **Co-Curricular Eligibility**

A student in grade 6 through grade 12 is ineligible for participation in co-curricular activities if he/she has:

- Failed to maintain a grade point average in all academic classes of 2.0 in the most recent marking period or at the end of the previous school year for activities that begin in the fall;
- Failed a course required for promotion or graduation in the preceding marking period or at the end of the previous school year for activities that begin in the fall and had not been successfully addressed over the summer; or
- Received a notice of warning of failure in a course required for promotion or graduation in the current marking period; or
- Been suspended (in school or out of school) from the instructional program two or more times for violent\* actions against students and/or staff in the past calendar year.
- Been suspended (in school or out of school) from the instructional program four or more times for disruption of the educational program in the past calendar year.

\*Violent acts include, but are not limited to, fighting, assault, theft, robbery, intimidation/harassment/bullying, threat, extortion, possession of a weapon or fireworks.

***Fall:*** Cross Country (Boys/Girls)

Football

Soccer (Boys/Girls)

Tennis (Girls)

Volleyball (Girls)

***Winter:*** Basketball (Boys/Girls)

Indoor Track (Boys/Girls)

Wrestling

***Spring:*** Baseball

Golf (Boys/Girls)

Softball

Tennis (Boys)

Track (Boys/Girls)

**All student athletes participating in both the High School and Middle School interscholastic athletic programs are held to the highest standard of character and sportsmanship, and they must abide by the Athletic Code of Conduct.**

### **Class Advisors**

The class advisors work with their respective classes to raise funds to reduce costs for the senior prom and senior class trip.

## **Curricular Clubs**

On Thursdays, teachers offer a variety of clubs that meet during period 9. Teachers offer clubs in their areas of expertise or ones sparked by student interest. Each Semester, students have the opportunity to remain in the same club or to choose a new one. The list of clubs is available each Semester on the DMHS campus website. Some clubs such as the Literary Magazine, Student Council, and Model UN require more than a one-day-a week commitment and meet additional afternoons each week. **The clubs are open to all students who wish to participate.**

## **List of Campus Clubs**

New clubs are created each year and past offerings include: American Red Cross, Art Club, Chess Club, Crochet Club, Dr. John Grieco Scholarship Fund, Flag Football, French Tarrot Club, Future Business Leaders of America, Garden Club, Gay/Straight Alliance, Golf Club, Health Occupations Student Association, Heroes and Cool Kids, Interact, Latin Heritage Club, Literary Magazine, Making the Band, Math Connections, Model Building Club, Model U.N., National Spanish Honor Society, National French Honor Society, Newspaper, Photography, Poetry Zone, Practical Web Design, Reading Buddies Club, SAT: Secrets and Challenges, Stock Market Club, Student Council, Teen Reads Book Club, Trivia, Ultimate Frisbee, Volleyball Club, Weight Training and Workout with Salsa.

*\*Our list of clubs changes each semester.*

**Students interested in starting a club should:**

1. Seek advice from an administrator
2. Collect names and signatures of interested students
3. Submit purpose and goals of organization
4. Wait for approval

## **Marching Band**

The Marching Band includes a dance group and the flag corps. The Marching Band performs at assemblies, pep rallies, football games and community events. Individual groups within the Marching Band frequently perform separately in local events and competitions. A major focus is the development of peer leadership skills. Membership is open to all students meeting the eligibility requirements. All members are expected to attend rehearsals and performances and to plan their schedules to give these performances a high priority.

## **Interact Club**

Interact is part of Englewood's Rotary Club. Members are student leaders within the DMHS community and perform community service for the Englewood Health Department and Center for Food Action. A critical outgrowth of the Interact Club is "Bridging the Gap," a cross-campus program promoting student dialogue, tolerance, diversity, understanding, and synergy and cooperation among students.



## **Yearbook**

The yearbook captures and records the significant activities of the school year. What were the events and who were the students, faculty and administrators involved in the lives of the seniors during this school year? Students enrolled in the Copy and Design Elective will participate in all aspects of the production of the yearbook by doing the work and making the decisions that result in the final documents. Interested students may join the Business or the Editorial staff of the yearbook.

## **Distribution of Literature**

The distribution of literature is an exercise of freedom of the press. However, the law specifically prohibits "distribution of partisan political literature supporting or opposing candidates or public questions in any general, municipal or school election on school property." The school may prohibit distribution of materials that are aimed at creating violence or hostility, which are pornographic or which contain libelous material. While distributing materials, one may not block pedestrian traffic or entrances to buildings.

## **Visitors and Guests**

All visitors to the campus must obtain a visitors pass from security in the North building or King Hall. No student will be allowed to bring siblings, friends, etc., to school due to insurance issues and liability. If the visitor is from a local school, that school must give written permission for the person to visit us before we will permit the visit.

## **TESTING**

New Jersey Biology Competency Test (NJBCT)

All New Jersey public high school students, regardless of grade level, must take the New Jersey Biology Competency Test (NJBCT)

May 31, 2017 – June 1, 2017

Make up day: June 7, 2017 – June 8, 2017

## **PSAT Information**

The Preliminary SAT<sup>®</sup>/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC).

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test<sup>™</sup> while also giving students a chance to enter and qualify for National Merit Scholarship Corporation (NMSC) awards programs.

The PSAT/NMSQT measures:

- critical reading skills
- problem-solving skills
- writing skills

Students develop these skills over many years, both in and out of school. This test does not require students to recall specific facts from their classes.

The most common reasons for taking the PSAT/NMSQT are:

- To receive feedback on students' strengths and weaknesses on skills necessary for college study. The student can then focus on those areas that could most benefit from additional study or practice.
  - To see how a student's performance on an admissions test might compare with that of others applying to college.
  - To enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11).
  - To help prepare for the SAT. Students can become familiar with the kinds of questions and the exact directions they will see on the SAT.
  - To receive information from colleges when "yes" is checked on the Student Search Service.
- (The College Board Website [www.collegeboard.com](http://www.collegeboard.com))

### **SAT Information**

Students may obtain information about test dates, registration procedures and fees from the College Board website, [www.collegeboard.com](http://www.collegeboard.com). Sample questions and other helpful test materials are also available. Students without Internet access may obtain this information in the College and Career Center, located on the first floor of the north building across from the Guidance Office. All students are encouraged to take the SAT examination in the spring Semester of their junior year. Students are also encouraged to take SAT subject tests. More information and important registration deadline information is available on the College Board website – [www.collegeboard.com](http://www.collegeboard.com) or in the College and Career Center.

### **2016 - 2017 SAT Testing Dates**

<b>Test Dates</b>	<b>Test</b>	<b>Registration Deadline</b>
October 1, 2016	SAT & Subject Tests	September 1, 2016
November 5, 2016	SAT & Subject Tests	October 7, 2016
December 3, 2016	SAT & Subject Tests	November 3, 2016
January 21, 2017	SAT & Subject Tests	December 21, 2016
March 11, 2017	SAT Test Only	February 10, 2017
May 6, 2017	SAT & Subject Tests	April 7, 2017
June 3, 2017	SAT & Subject Tests	May 9, 2017

*Dwight Morrow High School is a Testing Site for SAT. It is possible that Dwight Morrow High School may not be an SAT Testing Site for the March administration.*

### **2016-2017 ACT Test Dates & Registration Deadlines**

<b>Test Date</b>	<b>Registration Deadline</b>	<b>Late Registration Deadline</b>
September 10, 2016	August 7, 2016	August 8-19, 2016
October 22, 2016	September 16, 2016	September 17-30, 2016
December 10, 2016	November 4, 2016	November 5-18, 2016
February 11, 2017*	January 13, 2017	January 14-20, 2017
April 8, 2017	March 3, 2017	March 4-17, 2017
June 10, 2017	May 5, 2017	May 6-19, 2017

**\* No test centers are scheduled in New York for the February test date.**

### **2016-2017 Advanced Placement Testing Dates**

<b>Test Dates</b>	<b>Courses</b>
May 1, 2017	Chemistry; Environmental Science; Psychology
May 2, 2017	Computer Science A; Spanish Language and Culture; Art History, Physics 1: Algebra-Based
May 3, 2017	English Literature and Composition; Japanese Language and Culture; Physics 2: Algebra-Based
May 4, 2017	United States Government and Politics; Chinese Language and Culture; AP Seminar
May 5, 2017	German Language and Culture; United States History; Computer Science Principles
May 8, 2017	Biology; Music Theory; Physics C: Mechanics; Physics C: Electricity and Magnetism
May 9, 2017	Calculus AB; Calculus BC; French Language and Culture; Spanish Literature and Culture
May 10, 2017	English Language and Composition; Italian Language and Culture; Macroeconomics
May 11, 2017	Comparative Government and Politics; World History; Statistics
May 12, 2017	Microeconomics; Human Geography; Latin; European History

-Note that there is not an exam for AP Studio Art, but the portfolio deadline falls during the exam period.

-May 5 is the deadline for AP Studio Art — the last day for Coordinators to submit digital portfolios (by 8 p.m. EDT) and the last day to gather students in 2-D Design and Drawing for portfolio assembly.

Students seeking accommodations based on a disability must complete the College Board's Student Eligibility Form. Students may obtain additional information on important deadlines by visiting the College Board website ([www.collegeboard.com](http://www.collegeboard.com)) or by meeting with their guidance counselor.

### **Fee Waiver**

The College Board grants fee waivers to eligible students. Students may obtain additional information by visiting the College Board website ([www.collegeboard.com](http://www.collegeboard.com)) or by meeting with their guidance counselor.