



New Egypt Middle School Student Handbook 2020 -2021

**115 Evergreen Road
New Egypt, NJ 08533
609-758-6800 ext. 2100**

**New Egypt Middle School
Andrea L. Caldes, Principal**

Dear Parent/Guardian/Student:

Please review the New Egypt Middle School Parent/Student Handbook. Once you review, please log onto the Genesis Parent Portal to sign the online acknowledgement at your earliest convenience.

Thank you for your cooperation. If you have any questions concerning our policies and procedures, please feel free to call the middle school main office.

Sincerely,

**Andrea L. Caldes
Principal**

NEW EGYPT MIDDLE SCHOOL TEAM
115 Evergreen Road
New Egypt, NJ 08533
(609) 758-6800, Ext. 2100
District Website: www.newegypt.us

Mrs. Michelle Halperin-Krain, Acting Superintendent/Director of Literacy
 Mrs. Andrea L. Caldes, Principal
 Mrs. Cheryl Combs, Administrative Assistant to the Principal
 Mrs. Petria Funes, Supervisor of Special Services
 Mrs. Lynn Kukoda, Administrative Assistant to the Supervisor of Special Services

Adam, JoAnn	Mazzarella, Valerie
Amodol, Denise	McCarthy, Sean
Baricko, Allison	Megules, Charles
Bearden, Melissa	Melchior, Tara
Belfiore, Natalie	Mullen, Connie
Blaustein, Chaya	Occhiuzzo, Laura
Carney, Karen (Nicole)	Priest, April
Chemris, Tom	Quattrone, Tina
Dancer, Diane	Restaino, David
DeBenedictis, Caitlin	Richards, Tara
DeMarco, Alicia	Roque, Eric
Deus, Michael	Rosas, Kimberly
DiChristofaro, Patti	Saulnier, Liz
Dyba, Mark	Sawicki, Jim
Freeman, Amy	Search, Mike
Goshorn, Kelli	Semko, Rebecca
Hille, Andréé	Silfan, Randi
Hogan, Renee	Teta, Gabby
Kociuba, Jenn	von Harten, Andrea
Lizano, Elisa	Wear, Brenda
Lynn, Corinne	Wells, Chris
Malloy, Lisa	Wilno, Dennis

STUDENTS' RIGHTS & RESPONSIBILITIES

Handbook Requirements

The handbook shall be read and reviewed by students and parents at the beginning of the school year. A student and parent online acknowledgement must be viewed and signed using the Genesis Parent Portal.

Student Responsibilities

- Regular attendance to school.
- Application to studies.
 - Prepare mentally and physically for the process of learning.
 - Meet the unique requirements of each class.
 - Monitor progress towards individual objectives.
- Demonstrate appropriate conduct.
- To not haze, harass, intimidate, bully (including cyber-bullying) in accordance with District Policy and/or Regulation 5512.
- Must be up to date with immunizations in accordance with District Policy and Regulation 5320.
- Make-up missed work.

Student Rights

- The right to a public education.
- The right to attend school in a safe environment.
- Pupil record confidentiality, content, and parental access in accordance with District Policy and Regulation 5308.
- Due process and appeal.

Personal Belongings

- **Backpacks are not permitted in classrooms, hallways or the cafeteria, and must be stored in lockers at all times. Purses may not be larger than 8 inches by 10 inches. No exceptions.**
- Electronic devices are permitted at the discretion of teachers and administrators in the classroom and the cafeteria (See 'Bring Your Own Device Policy' below). All devices, including cords and earphones (if applicable), shall be put away when in the hallways, in the gymnasium, and in the locker rooms. Pictures and videos in any area within the school building **SHALL NOT** be taken or recorded unless approved by a teacher or administrator.
- **First offense:** Main Office holds until the end of the school day.
- **Second offense:** Parent/Guardian must pick up after school hours.
- **Third offense:** Parent/Guardian must pick up after school hours and Level I violation.
- **NEMS will not be responsible for lost, stolen, or damaged personal items.**

Chromebook Take Home Program

The New Egypt Middle School acknowledges that a new generation of students expects a learning environment that integrates technology into the educational program. Therefore, students will receive a Chromebook at the beginning of the school year and will be asked to hand the device in at the end of the school year. To support this endeavor, the Plumsted Township School District has created a handout so that parents and students can review the procedures and policies related to the Chromebook Take Home Program. This document can be viewed on the New Egypt Middle School Website or on the Genesis Parent Portal. Please review this document prior to your child receiving their Chromebooks, and please feel free to review periodically during the school year.

Lateness To Class *For a description of lateness to class without good cause, see District Policy 5200.

- 1 tardy = Teacher Warning
- 2-3 tardies = Lunch Detention
- 4-6 tardies = Administrative Detention
- 7-9 tardies = Detention/Suspension

Loitering

- **Students are not allowed in the building unsupervised outside of normal hours of operation.**
- Only students buying breakfast may enter the building prior to the first bell. Those students must proceed to the cafeteria where they must remain until the bell rings.
No other students will be permitted to enter the building in the morning before 7:50 a.m.
- A student on school premises before or after normal hours of operation who is not specifically being supervised by a staff member and who utilizes any facility of the school district on the school site

does so at the student's sole risk. Under normal circumstances, school staff members do not supervise anyone using the school facilities after normal hours of operation, even if a staff member is on premises at that time. The use of school facilities before or after normal school hours does not impose a duty of supervision on the school district, nor does it imply that district staff will be supervising any students.

Stairway & Hallway Policy

- While in the hallways and stairwells, please walk to the right.
- While in the stairways or hallways there shall be no pushing or horseplay of any kind.
- While in the stairways or hallways students shall keep a safe distance from one another so as to avoid stepping, bumping, etc., into one another.
- No sliding down banisters or jumping steps.

Telephone Usage

- Telephone calls and/or usage will be granted by the main office for emergencies only. (Forgetting homework, gym attire, lunch, etc. are not emergencies). **Students are not permitted to place calls or send text messages from cell phones at any time during the school day.**

PROPER ATTIRE (DRESS CODE)

Student attire must be appropriate for an educational setting. Final determinations on appropriate attire rest with the school's administration. An "acceptable mode of dress" shall be based upon the following criteria: (1) health and safety; (2) cleanliness; (3) cause for disruption; (4) good judgement.

- Clothing with inappropriate pictures, liquor advertisements, sexually suggestive messages, profanity, tobacco, gang affiliation slogans, offensive or obscene symbols, signs, slogans degrading any race, societal group, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or people with disabilities is not permitted. Drug and alcohol related pictures and messages that support and/or condone drug or alcohol use are also unacceptable.
- Bare midriffs, crop-tops, Tube tops, "spaghetti straps" and strapless items area are not permitted.
- Shorts and skirts shall be worn at mid-thigh.
- Lingerie, bra straps, underwear/boxer shorts, and sports bras may not be exposed.
- Pants/shorts are to be worn above the hips, no underwear shall be showing.
- Articles which can cause damage, pose a safety hazard or become distracting are not permitted
- Students are not permitted to wear outerwear of any kind during school hours, unless required by religious custom and/or extenuating circumstances.
- Any body piercing considered a safety hazard or disruption to the learning environment is not permitted.
- Jeans, pants, shirts, or any other article of clothing with excessive rips or cuts are not permitted.
- In compliance with the NJ Bicycle Helmet Law, N.J.S.A. 39:4-10.1, students are required to wear a helmet when riding their bikes on school property.

Administration will make the final determination as to whether clothing in question is in violation of the dress code. Parents are strongly encouraged to assist students in being in compliance with the dress code before students leave home for school. Students will be required to change or cover clothing that violates the dress code. Parents may bring in clothing for students in such cases, or clothing may be provided by the school.

STUDENTS' RULES & REGULATIONS

Policy on Discipline

Students must observe good order, be diligent in study, and respectful to fellow students, teachers, and staff. Students must be neat in person and attire and follow school regulations. Students are responsible to the school staff for their behavior in the school, at school-sponsored activities, and while going to and from school. School staff will work with students to encourage accountability in accordance with our philosophy of discipline.

Rules & Regulations

Our rules & regulations are based on tiered levels of violations. There are four groups of offenses: Level I = Minor Violations; Level II = Serious Violations; Level III = Major Violations; and Level IV = Extreme Violations. The administration has a range of consequences they may assign to a student who has acted outside of the school's policies. An outline of the levels of violations and their minimum suggested consequences are listed below. **All consequences issued are at the discretion of the school administration**

and deviation from this policy may be considered on a case-by-case basis. Repeated offenses will result in progressive consequences.

NOTE: All serious violations will warrant parent/guardian contact. A student returning to school from an out-of-school suspension may need to be accompanied by a parent/guardian for a re-admittance hearing.

Level I – Minor Violations

- Carrying of personal belongings
- Dress code violation- after warning
- Tardiness and/or attendance violation
- In hallway without pass after a warning
- Bus rule violation
- Leaving class without permission
- Skipped Teacher Detention
- Any other conduct that warrants administrative consequences

Minimum Consequence: Lunch Detention, Administrative Detention, or Suspension of Privilege

Level II – Serious Violations

- Disruptive / inappropriate / disrespectful behavior in word and/or action; Insubordination.
- Misuse of technology/Inappropriate use of electronics (suspend privilege)
- Skipped administrative detention
- Cutting class
- Leaving building / school grounds without permission
- Cheating, plagiarism, forgery
- Throwing food or any other object
- Profanity / inappropriate comments / obscene gestures
- Instigating conflict
- Any other conduct that warrants administrative consequences

Minimum Consequence: Suspension of privilege and/or 1 - 2 days Administrative After-School Detention, or In or Out School Suspension

Level III – Major Violations

- Continued & willful disobedience / defiance / insubordination
- Inappropriate touching and/or physical contact with another student
- Threats
- Fighting
- Gambling
- Inciting a riot
- Bullying, harassment, and intimidation/cyberbullying (Please refer to HIB Policy)
- Smoking
- Bias incident
- Willfully endangering the safety of others
- Vandalism or damage to school property
- Theft or possession of stolen property (required restitution made)
- Extortion
- Any other conduct that warrants administrative consequences

Minimum Consequence: 1-4 days In or Out of School Suspension

Level IV – Extreme Violations

- Assault / battery (police notification & CST referral)
- Possession of weapons and/or illegal contraband (police notification & CST referral)
- Arson (police notification & CST referral)
- Terroristic threats (police notification & CST referral)
- Use, possession and/or sale of drugs or alcohol (police notification & CST referral)

Minimum Consequences: 4-10 days Out-of-School Suspension and/or possible expulsion proceedings

Affirmative Action

Affirmative Action exists in the New Egypt Public Schools in order to ensure that all federal, state and local laws and policies, which guarantee the rights of students, are enforced. The laws state that no student in a public school in this state shall be discriminated against in admission to, or in obtaining any advantages, privileges, or courses of study of the school by reason of race, color, creed, sex, handicap or national origin. Students who have any questions or believe they have been discriminated against, in any way, including sexual harassment by other students or staff members, should follow the regular grievance procedure as outlined in this handbook, or contact the **District Affirmative Action Officer**.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA applies to all students attending institutions receiving federal financial assistance and requires that these institutions adhere to the following requirements:

- **Accessibility-** Parents and eligible students over 18 years of age have the right to see, inspect, reproduce, and challenge the accuracy of education records. These rights extend to custodial and non-custodial parents unless a court order is issued denying the non-custodial parent access rights. Additionally, schools must explain and interpret records to parents if they ask school officials to do so. School officials must comply promptly with parental requests to inspect educational records. The response must be made in a “reasonable time frame”- within 45 days of the parent’s request.
- **Amending Records-** If parents believe educational records are misleading or incorrect, they may request that the school amend the records. The school may deny the parent’s request.
- **Confidentiality of Information-** Third-party access to educational records is permitted only if the parents provide written consent. The exceptions to these confidentiality provisions include (a) *school personnel with legitimate educational interest*; (b) officials representing schools to which the student has applied; (c) persons responsible for determining eligibility for financial aid; (d) judicial orders for release; and (e) in emergency situations, persons who act to protect the health and safety of the student.
- FERPA covers all records, files, documents, and other materials that contain personally identifiable information directly related to a student, which are maintained by the educational agency by the person acting for that agency. *Records that are not covered by the FERPA disclosure rules include those records made by educational personnel who are in the sole possession of the maker and are not accessible or revealed to other persons except substitutes.*

ATTENDANCE POLICY

As per Board of Education Policy 5200, more than 16 days of unexcused absences will result in probable retention. The attendance policy followed by the school is:

<u>Unexcused Absence</u>	<u>Unexcused Tardy</u>
4 days - Warning phone call home	4th time – Warning phone call home
8 days - Letter sent home and conference with administration	8th time – Letter sent home
10 or more days – Referral to Court Program	12th time – Administrative detention for each tardy
16 days - Complaint signed/Court date set	16th time – Conference with administration
17 days - Retention is a possibility	20th time - Complaint signed/Court date set

Extended illnesses do not apply if a student has a predetermined illness (asthma, etc.); please notify the attendance office in September and/or provide school with a doctor's diagnosis.

- Parents must notify the school of absences by calling the Absentee Hotline before 8:00 AM. Dial 758-6800, press 1-3 for the Middle School, then 2 for the Absentee Hotline. (Please wait for each prompt.)
- In order for a student to participate in an extracurricular event or an after school activity, the student must be in school for at least four hours of actual instruction (lunch is excluded).

STUDENTS RETURNING FROM ILLNESS OR INJURY

A written order from a licensed physician is required in order for students with temporary disabilities (leg casts, crutches, wheelchairs, etc.) to participate in the following activities:

1. Returning to school.
2. Riding a school bus.
3. Returning to physical education.

If it is necessary for a student to be excused from participation in any class or school activity for more than two days, a physician's note is required.

***Please note that any student returning to school after contagion requires a doctor's note to return to school.**

SCHOOL COUNSELING SERVICES

Mrs. Natalie Belfiore-Students with last names A-L Ext. 2176

Mrs. Alicia DeMarco- Students with last names M-Z Ext. 3250

The School Counseling department provides the middle school child, parents, and teachers with a variety of professional services, which enables students to participate in the educational program for which they are best suited. Support of students, parents, and faculty is the main goal of the School Counselors.

The goal of the School Counselors is to establish a relationship with the students in order to make better present and future decisions about their educational, social, and college and/or career plans. Individual and group counseling, along with other school-wide programs, are provided to achieve this goal. Pupil records are maintained in the Main Office. Parents are welcome to review records by calling the School Counseling department to make an appointment with one of the Counselors.

Students may request an appointment by having their teachers call or email the counselors, or by filling out a form in the main office. Parents can call to set up a conference with the counselors and/or teachers.

Andrea von Harten, School Nurse (609) 758-6800 X 2177

The school nurse is available to handle emergencies and general health matters. By law, the nurse cannot give any medication without parent's permission nor can she make a medical diagnosis of illness.

Any medication prescribed by a doctor that is to be taken in school, must be taken in compliance with District Policy and Regulation 5530, and must be approved by the principal and brought to the school nurse by the parent or guardian (not the student) -- for the nurse to administer and hold.

Illness or injury at school: If a student should become sick or is injured while at school, the nurse will administer first aid as necessary to prevent further complications.

If a student is too ill to remain in school, the parent will be contacted to come and transport him/her home. If any injury seems serious, the parent will be contacted to transport the student to a doctor. Only in extreme emergencies, where the parent or other person designated on the emergency health card cannot be located, will an injured pupil be transported to a doctor.

GRADING SYSTEM (Non-Core Classes)

A=91-100
B=81-90
C=71-80
D=65-70
F=64 and below

GRADING SYSTEM FOR CORE COURSES (ELA, Math, Science, Social Studies)

A=91-100
B=81-90
C=75-80
D=70-74
F=69 and below

Grades 6,7, & 8 core classes (Language Arts, Math, Social Studies, and Science) will have a grade of 70 and above as passing within the content area. Progress reports will be sent to all students in lieu of a marking period grade, however, a course grade will not be given until the completion of the school year.

Platform Progress reports will be sent upon the completion of Marking Periods 1, 2 & 3.

HONOR ROLL

Gold Honor Roll – Criteria

Pupils in grades 6-8 are eligible for the Gold Honor Roll at the end of each marking period. Students must achieve straight "A's" (numerical grade of 90 or above) in all subjects, including Related Arts courses.

PROMOTION & RETENTION

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

Middle School students will be promoted to the succeeding grade level when they have successfully completed their course requirements. As per district policy 5410, successful completion of the program of studies requires achievement of the instructional objectives set for each course of study, demonstration of mastery of the proficiencies established for each course, and a satisfactory attendance record.

Those students who fail two or more academic subjects (language arts, math, science, social studies) for the academic year may not be eligible for promotion. The student's report card, standardized testing, etc. will be carefully reviewed by administration in determining promotion. The student may be required to attend summer school. Each case will be reviewed by the administration on an individual basis.

HOMEWORK

Homework is an integral, necessary, and required part of the teaching-learning process. Students shall be prepared for class each day with homework and necessary materials. If unsure about assignments, students or parents can check the teacher's website. Students must check with their teachers regarding classroom policies for make-up work. Teacher detentions may be given to ensure that a student makes up any missed assignments.

VISITORS

All parents/visitors must use the buzzer security system located outside the Main Office. Upon entering the building all parents/visitors are to report to the Main Office to sign the visitors' register located on the counter and to obtain a visitor's badge. The badge is to be visibly worn for the entire visit and returned to the office when leaving. Individuals who do not register in the Main Office shall be considered trespassers as per State law. New Egypt Middle School believes in a strong partnership with parents and the community; however, to facilitate the smooth operation of the school, it is requested that parents and other visitors make advance appointments to visit teachers, counselors, the school nurse and administrators.

When dropping off items for students, parents/guardians/visitors will be asked to drop off the item on a shelf located right outside the main doors. This shelf will be delineated by grade, and staff members will check the shelf periodically throughout the day to facilitate pick up of the item. When dropping off an item, parents/guardians should:

Fill out the information on the 'Item Drop Off' list. This list will be located near the drop off shelf. Please label the item using the pens and notes provided. Buzz the main office to indicate that an item for a specific student is being dropped off. Parents/guardians who are uncomfortable dropping off the item because of expense (money, expensive sports equipment, etc.), should buzz the main office and identify themselves and the item being dropped off. School officials will facilitate a timely pick up of this item.



CAFETERIA

- Students must have a signed pass in order to leave the cafeteria
- Students may sit wherever they wish within the area assigned.
- Students may not table-hop.
- Students are responsible for cleaning the table and the surrounding floor area.
- No throwing of food and/or any other object.
- Parents may only drop off individual lunches for their child

LOCKS AND LOCKERS

Each student is issued a lock and a locker at the beginning of the year. The replacement cost for a lost lock is \$6. All lockers are and shall remain the property of the school district. No student may use a locker as a depository for a substance or object which is prohibited or which constitutes a threat to the health, safety, or welfare of the occupants of the school building or the building itself. Pursuant to the New Jersey School Search Policy of 1998, NJSA 18A: 36-19.2, and District Policy 5770, the school administration may conduct random locker searches or employ the assistance of specially trained police canines at any time to ensure that no harmful or illegal substances have been brought into the school. Lock your locker at all times, and do not give your lock combination to anyone. New Egypt Middle School is not responsible for lost, stolen, or damaged personal items.

DANCES & OTHER EVENING/AFTER SCHOOL EVENTS

School dances are for current **NEMS students only**. A student must be present during the school day to participate in after school and extracurricular activities. Any student having served an in-school or out-of-school suspension prior to a dance is prohibited from attending the next school dance. When students attend a school dance or evening activity, they are expected to remain in the building at the event until its conclusion. The only exception is if a parent arrives to pick the student up early or the student has submitted a written request to leave early. Students are expected to adhere to school rules and policies, including the dress code, during dances and other after school events. NEMS administration reserves the right to suspend a student's dance privileges at any time.

Parents must be outside when dances end at 8:30pm. Students will be escorted to the parking lot for parent pick up

BUS RULES



BUS CHANGES ARE STRICTLY PROHIBITED.

1. **All students must ride their assigned bus to and from school. They will only be picked-up and dropped off at their designated stop.**
2. Students shall be at their assigned stop 5 minutes before the scheduled pick-up time (10 minutes before the first week). Be sure to keep off the roads while waiting for the bus and cross in front of the bus only when necessary.
3. Seat belts must be worn at all times (it's the law).
4. Students shall keep heads, arms, and hands away from windows and inside the bus at all times.
5. Students must remain in their seats while the bus is in motion.
6. There is no eating or drinking allowed on the school bus.
7. Students shall report any damage to the bus driver immediately.
8. Fighting, bullying, foul language, or any inappropriate behavior is not permitted on the buses. All inappropriate behavior will be reported to the school administration in written form and may result in suspension of bus privileges.
9. Students taking the late bus are not permitted to leave the school grounds and come back to ride the bus.
10. Parents of students who are bussed have the right to request in writing that their child not be permitted to walk home. In this case, the student must ride the bus unless a parent/guardian picks them up from school.

EMERGENCY SCHOOL CLOSING



In the event that inclement weather forces the cancellation of school, the decision to cancel will be made as early as possible. The announcement of this cancellation will be made through automated calling and/or ParentSquare. Please visit www.newegypt.us for timely information about closings. Should it become necessary to close school during the day because of ice, snow, sleet, etc., an announcement will be made, and the students will be sent home from school unless prior directive from a parent or guardian has been filed with the school. Please plan for this type of event.

Parent Notification

Compliance with P.L. 107-110, Section 1111(h)(6)(A)

Dear Parents and Students:

We are very proud of the highly qualified status of all our staff; however, "P.L. 107-110, Section 1111(h)(6)(A)" requires our providing you the following notification:

As a parent of a student in New Egypt schools, you have the right to know the professional qualifications of the classroom teachers who instruct your child, and Federal law requires the school district to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the middle school principal at (609) 758-6800, x 2100.

4. Harassment, Intimidation, and Bullying (See Board Policy #5512)

A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;

2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

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

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

C. Student Expectations

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

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

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

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

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

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of

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

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

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

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

D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent

with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

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

Factors for Determining Consequences – Student Considerations

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

Factors for Determining Consequences – School Considerations

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

Factors for Determining Remedial Measures

Personal

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

Environmental

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

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the

student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

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

Examples of Consequences

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

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;

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

Personal – Target/Victim

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

Parents, Family, and Community

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

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

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

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

Consequences and Appropriate Remedial Actions – Adults

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

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further

their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

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

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

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

E. Harassment, Intimidation, and Bullying Reporting Procedure

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

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

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

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

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

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

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

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

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

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

The district Anti-Bullying Coordinator shall:

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

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

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
- c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

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

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

G. Harassment, Intimidation, and Bullying Investigation

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

Option – Principal’s Preliminary Determination

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts

presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. The Superintendent or designee may sign-off on the preliminary determination.

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

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

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

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

investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

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

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

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

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in

executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

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

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

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

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

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

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

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

facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

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

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

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

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

J. Consequences and Appropriate Remedial Action for False Accusation

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

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

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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

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

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

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

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

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

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

characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

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

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

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

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

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

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention

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

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

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

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

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

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

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in

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

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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

R. Students with Disabilities

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

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

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy,

occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

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

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

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

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

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Adopted: 12 July 2017

Revised: 12 September 2018

COVID ADDENDUM

New Egypt Middle School Educational Program

The Plumsted Township School District will be opening the 2020-2021 school year fully remote. The goal is for students to return to the hybrid model outlined below. The district will evaluate the ability to return students to the buildings monthly. During full remote instruction, students will be expected to follow the hybrid bell schedule. Students are expected to attend the morning and afternoon sessions. Attendance will be taken at all sessions.

The Middle School will run on a weekly A/B (Gold/Blue) schedule. Students will be divided equally, by grade into cohorts of 12-15 students rotating in-person instruction weekly. While in-person, students will remain with their cohort throughout the duration of the instructional day. Some exceptions may apply (i.e. special education and/or advanced placements). Teachers will rotate to each cohort providing in-person instruction. Students will be expected to join their assigned cohort synchronously during their alternate weeks.

Whether the student is participating virtually or in person, students will be expected to attend their classes during their specified class time. For virtual students, this will be accomplished in a variety of ways, including but not limited to Google Meets, Google Meet breakout sessions, use of the Summit Personalized Learning Program, and other means.

As previously stated in this plan, all students, whether virtual or non-virtual, will follow the middle school early dismissal schedule. This schedule will be distributed prior to the start of the school year. Beginning at 1:10 p.m. and ending at 2:40 p.m., each teacher will have a designated time slot for students to receive academic support, office hours, mentoring, instruction, student check-ins, and other educational

practices for each of their classes. Attendance will be taken and recorded at each morning and afternoon session to ensure continuity of students' educational program. Support staff (i.e. school counselors, student assistance counselor, child study team members) will be available at all times to support students.

General Education classrooms will be set up to have 12-15 student desks with six feet distance between each student desk. Some exceptions may apply (i.e. special education and/or related arts). When necessary, larger classrooms and spaces (i.e. gymnasium, cafeteria, IMC, etc.) will be utilized to hold classes. These larger spaces will be properly social distanced and all guidelines will be adhered to.

NEMS Student Schedule

Middle School:

Staff Arrival: 7:40

HR 8:00 - 8:17 (17)

Pd 1 8:20 - 8:40 (20)

Pd 2 (HS 2) 8:43 - 9:35 (52)

Pd 5 (HS 3) 9:38 - 10:30 (52)

Pd 6 (HS 4) 10:33 - 11:25(52)

Pd 3 11: 28 - 11:48 (20)

Pd 7 11:50 - 12:10 (20)

Student Lunch: 12:10-12:30 (20)

MS Dismissal: 12:30

Middle School Afternoon Session

(Virtual)

Period 2: 1:10-1:40 (30)

Period 5: 1:40-2:10 (30)

Period 6: 2:10-2:40 (30)

Extra Help - 2:40-3:05 (25)

Summary NEMS of COVID Related Expectations for the 20-21 School Year

- Health Questionnaires must be filled out on Parent Square prior to student arrival.
- Students' temperatures will be taken before entering the building.
- Students exhibiting symptoms of COVID 19 will be sent to a designated isolation room until they can be picked up by a parent or guardian.
- **Please make sure someone on your emergency contact list is readily available to pick up your child in the event of sickness.**
- Students who have two or more of the following are expected to stay home and see a doctor.**
 - Chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or Body Aches
 - Headache
 - Loss of smell or taste
 - Sore Throat
 - Congestion or Runny Nose
 - Nausea or Vomiting
 - Diarrhea

Additional look-for's in children

- **Rash**
- **Red eyes**
- **Discoloration of fingers toes or unusual bruising**

- Parents may report the student's status by notifying the main office. At that time they may indicate if the student is absent for the day or if they will be working virtually.
- Students will be expected to wear masks at all times.
- Frequent handwashing and/or hand sanitizing will be strongly encouraged.
- Students attendance will be taken during each class, each day. Students in school and at home will be expected to attend classes as scheduled.
- Students will not be issued hallway lockers upon return to school. Students may carry backpacks (Preferably CLEAR) to class with their personal belongings.
- Students will not have access to locker room facilities and WILL NOT change for PE class. Students must wear appropriate attire and footwear to school for PE.
- Students will have the option to purchase a bag lunch that will be delivered to their last period class.
- No students will be permitted to stay in the building beyond the school day while operating under COVID guidelines.

FOR FURTHER INFORMATION PLEASE VIEW : THE PLUMSTED
TOWNSHIP SCHOOL DISTRICT RESTART AND RECOVERY PLAN ([LINK](#))

