

*Fairfield Township School*  
375 Gouldtown-Woodruff Road  
Bridgeton, NJ 08302  
Phone: 856-453-1882 / Fax: 856-459-1369

Dr. Ja'Shanna Jones  
Superintendent/Principal  
[jjones@fairfield.k12.nj.us](mailto:jjones@fairfield.k12.nj.us)  
856-453-1882 Ext. 8014

Dr. Hannah Sykes  
Assistant Principal  
[hsykes@fairfield.k12.nj.us](mailto:hsykes@fairfield.k12.nj.us)  
856-453-1882 Ext. 8012

Mrs. Angela Best  
CST Supervisor  
[abest@fairfield.k12.nj.us](mailto:abest@fairfield.k12.nj.us)  
856-453-1882 Ext. 8009

Ms. Renee Ring  
Supervisor of Curriculum & Instruction  
[rring@fairfield.k12.nj.us](mailto:rring@fairfield.k12.nj.us)  
856-453-1882 Ext. 8029

Sean McCarron  
Business Administrator  
[smccarron@fairfield.k12.nj.us](mailto:smccarron@fairfield.k12.nj.us)  
856-453-1882 Ext. 8017

# PARENT HANDBOOK

## 3<sup>rd</sup> through 8<sup>th</sup> Grade



*Home of the Jaguars*

\*\*\*Please note: This is a working document and is subject to change for updates and revisions at any time

BOE Approved : 8/10/23  
Updated: 2/8/24

**STUDENT GUIDELINES**

**FAIRFIELD TOWNSHIP SCHOOL DISTRICT**

**2023-2024**

**TO STUDENTS:** The following material should be read carefully. It contains the general rules and procedures for conduct within the Fairfield Township School District. **DO NOT ASSUME THAT THE MATERIAL ENCLOSED IS THE SAME AS LAST YEAR. CHANGES ARE MADE EACH YEAR AND IT IS YOUR RESPONSIBILITY TO KNOW THEM.**

**TO PARENTS:** Please read the following information with your child. You are encouraged to ask him/her questions to be sure that he/she understands all the points covered. If you have any questions, please call the Office at 856-453-1882. School discipline is a shared responsibility. We must all develop a positive approach to student behavior and feel a sense of personal responsibility for its improvement.

PLEASE TEAR OFF THE BOTTOM PART OF THIS FORM AND HAVE YOUR CHILD RETURN IT TO HIS/HER HOMEROOM TEACHER.

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I the parent/guardian of \_\_\_\_\_ have read and gone over the attached material with my child and we both feel that we understand the rules, procedures, and consequences related to improper behavior.

Signatures:

Parent/Guardian \_\_\_\_\_

Student \_\_\_\_\_

Grade \_\_\_\_\_ Homeroom \_\_\_\_\_

## **General Information**

Fairfield Township School District  
375 Gouldtown-Woodruff Road  
Bridgeton, NJ 08302  
(856) 453-1882  
(856) 459-1369 (Fax)  
[www.fairfield.k12.nj.us](http://www.fairfield.k12.nj.us)

School Hours: 8:50 a.m. – 3:20 p.m.  
School Hours (half day schedule): 8:50 a.m. – 1:20 p.m.

## **Fairfield Township School District Mission Statement**

The mission of the Fairfield Township School District is to ensure all students an equal opportunity to participate in a diverse instructional program that promotes self-worth, citizenship and the achievement of high standards. In a modern and safe learning environment, students will become successful and contributing members of a democratic society.

## Fairfield Township Members of the Board of Education

Mr. Darlington Henry Jr., President  
Mrs. Erica Goodwin, Vice President  
Mr. Randolph Ferebee  
Rev. Michael Keene  
Mrs. Alta Lloyd  
Mrs. Shana Johnson  
Ms. Catherine Muhlhaier  
Ms. Angeline Pierce  
Ms. Cory Ridgeway

## Fairfield Township School District Administrators

Dr. Ja'Shanna Jones, Superintendent/Principal  
Dr. Sean McCarron, School Business Administrator  
Dr. Hannah Sykes, Assistant Principal  
Mrs. Angela Best, Child Study Team Supervisor  
Ms. Renee Ring, Supervisor of Curriculum & Instruction

## Fairfield Township District Office Staff

Mrs. Cynthia Snodgrass, Administrative Assistant to the Superintendent  
Ms. Josette Carter, Business Office Assistant

## Fairfield Township School Secretarial Staff

Mrs. Valerie Lollie-Main Office  
Ms. Mysella Herrera- Child Study Team Office

## Teachers and Assistants

<b>Teacher</b>	<b>Grade</b>	<b>Subject(s)</b>	<b>Room</b>	<b>Email</b>
D. Baardsen	3rd grade	Math/Science	C107	dbaardsen@fairfield.k12.nj.us
J. Conahey	3rd Grade	ELA/Social Studies	C105	jconahey@fairfield.k12.nj.us
R. Bates	4th grade	ELA/Social Studies	C108	rbates@fairfield.k12.nj.us
K. Vazquez	4th grade	Math/Science	C106	kvazquez@fairfield.k12.nj.us
L. Oswald	5th grade	ELA/Social Studies	D109	loswald@fairfield.k12.nj.us
M. Rugenus	5th grade	Math/Science	D112	mrugenus@fairfield.k12.nj.us
C. Hayman	6th grade	Math/Science	D103	chayman@fairfield.k12.nj.us
S. Halliday	6th grade	ELA/Social Studies	D101	shalliday@fairfield.k12.nj.us
K. Poolake	7th grade	Math	E103	kpoolake@fairfield.k12.nj.us
B. Kukal	7th grade	ELA	E100	bkukal@fairfield.k12.nj.us
J. Hall	8th grade	Math	E101	jhall@fairfield.k12.nj.us
M. Wurtzel	8th grade	ELA	E102	mwurtzel@fairfield.k12.nj.us
J. Carr	7th/8th grade	Social Studies	C102	jcarr@fairfield.k12.nj.us
J. Molesky	7th/8th grade	Science	B114	jmolesky@fairfield.k12.nj.us
R. Reinhart	PreK-8th	ELL	D110	rreinhart@fairfield.k12.nj.us
D. Eggers	4th-6th grade	Special Education	D114	deggers@fairfield.k12.nj.us
K. Becker	5th-6th grade	Special Education ELA/ICS	C101	kbecker@fairfield.k12.nj.us
J. Prentiss	7th/8th grade	Special Education Math/ICS	C104	jprentiss@fairfield.k12.nj.us
W. Krayner	7th/8th grade	Special Education	D106	wkramer@fairfield.k12.nj.us
O. Taylor	Instructional Aide		D106	otaylor@fairfield.k12.nj.us
C. Cooper	Instructional Aide		D114	ccooper@fairfield.k12.nj.us

## Support Staff

Mrs. Ralph, School Psychologist / Child Study Team Caseworker  
Ms. Renee Ring / I & RS Coordinator  
Ms. Janice Carter, School Social Worker/Homeless Liaison  
Ms. Lois Halleck, School Nurse

## Intervention Referral Team

Ms. Ring  
Ms. Lois Halleck  
Mrs. Mosely

## Maintenance Supervisor

Mr. Ron DiPietro

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### **Superintendent's Welcome Letter**

Dear Parents and Guardians:

It is an honor serving your students at Fairfield Township School. It is my vision to prepare your students, not just for the next grade level, but for life. I am your child's NUMBER ONE advocate and desire to promote an educational environment that is enriching, nurturing, and rigorous. Fairfield Township School is a partnership of staff, students, parents and community members. Our expectation is to provide comprehensive quality educational programs, enabling students to become successful lifelong learners and future leaders of our society.

We, the staff and administration of Fairfield Township School recognize that it is our responsibility along with parents and extended family members to support and nurture our students to their fullest individual potential.

We are committed to strive for academic and personal excellence in our students and our school, where each member feels personally responsible in the success of the school.

This process will be achieved through:

- ξ Encouraging a creative and positive school climate for optimal learning.
- ξ Empowering each student to set high goals and standards for themselves.
- ξ Providing meaningful activities and curriculum opportunities to foster academic, social, emotional and physical growth.
- ξ Organizing our school so all students, parents and staff fulfill their responsibilities and assist our school in achieving its goals.

### **The School Cultural Norms**

1. School Pride
2. Education is sacred
3. We respect one another
4. No one has the right to hurt another person
5. We will never behave in a manner that will discredit ourselves, our team, or our school

I hope that the information contained in this handbook serves as an informative guide for you throughout the year. If you have any questions and/or concerns, please reach out! We are here to work with families collaboratively to promote a POSITIVE learning experience.

Yours in Education,

**Dr. Jones-Booker**

*Pursuing Educational Excellence*

## **Philosophy**

It's critically important to invoke meaningful educational and organizational change. This should be done in a way that profoundly impacts the professional, teaching, and learning culture. Endorsing the notion of collaboration with deference to promoting student growth and development shall be seen as crucially important.

Central to this philosophy is the pursuit of embracing diversity and experiencing excellence. We believe this is achieved through an integrated curriculum that stimulates intellectual inquiry, promotes an understanding of self and others, and encourages critical thinking. In support of this theme, our school will subscribe to a set of school culture norms—which shall serve as the foundation.

Education is a lifetime process that neither begins nor ends with the Fairfield Township Schools. It is a cooperative effort involving home, school, and community. Our school must provide a nurturing environment that fosters active learning and positive student-teacher interaction and respects the developing nature of the learner, while appreciating the entire school family.

Building trusting/respectful relationships with students, staff, parents, board members, and other school-community partners should be seen as essential in the educational lifelong journey.

## **The Mission**

The mission of Fairfield Township School District is to assure all students an equal opportunity to participate in a diverse instructional program that promotes self-worth, citizenship, and the achievement of high standards. In a modern and safe learning environment, students will become successful and contributing members of society

## **The Vision**

In working together, graduates of the Fairfield Township Public Schools will demonstrate exceptional capability in communication, critical thinking, problem solving, and responsible behavior. They will acquire and respect knowledge, be lifelong learners, and good citizens. Our vision is that our graduates will:

1. Demonstrate proficiency in all aspects of critical thinking and problem solving.
2. Demonstrate their communication skills through their ability to write and speak effectively.
3. Demonstrate their mastery of the school culture norms by generalizing them in all areas of life.
4. Demonstrate their ability to employ their values, manners, and intellectual tools to enhance the educational experience.
5. Demonstrate their proficiency in the NJ-SLS and State Curriculum Standards at all grade level



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### **Assistant Principal's Welcome Letter**

Dear Fairfield Township School Families,

Welcome to the 2023 - 2024 school year! We are thrilled to welcome our students and staff back to school. We hope that you were able to relax and make special memories with your friends and families. Now it is time to look forward to a wonderful new school year as we are "Anchored in School Pride" at Fairfield Township School!

Our incredible staff of educators have been preparing classrooms for the new school year. We are grateful to our amazing custodial staff as they worked all summer getting our school in pristine shape. Our secretarial staff are working hard to ensure a smooth start for staff, students, and families.

Fairfield Township School is such a special place to learn and grow. We are proud of our beautiful school and have high expectations for each and every student. Our students are kind, compassionate, and eager to learn. Together with our dedicated staff, we strive to make connections with students to help them feel valued, accepted, and safe. Our focus is providing a modern and safe learning environment where students will become successful and contributing members of a democratic society. This vision will continue to guide our mission to ensure all students an equal opportunity to participate in a diverse instructional program that promotes self-worth, citizenship and the achievement of high standards.

We are excited to return to our normal school operations this year. Instruction will be focused on specialized skills and content needed to learn grade level materials while providing the appropriate tools needed to grasp concepts.

Partnering with families is crucial to promote a healthy transition to school both socially and emotionally. We recognize that students may be feeling anxious with the start of a new school year and we will continue to place a strong emphasis on social emotional learning while focusing on building classroom community. We encourage families to stay connected and informed by following our district website, announcements sent through School Messenger and Class Dojo.

I enjoyed my first year at Fairfield Township School and look forward to an innovative future with staff, students and families.

With Warm Regards  
Dr. Hannah A. Sykes  
Assistant Principal

## **ADMISSIONS/NEW STUDENT REGISTRATION**

Parents transferring students from other schools will need to provide two proofs of district residency, a transfer card and a copy of the student's immunization records. The transfer card will insure their admission to the proper class/grade level.

## **AFFIRMATIVE ACTION**

The Fairfield Township Board of Education ensures an equal education opportunity for all students and prohibits discrimination because of sex, race, color, creed, religion, ancestry, national origin, or social or economic status in educational programs and activities. This includes, but is not limited to, course offerings, athletic programs, guidance and counseling, tests and procedures.

The Fairfield Township Board of Education also insures an equal employment opportunity for all persons and prohibits discrimination in employment because of sex, race, creed, religion, national origin, in every aspect of employment not limited to, but including, upgrading, demotion, transfer, recruitment advertising, layoff or termination, rates of pay or other forms of compensation including fringe benefits, employment selection or selection for training apprenticeships, promotion or tenure.

### **Title I Parental Involvement Notification Requirements for Districts/Schools**

There are certain requirements in the Elementary and Secondary Education Act (ESEA) for notifying parents of the status of the schools their children attend and their parental options.

#### **Parent's Right To Know Title I Annual Notification**

Under Title I, parents must be notified at the start of each school year of their right to request information about the professional qualifications of their children's teachers (Parents' Right-to-Know). Information the LEA must provide, if requested, includes:

- 1) the certification and/or licensing status of the teacher;
- 2) degrees held by the teacher;
- 3) emergency or provisional status of the teacher, if applicable; and
- 4) qualifications of any paraprofessionals serving the child.

Parents must also be notified if a teacher who is not "highly qualified" is instructing their child for four (4) or more weeks.

#### **Limited English Proficient**

Parents must be notified within thirty (30) days of the start of the school year if their child has been identified as limited English proficient and in need of English language instructional services.

Notification must be in a language that parents will understand.

#### **Family Education Rights and Privacy Act (FERPA)**

This act affords parents and those over 18 years of age certain rights with respect to the students' educational records. These rights include:

1. Right to inspect and review records
2. Correction of inaccurate information
3. Right to consent to disclosures
4. Right to file a complaint

**Highly Qualified Teachers**

Fairfield Township School teachers meet the Federal Standard for being HIGHLY QUALIFIED as required by the NCLB Act of 2001, in their current positions. If you have any questions or concerns, please contact the Chief School Administrator.

## ARRIVAL AND DISMISSAL PROCEDURES

### School Schedule:

Student Full Day Session:	8:50 a.m. – 3:30 p.m.
Student Half Day Session:	8:50 a.m. – 1:20 p.m.
Student Arrival	<b>no earlier than 8:50 a.m.</b>

### Arrival:

School doors open / breakfast:	8:50 a.m.
Students being driven to school should plan on arriving at school no earlier than 8:50 a.m. The school is not responsible for the supervision of children who are dropped off or who arrive earlier than 8:50 a.m.	
Homeroom begins:	8:50 a.m.

### Student Dismissal:

Dismissal begins:	3:15 p.m.
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### **Dismissal**

If your child is being picked up at dismissal, please plan for pick up to be at 3:00 p.m. In consideration to siblings attending preschool, elementary and middle school, we allot a 10-minute grace period; therefore, pick up time will be 3:10 p.m. Please notify us in September of such persons. The school reserves the right to restrict and/or revoke these special accommodations if it is perceived to be abused. In case of an emergency, please notify the main office immediately with alternative arrangements.

### **Early Student Release**

Students who are being picked up early must be cleared to leave the school through the main office. If said dismissal is planned, please send a letter to the teacher so he/she can ensure your child is prepared to leave upon your arrival with the least amount of interruption to the instructional time. Students should not be picked up for early dismissal unless it is an emergency. Students can only be released to individuals on the updated contact list. **Please be prepared to show proof of identification.**

### **Punctuality**

**Punctuality is of the utmost importance.** Student tardiness interrupts the education process for the child. The parent is required to present a note of explanation for a child who is tardy when bringing the child to school late. Parents are requested not to ask that children be excused early except when an emergency makes early dismissal unavoidable. Such requests should be submitted in writing, giving the reason for the request. Parents must come to the office to “sign-in” late arriving students.

## ATTENDANCE

### Student Attendance

According to New Jersey Statutes, Title 18A: 38-25:

“Every parent, guardian, or other person having custody and control of a child between the ages 6 and 16 years, shall cause such a child to regularly attend the public school...Such regular attendance shall be during all of the days and hours that the public schools are in session, unless it is shown to the satisfaction of the Board of Education...that the conditions of the child is such as to prevent his/her attendance...A parent...who shall fail to comply with any of the provisions shall be deemed a disorderly person and subject to a fine...”

Regular attendance is essential to a student’s success in school. Most subjects are taught in sequence, requiring the understanding of each concept in the order of its presentation. Persistent absenteeism creates a genuine hardship for a student and is regarded as a very serious problem. Students with excessive absences may be referred to school officials.

## Reporting a Student Absence

We understand that illnesses or emergencies occur, please contact the school if your child will be absent. Parents should call the main office **856.453.1882 x8012** between 8:30 AM and 9:30 AM to report absences for their children in advance. In addition, a student returning from an absence must bring a note from a parent/guardian or a physician to the main office.

Please make arrangements with your child's teacher to make up for missed work. All students that are absent have the number of days absent to complete missing work, unless otherwise noted in their IEP or 504 plan. Please state the following after the recorded message:

- Your child's first and last name
- Your child's grade and homeroom teacher
- The date(s) your child will be absent
- The reason for your child's absence (Please give a thorough explanation. If your child is sick, please let us know what symptoms they are experiencing so that we can monitor possible flu cases or other contagious illnesses.)

## Tardy

**Students who report to school after 9:00 a.m. must be accompanied by an adult into the building.** A student tardy to school will not be allowed to participate in extracurricular events for that day (dance, field trips or special events). After 3 unexcused occurrences of tardiness, students will be required to serve detention; written notice of date and time will be sent home. Parents/Guardians will be responsible to arrange for picking up the student immediately after detention.

## **ASSEMBLIES**

Assemblies are planned throughout the academic year. Topics may include curricular and cultural presentations. These programs are designed to enhance the classroom materials, therefore; student attendance is required, based on age/grade appropriateness. Students are expected to display courteous and polite behavior towards the performers/visitors.

(Dates subject to change due to inclement weather)

## **BICYCLES**

If a student wants to ride a bicycle to school, then the parents should write a note to school officials in advance. The student is required to wear a bike helmet.

## Transportation

Please note that all Fairfield Township Students will be issued a bus pass. **Due to the lack of Crossing guards, the school will permit no students to walk to and from school. Students not riding the bus must be transported to and from school accompanied by a caregiver walking or via a car. The hiring and oversight of crossing guards is the responsibility of the Fairfield Township municipality.** However, in light of the recent knowledge and to ensure the safety of your children, all students will be required to either ride the bus or be transported to and from school with a parent or guardian or adult designee. Although some children may only live across the street, our staff cannot assist in crossing them across the road without the risk of liability to the school district. Therefore, all students will be encouraged to ride the bus or travel to and from school with a parent or guardian.

Should a parent or guardian decide to allow their child to walk to school, they do so at their own risk, and the school may contact the authorities if their child(ren) is in danger or their students' safety is compromised. **If a student misses the bus, there is no late transportation, and the parent/guardian must ensure that their student arrives at school on time and is picked up on time.** It is the responsibility of the parent or caregiver to ensure that their student arrives to school and from school on time safely.

Please note that it is the responsibility of the parent to update the Business office or Main office if there is a change in your child's bus stop or address. Therefore, please inform the school and complete the paperwork promptly to ensure no delay in transporting your child to and from school. If you address changes at any point during the school year, contact the main office at 856-453-1882, and it may take up to three to seven business days for Sheppard Transportation to update your child's bus stop and put them on the appropriate route. Therefore, **if you change your child's bus stop during the school year, please plan to make arrangements to transport your child to and from school.** Ultimately, it is the responsibility of the parent to transport their child to and from school.

If you have any questions about your child(ren) transport arrangements, please contact the Ms. Josette Carter in the Business office.

Please note that Sheppard Bus is a contracted transportation service. The school does not oversee Sheppard buses or Sheppard transportation staff. Therefore the school has limited authority concerning all business, policies, and processes of Sheppard Bus Transportation.

**If you have any questions, concerns, or complaints about Sheppard Bus, please contact their Supervisor or liaison, Christie Perkins, at [856-455-2267](tel:856-455-2267) Ex 5123.**

The school day begins at 8:50 AM sharp!

Please ensure that the student arrives at the bus stop at least 15 minutes before their scheduled pick-up time with a parent or guardian to ensure their safe arrival at school. If your child is not at the bus stop on time with a parent or guardian accompanying them, they may miss the bus, and the parent/guardian will be held responsible. The bus driver may drive by the home if a parent or guardian is unavailable.

The school day ends on a regular day at 3:15 PM sharp! The school day ends on an early dismissal day at 1:15 PM sharp!

Please ensure that a designated adult on the contact list arrives at the bus stop or car rider lane at least 15 minutes before the scheduled drop-off time or dismissal to ensure the student's safe arrival home. If your child's designated adult is not at the bus stop on time to relieve the bus driver or they do not physically see the adult designee, the bus driver will continue driving and will return your child to the school or Trooper Barracks. If the parent/guardian or adult designee is not at the bus stop on time, the parent/guardian will be held responsible, and the authorities may be contacted.

**The bus driver will NOT release an unaccompanied minor, and the student will be returned to the school or police station until a designated adult picks up the student.**

The local authorities may contact you if you do not pick up your student on time. All late pick-ups will be documented and placed in your student file. To avoid conflict or confusion, remain transparent with the school, make arrangements for your child as needed, and pick up your student on time.

## **BUS CONDUCT**

The school bus driver shall have complete control and authority over students while on the bus, in transit to and from school. Students are to cooperate and respect the bus driver.

### **When waiting for the bus, students should:**

1. Wait at the designated bus stop in an orderly fashion
2. Wait their turn to enter the bus

### **While riding the bus, students should:**

1. Remain seated
2. Be courteous and orderly
3. Observe the same conduct as in the classroom
4. Do not eat, drink or chew gum on the bus
5. Keep the bus clean
6. Stay in your assigned seat
7. Use only the bus and bus stop assigned
8. Wear properly adjusted seat belts

### **Students should not:**

1. Mar or deface the bus and its equipment
2. Extend arms or head out of the window
3. Open any windows without permission of the bus driver
4. Fight or rough house on the bus
5. Throw any items out of the window
6. Leave seat only after the bus has come to a full stop
7. Leave in an orderly manner

Drivers will assign specific seats to individual students and/or report them to the Assistant Principal for inappropriate behavior.

Each student is required to ride on the bus to which he/she is assigned. Overcrowding of the buses makes it impossible to allow students to ride other buses except in emergencies. A bus pass issued by the main office is required before a student may ride a bus other than his/her assigned bus. **A note from the parents of all students involved is required for any temporary or permanent bus/route change.**

Any damage caused by a student to a bus seat, window or other equipment is considered vandalism and shall be charged to his/her parent/guardian.

**A student, who habitually misbehaves or poses a safety issue to him/herself or others, may be suspended from the bus. Parents/guardians shall then provide transportation to and from school during the period of exclusion.**

### **Bus Routes**

Fairfield Township School is part of a Transportation Consortium. Bus routes and stops are planned and established by the transportation coordinator. Safety, economy, efficiency and allocation of resources are some of the considerations.

Parents who wish to make requests for changes in bus stops should use the Bus Change Request form and return the form to the main office. Notification from the parents of all students involved requesting the change must be made in writing and submitted to the Main Office for approval by a school administrator or designee.

If the request is approved, a temporary bus pass will be issued by the main office. Students and parents are encouraged to notify the school immediately of any safety hazards they have observed during bus operations.

## Student Pick-up/Drop-off Procedures

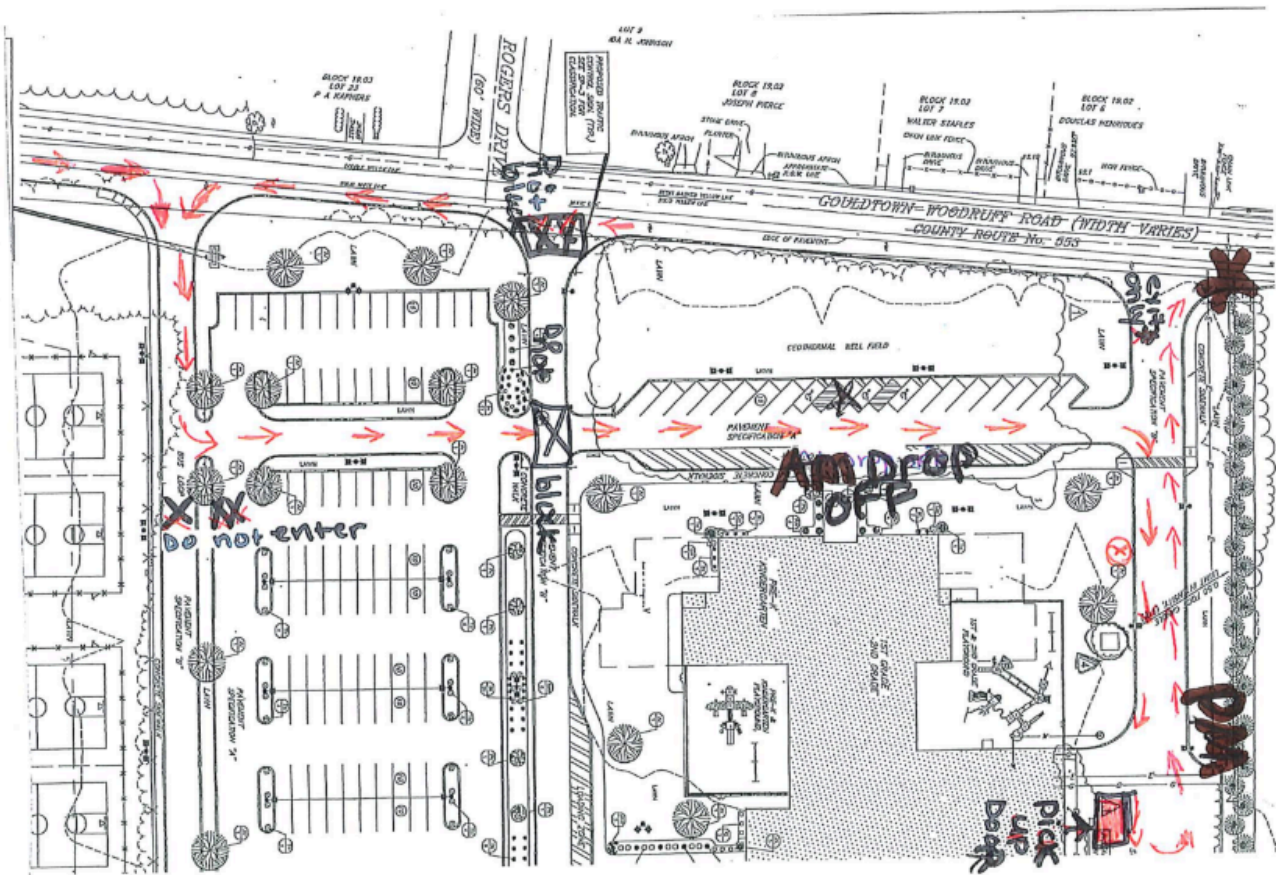
Greeting Parents & Guardians,

Due to the increase in student pick-up & drop-off, we are adjusting our morning and afternoon procedures to ensure student safety, eliminate congestion, and make for a smooth experience for parents/guardians.

On the bottom of this flyer, you will find a map with directions for both.

Please note the following:

1. Cars should only enter at the entrance by the new school marquee.
2. Parents should not, at any time, enter the bus lane; there is a "Buses Only" sign at its entrance.
3. Parents should not enter the employee parking lot during arrival (prior to 9:05) or dismissal.(2:50-3:30)
4. If you are visiting the school for meetings, or bringing in a child after arrival has ended,, dropping off items for your class, etc. (please park in designated lined spaces, not along curbs)
5. Follow the red arrows indicating the traffic flow for both AM drop-off and PM pick-up.
6. Do not block any intersections or bus paths.
7. Overflow should line up on the should of the road .
8. All cars should exit at the \*.





### ***Morning Drop Off***

Adult supervision starts at 8:50 am every morning. You will see a teacher walking around with their badge visible if some issues or concerns need to be addressed. We encourage families not to drop students off before 8:50 am, as there is no guaranteed adequate supervision unless specified for school-directed initiatives or field trips.

### ***Late Arrivals***

If your child or family happens to be running late, this is not an issue; we are excited to have you arrive safely. However, we must have every student sign in at the office and take an orange welcome slip to their classes. This allows the teacher to know who has been signed in and for us to maintain adequate attendance of who is in our building.

### ***Early Pick-up/Going Home for Lunch***

The teachers and staff working with your child must know the arrangement. We understand that this cannot always be the case, and therefore, if possible, we ask parents to phone the office and inform the secretaries of any change of plan to the typical day. Once the child leaves, they must be signed out at the office by a trusted individual and signed back in upon their return if applicable. This helps us to ensure someone with proper authorization picks up students. No student should leave school grounds to go home for lunch without parent AND staff approval.

### ***End of the Day Pick Up***

A trusted person must pick students up; this may be a parent, grandparent, daycare provider, babysitter, older sibling, etc. The parent should arrange this with the teacher, so they know who to be looking for and to release to an authorized person, and it should be discussed with the student ahead of time so they can identify the person picking them up. As we know, students in the primary grades require a different level of supervision at the end of the day than intermediate students. We ask that all primary parents inform teachers of who they will have to pick up their children and to be ready and available at the door. For intermediate students, we ask that all parents inform the teachers to let them know the family-developed plan for release at the end of the day, whether this is someone picking them up or them walking home in a group.

If students are not picked up after school, they will be taken to the office and asked to wait until an authorized person comes to pick them up. You may receive a phone call from us to clarify on timing or pickup. Adult supervision will be available outside until 3:15 pm. Parents and guardians must pick up their children as close to 3:00 pm.

# FAIRFIELD TOWNSHIP SCHOOL DISTRICT

## BUS STOP CHANGE REQUEST FORM

The Fairfield Township School District realizes the importance of families needing to make bus change requests to and/or from school for childcare purposes, but wants to be sure that the safety of our children comes first. We feel that providing our students with a clear and consistent bus routine is the best way to ensure that our staff and drivers are correctly assisting those students riding a bus to arrive at their proper destination. With that in mind, the Fairfield Township Board of Education has approved the following procedure concerning requests to change a child's bus stop. Requests to change that bus stop for a child's AM pickup and/or PM drop off must be submitted on this form. Any changes for a bus stop must be the same stop 5 days a week for either AM or PM.

Parents will receive a notification date when the bus change request will take effect. If a request cannot be honored due to a bus being too full, an unsafe stop location, etc., you will be notified via a phone call.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

**REASON FOR CHANGE: DID YOU MOVE? YES OR NO / CHILDCARE? YES OR NO**

**Circle one:                    AM Change                    PM Change    or    BOTH (AM & PM)**

Current AM Pick-Up Address: \_\_\_\_\_ City: \_\_\_\_\_

**New AM Pick-Up Address:** \_\_\_\_\_ City: \_\_\_\_\_

Current PM Drop-off Address: \_\_\_\_\_ City: \_\_\_\_\_

**New PM Drop-off Address:** \_\_\_\_\_ City: \_\_\_\_\_

.....  
Parent/Guardian Name (Printed): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_

**You will receive a written notice when the bus pass is available.**

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*Office Use Only:*

Date Received: \_\_\_\_\_ Change Effective: \_\_\_\_\_

**CAFETERIA**

Because all school meals meet the U.S. Government guidelines for food services, we ask that parents refrain from bringing outside vendor meals for students. Also, please review the menu regularly with your child and discuss other alternatives when needed. Please be advised that we cannot reheat meals.

Nutritious meals are provided to all students enrolled at Fairfield Township School District free of charge for the 2023-2024 school year. Meals include breakfast and lunch. Snack and alternative drinks are available on at the following prices\*:

**Snacks:**

Cookie	\$0.40	Chips	\$0.85	Ice Cream	\$1.00
Funnel Cake	\$1.00	Small Snacks	\$0.40	Pretzel	\$0.60
<b>Drinks:</b>					
Vitamin Water/Switch		\$1.25	8 oz. Water		\$0.50
Snapple 100% Juice		\$1.25	4 oz. Juice		\$0.35
16 oz. Water		\$1.00	Milk		\$0.40

\*Please note that prices are subject to change.

Parents who wish to inquire about their child’s cafeteria account status should contact the business office Board Office at (856) 453-1882, ext. 8017.

Parents can contact the Food Service Coordinator, at (856) 453-1882, ext. 2113 or use the Parent Portal regarding their child’s account as well.

Menus are available on the school website, and will also be sent home with each child monthly.

**Cafeteria Procedures and Expectations:**

- Go through the serving line in an orderly manner.
- Get all condiments before going to your seat.
- Go to the next available seat at the assigned table.
- Give “Hands Up” – Complete silence.
- Stay seated at your assigned table and eat your lunch using appropriate table manners.
- Eat in the cafeteria – do not take food or drink outside of the cafeteria without permission.
- No glass bottles are allowed.
- Speak quietly at all times.
- Dispose of everything in the appropriate place (trash and liquid container).
- Listen to personnel in charge
- Accept responsibility for behavior
- Respect items that belong to others and your own property
- Eat only your food
- Refrain from bothering others
- Display courtesy and interact with others appropriately
- Keep hands and feet to yourself
- **Cell phones, electronic devices, trading cards, playing cards, etc., are not permitted.**

## **COMMUNICATION**

We periodically send information home with your child. Impress upon your child the importance of bringing home all communications. Please make certain we have telephone numbers where you (the parent/guardian) may be reached during the school day. In addition, please make certain that we have a phone number of an emergency contact person who can be reached in the event that we are unable to contact you. Students are not allowed to receive phone calls. If there is an emergency, please speak with an administrator.

### **Conferences**

Parent-teacher conferences are scheduled once in the Fall and once in the Spring. The parent's attendance at conferences is very important. A parent may request a conference with their child's teacher at any time during the school year. Please call the school for an appointment if a conference is desired. Likewise, a teacher may sometimes find it necessary to request a special conference with a parent. Please make every effort to meet with the teacher if you receive such a request.

### **Staff Contact Information**

We believe that it is essential to promote a positive relationship between staff and parents. In the event that there is a question or concern, we encourage you to speak with your student's teacher first, prior to informing the administrator. You can call the main office to leave a message for your student's teacher (856-453-1882). Additional teacher contact information can be found on the school website at <https://www.fairfield.k12.nj.us/>

## **DOCUMENTATION/REQUIRED FORMS**

Required forms and/or documentation will be sent home in the student's folder. Please return ASAP (within 5 school days) so records can be updated and maintained.

## **EMERGENCY DRILLS**

### **School Security Drills**

Under state law, each school is required to hold 1 fire drill and 1 school security drill per month during the school year. A fire evacuation map is posted in each classroom/area of the school. When the fire alarm sounds, students are to leave the building in single file. Students and staff will remain outside, and a safe distance away from the building until the signal to return to the building is sounded.

Fire drills and other required safety drills are conducted monthly, according to New Jersey law. In addition, bus evacuation drills are conducted twice each year. Detailed escape plans are posted inside the door of each classroom.

A detailed emergency preparedness plan has been developed by school officials in conjunction with Emergency Management Personnel and the State Police. The school is prepared for a variety of emergency situations.

### **Emergency Information**

In case of emergency, each student is required to have emergency cards on file in the school and nurse's office containing the following information:

1. Parent(s) or guardian(s) names.
2. Complete and up-to-date address.
3. Home phone and parent(s)/guardian(s) work phone, and cell phone numbers.
4. Emergency phone number of friend or relative.
5. Physician's name and phone number.
6. Medical alert information.

# DISTRICT CALENDAR

A yearly district calendar is available on the school website at – <https://www.fairfield.k12.nj.us/common/pages/DownloadFileByUrl.aspx?key=XCyJsxpoDyRdy8%2fqLfQLNXiH>

## Fairfield Township 2023-2024 School Calendar

September 2023							October 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

November 2023							December 2023							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3	4	3	4	5	6	7	8	9
5	6	7	8	9	10	11	10	11	12	13	14	15	16	
12	13	14	15	16	17	18	17	18	19	20	21	22	23	
19	20	21	22	23	24	25	24	25	26	27	28	29	30	
26	27	28	29	30			31							

January 2024							February 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29		

March 2024							April 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													

May 2024							June 2024							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	
26	27	28	29	30	31		23	24	25	26	27	28	29	
							30							

**Key**

 Staff In-Service	 Early Dismissal Days	 Reminders
 School Closed		

Calendar subject to change by the Board of Education.

If an emergency closing is necessary - closing information will be posted: TV Stations 3, 6, 10, & 29 and the school website.

Parents, students, and or staff should not plan vacation, trips or other activities that call for deposits, non-refundable fees, etc. prior to July 1, 2024

Reminders, Holidays & Notes	
<b>September ( 17 Student Days, 20 Staff Days)</b>	
1,5	Staff Only: In-Service
4	District Closed-Labor Day (Students & Staff)
6	First Day for Students (Full Day)
20	Back to School Night
29	District Closed-Staff Professional Development
<b>October ( 21 Student Days, 21 Staff Days)</b>	
9	District Closed-Indigenous Peoples Day (Students & Staff)
17	Early Dismissal-Parent Teacher Conferences-Afternoon
18	Early Dismissal-Parent Teacher Conferences-Evening
19	Early Dismissal-Parent Teacher Conferences-Afternoon
20	Early Dismissal-Staff Professional Development
27	Early Dismissal-Staff Professional Development
<b>November (17 Student Days, 17 Staff Days)</b>	
7	Election Day-Early Dismissal
9-10	District Closed-NJEA Convention (Students & Staff)
13	District Closed-Veterans Day-Celebrated (Students & Staff)
14	End of First Marking Period
21	Early Dismissal-Staff Professional Development
22	Early Dismissal-Thanksgiving Holiday (Students & Staff)
23-24	District Closed-Thanksgiving Holiday (Students & Staff)
<b>December ( 15 Student Days, 15 Staff Days)</b>	
1	Early Dismissal- Staff Professional Development
21	Early Dismissal-Winter Break (Students & Staff)
22-31	District Closed-Winter Break (Students & Staff)
<b>January ( 20 Student Days, 20 Staff Days)</b>	
1	District Closed-Winter Break (Students & Staff)
2	School Re-Opens
12	Early Dismissal-Staff Professional Development
15	District Closed-Martin Luther King Day Students & Staff
19	District Closed-Snow Day
31	End of Second Marking Period
<b>February ( 19 Student Days, 19 Staff Days)</b>	
2	Early Dismissal-Staff Professional Development
12	Early Dismissal-Staff Professional Development
16-19	District Closed-President's Day Students & Staff
<b>March ( 20 Student Days, 20 Staff Days)</b>	
4	Early Dismissal-Parent Teacher Conferences-Afternoon
5	Early Dismissal-Parent Teacher Conferences-Evening
6	Early Dismissal-Parent Teacher Conferences-Afternoon
7	Early Dismissal-Staff Professional Development
8	Early Dismissal-Staff Professional Development
29	District Closed-Spring Break (Students & Staff)
<b>April ( 17 Student Days, 17 Staff Days)</b>	
1-5	District Closed-Spring Break (Students & Staff)
15	End of Third Marking Period
19	Early Dismissal-Staff Professional Development
<b>May ( 22 Student Days, 22 Staff Days)</b>	
24	Early Dismissal (staff & students)
27	District Closed-Memorial Day (Students & Staff)
<b>June ( 12 Student Days, 14 Staff Days)</b>	
18	Early Dismissal>Last Day for Students
18	End of Fourth Marking Period
19-20	Staff Only
21	June 21st-Celebrated-District Closed (Staff)

180 Total Student Days  
185 Total Staff Days

Board Approved: 3/9/23  
Revised: 2/8/24

## **GRADING**

The evaluation of each child in the academic areas will be reported to parents/guardians each trimester using the standard school issued report cards including comments regarding student progress. All grades will be issued based solely on evidence reported in the class record book and at the end of the school year, recorded in the student's cumulative folder. A student's grade will not be used as a disciplinary device or threat but solely as a means to evaluate academic progress.

### **Progress Reports**

The methods used for reporting pupil progress to parents/guardians are the report cards, the interim progress reports (between report cards) and individual contacts or conferences with teachers or administrators. Report cards are posted on Oncourse four times a year, for students in Grades PK-8, with progress reports are posted on Oncourse at least twice per year in certain circumstances. Parent/guardian conferences are scheduled once in the Fall and once in the Spring. Parents/guardians are to contact the school to arrange any additional conferences that they feel are necessary. Parents are asked to allow for 24-48 hours in order to schedule another conference.

### **Report Cards**

Report Cards are issued following the completion of each quarter. Please carefully review your child's progress and contact the school if you have questions regarding grades. Progress Reports (grades PreK-8) are issued in the middle of the quarter to inform parents of student progress. Please see school calendar for specific dates.

## **GRADUATION REQUIREMENTS**

Graduation from Fairfield Township School implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, that they have passed any examinations and other requirements set by the faculty, and have maintained a satisfactory record of conduct and attendance.

Based on the curriculum approved by the Board, the Chief School Administrator shall supervise development of standards of achievement to demonstrate satisfactory performance.

Furthermore, eighth grade students who are placed in out-of-district facilities are encouraged to participate in Graduation Exercises at Fairfield Township School.

## **HEALTH OFFICE**

The Health Office handles emergency conditions at any time. Other times are spent performing required screening tests as required by law.

**No student can be released from school for reasons of illness unless he/she is seen in the Health Office.**

**Under no circumstances should students come to school when they are ill. For attendance purposes, students who do not attend classes are considered ill. The Health Office cannot provide proper treatment or care for students who come to school ill.**

**STUDENTS WILL NOT BE PERMITTED TO ATTEND SCHOOL UNLESS IMMUNIZATION REQUIREMENTS HAVE BEEN MET.**



**NJ Department of Health (NJDOH)  
Vaccine Preventable Disease Program**

**Summary of NJ School Immunization Requirements**

Listed in the chart below are the minimum required number of doses your child must have to attend a NJ school.\* This is strictly a summary document. Exceptions to these requirements (i.e. provisional admission, grace periods, and exemptions) are specified in the Immunization of Pupils in School rules, New Jersey Administrative Code (N.J.A.C. 8:57-4). Please reference the administrative rules for more details [https://www.nj.gov/health/cd/imm\\_requirements/acode/](https://www.nj.gov/health/cd/imm_requirements/acode/). Additional vaccines are recommended by Advisory Committee on Immunization Practices (ACIP) for optimal protection. For the complete ACIP Recommended Immunization Schedule, please visit <http://www.cdc.gov/vaccines/schedules/index.html>.

Grade/level child enters school:	Minimum Number of Doses for Each Vaccine						
	DTaP Diphtheria, Tetanus, acellular Pertussis	Polio Inactivated Polio Vaccine (IPV)	MMR (Measles, Mumps, Rubella)	Varicella (Chickenpox)	Hepatitis B	Meningococcal	Tdap (Tetanus, diphtheria, acellular pertussis)
<b>Kindergarten – 1<sup>st</sup> grade</b>	A total of 4 doses with one of these doses on or after the 4 <sup>th</sup> birthday <u>OR</u> any 5 doses <sup>†</sup>	A total of 3 doses with one of these doses given on or after the 4 <sup>th</sup> birthday <u>OR</u> any 4 doses <sup>‡</sup>	2 doses <sup>§</sup>	1 dose <sup>¶</sup>	3 doses	None	None
<b>2<sup>nd</sup> – 5<sup>th</sup> grade</b>	3 doses <i>NOTE: Children 7 years of age and older, who have not been previously vaccinated with the primary DTaP series, should receive 3 doses of Td. For use of Tdap, see footnote.<sup>†</sup></i>	3 doses	2 doses	1 dose	3 doses	None	See footnote <sup>†</sup>
<b>6<sup>th</sup> grade and higher</b>	3 doses	3 doses	2 doses	1 dose	3 doses	1 dose required for children born on or after 1/1/97 given <u>no earlier than ten years of age</u> <sup>¶</sup>	1 dose required for children born on or after 1/1/97 <sup>†</sup>

**New Jersey Department of Health  
Vaccine Preventable Disease Program  
Childhood and Adolescent Recommended Vaccines**

Antigens	Vaccine	Approved Age	Indications for Use Vaccine Manufacturer Package Inserts	Advisory Committee on Immunization Practices (ACIP) Recommended Schedule*
COVID-19	Pfizer/BioNTech/ COMIRNATY	≥ 5 yrs	Visit the following for product information: <a href="https://www.cdc.gov/vaccines/covid-19/info-by-product/pfizer/index.html">https://www.cdc.gov/vaccines/covid-19/info-by-product/pfizer/index.html</a>	<p style="text-align: center;"><b>COVID-19</b></p> <p>ACIP recommends use of COVID-19 vaccines within the scope of the Emergency Use Authorization or Biologics License Application for the particular vaccine.</p> <p>CDC is now recommending that people get a Pfizer or Moderna COVID-19 vaccine over the J&amp;J vaccine. This recommendation was based on the latest scientific evidence on vaccine effectiveness, vaccine safety, and considerations of the U.S. supply.</p> <p>Interim ACIP recommendations for the use of COVID-19 vaccines can be found at</p>
COVID-19	Moderna/Spikevax	≥ 18 yrs	Visit the following for product information: <a href="https://www.cdc.gov/vaccines/covid-19/info-by-product/moderna/index.html">https://www.cdc.gov/vaccines/covid-19/info-by-product/moderna/index.html</a>	
COVID-19	Johnson & Johnson's (J&J) Janssen	≥ 18 yrs	Visit the following for product information: <a href="https://www.cdc.gov/vaccines/covid-19/info-by-product/janssen/index.html">https://www.cdc.gov/vaccines/covid-19/info-by-product/janssen/index.html</a>	

\*Please review the most recent immunization guidelines before administering vaccines. For detailed information including vaccination of persons with high-risk conditions, please visit the CDC Recommended Immunization Schedules, <http://www.cdc.gov/vaccines/schedules/index.html>. Please refer to the Advisory Committee for Immunization Practices (ACIP) for the most current vaccine recommendations, <https://www.cdc.gov/vaccines/hcp/acip-recs/index.html>

### Student Absences

A child, who is out of school for illness **five consecutive days**, must see the nurse before being admitted. All student absences must be verified by a parent or doctors note the next day otherwise this is considered an unexcused absence and can result in administrative action being taken.

**Please see Appendix D (Policy 5132.6 – Remittance After Absence Due to Illness).**

#### Medications

Administration of medications is not the responsibility of the school. All requests for the administration of prescription medications must be in the form of a written note from the doctor and parent. All prescription medication to be dispensed in the Health Office must be in the original container with the name of the student, medication, doctor, and the times it is to be administered on the container.

**Students are not permitted to carry or take medication in school. This also includes over- the-counter medicines i.e. aspirin, cough drops, etc.**

**Please see Appendix E (Policy 5141.21 – Administering Medication)**

**Please see Appendix F (Policy 5131.6 – Substance Abuse)**



## **Communicable Disease / Infection Control**

The district provides for reasonable protection against the risk of exposure to communicable disease to all staff while engaged in the performance of their duties. Protection is provided through immunization and exclusion in accordance with New Jersey statutes and administrative code. Infection control procedures, including provisions for handling and disposing of potentially infectious material have also been established through Board policy and administrative regulations for staff and student protection. All students must have mandatory vaccinations. Any student that does not have proper vaccinations may not attend school. Every effort will be made to inform and/or update parents about necessary vaccinations. Please contact the school nurse, Mrs. Halleck with any questions or concerns.

For additional questions, please contact Ms. Halleck in the Nurse's Office at (856) 453-1882, extension 5.

## **HOMEWORK**

The purpose of homework is to help students become self-directing, independent learners. Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce and enhance school experiences.

Homework assignments shall be planned in accordance with the following principles:

1. If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the pupil.
2. Pupils should understand not only what to do, but also how to do it.

The emphasis shall be placed on the value of the assignment to the child. Homework shall not be assigned simply for the sake of providing "busywork" for children. The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills in all core curriculum areas
2. Extend classroom learning
3. Stimulate and further interests
4. Reinforce independent study skills
5. Develop initiative, responsibility and self-direction
6. Stimulate worthwhile use of leisure time
7. Acquaint parents/guardians with the work pupils do in school

### **Homework may be assigned every evening.**

Teachers may assign long term projects as they deem appropriate at the grade level. In general, homework assignments should take no longer than 10 minutes per grade level. For example, a third grade student could be assigned homework that may take approximately (30) thirty minutes to complete (3rd grade x 10 minutes) = 30 minutes.

## **LEGAL CUSTODY AND ACCESS TO NON-CUSTODIAL PARENTS**

A copy of any parents'/guardians' custodial documents/agreements which restrict a Parent's right to access must be presented to the district at any time they are placed in effect. This documentation will be placed in the student's cumulative file and on the emergency card. If official documentation is not supplied, all student information/records will be treated as noted in N.J.S.A. 18A:36-19, N.J.A.C. 6:3-6.5,6.6, and Board of Education Policy. It is the custodial parent's responsibility to see that these legal documents are available to school officials.

## **MAKE-UP WORK**

Students who miss schoolwork because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

The school is obligated to provide make-up work for all absences. Students or their parents are responsible for requesting make-up work immediately upon the students return to school. If dates of a student's absence are known in advance, the teacher should be notified and planned assignments may be given. Parents may request homework for absent students by calling their homeroom teacher before 10:30 a.m. on the day of the homework request. **Classroom teachers have individual procedures for obtaining and returning missed assignments. Please contact classroom teachers with any questions.**

### **PROMOTIONS AND RETENTIONS**

Promotions and retentions are based on an evaluation of academic, physical, social and emotional growth. The primary reasons for considering retention are (1) indifference or lack of effort on the part of a capable student, (2) physical or social immaturity, and (3) frequent or long absences. Retention is usually considered as a more positive alternative during the primary grades.

Students who have failed one or more major subjects during the first two trimesters of the school year will be recommended for retention. Students will be considered for retention based upon teacher input, standardized test scores and other factors.

Parents/guardians shall be requested to attend a meeting with the teacher, administrator and other staff members during the 2nd trimester for a discussion of retention. An explanation of the child's current academic standing and his/her own individual ability goals will be set for the 3rd trimester and the student's progress will continue to be monitored.

Parents can assume their child will be promoted unless the alternative of retention has been discussed during the school year. Parents will be involved in any retention decision.

### **SCHOOL PROPERTY**

The school buildings, grounds, and other facilities for the children's education are paid for by general tax funds. Marking, or in any way destroying such property is not only inexcusable, but offenders are subject to fines and punishment as well as providing restitution for all damages. Textbooks and library books are school property- which are to be returned in good condition when requested. Failure to do so will require restitution.

### **SCHOOL SUPPLIES**

Each teacher will furnish his/her students with many supplies needed for the year, such as pencils, ruled paper, crayons, scissors, and washable glue. Any misuse of supplies will become the responsibility of the student. Specific requests may be made by individual teachers based on the unique needs of each grade level and academic program.

### **STATE TESTING**

The NJSLA (New Jersey Student Learning) tests are important indicators of student progress and teacher effectiveness. Please try not to schedule family vacations or appointments on testing days.

NJSLA testing will be administered to students in grades 3 through 8.

### **STUDENT SAFETY AND SUPERVISION**

Fairfield Township school strives to provide a safe and productive learning environment for all students. Any child that is suspected of being neglected, abused, poses a threat to himself or others will be addressed. It is very difficult for a student to learn or come to school if they are exposed to a hostile environment. Therefore, if a teacher suspects that a child is not safe, he or she may address the matter in their class and/or alert administration for assistance. It is the legal obligation of staff, administration, and parents to partner in ensuring

a safe and nurturing environment for students.

**(Policy # 5141.4 – Appendix I)**

### **Child Abuse**

Any staff member who has reasonable cause or reasonable suspicion to believe that any child under 18 years of age has suffered abuse, neglect, or that any adult has abused a child, shall immediately orally report or cause an oral report to be made to the Division of Child Protection and Permanency, DCP&P (formerly the Division of Youth and Family Services, DYFS) (1-877-NJ-Abuse). Furthermore, school employees must notify both law enforcement and the Division of Child Protection and Permanency in all instances of abused or neglected child situations.

If any staff member is uncertain, at any time, of what constitutes child abuse or if they have witnessed an event in which they are unable to determine is or is not child abuse, the staff member is encouraged to consult the Guidance Counselor, TBD, immediately or to contact the DCP&P hotline for additional assistance.

Staff members are free to discuss their concerns with the school nurse, guidance counselor, and/or school principal.

A staff member who, based on reasonable grounds, participates in the good faith making of a child abuse report shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed as provided by law.

### **Harassment, Intimidation, and Bullying**

Our harassment, intimidation and bullying policy has never been condoned and this will continue. This policy defines harassment, intimidation and bullying at greater lengths. Our policy emphasizes a safe and civil environment for all students to learn and achieve. IF you are aware of any incidents taking place within our schools you **MUST** report it to your student's teacher. If the teacher does not know, they cannot help to stop the problem. Please do not think, boys will be boys or girls will be girls. Student safety is NUMBER ONE. **(Policy # 5131.9 – Appendix J)**

School Harassment, Intimidation, and Bullying Coordinator: Ms. Ring

School Harassment, Intimidation, and Bullying Specialist: Mrs. Ralph

### **STUDENT RESIDENCY**

The Board of Education recognizes its responsibility to provide a free public education to all school age children domiciled or lawfully resident with the school district. To that end, the Board reserves the right to verify the residency or domicile of any applicant for admission to or currently enrolled student in the schools of the district.

Any student duly enrolled in the district schools and who becomes a non-resident of the district on or after April 1st of any school year, may continue to attend the school in which he/she is enrolled, without tuition, for the remainder of the school year provided the following conditions are met:

- Parent/guardian submits a written letter to the Superintendent of Schools requesting the student's continued enrollment for the remainder of the school year.
- Parent/guardian provides in the letter of request that he/she will be responsible for transporting the student to and from school.
- Parents/guardians who misrepresent that they are legal residents of Fairfield Township, in order to send their children to schools, will be held financially responsible for tuition as permitted by law.

## **STUDENT SUPPORT**

### **Intervention and Referral Services**

When a student is identified as having difficulty within the standard curriculum, he/she may be referred to the Intervention and Referral Services (I & RS) team for consultation. This is a group of professional staff members, including teachers, counselors, administrators, and Child Study Team personnel, who convene to assist a student who is not performing at expected levels.

### **Child Study Team**

The Fairfield Township School District has Child Study Teams that serve all of its schools. The Child Study Team consists of psychologists, social worker and learning disability specialists. Other professionals who may become a part of the basic team include: speech therapist, physical therapist, occupational therapist, school nurse, psychologist, neurologist, audiologist, dentist, optometrist, and other specialists.

A teacher and/or parent/guardian may refer a student to the Child Study team when there is evidence of learning, emotional, or physical difficulties. Within 20 calendar days (excluding school holidays) of the time of referral, the parent/guardian will be invited to meet with the Child Study Team to determine whether their child is eligible for evaluation and, if so, to cooperatively develop the evaluation process. The full evaluation process usually takes between six to eight weeks and concludes in a staffing meeting when the Child Study Team and parents meet to discuss the results of the evaluation.

The Child Study Team may recommend that a student be classified as having a disability and be given specialized help through one of the following programs: Resource Center, In-Class Support, Self-Contained special class, special Private School placement, Homebound Instruction and Counseling.

## **STUDY SKILLS**

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

- Come to class prepared with pencil, paper and other necessary materials.
- Be an active participant in class.
- Ask questions to clarify problems.
- Plan your day and schedule time for homework.
- Use what is learned and apply it to new situations.
- Strive to do the very best work possible. Just “getting by” is not a worthwhile goal.

## **SUBSTITUTE TEACHERS**

Every student will periodically be taught by a substitute teacher. The most common reason for using substitute teachers occurs when the regular teacher is ill. However, substitutes are also used when the regular teachers are on leave for personal business, professional training, or a family emergency. Students are expected to be courteous and cooperate fully. Misconduct in the classroom with a substitute will be reported to the regular teacher and administration for disciplinary action.

## **SUSPENSIONS**

Suspensions from school are given by the administration for the very worst infractions of the school rules and policy. Suspensions are given by the Administration, not the teachers. Parents must meet with the administration before a suspended student can be reinstated in school. Suspensions are given for severe and habitual inappropriate behavior.

A suspension signifies that the student's behavior has been so disruptive that the only reasonable way to deal with the situation is to remove the student from the school environment. Reinstatement will not be granted until the administration is satisfied that the reason for misconduct has been effectively eliminated.

### **TELEPHONE**

The office telephone is a business phone and is not to be used by students, except in an emergency. Students are **NOT** allowed to use the phone to make personal arrangements. In addition, students are not permitted to use their cell phones during the day without permission of the teacher or administration

### **VALUABLES**

Common sense and consideration is the best guide in determining whether or not to bring personal possessions such as cell phones, portable music devices, or electronic games to school. **(The school administration and staff cannot be responsible for valuables which students bring to school.)** It is recommended that students leave all valuables at home. If a special circumstance makes it necessary for a student to bring items of value, these items can be safeguarded by registering and leaving them at the main office.

### **VANDALISM**

Our school and school equipment is public property. Willfully damaging or destroying this property may be cause for immediate suspension. School policy requires that vandal damage be paid for by the student's parent/guardian. If a student accidentally causes damage they should report it to their teacher immediately, so that the damage is not misconstrued as vandalism.

### **VISITORS**

We welcome all parents/guardians and visitors to Fairfield Township School. In order to provide a secure environment for everyone, **please remember that all parents/guardians are required at all times to report to the office and wear a visitor pass before proceeding to their destination.**

**Visitors are to report to the destination they sign in for and are NOT permitted to go to multiple destinations of their choosing.** Visitor passes are available in the main office. **Visitors may only enter through the main entrance of the building.**

### **Birthdays / Celebrations/ Activities During Instructional Time**

If you want to share your child's birthday / celebration / activity during instructional time, please check with your child's teacher. It is at their discretion since your preferred date/time may not be possible based on students' needs and programs.

- Contact the teacher *several* days in advance to find out the exact count of treats needed and schedule an exact day. One for each person who will be in the classroom. **NO EXTRAS** please.
- Keep the treat simple and healthy. Be mindful of food allergies when bringing snacks. Please note: soda products are not permitted.
- Birthday children are not to be sent to other parts of the building to deliver treats to other persons.
- The snack will usually be given out late in the afternoon before dismissal (3:00 p.m.).

### **Observation of a Classroom or School Activity**

If you would like to observe a lesson or activity in progress that includes your child, please call the main office **at least 48 hours in advance**. Administration will arrange for your observation with the staff member. When observing, please remember that you are there to **observe**.

Recording devices are not permitted, nor is the transcription of the lesson or activity. As this is a time during which the staff member is engaged in his/her responsibilities, it is not an appropriate time to try to engage the staff member in conversation. If you'd like a parent-teacher conference, we would be more than pleased to arrange for one at another time. The length of the observation will be limited to one instructional period.

**Please see Appendix G (Policy 1250 – Visits to the Schools)**

## **WEBSITE**

The Fairfield Township School website is: [www.fairfield.k12.nj.us](http://www.fairfield.k12.nj.us)  
Please visit it and the teacher web pages frequently for updated information and resources.

## Proactive Strategies to Enhance School Climate

In order to have a perfect school climate within the domain of a school, you must have a strong, fair, and consistent set of rules consequences in a discipline code format that holds deference to the element of caring for students and families. However, the most important feature of a strong discipline code of behavior is the proactive strategies and preventive measures put in place by schools—which creates the foundation for a healthy and safe school environment conducive to learning.

Examples of these proactive strategies to enhance school climate found at this school are the following:

### **Morning Announcements**

Our school engages in a student-lead morning announcement program-- in which information, activities, and extracurricular events are mentioned over the intercom system. As part of the morning announcements, announcements may highlight talented students who have displayed acts student citizenship, overall positive -contributions worthy of appreciation. The aim is to focus on students that are experiencing behavioral, academic, and social success in school.

### **Student Support Services**

This remarkable department is made up of outstanding faculty consisting of the CST supervisor, school psychologist, school social worker, and guidance counselor. The main goal is to provide proactive and preventative treatment of care for all students and families. Ultimately, the aim is to provide layers of professional wrap-around support to help students regulate and maintain control of their environment while on the path of student growth and development. Some examples of support services are, but not limited to, in the areas as peer mediation, family engagement initiative, social skill development, peer conflict resolution, in-class integration, individual and group counseling.

Fairfield Township School District strongly believes that restorative practices and proactive measures are the ideal way to meet the needs of our students. In an effort to promote the focus on positive behavior support, we believe in providing students with the social emotional resources necessary to thrive within the school community. Positive behavioral interventions and supports (PBIS) is an approach FTSD uses to promote school safety and good behavior. With PBIS, we will teach students about behavior expectations and strategies. The focus of PBIS is prevention, not punishment.

Staff will use a positive rewards system that may include but are not limited to the following:

Jaguar Bucks  
Classroom Incentives  
Proud Paws  
Dojo Points

A reward system will be used for rewards ONLY and not as a consequence for misbehavior. When students earn Jaguar Bucks, Classroom Incentives, Proud Paws, Dojo Points or any other reward system, it will not be taken away.

Fairfield Township School District has adopted a school-wide Positive Behavior support model. Positive Behavioral Interventions and Supports (PBIS) is a widely implemented framework for promoting positive school systems and fostering students' social, emotional, behavioral, and mental health. Numerous studies indicate that PBIS implementation improves student outcomes, educator practices, and school systems.

Point systems such as Jaguar Bucks, tickets, coins, or dojo points are components of positive behavior support. Research suggests that incentivizing children is a great way to foster relationships and encourage students to behave positively academically, socially, and emotionally, and it supports positive mental health. Because the Fairfield Township School system has adopted a POSITIVE behavior support system, staff MAY NOT use Jaguar

Bucks, tickets, coins, or dojo points punitively. Deducting Jaguar bucks, tickets, coins, or dojo points does not support POSITIVE BEHAVIOR SUPPORT. Positive behavior support should only seek to recognize POSITIVE behavior. Suppose a student does not turn in homework, does not follow rules, or behaves inappropriately. In that case, the teacher should seek the assistance of support staff or colleagues for suggestions, contact the parent for a meeting or conference call, meet with the student, and seek the recommendation and support of their respective grade level administrator.

Please see the link below; the link includes suggestions for cost-free incentives or "prizes" students can earn to support class-level Positive Behavior Support programs.  
: <https://www.interventioncentral.org/behavioral-interventions/rewards/jackpot-ideas-classroom-rewards>

For example:

If points are used for participation, the teacher can create a scale. Students earning 10-15 pts earn an A for class participation grade, etc. Students earning 30-50 points for homework earn an A for homework grade, etc.

**PROUD PAWS** is a school-wide comprehensive framework which strives to integrate critical elements of Positive Behavior Support (PBS) principles, restorative practices, middle level advisory, and bullying prevention for the purpose of fostering and maintaining a safe, supportive, and nurturing middle school climate that effectively enhances responsive teaching and learning. At Fairfield Township School, we approach each day with the responsibility and organization necessary for personal and academic success. We also maintain a positive attitude and consistently demonstrate respect for school, self, and all others. We expect all students and staff to exhibit and adhere to the school norms.

#### **PROUD PAW POSITIVE REFERRALS**

PROUD PAW positive referrals are designed to daily recognize and reinforce expected positive school-wide behaviors related to responsibility, organization, attitude, and respect. Students are acknowledged with specific verbal praise, Proud Paw money, and special events and opportunities throughout the school year.

#### **PROUD PAW AWARDS**

These awards are intended to recognize students who demonstrate the core values of the Proud Paw initiative. We believe in the development of the overall child, which is their academic and social emotional development.

The school norms are:

1. School Pride
2. Education is sacred
3. We respect one another
4. No one has the right to hurt another person
5. We will never behave in a manner that will discredit ourselves, our team, or our school

Proud Paws may be issued to:

- Students that exhibit the school norms are recipients selected from each grade level team teacher and recognized each Friday, throughout the school year.
- Students that earn a passing score on their Benchmark assessment who demonstrate the academic values of the Proud Paw initiative. Recipients from each grade band will be recognized each quarter throughout the school year.

Students that earn Honor Roll and Principal's list and who demonstrate the academic values and expectations of Proud Paw initiative are recognized each quarter by their classroom teacher or via the school announcements. If a student receives a Proud Paw award, they should feel proud because they have been nominated and recognized by faculty, staff, and administration for their outstanding performance each and every day.



## **PROUD PAW TIER III BEHAVIOR SUPPORT SYSTEM**

We strongly believe that restorative practices and proactive measures are the ideal way to meet the needs of our students. In an effort to deter from a penal mindset, in which students are simply given consequences for breaking school rules; we believe in providing students with the social emotional resources necessary to thrive within the school community. Therefore, students that are considered At-Risk will be provided additional support in the form of one on one counseling sessions, small group peer sessions, and mentor groups facilitated by the school social worker, guidance counselor, and/or school psychologist for a minimum of 6 weeks or more time to provide students with a Tier III behavior support system that will hopefully result in overall success for our students. At-Risk students are those students that have been referred to support staff by school administration, have participated in a physical altercation, and/or have accumulated two or more disciplinary referrals within thirty days. In addition, At-Risk students are those students with a history of repeat disciplinary referrals or are students that are more frequently observed exhibiting actions that are counterproductive to the schools values, expectations or norms

### **Proud Paw Academic Awards**

Students receive special recognition at the school through a variety of award/incentive programs. These awards are intended to promote and recognize academic skills, athletic achievements, and good citizenship. Teachers and parents are expected to promote these awards as encouragement and incentive towards special effort and achievement by students. The honor roll award ceremony dates will be announced throughout the year.

### **School-wide Jaguar Bucks System**

To have a successful school-wide acknowledgment system, Fairfield Township school will have basic agreements in place, such as:

- The administrative and support team will oversee and organize the Proud Jaguar -B plan,
- The staff will review the school-wide agreement that FTSD staff will use for positive behavior support practices,
- The staff and administration will enforce an agreed-upon set of school-wide behavior expectations (e.g., School norms),
  - All staff and students must adhere to school-wide rules and discipline policy.
- Instructional staff will teach school-wide character education lessons to teach students what the school-wide expectations look like in each school setting (e.g., bus, cafeteria, hallway, classroom, gym).
  - All staff, including bus drivers, custodians, lunchroom staff, instructional aides, secretaries, etc., will be provided with Jaguar bucks.

**One goal of the Proud Paw -B framework is to increase occurrences of appropriate student behavior in the school. To accomplish this goal, FTSD will use an acknowledgment system.**

1. Students who exhibit the characteristics of the Jaguar Character Education themes or school norms practiced for the month will be awarded Jaguar bucks by any staff member.
2. Each teacher/staff member will be provided with a specific number of monthly Jaguar Bucks; the teacher and staff member are responsible for maintaining said Jaguar Bucks. Each month the Jaguar buck color will change depending on the specific theme or school norm to be exercised for said month.
3. Jaguar bucks will not be replaced if lost or stolen.
4. The administration will send families a letter informing them of the Jaguar Buck program; all parents and students will be encouraged to sign a school contract.
5. Students will cash in Jaguar bucks once a week at Dr. Jones's office or cafe; staff should not send students to the school store to "cash in" unless they have a minimum of \$5 Jaguar bucks.
  - 5a. The students will have a menu selection of items to purchase ranging from \$5-\$75 (takis, juice boxes, Jaguar wear, fruit snacks, and other goodies.)
6. Jaguar bucks DO NOT replace Proud paws or other in-class PBIS systems that are already in place; this is an additional RTI strategy.
7. Once a JAGUAR buck is earned, staff CANNOT take it away!!!!

## **TEEN OUTREACH PROGRAM (TOP®)**

TOP® is a youth development program designed to provide teens with the necessary support and opportunities to prepare for successful adulthood. TOP® empowers teens with the tools and opportunities needed to avoid risky behaviors like teen pregnancy – and become leaders with a powerful vision for their future. Program Objectives TOP® seeks to enhance positive youth development. The three primary objectives are:

1. **Healthy Behaviors:** To promote the development of healthy behaviors and self-care so teens can avoid risk and successfully achieve an education and other life goals.
2. **Life Skills:** To support the acquisition of valuable life skills in areas of relationships, communication, decision-making, etc., that are needed to be healthy, self-sustaining young adults.
3. **Sense of Purpose:** To provide teens with a sense of purpose, increasing knowledge of their own worth as they contribute to their communities through meaningful service. A strong sense of purpose is linked to lower rates of risky behaviors.

Program Requirements:

- 25 one -hour weekly club meetings
- Group Size of 25 participants
- Participants must participate in 20 hours of Community Service Learning
- Parental/guardian consent forms for all participants

### **Program Content**

The guiding principles of TOP® include continuity of the program over time, weekly group discussions and activities with high teen talk-time, youth-initiated community service learning, and connections with a skilled, caring adult. The curriculum is designed to be interactive and engaging, and cover a wide variety of developmental topics of interest to teens. Core curriculum content includes:

- **Relationships:** To explore and examine the factors of pro-social relationships, including dynamics of healthy relationships, friendships, family, and romantic relationships; conflict resolution; recognition of and response to peer pressure; and maintaining healthy boundaries. SNJPC
- **Communication/Assertiveness:** To review, practice and apply pro-social communication skills, including active listening, assertive communication, nonverbal communication; how to say “no” and refuse a request; the use of “I” messages; and how to utilize personal and community resources to meet their needs.
- **Influence:** To develop critical thinking skills about the various influences on their lives and decisions, including peer pressure and media messages.
- **Goal-Setting:** To enhance teens’ sense of future orientation through practicing goal identification; understanding short-term versus long-term goals; exploring their future options; thinking about plans for life after high school; and discussing the potential impact of teen parenting on their future plans.
- **Decision-Making:** To examine social-emotional aspects of choices and consequences; practice using decision-making tools; and reflect upon recent decisions they have made.
- **Values Clarification:** To explore and challenge their own values, the impact of gender roles on values, the values of family and friends, and the impact of the larger society on their value formation.
- **Development and Human Sexuality:** To learn about adolescent development (emotional and physical) and human sexuality from a holistic perspective. The curriculum provides information on abstinence as the safest way to avoid becoming pregnant/or fathering a child and to remain free of sexually transmitted diseases. Information on the reproductive process and contraception is also provided to enable teens to make informed choices about their sexual activity.
- **Community Service Learning:** To develop a sense of competence and self -efficiency through community service learning. Teens identify needs, plan and implement service projects, and reflect on their service experience.

## **GENERAL CODE OF CONDUCT**

### **Discipline Policy**

It is very important that the teacher clearly establishes herself/himself as the source of authority in the classroom and does not continually rely on the administration to resolve minor conflicts. As a matter of practice, teachers handle minor disciplinary problems on their own. Every effort will be made by the teacher to notify the parent when behaviors are disrupting classroom activities. Only with ongoing school and home communication can we maintain a school climate conducive to learning.

The Board of Education believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of the pupils.

The Board believes that the best discipline is self-imposed and that the pupils should learn to assume responsibility for their own behavior and the consequences of their action.

It is important that each teacher regularly reviews with all students the classroom and school rules and regulations as well as the consequences of continued improper behavior.

When severe disciplinary matters are referred to the Administration, teachers are expected to complete the school's disciplinary referral electronically, in Oncourse, the Student Information System (SIS).

**Please see Appendix A (Kindergarten through 8th Grade Discipline Code).**

**Please see Appendix B (Policy 5131 – Conduct / Discipline).**

**Please see Appendix C (Policy 5131.7 – Weapons & Dangerous Instruments).**

### **Expectations of Student Behavior**

Students are to prepare themselves mentally and physically for the process of learning:

- Be nourished, well rested, display good hygiene and properly dressed and groomed.
- Be prepared to learn.
- Observe proper safety habits at all times.

Students are to take responsibility for their own behavior and learning both in school and at all school related activities:

- Recognize that academic development is the primary purpose.
- Complete all class work, homework and other assigned tasks.
- Make appropriate decisions.
- Accept constructive criticism as part of the learning process.
- Accept disagreement when necessary and appropriate.
- Accept the consequences for their actions.

Students are to demonstrate respect for self and for others:

- Are honest, courteous and polite.
- Respect the opinions of others.
- Are respectful of different cultures.
- Settle differences peacefully and appropriately.
- Display good sportsmanship.

Students are to respect the natural and physical environment:

- Participate in the maintenance and cleanliness of school facilities and property.

Students are to share responsibilities when working as a member of a group or team:

- Cooperate, contribute and share in the work of the group.
- Accept and assume leadership when appropriate to do so.
- Listen to the viewpoints of others.

Students are to use their time and resources in a responsible manner:

- Attend school regularly and on time.
- Use learning materials and equipment appropriately.

Students are to communicate appropriately with parents and school personnel regarding their needs and goals:

- Take time to discuss academic learning and school programs.
- Transmit information to parents and return responses to school personnel (in a timely fashion) when appropriate.
- Seek assistance from appropriate school personnel in time(s) of need.

Students are to be responsible for meeting individual class requirements:

- Participate actively in learning activities.
- Follow all class rules and procedures.
- Arrive to class on time with all appropriate materials.

Students are to work to their potential, monitor their progress and seek help when necessary.

### **Textbooks and Equipment**

Each student is responsible for all books and equipment issued to him/her. Students will be financially responsible if books or equipment are damaged, lost or stolen. Outstanding obligations at the end of the year may result in withholding the report card, transfer, etc.

### **Library Books**

We are fortunate to have a library where students are permitted to check out books. Each student is responsible for the safekeeping of all library books they borrow. If a book is lost or damaged, a fine will be given.

### **Maintain a Quality Education**

Pupils attending Fairfield Township School are expected to act in such a manner that will enable the professional staff to provide a quality education without:

- Disruption to education programs and instructional time.
- Endangerment to the health and safety of fellow pupils and staff.
- Damage to school and community property or the property of others.

### **Valuables and Money**

No money should be brought to school unless for breakfast, lunch or required by the teacher for special projects, etc. Such requests will be in writing. Funds must be placed in a sealed envelope labeled with the child's name, the amount enclosed and the purpose of the funds. The school is not responsible for lost or stolen valuables and money.

### **Acceptable Use of Electronic devices or Media**

All students are expected to adhere to policy in regards to acceptable use of technology. Any technology via email, cellphone, or device will be checked or screened intermittently and/or periodically in the event to ensure a safe and productive environment.

### **Dress and Grooming**

Fairfield Township School believes that a strong relationship exists between what pupils wear and the attitude and behavior he/she displays toward school. Pupils should be well groomed and appropriately dressed in the school uniform **at all times**.

Appropriately dressed means clothing should be neat, clean and a proper fit.

- Students must wear uniforms when attending a trip, unless specified differently.
- At times during the school year, "Special" non-uniform days or after school activities will allow for students to choose more casual clothing. These days will be announced prior with a written note.

## Fairfield Township School Student Uniforms

### POLO TOPS

#### Colors:

- Royal
  - Navy
  - Light Blue
  - White
  - Black
- 
- Must be tucked in
  - Can be short or long sleeve
  - Cardigans: navy, black, or royal



### BOTTOMS



- If bottoms have loops, plain belts must be worn (grades 3-8)
- Tights under dresses/jumpers must be royal, navy, black, white, or skin-toned
- No jeans,
- No leggings or stretch pants, tights

### COLORS:

- Khaki
- Black
- Navy

#### Options:

- Slacks
- Shorts

- Skirts/Skorts
- Dresses/Jumpers



## FOOTWEAR



- Must cover the entire foot
- Any color
- No heels, wheels, lights or slippers



## HOODIES

Spirit wear Hoodies and school color approved hoodies may be worn with the hood down at all times.



Please see Appendix H (Policy 5132 – Student Dress Code).

Please see Appendix B (Policy 5131 – Conduct / Discipline).

**General Strategies and Consequences for Unacceptable Conduct:**

Consequences for non-compliance can include any of the following depending upon the seriousness and/or frequency of the matter (See Discipline Policy):

- Adult to pupil conference (warning)
- Time outs
- Home contacts
- Parent-pupil-teacher conferences
- Detention (early morning or after school)
- Parent-pupil-principal conference
- Loss of privileges (i.e. field trips, extra-curricular activities)
- In school suspension
- Out of school suspension
- Expulsion
- Individual Counseling and/or Group Counseling
- Home Instruction

Please remember that our actions involving disciplinary measures are meant to correct inappropriate school behaviors. Our goal (the school and parent's) is common: to produce happy, healthy, well-adjusted individuals who will lead successful adult lives. Please support our school's efforts to have students behave appropriately while at school, on a trip and on the school bus.

**Infractions Which May Warrant Immediate Suspension**

- Threats to cause harm to any person or property.
- Gross disrespect towards a staff member.
- Severe insubordination to any staff member.
- Carrying or using a weapon.
- Smoking (including possession of any tobacco item, lighter or matches).
- Possession or use of illegal drugs or alcohol.
- Any physical act endangering the health and well-being of self or others.
- Harassment of pupils in regard to racial, religious, ethnic, physical and/or mental differences through a physical act of aggression or spoken in a malicious manner.
- Destruction or theft of school and/or personal property.
- Offensive language.

**Please see Appendix A (Kindergarten through 8th Grade Discipline Code).**

Please see Appendix B (Policy 5131 – Conduct / Discipline).

## Appendix A

### Fairfield Township School K-8th Grade Discipline Code Mission Statement

The Fairfield Township Board of Education expects students to conduct themselves in keeping with their level of maturity. In every instance in which school staff acts to help students conduct themselves properly, emphasis shall be placed upon: first, maintaining order in the school and promoting a safe atmosphere conducive to learning and second, the growth of the student's self-discipline.

Parents/Guardians shall be afforded adequate opportunities to work with school staff in helping, supporting and correcting students. When it becomes necessary to assign a student to serve a detention as a means of enforcing discipline, the school shall notify the parents/guardians at least one day in advance, so they can make the necessary arrangements to provide transportation.

The authority of any staff member shall extend over every student, on every part of the school property, at any time, and at all school functions regardless of location. In order to provide an effective and efficient educational program, it is necessary to have a safe and orderly environment for all. The Fairfield Township School District, through its student disciplinary code believes that it will help students to assume responsibility for their behavior and teach students that the best form of discipline is self-imposed.

In order to maintain an efficient climate for learning, the school must be free of/from distractions. Those students who are disruptive in a learning situation, or who are acting irresponsibly, will be considered to be interfering with the education of others.

The most important link in the effectiveness of any disciplinary code is the classroom teacher. The majority of student disciplinary problems shall be addressed by the teacher who actually observes the inappropriate behavior.

Teachers are expected to make every attempt to prevent misbehavior by utilizing assertive discipline strategies. Teachers are expected to utilize all available disciplinary measures, prior to referring a student to the office, in all situations other than very serious matters (i.e., fighting, vandalism, etc.). It is the responsibility of the teachers to contact parents when an incident occurs that warrants parental involvement.

When a student is reported to the office an electronic referral will be completed in Oncourse to ensure that the administrator is fully aware of the nature of the incident. In areas not specifically covered by the policy, discipline will be administered at the discretion of the administration. Administrators may modify a particular disciplinary action based upon the unique circumstances of the offense. Furthermore, the administration reserves the right to act upon any behavior which is deemed as being detrimental to the promotion of a safe environment, or prohibits the learning of students.

It is important to note: The Fairfield Township School Code of Conduct is a guide that is broken into two parts, based on grade levels. Students violating the BOE approved Code of Conduct shall be subject to consequences. At every consequence the student will be informed of the next consequence should that behavior continue. In areas that are not specifically covered by the code, discipline will be administered at the discretion of the Administration. Administrators may modify a particular disciplinary action based upon the unique circumstance of the offense. Furthermore, the Administration reserves the right to act upon any behavior which is deemed as being detrimental to the promotion of a safe environment or prohibits the learning of students. For each infraction a student commits, the student shall receive a consequence depending on the severity of the infraction.



## Definition of Social Probation

- Social Probation: Consistent across all grade levels. When a student is placed on social probation:
- Ineligibility for extracurricular activities (Including but not limited to: dances, sports, promotion ceremony, etc.)
- Ineligibility for non-educational field trips
- Ineligibility for classroom/school wide celebrations

Students shall be required to adhere to the rules and regulations presented by the administration of the Fairfield Township School District. Such rules shall require that students:

1. Respect the person and the property of others in the school.
2. Respect the rights of others both personally and educationally.
3. Participate in school programs in which they are enrolled to their maximum ability.
4. Conform to reasonable standards of socially acceptable behaviors.
5. Respect and respond to those who hold legally constituted authority within the school.

### **CONSEQUENCES/DISCIPLINARY ACTION**

**Teacher Lunch Detention (TLD):** Students may be assigned Teacher Lunch Detention for infractions that occur under the assigning teacher's supervision. Students who are assigned teacher lunch detention will report to the room of the assigning teacher during their lunch period. Students will purchase the regular lunch. Students will be prohibited from purchasing snacks. Students will be given a written assignment during the lunch detention.

**Teacher Detention (TD):** Students may be assigned Teacher Detention for infractions that occur under the assigning teacher's supervision. Teachers will notify parents one day in advance of teacher detentions. Students who cut teacher detentions will be assigned an Administrative Detention in addition to the original teacher detention which the student still must serve. Parents are responsible for providing transportation for students who are assigned teacher detentions.

**Administrative Detention (AD):** Students may be assigned Administrative Detentions for behaviors listed in the Discipline Code. Parents will be notified in writing and/or by telephone of administrative detentions. Parents are responsible for providing transportation for students who are assigned administrative detentions. Parents may request one reschedule of an administrative detention. Students who cut administrative detention will be suspended for a period of one day, in addition to serving the original administrative detention.

**Bus Suspension (BS):** Students may be suspended from the bus for failure to follow the directions of the bus driver and/or violations of the Discipline Code which occurs on the bus. Furthermore, bus suspensions may be assigned in conjunction with other disciplinary consequences such as Administrative Detention and/or Suspension depending upon the infraction. Parents are responsible for providing transportation to and from school during the bus suspension period.

**In-School Suspension (ISS):** Students who are assigned In-School Suspension are expected to attend

school. These students will remain in the ISS classroom for the duration of their suspension. They are expected to complete assignments and reflect on their behavior(s). Students will receive lunch in the ISS classroom. Parents will be notified of in-school suspension assignments. Students who are absent the day of an ISS assignment will report to the ISS classroom upon their return to school.

**Out-of-School Suspension (OSS):** Students who are suspended are not permitted to be in any district school building until the suspension is completed. The ONLY exception to this is for a parent-student conference with school administrators. Failure to adhere to this may result in additional suspensions and/or criminal charges being signed against the student for criminal trespass. Parents or guardians should pick up assignments and work to be completed. Students will not be permitted to enter the building to pick up assignments. All work is to be completed prior to return to school and handed to the appropriate classroom teacher. Students who are suspended will be placed on the Restricted List as stated below. A parent conference must take place prior to students returning to their classroom on the day of return.

**SUSPENSION OR EXPULSION OF PUPILS (18A: 37-2)**

Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface, or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. The responsibility of the school to establish and enforce codes of behavior has been upheld by the Supreme Court.

**RESTRICTED LIST**

Students who are placed on the Restricted List will not be eligible for any extracurricular and co-curricular activities that occur before, during and after the school day. This may also include field trips (at the Principal's discretion). Restricted List assignment is as follows:

**In-School Suspension** – 1st Offense - 3 days after the end of the suspension. 2nd Offense – 6 Days after the end of the suspension. 3rd Offense – 9 Days after the end of the suspension.

**Out-of-School Suspension** - 1st Offense – 14 Days after the end of the suspension. 2nd Offense – 21 Days after the end of the suspension. 3rd Offense – 28 Days after the end of the suspension.

Students who are assigned any of the above are placed on the restricted list until the completion of the suspension. This is in addition to the time denoted in the Consequences/Disciplinary Action column of the Discipline Code.

**ABSENT FROM SCHOOL**

Students who are absent from school will not be permitted to participate in any school activities on the day(s) of their absence.

Infraction	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
Not Seated on Bus/ Not in Assigned Seat/ Not Following Bus Driver Directions/ Disrespect	1-2 Days Bus Suspension/Parent Contact within 24 hours.	3 Days Bus Suspension/Parent Contact within 24 hours.	3-5 Days Bus Suspension Parent Contact within 24 hours.
Fighting on the bus (Physical contact with the intent to harm)	Administrative Consequence - 2 days ISS and 2 days suspended from the bus Parent Conference upon return	Administrative Consequence - 3 days ISS and 3 days suspended from the bus Parent Conference upon return	Administrative Consequence - 3 days OSS and 3 days suspended from the bus Parent Conference upon return
Eating Food on the Bus	Verbal Warning Parent Contact within 24 hours.	1-2 Days Administrative Detention Parent Contact within 24 hours.	1-2 Days Bus Suspension Parent Contact within 24 hours.
Creating/Participating in Commotion on bus/yelling or making loud noises	1-2 days Bus Suspension	1-3 days Bus Suspension	3-5 Days Bus Suspension

#### Level 1 Infractions

Infraction	1st Offense*	2nd Offense**	3rd Offense	4th Offense
Possession of Cell Phone/Electronic Devices/Disruptive Devices must be turned off and kept in lockers. The school is not responsible for lost, stolen, or damaged devices.	Verbal warning Turn off & put in locker Parent contact within 24 hours	Teacher consequence & Student Teacher Conference Confiscation by administration (Required parent pick up)	Teacher consequence & Parent contact Student, Teacher and Parent Conference Confiscation by administration (Required parent pick up)	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours
Inappropriate behavior in a common area (running, yelling, arguing with a peer, or a disturbance that interferes with the day to day daily interactions or operations)	Teacher Consequence Parent Contact within 24 hours	Administrative Consequence - 1 days ISS/ Parent Contact within 24 hours. / Student Services	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours. / Student Services	Administrative Consequence - 1 days OSS/ Parent Contact within 24 hours. / Student Services
Inappropriate Contact (non consensual contact of a	Administrative Consequence -	Administrative Consequence - 2	Administrative Consequence - 2	Administrative Consequence - 3

sexual nature)	1 days ISS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting)	days ISS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting)	days OSS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting) / Student Services	days OSS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting) / Student Services
Horseplay	Teacher consequence & Parent Contact within 24 hours of report	Administrative consequence - 1 day ISS & Parent Contact within 24 hours of report	Administrative Consequence - 2 day ISS/ Parent Contact within 24 hours.	Administrative Consequence - 2 days OSS/ Parent Contact within 24 hours.
Locker usage during non-designated times	Verbal warning Parent Contact within 24 hours.	Teacher consequence & Parent Contact within 24 hours of incident	Administrative Consequence - 1 day ISS/ Parent Contact within 24 hours.	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours.
Affectionately touching others (ex: hugging, holding hands, kissing, etc.)	Verbal warning Parent Contact within 24 hours of reporting	Teacher consequence & Parent Contact within 24 hours (phone conference or virtual or face to face meeting)	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting)/ Student Services	Administrative Consequence - 2 days OSS/ Parent Contact within 24 hours. (virtual or face to face meeting) / Student Services

Level 2 Infraction

Infraction	1st Offenses*	2nd Offense**	3rd Offense	4th Offense
Inappropriate/Obscene/Vulgar language, gesture, or racial slurs/derogatory comments	Administrative Consequence - 1 days ISS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting)	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting)	Administrative Consequence - 2 days OSS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting)	Administrative Consequence - 3 days OSS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting) / Student Services

			/ Student Services	
Disrespectful/Disruptive behavior	Administrative Consequence -1 day ISS/ Parent Contact within 24 hours of reporting the incident	Administrative Consequence -2 day ISS/ Parent Contact 24 hours of reporting the incident (phone conference or virtual or face to face meeting)	Administrative Consequence - 2 days OSS/ Parent Contact 24 hours of reporting the incident (phone conference or virtual or face to face meeting) / Student Services	Administrative Consequence - 3 days OSS/ Parent Contact 24 hours of reporting the incident (phone conference or virtual or face to face meeting) / Student Services
Insubordination/Defiance	Teacher Consequence & Parent Contact within 24 hours. (phone conference or virtual or face to face meeting)	Administrative Consequence - 1 day ISS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting)	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting) / Student Services	Administrative Consequence - 2 days OSS/ Parent Contact within 24 hours. (phone conference or virtual or face to face meeting) / Student Services
Deceitful behavior (ex. lying, cheating, false accusations etc.)	Teacher Consequence & Parent Contact within 24 hours of reporting incident (phone conference or virtual or face to face meeting)	Administrative Consequence - 1 day ISS/ Parent Contact within 24 hours of reporting the incident(phone conference or virtual or face to face meeting)	Administrative Consequence - 2 day ISS/ Parent Contact within 24 hours of reporting the incident (phone conference or virtual or face to face meeting)	Administrative Consequence - 2 days OSS/ Parent Contact within 24 hours of reporting the incident (phone conference or virtual or face to face meeting)
Entrepreneurship: unauthorized distribution/selling/buying of materials (ex. Snacks, candy, toys, etc.)	Administrative Consequence - 1 day ISS/ Parent Contact within 24 hours.	Administrative Consequence - 1 day OSS/ Parent Conference upon return	Administrative Consequence - 2 days OSS/ Parent Conference upon return	Administrative Consequence - 3days OSS/ Parent Conference upon return

Unauthorized calls (ex. Dialing 911)	Administrative Consequence - 1 OSS/ Parent contact within 24 hours. Parent Conference upon return	Administrative Consequence - 2 days OSS/ Parent contact within 24 hours. Parent Conference upon return	Administrative Consequence - 3 days OSS/ Parent contact within 24 hours. Parent Conference upon return	Administrative Consequence - 5 days OSS/ Parent contact within 24 hours. Parent Conference upon return
Cutting teacher consequences (ex. Lunch, recess, after school detentions, etc.)	Administrative Consequence - 1 day ISS and Parent Contact within 24 hours	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours	Administrative Consequence - 3 days ISS/ Parent Contact within 24 hours	Administrative Consequence - 2 days OSS/ Parent contact within 24 hours. Parent Conference upon return
Theft/Stealing	Administrative Consequence - 1 days ISS/ Parent Contact within 24 hours	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours	Administrative Consequence - 3 days ISS/ Parent Contact within 24 hours	Administrative Consequence - 2 days OSS/ Parent contact within 24 hours. Parent Conference upon return
Vandalism	Administrative Consequence - 1 days ISS/ Parent Contact within 24 hours	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours	Administrative Consequence - 2 days OSS/ Parent contact within 24 hours. Parent Conference upon return	Administrative Consequence - 3 days OSS/ Parent contact within 24 hours. Parent Conference upon return
Leaving class without permission/Cutting class	Teacher consequence & Parent contact within 24 hours via phone	Administrative Consequence - 1 days ISS/ Parent Contact within 24 hours via phone	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours via phone	Administrative Consequence - 3 days ISS/ Parent Contact within 24 hours via phone

Verbally threatening another student	Administrative Consequence - 1 day ISS/Parent Contact within 24 hours via phone	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours via phone / Student Services	Administrative Consequence - 2 days OSS/ Parent contact within 24 hours. Parent Conference upon return	Administrative Consequence - 3 days OSS/ Parent contact within 24 hours. Parent Conference upon return
Gambling	Administrative Consequence - 1 day ISS/Parent Contact within 24 hours	Administrative Consequence - 2 days ISS/ Parent Contact within 24 hours	Administrative Consequence - 2 days OSS/ Parent contact within 24 hours. Parent Conference upon return	Administrative Consequence - 3 days OSS/ Parent contact within 24 hours. Parent Conference upon return
Attendance/Tuancy	Under discretion of Attendance officer or school administration			
Cutting administrative consequences (ex. cutting after school detention, leaving ISS early, refusing to go to ISS or coming to school during OSS)	Administrative Consequence - 1 day detention/ISS added as well as finishing the original consequence Parent Contact within 24 hours via phone	Administrative Consequence - 2 days detention/ISS added as well as finishing the original consequence Parent Contact within 24 hours	Administrative Consequence - 2 days OSS/Parent contact within 24 hours. Parent Conference upon return	Administrative Consequence - 3 days OSS/Parent contact within 24 hours. Parent Conference upon return

### Level 3 Infraction

Level 3: Mandatory Parent Contact by Admin., SP, Administrative Consequences, and Referral to Guidance

Infraction	1st Offense*	2nd Offense**	3rd Offense	
HIB (ex. bullying, cyber-bullying, extortion, racial slurs, sexual harassment)	Parent Contact within 24 hours. Discretion of Administration and HIB Officer Consequences may include ISS/OSS/AD/PC	Parent Contact within 24 hours. Discretion of Administration and HIB Officer Consequences may include ISS/OSS/AD/PC	Parent Contact within 24 hours. Discretion of Administration and HIB Officer Consequences may include ISS/OSS/AD/PC	

<p>Cyber harassment using social media platforms</p>	<p>Parent Contact within 24 hours. Discretion of Administration and HIB Officer Consequences may include ISS/OSS/AD/PC</p>	<p>Parent Contact within 24 hours. Discretion of Administration and HIB Officer Consequences may include ISS/OSS/AD/PC</p>	<p>Parent Contact within 24 hours. Discretion of Administration and HIB Officer Consequences may include ISS/OSS/AD/PC</p>	
<p>Death threat without a weapon</p>	<p>Administrative Consequence - 2 days OSS/ Parent contact within 24 hours. Parent Conference upon return</p>	<p>Administrative Consequence - 3 days OSS/ Parent contact within 24 hours. Parent Conference upon return</p>	<p>Administrative Consequence - 5 days OSS/ Parent Conference upon return Requires BOE hearing which may consider alternative schooling</p>	
<p>Death threat with a weapon</p>	<p>Administrative Consequence - Immediate removal from school program and placement on home instruction/alternate schooling pending Board Hearing /Criminal complaint filed with NJSP/Possible expulsion depending on severity and occurrence</p>			
<p>Instigating a fight</p>	<p>Administrative Consequence - 2 days ISS/ Parent contact within 24 hours and referral Student Services</p>	<p>Administrative Consequence - 2 days OSS/ Parent Contact within 24 hours and Parent Conference upon return</p>	<p>Administrative Consequence - 3 days OSS/ Parent contact within 24 hours and Parent Conference upon return</p>	<p>Administrative Consequence - 5 days OSS/ Parent Contact within 24 hours/ Student Services Parent conference upon return Board hearing, which may consider</p>



				alternative schooling
Fighting	Administrative Consequence - 2 days OSS/ Same day Parent Contact and Parent Conference upon return	Administrative Consequence - 3 days OSS/ Same day Parent Contact and Parent Conference upon return	Administrative Consequence - 5 days OSS/ Same day Parent Contact and Parent Conference upon return	Administrative Consequence - 10 days OSS/ Parent Contact/ Student Services Parent conference upon return Board hearing, which may consider alternative schooling
Any act of physical violence (ex. pushing/shoving, punching, climbing on, or throwing objects that pose an extreme safety hazard, etc.)	Parent Contact & Administrative Consequence - 2 days ISS/ Same day Parent Contact	Administrative Consequence - 3 days ISS/ Same Day Parent Contact/ Student Services	Administrative Consequence - 3 days OSS/ Same Day Parent Conference upon return	Administrative Consequence - 5 days OSS/ Same Day Parent Contact/ Student Services Parent conference upon return
Student assault on another student	Administrative Consequence - 3 days OSS/ Same Day Parent Contact and Parent Conference upon return	Administrative Consequence - 4 days OSS/ Same Day Parent Contact and Parent Conference upon return	Administrative Consequence - 5 days OSS/ Same Day Parent Contact and Parent Conference upon return Requires BOE hearing which may consider alternative schooling	Administrative Consequence - 10 days OSS/ Same Day Parent Contact/ Student Services Parent conference upon return Board hearing, which may consider

				alternative schooling
Threatening school personnel without a deadly weapon	Administrative Consequence - 2 days OSS/ Same Day Parent Contact and Parent Conference upon return Home Instruction per administrative discretion	Administrative Consequence - 3 days OSS/ Same Day Parent Contact and Parent Conference upon return Home Instruction per administrative discretion	Administrative Consequence - 5 days OSS/ Same Day Parent Contact and Parent Conference upon return Home Instruction per administrative discretion	Administrative Consequence - 10 days OSS/ Same Day Parent Contact/ Student Services Parent conference upon return Board hearing, which may consider alternative schooling
Possession or sale of illegal substance (ex. tobacco, alcohol, drugs)	Administrative Consequence - 10 days OSS/ Parent Conference upon return/Contact NJSP per statute 18A:40-41			
Assault on School Employee	Administrative Consequence - Immediate removal from school program and placement on home instruction/alternate schooling pending Board Hearing /Criminal complaint filed with NJSP/Possible expulsion depending on severity and occurrence			
Possession of a firearm or deadly weapon	Administrative Consequence - Immediate removal from school program /placement on home instruction/alternate schooling/Criminal complaint filed with NJSP/Board Hearing/Possible expulsion			
Bomb Threat	Administrative Consequence - 10 days OSS/placement on home instruction/alternate schooling/Criminal complaint filed with NJSP/Board Hearing/Possible expulsion			
Terroristic Threat	Administrative Consequence - 10 days OSS/ Parent Conference upon return/Contact NJSP per statute 18A:40-41			
Activating Fire alarm without cause	Administrative Consequence - 10 days OSS/placement on home instruction/alternate schooling/Criminal complaint filed with NJSP/Restitution of cost to responding agencies			

**Restorative Writing Assignment**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assistant Principal: Dr. Sykes

Teacher: \_\_\_\_\_

**Directions:** Thoughtfully respond to each question/prompt in complete sentences. Answer the *entire* question in your response. While your responses may contain information that you discussed with your Assistant Principal prior to completing this reflection, questions 2 and 3 require that you come up with new information/original ideas.

1. Identify which rule(s) you broke.

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2. What important take-aways did you learn from your conversation with your AP about this incident?

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3. How will you positively change your behavior moving forward to prevent this incident from occurring again?

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## Restorative Writing Assignment

### **EXAMPLE**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assistant Principal: Dr. Sykes

Teacher: Ms. Teacher

**Directions:** Thoughtfully respond to each question/prompt in complete sentences. Answer the *entire* question in your response. While your responses may contain information that you discussed with your Assistant Principal prior to completing this reflection, questions 2 and 3 require that you come up with new information/original ideas.

1. Identify which rule(s) you broke.

*On January 12, I left class without telling anyone where I was going.*

2. What important take-aways did you learn from your conversation with your AP about this incident?

*After talking to Dr Sykes, I now know that my actions didn't affect only me. Even though I was with another teacher in the gym, and they said I could be there, neither of the adults that I was supposed to report to knew where I was. Ms. Teacher is "liable" for me while I am in class/at school. Because I essentially cut class and Security had to be called to find me to determine that I was still on school grounds, I deserved discipline, but if something major had happened to me while no one knew where I was, Ms. Teacher could have gotten in trouble since they were supposed to be responsible for me. I did not realize that my actions could affect someone else in this way, and I now know why this rule is in place and why I got in trouble for breaking it.*

3. How will you positively change your behavior moving forward to prevent this incident from occurring again?

*In the future, if I am allowed to help my other friends in different offices accomplish their duties, I will return to class once I am finished. This way, everyone will know where I am at all times, and no one will have to worry about me or their jobs.*

**Restorative Writing Assignment Spanish Version**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Assistant Principal: Dr. Sykes

**Directions:** Thoughtfully respond to each question/prompt in complete sentences. Answer the *entire* question in your response. While your responses may contain information that you discussed with your Assistant Principal prior to completing this reflection, questions 2 and 3 require that you come up with new information/original ideas.

**Instrucciones:** Responda cuidadosamente a cada pregunta / aviso en oraciones completas. Responda a *toda* la pregunta en su respuesta. Si bien sus respuestas pueden contener información que discutió con su subdirector antes de completar esta reflexión, las preguntas 2 y 3 requieren que presente nueva información / ideas originales.

1. Identify which rule(s) you broke.      Identifique qué regla (s) rompió.

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2. What important take-aways did you learn from your conversation with your AP about this incident?

¿Qué conclusiones importantes aprendiste de tu conversación con tu AP sobre este incidente?

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3. How will you positively change your behavior moving forward to prevent this incident from occurring again?

¿Cómo cambiará positivamente su comportamiento en el futuro para evitar que este incidente vuelva a ocurrir?

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## Restorative Writing Assignment

### EXAMPLE

Student Name: \_Levi Learner\_

Date: \_1/27/2024\_

Circle Your Assistant Principal: Dr. Sykes

Teacher: \_Mr. Teacher

**Directions:** Thoughtfully respond to each question/prompt in complete sentences. Answer the *entire* question in your response. While your responses may contain information that you discussed with your Assistant Principal prior to completing this reflection, questions 2 and 3 require that you come up with new information/original ideas.

**Instrucciones:** Responda cuidadosamente a cada pregunta / aviso en oraciones completas. Responda a *toda* la pregunta en su respuesta. Si bien sus respuestas pueden contener información que discutió con su subdirector antes de completar esta reflexión, las preguntas 2 y 3 requieren que presente nueva información / ideas originales.

1. Identify which rule(s) you broke.

*On May 26, I left class without telling anyone where I was going.*

Identifique qué regla(s) rompió.

*El 26 de enero salí de clase sin decirle a nadie a dónde iba.*

2. What important take-aways did you learn from your conversation with your AP about this incident?

*After talking to Dr. Sykes, I now know that my actions didn't affect only me. Even though I was with another teacher in the gym, and they said I could be there, neither of the adults that I was supposed to report to knew where I was. Mr. Teacher is "liable" for me while I am in class/at school. Because I essentially cut class and Security had to be called to find me to determine that I was still on school grounds, I deserved discipline, but if something major had happened to me while no one knew where I was, Mr. Teacher could have gotten in trouble since they were supposed to be responsible for me. I do not think that is not fair: I did not realize that my actions could affect someone else in this way, and I now know why this rule is in place and why I got in trouble for breaking it.*

¿Qué conclusiones importantes aprendiste de tu conversación con tu AP sobre este incidente?

*Después de hablar con el Dr. Sykes, ahora sé que mis acciones no me afectaron solo a mí. A pesar de que estaba con otro maestro en el gimnasio, y me dijeron que podía estar allí, ninguno de los adultos a los que se suponía que debía reportar sabía dónde estaba. La Sr. Teacher es "responsables" por mí mientras estoy en clase / en la escuela. Debido a que esencialmente corté la clase y la Seguridad tuvo que ser llamada para encontrarme para determinar que todavía estaba en los terrenos de la escuela, merecía disciplina, pero si algo importante me hubiera sucedido mientras nadie sabía dónde estaba, la Sr. Teacher podes haberse metido en problemas ya que se suponía que eran responsables de mí. No creo que eso no sea justo. No me di cuenta de que mis acciones podrían afectar a otra persona de esta manera, y ahora sé por qué esta regla está en vigor y por qué me metí en problemas por romperla.*

3. How will you positively change your behavior moving forward to prevent this incident from occurring again?

*In the future, if I am allowed to help my other aide friends in different offices accomplish their duties, I will return to class once I am finished. This way, everyone will know where I am at all times, and no one will have to worry about me or their jobs.*

¿Cómo cambiará positivamente su comportamiento en el futuro para evitar que este incidente vuelva a ocurrir?

*En el futuro, si se me permite ayudar a mis otros amigos ayudantes en diferentes oficinas a cumplir con sus deberes, volveré a clase una vez que haya terminado. De esta manera, todos sabrán dónde estoy en todo momento, y nadie tendrá que preocuparse por mí o por sus trabajos.*



# Behavior Reflection Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

You have been making poor choices in class. Please take a moment and think about those choices as you answer the questions below.

1. What poor choices were you making?

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2. Why were you making those choices?

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-----  
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3. How are you going to change and make better choices?

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-----  
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4. What would a fair consequence be if you continue to make poor choices?

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-----  
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Please have a parent/guardian sign this sheet and then return it to class tomorrow

Parent Signature: \_\_\_\_\_

# Stop and think!

Name: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

How are you feeling?



Jealous



Frustrated



Worried



Surprised



Embarrassed

Other emotions: \_\_\_\_\_

The cause (the reason- why something happened):

Because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The effect (the result- what happened?)

Therefore \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What could I have done?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My consequence

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Plan for improvement \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Teacher

Student

Parent

# Reflection Sheet

What triggered my behavior?

My expected behaviors were...

My unexpected behaviors were...

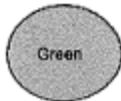
The size of my problem was.. (circle one)

Small          Medium          Large          SUPER SIZED

The size of my reaction was...(circle one)

Small          Medium          Large          SUPER SIZED

I was in this zone... (circle the zone).



Next time I can...

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Behavior Reflection Sheet

What classroom rule did you break? \_\_\_\_\_

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Why did you break it? \_\_\_\_\_

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What will you do to make better choices next time? \_\_\_\_\_

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How can your teacher support you in making better choices? \_\_\_\_\_

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# Think Sheet

What rule did I break: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- This means I was not:
- Being respectful
  - Being responsible
  - Following directions
  - Being kind
  - Bring safe

My emotion:

- Happy    Mad    Sad    Embarrassed    Worried    Confused    Shocked

Was anyone else involved: \_\_\_\_\_  
\_\_\_\_\_

How can I make things right: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next time I can:

- Take a deep breath
- Use an I feel message
- Walk away
- Tell an adult
- Imagine a calm, happy place
- Count to 10 slowly

Other ideas: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent or Teacher Signature: \_\_\_\_\_

**\*\*\* Remember the LIFESKILLS \*\*\***

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- LIFESKILLS**
- Caring
- Common Sense
- Cooperation
- Courage
- Creativity
- Curiosity
- Effort
- Flexibility
- Friendship
- Initiative
- Integrity
- Organization
- Patience
- Perseverance
- Pride
- Problem Solving
- Resourcefulness
- Responsibility
- Sense of Humor

What did you do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you feel about the choices you made? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you agree that what happened was not appropriate behavior for school? \_\_\_\_\_ Yes \_\_\_\_\_ No

Explain your answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What Lifelong Guideline was not in use? (circle one)

*Trustworthiness      Truthfulness      Active Listening      No Put Downs      Personal Best*

Explain how you could have used 2 LIFESKILLS to avoid this problem: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

# REFLECTING ON MY CHOICES

What caused me to make this choice?

**My choice:**

What were the effects of this choice?

On myself:

On others:

**Next time, I can...**

**To fix it now, I need to...**

## Behavior Reflection

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Please take a minute and complete this form. Sometimes we can't change our environment or things happening around us, but we can *choose* how we respond to it.

1	Listen and follow directions the first time they are given.
2	Begin the Warm Up activity and continue to stay focused on class activities.
3	Use appropriate tone of voice, wait for your turn to speak and make only positive comments.
4	Use school appropriate language.
5	Keep hands, feet and objects to yourself at all times.

1. Circle the classroom expectation you did not follow.

2. Why was your action inappropriate and what problems did they cause?

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3. What choices will you make to ensure you are following our classroom expectations?

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4. How can I help you to make better choices and follow the classroom expectations?

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Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



Name: \_\_\_\_\_

# COOL IT DOWN: A QUICK REFLECTION

Sometimes our emotions cause us to do things that do not necessarily reflect who we are. For example, a strong feeling of frustration may cause you to become disrespectful towards a peer or teacher. If you are feeling ignored, you may seek attention by acting out in hopes of getting a reaction. This is normal, but we want to make sure our behavior is not interfering with you or anyone else's education. Analyze the choices you made and determine ways to avoid problems in the future. Please understand that I am not judging you for your mistake and I am rooting for you.

What behavior or choice did I make that did not line up with the teacher's expectation of me? Be specific and discuss the rule or expectation you did not follow.

Circle or highlight the motivation behind your action(s)

I wanted attention from my peers.

I wanted to avoid attention from my peers.

I wanted to gain my teacher's attention.

I wanted to avoid attention from my teacher.

I lost control of my emotions.

Other:

What is an appropriate consequence for my action(s)?

1. Phone call or email to a parent or guardian
2. Written or verbal apology
3. Losing a privilege or sitting out
4. Reteaching of expectations at a time convenient for my teacher
5. Office referral
6. Guidance referral

Number: \_\_\_\_\_

Explain why this is an appropriate consequence?

Improvement Plan: What will you do differently in the future?

Is there anything your teacher needs to know about you that will help them better understand why you did not follow expectations?

# Think Sheet

Date: \_\_\_\_\_

What Happened?

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---

How did your decision impact your teacher/classmates?

---

---

---

What will you do next time?

---

---

---

Teacher Comments:

---

---

---

Consequence:

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---

---

- Student Signature: \_\_\_\_\_
- Parent Signature: \_\_\_\_\_

\*This MUST be signed & returned tomorrow!

# Think Sheet

Date: \_\_\_\_\_

What Happened?

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How did your decision impact your teacher/classmates?

---

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---

What will you do next time?

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---

Teacher Comments:

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---

---

Consequence:

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---

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- Student Signature: \_\_\_\_\_
- Parent Signature: \_\_\_\_\_

\*This MUST be signed & returned tomorrow!

Name: \_\_\_\_\_

## BEHAVIOR REFLECTION - INAPPROPRIATE LANGUAGE

What happened?	Who was impacted?
----------------	-------------------

I said this because...

During the incident, I felt:	After the incident, I felt:	This made the other person feel:
------------------------------	-----------------------------	----------------------------------

This was not a good behavior choice because...

What do I need to do to make things right?

### NEXT TIME I WILL DO THINGS DIFFERENTLY!

I can say something else, like...	This will make others feel:
	If I feel like I need to use inappropriate language, I can...

©2014-2015

Name: \_\_\_\_\_

## BEHAVIOR REFLECTION - LYING

What I said:	What was actually true:
--------------	-------------------------

I lied because...

This made other people feel...	When other people lie to me, I feel...
--------------------------------	--

When I lie, other people might think I am...

What do I need to do to make things right?

### NEXT TIME I WILL DO THINGS DIFFERENTLY!

If I feel the need to lie, I can tell myself ...	Someone I can talk to if I'm tempted to lie is...
	Telling the truth will help the people around me feel...

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Name: \_\_\_\_\_

## BEHAVIOR REFLECTION - OFF TASK BEHAVIOR

What was I doing?	What was I supposed to be doing?
-------------------	----------------------------------

I should have been on task because...

It was hard for me to stay on task because...

When I am off task, my teacher feels:	When I am off task, the people around me feel:
---------------------------------------	--

### NEXT TIME I WILL DO THINGS DIFFERENTLY!

One thing that will help me stay on task is:	If I start to get distracted, I will...
	Staying on task will make the people around me feel:

Name: \_\_\_\_\_

## BEHAVIOR REFLECTION - PEER CONFLICT

What was the problem?	What did I do?
	What did the other person do?

During the incident...

After the incident...

I felt:	The other person felt:	I felt:	The other person felt:
---------	------------------------	---------	------------------------

Was this a good behavior choice? Why or why not?

What do I need to do to make it right?

### NEXT TIME I WILL DO THINGS DIFFERENTLY!

If I feel upset with someone, I can...	If I don't agree with someone, I can...
--	---

This will make others feel...

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Name: \_\_\_\_\_

## BEHAVIOR REFLECTION - PHYSICAL AGGRESSION

What did I do?

When did I do it?

Who was impacted?

During the incident...

After the incident...

I felt:

The other person felt:

I felt:

The other person felt:

Here's what I can do to make it right:

This was not a good behavior choice because:

### NEXT TIME I WILL DO THINGS DIFFERENTLY!

Here is what I will do instead...

This will make me feel...

This will make the other person feel...

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## Transgender Student Guidance for School Districts

The New Jersey Law Against Discrimination (“NJLAD”), *N.J.S.A. 10:5-12(11)(f)*, generally makes it unlawful for schools to subject individuals to differential treatment based on race, creed, color, national origin, ancestry, marital status, domestic partnership or civil union status, sex, affectional or sexual orientation, gender identity or expression, disability or nationality.

Title IX of the Education Amendments of 1972 (“Title IX”) specifically prohibits discrimination on the basis of sex in federally-funded education programs and activities [20 U.S.C. § 1681(a)].

*N.J.S.A. 18A:36-41* directs the Commissioner of the New Jersey Department of Education to establish guidelines to provide direction for schools in addressing common issues concerning the needs of transgender students, and to assist schools in establishing policies and procedures that ensure a supportive and nondiscriminatory environment for transgender students.

This guidance was prepared by the New Jersey Department of Education after a review of policies and guidance from other states and organizations, and in consultation with educators, counselors, school psychologists, advocates, and parents. The intended purpose of this guidance is to help school and district administrators take steps to create an inclusive environment in which transgender and gender nonconforming students feel safe and supported, and to ensure that each school provides equal educational opportunities for all students, in compliance with *N.J.A.C. 6A:7-1.1 et seq.*

Communication with the student is paramount. Schools and school districts are encouraged to communicate openly, albeit confidentially, with students regarding their transgender status or gender identity. Proper communication with the student will ensure that appropriate steps are taken to determine a student’s preferences and address potential privacy concerns and associated risks to the student’s well-being.

### 1. Definitions

A safe and supportive environment within a school begins with understanding and respect. Students, teachers, and administrators should be provided with common terminology associated with gender identity. Although these terms are commonly used by advocacy and human rights groups, students may prefer other terms to describe their gender identity, appearance, or behavior.

- **Gender Identity** means a person's internal, deeply held sense of gender. All people have a gender identity, not just transgender people. For transgender people, the individual’s internal gender identity is not the same as the gender assigned at birth.
- **Gender Expression** means external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine or feminine changes over time and varies by culture.



- **Assigned Sex at Birth (ASAB)** refers to the biological sex designation recorded on a person’s birth certificate upon the initial issuance of that certificate, should such a record be provided at birth.
- **Gender Assigned at Birth** refers to the gender a child is assigned at birth or assumed to be, based on their biological sex assigned at birth.
- **Sexual Orientation** describes a person's enduring physical, romantic, and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. A transgender person may be straight, lesbian, gay, bisexual, or asexual. For example, a person who transitions from male to female and is attracted solely to men may identify as a straight woman.
- **Transgender** is a term for an individual whose gender identity and/or gender expression differs from those typically associated with the sex and gender assigned at birth. • **Transition** is the process by which a transgender person recognizes that their authentic gender identity is not the same as the gender assigned at birth, and develops a more affirming gender expression that feels authentic. Some individuals socially transition, for example, through dress, use of names and/or pronouns. Some individuals may undergo a physical transition, which might include hormone treatments and surgery. School district personnel should avoid the phrase “sex change,” as it is an inaccurate description of the transition process; the process is more accurately described as “gender-confirming.” • **LGBTQ** is an acronym for “lesbian, gay, bisexual, transgender, and queer/questioning.” • **Gender nonconforming** describes a person whose gender expression does not conform to the gender expectations of their family or community. Gender nonconformity is not necessarily an indication that a youth is transgender; many non-transgender youth do not conform to stereotypical expectations.
- **Gender Expansive/Gender Diverse/Gender Fluid/Gender Non-Binary/Agender/Gender Queer** are terms that convey a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. For example, students who identify as gender queer or gender fluid might not identify as boys or girls; for these students, the non-binary gender identity functions as the student’s gender identity.
- **Cisgender** refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

GLAAD, The Human Rights Campaign, and PFLAG also provide comprehensive reference guides on terminology. (See Section 8, Resources)

It is recommended that school personnel discuss with the student the terminology and pronouns each student has chosen.

## 2. Student-Centered Approach

A school district shall accept a student’s asserted gender identity; parental consent is not required. Further, a student need not meet any threshold diagnosis or treatment requirements to have his or her gender identity recognized and respected by the district, school or school personnel. Nor is a legal or court-ordered name change required. There is no affirmative duty for any school district personnel to notify a student’s parent or guardian of the student’s gender identity or expression.

There may be instances where a parent or guardian of a minor student disagrees with the student regarding the name and pronoun to be used at school and in the student’s education records. A parent or guardian may object to the

minor student's name change request. School districts should consult their board attorney regarding the minor student's civil rights and protections under the NJLAD. Staff should continue to refer to the student in accordance with the student's chosen name and pronoun at school and may consider providing resource information regarding family counseling and support services outside of the school district.

School districts should be mindful of disputes between minor students and parent/guardians concerning the student's gender identity or expression. Many support resources are available through advocacy groups and resources from the [New Jersey Department of Children and Families](#) and New Jersey Department of Education's "[Child Abuse, Neglect, and Missing Children](#)" webpage.

One of the most important factors in ensuring a safe and supportive environment for transgender students is communication between the school/district and student. School district personnel should have an open, but confidential discussion with the student to ascertain the student's preference on matters such as chosen name, chosen pronoun to use, and parental communications.

- School districts shall ensure that a transgender student is addressed at school by the name and pronoun chosen by the student, regardless of whether a legal name change or change in official school records has occurred.
- School districts shall issue school documentation for a transgender student, such as student identification cards, in the name chosen by the student.
- A transgender student shall be allowed to dress in accordance with the student's gender identity.

School districts should discuss with the student, and any other individuals at the student's request, the risks associated with the student's transgender status being inadvertently disclosed. For example, school districts should inform the student that the transgender status may be revealed due to other students' discussions at home. The school district should work with the transgender student to ensure awareness of activities and events that may inadvertently disclose the transgender student's status.

### **3. Safe and Supportive Environment**

Each school district shall develop policies and procedures to ensure that its schools provide a safe and supportive learning environment that is free from discrimination and harassment for transgender students, including students going through a gender transition. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not. All school districts shall review and update their

existing policies and procedures, including those regarding classroom activities, school ceremonies, school photographs, and dress codes, to verify that transgender students are not excluded. In addition, school districts shall take the following steps to establish and maintain a nondiscriminatory environment for all students, including transgender and transitioning students:

- School districts must comply with *N.J.S.A. 18A:37-15* and *N.J.A.C. 6A:16-7.7*, which prohibit harassment, intimidation and bullying, and require that each district board of education develop, adopt, and implement a policy prohibiting harassment, intimidation, or bullying on school property, at a school-sponsored function or

on a school bus. If harassment based on gender identity creates a hostile environment, the school must take prompt and effective steps to end the harassment, prevent its recurrence, and, as appropriate, remedy its effects.

- School districts should provide staff training on sensitivity and respect towards transgender students.
- Social and Emotional Learning (SEL) concepts should be incorporated into school culture and curricula.
  - Resources on SEL can be found on the Department of Education’s [Social and Emotion Learning webpage](https://www.state.nj.us/education/students/safety/sandp/sel/)  
(<https://www.state.nj.us/education/students/safety/sandp/sel/>)
- School districts may seek a variety of professionals, including counselors and school psychologists, to provide emotional supports for all students who demonstrate a need. School districts shall ensure that school counselors are knowledgeable regarding issues and concerns relevant to transgender students, students facing other gender identity issues, or students who may be transitioning.
- Dress codes should not be enforced more strictly for transgender and gender nonconforming students than for other students.
- School districts shall honor and recognize a student’s asserted gender identity, and shall not require any documentation or evidence in any form, including diagnosis, treatment, or legal name change.
- A school’s obligation to ensure nondiscrimination on the basis of gender identity requires schools to provide transgender students equal access to educational programs and activities, even in circumstances in which other students, parents, or community members raise objections or concerns.

#### 4. Confidentiality and Privacy

School personnel may not disclose information that may reveal a student’s transgender status except as allowed by law. Schools are advised to work with the student to create an appropriate confidentiality plan regarding the student’s transgender or transitioning status.

A school district shall keep confidential a current, new, or prospective student’s transgender status. Schools should address the student using a chosen name; the student’s birth name should be kept confidential by school and district staff (*See Section 5, School Records*).

Due to a specific and compelling need, such as the health and safety of a student or an incident of bias-related crime, a school district may be obligated to disclose a student’s status. The school district should inform the student that the school intends to disclose the student’s transgender status for the student’s protection and well-being. Prior to disclosure, the student should be given the opportunity to personally disclose that information. School districts should make every effort to ensure that any disclosure is made in a way that reduces or eliminates the risk of re-disclosure and protects the transgender student from further harassment. Those measures may include the facilitation of counseling for the student and the student’s family to facilitate the family’s acceptance and support of the student’s transgender status.

During a Harassment, Intimidation, or Bullying investigation a school district is obligated to develop a procedure to

report, verbally and in writing, an act of harassment, intimidation, and bullying (HIB) committed by an adult or youth against a student, pursuant to *N.J.A.C. 6A:16-7.7(a)2viii*. In this instance, the school district should inform the student of the school's obligation to report the findings of the HIB investigation pursuant to *N.J.S.A. 18A:37-15(d)*, which permits the parents or guardians of the students who are parties to the investigation to receive information about the investigation in accordance with federal and state law and regulation. Under HIB requirements, parents or guardians are entitled to know the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether disciplinary action was imposed or services provided to address the incident of harassment, intimidation, or bullying.

School district officials shall take into account the circumstances of the incident when providing notification to parents or guardians 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, pursuant to *N.J.A.C. 6A:16-7.7(a)2viii(2)*.

Disclosure of personally identifiable information from a student's education record to other school officials within the district, whom the district has determined have a legitimate educational interest in the information, may be permissible under FERPA (34 C.F.R. § 99.31(a)(1)). The school district shall make a concerted effort to ensure that school officials obtain access to only those education records in which they have legitimate educational interests.

- School districts shall comply with all laws and regulations regarding the confidentiality of student records and student privacy, including the requirements set forth at 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing; *P.L. 104-191*, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7917, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; *N.J.S.A. 18A:40A-7.1*, Confidentiality of certain information provided by pupils, exceptions; *N.J.A.C. 6A:16-3.2*, Confidentiality of student alcohol and other drug information; *N.J.S.A. 18A:36-19*, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; *N.J.S.A. 2A:4A-60*, Disclosure of juvenile information, penalties for disclosure; *N.J.A.C. 6A:32-7*, Student Records; *N.J.A.C. 6A:14-2.9*, Student records; as well as all other existing Federal and State laws and rules pertaining to student records and confidentiality.

## 5. School records

If a student has expressed a preference to be called by a name other than their birth name, permanent student records containing the student's birth name should be kept in a separate, confidential file. This file should only be shared with appropriate school staff after consultation with a student. A separate file containing records bearing the student's chosen name may also be kept. If the student has previously been known at school or in school records by a birth name, the principal should direct school personnel to use the student's chosen name and not the student's birth name. To ensure consistency among teachers, school administrators, substitute teachers and other staff, every effort should be made to immediately update student education records (for example, attendance records, transcripts, Individualized Education Programs, etc.) with the student's chosen name and gender pronouns, consistent with the student's gender identity and expression, and not circulate records with the student's birth name, unless directed by

the student.

- Districts shall report to the New Jersey Department of Education through NJ SMART a student's name or gender based upon that student's chosen name and corresponding gender identity. Changing the name or gender identity from what was reported in previous years will not affect the reliability of the data reported.
- If a district changes a student's name or gender identity, it must also maintain locally a separate record reflecting the student's legal name and sex assigned at birth until receipt of documentation of a legal change of name or gender.

## 6. Activities

With respect to gender-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity.

School districts shall:

- Provide transgender students with the same opportunities to participate in physical education as other students in accordance with their gender identity;
- Permit a transgender student to participate in gender-segregated school activities in accordance with the student's gender identity;
  - Permit and support the formation of student clubs or programs regarding issues related to lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) youth; and
- Offer support in the creation of peer led educational groups.

## 7. Use of Facilities

All students are entitled to have access to restrooms, locker rooms and changing facilities in accordance with their gender identity to allow for involvement in various school programs and activities.

In all cases, the school principal must work with the student and staff so all parties are aware of facility policies and understand that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some transgender students will want that arrangement, others may be uncomfortable with it. Transgender students who are uncomfortable using a sex-segregated restroom should be provided with a safe and adequate alternative, such as a single "unisex" restroom or the nurse's restroom. Similarly, some transgender students may be uncomfortable using the changing facilities that correspond to the student's gender identity. Non-transgender students should also be afforded the option to use a private facility, such as a unisex facility or the nurse's restroom, should they feel uncomfortable.

- School districts shall allow a transgender student to use a restroom or locker room based on the student's gender identity.
- Reasonable alternative arrangements shall be made if needed to ensure a student's safety and comfort. This direction for accommodations should come from the student.

## 8. Resources

The Department has sourced a variety of resources regarding professional development opportunities for school district personnel as well as developmentally appropriate information for students regarding LGBTQ issues. These resources can be found here: <https://nj.gov/education/students/safety/sandp/transgender/>

*Please be advised that these resources are provided for informational purposes only. Neither the New Jersey Department of Education, nor its officers, employees, nor agents, specifically endorse these resources or the entity hosting these resources. Please note that the New Jersey Department of Education has not validated the materials related to these resources.*

*For additional information or if you have any questions regarding this guidance, please contact the Division of Student Services at [schoolclimate@doe.nj.gov](mailto:schoolclimate@doe.nj.gov).*

**Appendix B Policy #5131 Conduct / Discipline**

**Fairfield Township Board of Education District Policy Manual**

**Students**

**Series 5000**

**Conduct / Discipline**

**Policy 5131**

Date Adopted: May 21, 1997

Date Revised: August 28, 2003, March 22, 2010

The Board believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of pupils.

The Board of Education expects pupils to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other pupils, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The Board of Education believes that standards of pupil behavior must be set cooperatively by interaction among the pupils, parents/guardians, staff and community, producing an atmosphere that encourages pupils to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property.

The Board directs the Superintendent of Schools to develop and implement a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions, and as appropriate, conduct away from school grounds. The Board shall direct development of detailed regulations suited to the age level of the pupils and the physical facilities of the school. Board policy requires each pupil of this district to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules.

The Superintendent of Schools shall provide to pupils and their parents/guardians the rules of this district regarding pupil conduct and the sanctions that may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The Superintendent of Schools shall develop regulations that:

- A. Require pupils to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority and respond to those who hold that authority;
- B. Establish the degree of order necessary to the educational program in which pupils are engaged;

The Superintendent of Schools shall annually:

- A. Disseminate the code of student conduct to all staff, students and parents;
- B. Report on the implementation of the code of student conduct to the Board of a education at public meeting in accordance with NJAC. 6A:16-7.1(a) 5, i-iv.
- C. Report to the New Jersey Department of Education on student conduct, including all student suspension and expulsion and incidents reported under the Electronic Violence and Vandalism Reporting System.

Pupils who display chronic behavioral or academic problems may be referred to the Fairfield Action

Committee Team (FACT) or Preschool Intervention & Referral Team (PIRT) and the Child Study Team by the through their inappropriate behavior, are not experiencing success in learning.

A pupil whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, may be suspended or expelled, following due process.

Any pupil who commits an assault (as defined by NJSA 2C:12-1) upon a Board member, teacher, administrator or other employee of the Board of Education shall be suspended from school immediately according to procedural due process, and suspension or expulsion proceedings shall begin no later than 30 calendar days from the date of the pupil's suspension.

#### Substance Abuse

In accordance with statute and code, penalties shall be assigned for use, possession and distribution of prescribed

substances and drug paraphernalia. The penalties shall be graded according to the severity of the offense. Infractions shall be reported to the local law enforcement agency in accordance with the district's memorandum of agreement. Confidentiality shall be protected in accordance with federal and state law.

#### Weapons Offenses

Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property or on a school bus or at a school-sponsored function shall be immediately removed

from the school's regular education program for a period of not less than one calendar year. The Superintendent of Schools may modify this suspension on a case-by-case basis. Each pupil so removed shall be placed in an alternative educational program or on home instruction and shall be entitled to a hearing before the Board. The hearing shall take place no later than 30 days following the day the pupil is removed from the regular education program and shall be closed to the public.

The principal shall be responsible for the removal of such students and shall immediately report them to the Superintendent of Schools. The principal shall also notify the appropriate law enforcement agency of a possible violation of the New Jersey Code of Criminal Justice.

The Superintendent of Schools shall determine at the end of the year whether the student is prepared to return to the regular education program, in accordance with procedures established by the Commissioner of Education.

Teaching staff members and other employees of this Board having authority over pupils shall take such lawful means as may be necessary to control the disorderly conduct of pupils in all situations and in all places where such pupils are within the jurisdiction of this Board.

#### Disabled

Classified pupils are subject to the same disciplinary procedures as non-disabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:

- A. The pupil's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the pupil's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in



dealing with discipline and/or suspension of all pupils with disabilities.

Implementation

The Superintendent of Schools shall ensure that the rules for this policy are applied consistently and uniformly, and that all disciplinary sanctions are carried out with necessary due process.

The Board shall review all related policies on a regular basis.

<p><u>Legal References</u> NJSA 2A:4A-60 et al. Disclosure of juvenile information; penalties for disclosure 2C:12-1 Definition of assault 2C:33-19 Paging devices, possession by students 2C:39-5 Unlawful possession of weapons 18A:6-1 Corporal punishment of pupils 18A:11-1 General mandatory powers and duties 18A:25-2 Authority over pupils 18A:36-19a Newly enrolled students; records and identification 18A:37-1 et seq. Discipline of Pupils 18A:40A-1 et seq. Substance Abuse 18A:54-20 Powers of board (county vocational schools)</p> <p>NJAC 6A:14-2.8 Discipline/suspension/expulsions 6A:16-1.1 et seq. Programs to Support Student Development 6:32-12.1 Reporting requirements 6:32-12.2 School-level planning</p> <p><u>Possible Cross References</u> 1220, 3517, 3541.33, 4148, 5000, 5010, 5020, 5113, 5114, 5124, 5127, 5131.5, 5131.6, 5131.7, 5132, 5145, 5145.2, 5145.4, 5145.6, 6145, 6164.4, 6171.4, 6172</p>
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**Appendix C Policy #5131.7 Weapons & Dangerous Instruments**

<b>Fairfield Township Board of Education District Policy Manual</b>		
<b>Students</b>		<b>Series 5000</b>
<b>Weapons &amp; Dangerous Instruments</b>		<b>Policy 5131.7</b>
Date Adopted: September 25, 1995	Date Revised: March 22, 2010, May 22, 2014	

The Board of Education prohibits the possession and/or use of weapons or other instruments that can be used as weapons or perceived to be weapons on school property, at any school function or while en-route to or from school or any school function. A violation of this policy will result in disciplinary action, depending on severity and occurrence.

The Superintendent of Schools shall make the final determination that a particular object is a dangerous instrument in any case where there is a question of its potential uses posing a threat to students, staff or property.

A student found or observed on school property or at a school event or en-route to and/or from school or a school event in possession of a weapon or dangerous instrument shall be reported to the Superintendent of Schools immediately. The Superintendent of Schools shall immediately contact the NJ State Police and provide all known information concerning the matter, including the identity of the pupil involved.

Possession or use of laser pointers is also strictly forbidden.

Disciplinary action shall be taken against students who possess, handle, transmit or use weapons, or dangerous instruments. As in disciplinary cases, due process will be provided, depending on severity and occurrence.

Disciplinary action/consequences include but are not limited to: out-of-school suspension, immediate removal of the student from the school program and a mandatory parent conference to be held with the Superintendent or a Board hearing at the discretion of the Superintendent, depending on the severity and occurrence of the incident. Should a parent/guardian contest the assigned disciplinary action, they have the right to appeal within 10-15 school days. The Board of Education shall determine appropriate action in the case of appeal.

Students cannot learn and teachers cannot teach when danger of violence is present. Accordingly, P.L. 127 and P.L. 128 were developed in order to prevent assaults with weapons from being committed upon students and teachers and to remove students from school who are found to be in possession of firearms. Both of these laws carry severe mandatory penalties, therefore it is very important that we all understand what acts are prohibited and the penalties that will be imposed on those who violate the laws.

P.L. 127, also known as the “Zero Tolerance for Guns Act” mandates that any pupil who is convicted or adjudicated delinquent for the possession of firearms or a crime while armed with a firearm, or who is knowingly in possession of firearms on any school property; on a school bus, or at any school sponsored function shall be immediately removed from the school’s regular education program, pending a hearing before the local Board of Education, for a period of not less than one calendar year. In addition, any pupil so removed shall be reported to the police for a possible violation of a criminal statute. It is important to note that items such as pellet guns and air guns are considered as a firearm for the purpose of this law.

P.L. 128 provides that any pupil who commits an assault upon a teacher, administrator or other employee of a school Board or another student with a weapon, on a school bus or on school property, or at any school sponsored function shall be immediately removed from the school's regular education program, pending a hearing before the local Board of Education for a period not to exceed one calendar year. It is important to note that the word weapon as it is used in this law, includes numerous items such as knives, sling- shots, throwing stars, blackjacks, tear gas or even a common kitchen knife, if it is used during an assault.

The Board is committed to maintaining a safe and orderly learning environment for our students and staff. It is important that our school community clearly understand the laws and that they will, when necessary, be enforced.

### Fireworks

Fireworks are illegal in the State of New Jersey. Therefore, no fireworks will be allowed at school or on school properties. Fireworks are considered dangerous and will be treated in the same manner as weapons.

### Legal References

NJSA 2A:4A-60 et al. Disclosure of juvenile information; penalties for disclosure  
2C:12-1 Definition of assault

2C:33-19 Paging devices, possession by students  
2C:39-5

Unlawful possession of weapons

2C:39-6 Exemptions

18A:6-1 Corporal punishment of pupils

18A:36-19.2 Student locker or other storage facility; inspections; notice to students

18A:37-1 Submission of pupils to authority

18A:37-2 Causes for suspension or expulsion of pupils

18A:37-2.1 through -2.5 Assaults by pupil upon teacher, administrator, board member or employee of board of education; suspension; expulsion proceedings ...

through -12  
18A:37-7 Zero Tolerance for Guns Act

NJAC 6A:14-2.8 Discipline/suspension/expulsion

6A:16-1.1 et seq. Programs to Support Student Development

P.L. 103-382, Improving America's Schools Act of 1994

Section 1702, Prohibits possession or discharge of a firearm in a school zone, Pub.

L. 101-647

Attorney General's Executive Directive No. 1988-1, Memorandum of Agreement (revised, amended)

State in Interest of T.L.O., 94 N.J. 331, 346 (1983), rev'd 515 U.S. 646 (1985)

See also Commissioners' Decisions indexed under "Pupils - Punishment of" in Index to N.J. School Law Decisions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

The New Jersey School Search Policy Manual, New Jersey Attorney General (1998) A

Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

**Appendix D Policy #5132.6 Re-admittance After Absence Due to Illness**

<b>Fairfield Township Board of Education District Policy Manual</b>	
<b>Students</b>	<b>Series 5000</b>
<b>Remittance After Absence Due to Illness</b>	<b>Policy 5132.6</b>
Date Adopted: March 22, 2010	Date Revised:

Any student who has been absent for five consecutive school days shall be seen by the School Nurse prior to remittance to class. The School Nurse shall notify the classroom teacher of the status of the student’s health as it pertains to readmission.

Any student exhibiting symptoms of illness following any absence, as observed by any teacher or administrator, shall be seen by the School Nurse prior to re-admittance to class. The School Nurse shall notify the classroom teacher of the status of the student’s health as it pertains to readmission.

Legal References

NJSA 18A:16-6, -6.1 Indemnity of officers and employees against civil actions ...
18A:35-4.6 et seq. Parents Right to Conscience Act of 1979
18A:40-1 Employment of medical inspectors, optometrists and nurses; salaries; terms; rules
18A:40-3 Lectures to teachers
18A:40-4.3 Scoliosis; periodic examination; notice to parents or guardian
18A:40-5 Method of examination; notice to parent or guardian
18A:40-6 In general
18A:40-7, -8, -10, -11 Exclusion of pupils who are ill ...
18A:40-23 et seq. Nursing Services for Nonpublic School Pupils
18A:40A-1 et seq. Substance Abuse
44:6-2 Maintenance by boards of education of clinics for indigent children
NJAC 6A:16-1.1 et seq. Programs to Support Student Development
8:57-1.1 et seq. Reportable Communicable Diseases
8:57-2 Reporting of AIDS and HIV
8:61-1.1 Attendance at school by pupils or adults Infected by Human Immunodeficiency Virus (HIV)
Plainfield v. Cooperman, 105 NJ 587 (1987)
<u>Possible Cross References</u>
1410, 1420, 3510, 3516, 3542, 4112.4, 4131/4131.1, 4151, 4212.4, 4251.2, 5111, 5125, 5131, 5131.6, 5141.1, 5141.2, 5141.3, 5141.4, 5141.21, 5142, 5200

**Appendix E Policy #5141.21 Administering Medication**

<b>Fairfield Township Board of Education District Policy Manual</b>		
<b>Students</b>		<b>Series 5000</b>
<b>Administering Medication</b>		<b>Policy 5141.21</b>
Date Adopted: October 24, 1983	Date Revised: March 22, 2010, December 19, 2013, March 19, 2015	

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

For purposes of this policy, “medication” shall include all medicines prescribed by a physician for the particular pupil, including emergency medication in the event of bee sting, etc., and all non-prescription “over the counter” medication.

Before any medication may be administered to or by any pupil during school hours, the Board shall require the written request of the parent/guardian which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication. In addition, the Board requires the written order of the prescribing physician which shall include:

- A. The purpose of the medication, including illness, injury, condition treated;
- B. The dosage;
- C. The time at which or the special circumstances under which the medication shall be administered;
- D. The length of time for which medication is prescribed;
- E. The possible side effects of the medication.

Both documents shall be kept on file in the office of the School Nurse.

The district medical inspector shall develop procedures for the administration of medication which provide that:

- A. All medications, whether prescribed or over the counter, shall be administered by the School Nurse, the parent/guardian or the pupil himself/herself where the parent/guardian so permits and the School Nurse is present;
- B. Medications shall be securely stored and kept in the original labeled container;
- C. The School Nurse shall maintain a record of the name of the pupil to whom medication may be administered, the prescribing physician, the dosage and timing of medication and a notation of each instance of administration;
- D. All medications shall be brought to school by the parent/guardian or adult pupil and shall be picked up at the end of the school year or end of the period of medication, whichever is earlier;
- E. A student may self administer medication without supervision of the School Nurse for asthma or other life-threatening illnesses. “Life-threatening illness” has been defined as an illness or condition that required an immediate response to specific symptoms or sequelae, that if left untreated may lead to potential loss of life such as, but not limited to, the use of an inhaler to treat an asthma attack or the use of an adrenaline injection to treat a potential anaphylactic reaction.

The district shall have and maintain at least one nebulizer in the office of the school nurse or at a similar accessible location. The Superintendent/Principal shall prepare and the Board shall adopt regulations on the administration of asthma medication through the use of a nebulizer by the school nurse or his/her designee(s). Regulations shall be in accord with New Jersey statute and administrative code and shall include, but not be limited to, the following:

- A. Requirement that each School Nurse shall be authorized to administer asthma medication through use of a nebulizer;
- B. Requirement that each School Nurse receive training in airway management and in the use of nebulizers and inhalers consistent with nationally recognized standards;

Requirement that each student authorized to use asthma medication or a nebulizer have an asthma treatment plan prepared by the student's physician that identifies, at a minimum, asthma triggers and an individualized health care plan for meeting the medical needs of the student while attending school or a school-sponsored event.

### **Pupil Self-Administration of Medication**

The Board shall permit self-administration of medication for asthma or other potentially life-threatening illnesses by pupils, both on school premises during regular school hours and off-site or after regular school hours when a pupil is participating in field trips or extracurricular activities. Parents/guardians of the pupil must meet the following conditions:

- A. Provide the Board with written authorization for the pupil's self-administration of medication;
- B. Provide written certification from the pupil's physician that the pupil has asthma or another potentially life-threatening illness and is capable of and has been instructed in the proper method of self-administration of medication.
- C. Sign a statement acknowledging that the district shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil and that the parents/guardians shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the self-administration of medication by the pupil.

The Board shall:

- A. Inform the pupil and his/her parents/guardians that permission is effective for the school year for which it is granted and must be renewed for each subsequent school year upon fulfillment of requirement listed above;
- B. Inform parents/guardians in writing that the district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication.
- C. Maintain the right to revoke the pupil's permission to self-medicate if he/she has failed to comply with all conditions of this policy and/or has violated in any way the tenets of the agreement of self-medicate. The Superintendent/Principal shall confer with the School Physician and School Nurse prior to recommending termination of a pupil's permission to self-medicate and shall also consult with the pupil, the pupil's parents/guardians and the pupil's physician.

### **Emergency Administration of Epinephrine Regulations / Procedures**

Parents/guardians shall provide the Board with the following:

- A. Written authorization for the administration of the epinephrine by the School Nurse or trained designees;
- B. A signed statement acknowledging their understanding that the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism to the pupil and that the parents/guardian indemnify and hold harmless the district and its employees or

agents against any claim(s) arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism; and,

C. The permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the requirements of this policy.

District Responsibilities:

The placement of a pupil's prescribed epinephrine shall be in a secure but unlocked location, easily accessible by the School Nurse/designees to ensure prompt availability in the event of an allergic emergency at school or at a school-sponsored event.

The location of the epinephrine shall be indicated on the pupil's emergency care plan. Back-up epinephrine shall also be available at the school if needed.

The School Nurse/designee shall be promptly available on site at the school and school sponsored events in the event of an allergic reaction.

The pupil shall be transported to a hospital emergency room by emergency services personnel after the administration of epinephrine, even if the pupil's symptoms appear to have been resolved.

The School Nurse or other trained designee shall be permitted to administer epinephrine via a pre-filled auto-injector mechanism to any pupil whose parents/guardians have not met the requirements of Items A, B & C (above), in that written notice has not been received by the district, allowing emergency administration of epinephrine via a pre-filled auto-injector mechanism, in cases where the School Nurse or designee, in good faith, believe that the pupil is having an anaphylactic reaction.

The district shall maintain a supply of epinephrine auto-injectors in a secure but unlocked location that is proscribed under a standing protocol from a licensed physician. The epinephrine shall be accessible to the School Nurse and trained designees for administration to a pupil having an anaphylactic reaction.

The School Nurse shall have primary responsibility for the administration of the epinephrine. The School Nurse shall designate, in consultation with the Superintendent/Principal, staff members who volunteer to administer epinephrine via a pre-filled auto-injector mechanism to a pupil for anaphylaxis when the School Nurse is not physically present at the scene.

The School Nurse shall determine that designees have been properly trained the administration of epinephrine via a pre-filled auto-injector mechanism, using standardized training protocols established by the New Jersey Department of Education in consultation with the New Jersey Department of Health and Senior Services.

Nothing in the policy shall prohibit the emergency administration of epinephrine via a pre-filled auto-injector mechanism to a pupil for anaphylaxis by the School Nurse or designees when the pupil is authorized to self-administer epinephrine pursuant to the provisions of NJSA 18A:40-12.3 or when there is a coexisting diagnosis of asthma, or when a prescription is received from a licensed health care professional for epinephrine coupled with another form of medication or when the epinephrine is administered pursuant to the provisions of NJSA 18A:40-12.5.

No school employee, including a School Nurse or any other officer or agent of the Board of Education or a physician providing a prescription under a standing protocol for school epinephrine pursuant to the provisions of NJSA 18A:40-12.5 shall be held liable for any good faith act or omission consistent with the provisions of

NJSA 18A:40-12.5, nor shall action before the New Jersey State Board of Nursing lie against a School Nurse for any such action taken by a person designated in good faith by the School Nurse pursuant to the provisions of NJSA 18A:40-12.6.

Good faith shall not include willful misconduct, gross negligence or recklessness.

#### Legal References

NJSA 18A:11-1 General mandatory powers and duties  
18A:40-1 Employment of medical inspectors, optometrists and nurses; salaries; terms; rules  
18A:40-3.2 et seq. Medical and Nursing Personnel  
18A:40-4 Examination for physical defects and screening of hearing of pupils  
18A:40-7 Exclusion of pupils who are ill  
18A:40-12.3 through -12.4 Self-administration of medication by pupil; conditions  
18A:40-12.5 Policy for emergency administration of epinephrine to public school pupils  
18A:40-12.6 Administration of epinephrine; primary responsibility; parental consent  
18A:40-12.7 Nebulizer  
18A:40-12.8 Administration of asthma medication by school nurse through nebulizer; training; pupil asthma treatment plan  
45:11-23 Definitions

NJAC 6A:16-1.1 et seq. Programs to Support Student Development

Bernards Township Education Association v. Bernards Township Board of Education,

1981 S.L.D. (9/29/81), aff'd State Board, 1982 S.L.D. 4/7/82, aff'd App. Div., unpublished opinion (A-4211-81T3, 5/18/83)

Communications Workers of America, Local 1033, On behalf of Karen Norton, Barbara Woolston, Mary Ellen Schoen et al. v. New Jersey State Department of Education, Marie H. Katzenbach School for the Deaf, State Board Docket #52-91 Policy Advisory #1 on N.J.S.A. 18A:40-12.3 et seq. Self-Administration of Medication By a Pupil, New Jersey State Department of Education, June 5, 1995 Protocol and Implementation Plan for the Emergency Administration of Epinephrine by a Delegate Trained by the School Nurse, New Jersey State Department of Education, October, 1998

#### Possible Cross References

5141.1, 5141.2, 6153



## Appendix F Policy #5131.6 Substance Abuse

### Fairfield Township Board of Education District Policy Manual

Students

Series 5000

Substance Abuse

Policy 5131.6

Date Adopted: October 24, 1983

Date Revised: March 10, 1989, March 26, 2003, March 22, 2010, September 3, 2014

#### Drugs, Alcohol, Tobacco & Steroids

It is the responsibility of the Board of Education to safeguard the health, character, citizenship, and personality development of the students in its schools. We, therefore, must maintain that the use of drugs and the unlawful possession and use of alcohol is wrong and harmful. The Board of Education recognizes that the misuse of drugs, alcohol, tobacco or steroids threatens the positive development of that student and the welfare of the entire school community. The Board of Education is committed to the prevention of drug, alcohol, tobacco and steroid abuse and the rehabilitation of identified abusers.

#### Students

For the purpose of this policy, "drug" includes all controlled dangerous substances set forth in NJSA 24:21-1 et seq. and all chemicals that release toxic vapors set forth in NJSA 2C:35-10.4 et seq.

A. The Board of Education prohibits the use, possession and/or distribution of any drug, alcohol, tobacco, or steroids on school premises, and at any event away from the school provided by the Board. Compliance with a drug-free standard of conduct at all school functions is mandatory for all students. Pupils suspected of being under the influence of drugs, alcohol, tobacco, or steroids will be identified, evaluated, and reported in accordance with the law. Assessment will be provided by individuals who are certified by the New Jersey State Board of Examiners as substance awareness coordinators or by individuals who are appropriately certified by the New Jersey Board of Examiners and trained in alcohol and other drug abuse prevention. A pupil who uses, possesses, or distributes drugs, alcohol, tobacco or steroids on school premises or while attending a school-sponsored activity will be subject to discipline that may include suspension or expulsion, and may be reported to appropriate law enforcement personnel. Pupils suspected of involvement with alcohol, drugs or steroids away from school premises will be offered appropriate treatment and remediation. Treatment services for students who are affected by alcohol or other drug use will be provided by individuals who are certified as substance awareness coordinators or who are otherwise appropriately trained in drug and alcohol prevention, intervention, and follow-up.

B. The Board will enforce the laws of New Jersey requiring a program of drug, alcohol, tobacco and steroid education. The Superintendent of Schools shall prepare and submit to the Board for its approval a comprehensive curriculum for such instruction in grades seven through 12 offering a minimum of 10 clock hours per school year of alcohol and other drug education in accordance with Department of Education chemical health guidelines, pursuant to NJSA 18A:40A-1 et seq. Drug, alcohol, tobacco and steroid education shall be integrated with the health curriculum.

C. All district personnel shall be alert to signs of alcohol, drug, tobacco and steroid use by pupils and shall respond to those signs in accordance with procedures established by the Superintendent of Schools. The Board of Education will provide inservice training to assist teaching staff members in identifying the pupil who uses drugs, alcohol, tobacco and/or steroids, and in helping pupils with drug,

alcohol, tobacco and steroid-related problems in a program of rehabilitation.

D. The Superintendent of Schools shall develop administrative regulations for:

- A comprehensive program of drug, alcohol, tobacco and steroid education;
- The identification and remediation of pupils involved with drugs, alcohol, tobacco and steroids;
- The examination and treatment of pupils suspected of being under the influence of drugs, alcohol, tobacco or steroids to determine the extent of the pupil's drug or alcohol use or dependency;
- The treatment and discipline of pupils who use, possess or distribute drugs, alcohol, tobacco and steroids in violation of law or this policy through referral to an appropriate drug/alcohol abuse program as recommended by the department of health; and
- The readmission to school and treatment of pupils who have been convicted of drug, alcohol, tobacco and/or steroid offenses.

E. Any staff member who reports a pupil to the principal or his/her designee in compliance with the provisions of this subsection shall not be liable in civil damages as a result of making such a report as provided for under NJSA 18A:40A-1 et seq.

F. All policies and procedures must comply with the confidentiality requirements established in federal regulation found at 42 CFR Part II. Substance abuse in the district is considered a health risk. It is the expressed position of the district that when school rules have been violated, and when a student's health is at risk, we must notify the student's parents/guardians and attempt to involve the family in the rehabilitation plan subject to the confidentiality restrictions of 42 CFR Part II.

G. Refusal or failure by a parent/guardian to comply with the provisions of NJSA 18A:40A-12 shall be deemed a violation of the compulsory education (NJSA 18A:38-25 and 18A:38-31) and/or child neglect (NJSA 9:6-1 et seq.) laws.

#### Enforcement of Drug-free School Zones

The Board of Education recognizes its responsibility to ensure continuing cooperation between school staff and law enforcement authorities in all matters relating to the use, possession, and distribution of controlled dangerous substances and drug paraphernalia on school property. The Board further recognizes its responsibility to cooperate with law enforcement authorities in planning and conducting law enforcement activities and operations on school property.

The Board shall, therefore, establish a formal Memorandum of Agreement with the appropriate law enforcement authorities and set forth the following policies and procedures after consultation with the county prosecutor and approval by the county Superintendent of Schools of schools. The Memorandum of Agreement shall be consistent with the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials (1999 Revisions).

#### Law Enforcement Liaison

In order to ensure that such cooperation continues, the Board directs the Superintendent of Schools to designate a school district liaison(s) to law enforcement agencies and to prescribe the roles and responsibilities of the school liaison(s). Such assignment shall be in accordance with the district's collective bargaining agreement, if applicable.

#### Undercover Operations

The Board hereby recognizes that the Superintendent of Schools may request that law enforcement authorities conduct an undercover operation in the school if he/she has reason to believe that drug use and/or drug

trafficking is occurring in the school and that a less intrusive means of law enforcement intervention would be ineffective. The Board hereby authorizes the Superintendent of Schools to request such intervention under these circumstances. The Board recognizes that the Superintendent of Schools is not permitted to ask the Board's approval for his/her action and is not permitted to discuss any aspect of the undercover operation until authorized to do so by law enforcement authorities.

The Board recognizes that law enforcement authorities may contact the Superintendent of Schools to request that an undercover operation be established in a district school. The Board recognizes that the Superintendent of Schools is prohibited from discussing the request with the Board. The Board hereby authorizes the Superintendent of Schools to act upon any such request in the manner that he/she determines is in conformity with the law and the Attorney General's Executive Directive 1988-1 and that is in the best interests of the students and the school district.

The Board directs the Superintendent of Schools and school principal to cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The Superintendent of Schools, principal, or any other school staff or district Board member who may have been informed about the undercover operation is required to immediately communicate information to the county prosecutor or designee if the integrity of the undercover school operation has been compromised in any way.

At the completion of an undercover operation in a school, and with the consent of the appropriate law enforcement authority, the Superintendent of Schools shall report to the Board regarding the nature of the operation, the result of the operation, and any serious problems encountered during the operation.

#### Summoning Law Enforcement Authorities onto School Property for the Purpose of Conducting Investigations, Searches, Seizures & Arrests

Any school employee who has reason to believe a student(s) or a staff member(s) is using or distributing controlled dangerous substances, including anabolic steroids, or drug paraphernalia on school premises shall bring that information to the school principal who, in turn, shall report same to the Superintendent of Schools. The Superintendent of Schools shall immediately report that information to the appropriate law enforcement agency. If, after consultation with the law enforcement official, it is determined that further investigation is necessary, the Superintendent of Schools will cooperate with the law enforcement authorities in accordance with the law and administrative code. He/she will provide the officials with a room in an area away from the general student population in which to conduct their law enforcement duties. If law enforcement officials do not choose to investigate the incident, the Superintendent of Schools may continue the investigation to determine if any school rules have been broken and whether any school discipline is appropriate.

If an arrest is necessary, and no exigent circumstances exist, the Superintendent of Schools and staff will cooperate with the law enforcement officials and provide them access to the office of a school administrator or some other area away from the general student population. Every effort shall be made to enable law enforcement personnel to carry out the arrest in a manner that is least disruptive to the educational environment. The Superintendent of Schools or the principal shall immediately notify the student's parent/guardian whenever a pupil is arrested for violating any laws prohibiting the possession, use, sale, or distribution of any controlled substance or drug paraphernalia.

Whenever the police have been summoned to a school building by the Superintendent of Schools, he/she shall report the reason the police were summoned to the Board President.

### Student Searches and Securing Physical Evidence

The principal or his/her designee may conduct a search of a student's person or belongings if the search is necessary to maintain discipline and order in the school, and the school official has a reasonable suspicion that the student is concealing contraband. All searches and seizures conducted by designated school staff shall comply with the standards prescribed by the United States Supreme Court in New Jersey v. T.L.O., U.S. 325 (1985), and the New Jersey School Search Policy Manual.

If, as a result of the search, a controlled dangerous substance or drug paraphernalia is found, or if a controlled dangerous substance or drug paraphernalia is by any means found on school property, the individual discovering the item or substance shall immediately notify the Principal. The Principal shall immediately notify the Superintendent of Schools who shall immediately, in turn, notify the appropriate law enforcement agency.

The principal shall ensure that the controlled or dangerous substance and/or drug paraphernalia is labeled and secured in a locked cabinet or desk until law enforcement officials pick it up. The principal shall then contact the student's parents/guardians to inform them of the occurrence.

Whenever law enforcement officials have been called into the school, and a search of a student's person or belongings is necessary, or an interrogation is to be conducted, the Superintendent of Schools shall request that the law enforcement officials conduct the search, seizure, or interrogation.

### Police Presence at Extracurricular Activities

The Superintendent of Schools is hereby authorized to contact the appropriate law enforcement agency and arrange for the presence of an officer(s) in the event of an emergency or when the Superintendent of Schools believes that uniformed police presence is necessary to deter illegal drug use or trafficking or to maintain order or crowd or traffic control at a school function.

### Resolving Disputes Concerning Law Enforcement Activities

The Board authorizes the Superintendent of Schools to contact the chief executive officer of the law enforcement agency involved with any dispute or objection to any proposed or ongoing law enforcement operation or activity on school property. If for any reason the dispute or objection is not satisfactorily resolved with the chief executive officer of the agency, the Superintendent of Schools shall work in conjunction with the county prosecutor and, where appropriate, the division of criminal justice to take appropriate steps to resolve the matter. Any dispute that cannot be resolved at the county level shall be reported to the Board and shall be resolved by the attorney general whose decision will be binding.

### Confidentiality of Pupil Involvement in Intervention & Treatment Programs

Nothing in this policy shall be construed in any way to authorize or require the transmittal of any information or records that are in the possession of a substance-abuse counseling or treatment program including, but not limited to, the school district's own substance abuse programs. All information concerning a pupil's or staff member's involvement in a school intervention or treatment program shall be kept strictly confidential. See 42 CFR 2 and NJAC 6A:16-6.5.

### Procedures

#### Identification and Remediation of Pupils Involved with Substances

1. Teaching staff members shall be alert to the signs of a pupil's involvement with substances, in accordance with the training offered in in-service training sessions.
2. A teaching staff member who suspects that a pupil is involved with substances, but not under the

influence of them, should refer the pupil to the School Nurse, the School Psychologist, or another professional staff member or trained resource person, as appropriate. The staff member shall notify the Principal of the referral. If appropriate, the Principal should notify the pupil's parents/guardians of the referral and discuss with the parents/guardians the possibility of medical or therapeutic treatment.

3. When a pupil involved with substances, but not under the influence, has discussed his/her involvement with a teaching staff member with an expectation of confidentiality, the staff member may respect that confidence. The teaching staff member should encourage the pupil to seek aid from a professional trained in counseling and to confide in his/her parents/guardians. When the staff member believes that the pupil requires professional counseling or intervention that the pupil will not seek on his/her own, the staff member may report the pupil to the Principal who shall determine whether to notify the pupil's parents/guardians and may report the pupil to an appropriate district professional or trained resource person or to an appropriate agency for evaluation and possible treatment.

#### Reporting and Examination of Pupils Under the Influence of Anabolic Steroids

1. Whenever any teaching staff member, the School Nurse or other educational personnel have reason to believe that a pupil has used or may be using anabolic steroids, that person must report the matter as soon as possible to the Principal or, in the Principal's absence to the Superintendent and to the School Nurse or to the School Psychologist.
2. The Principal/designee in response to every report shall immediately notify the pupil's parents/guardians and the Principal.
3. The Principal shall arrange for the immediate examination of the pupil by a physician licensed to practice medicine or osteopathy selected by the parents/guardians. If the physician selected by the parent/guardian is not available to perform the examination, the examination will be conducted by the School Physician. An examination conducted at parental request by a physician other than the School Physician shall not be at district expense.
4. The pupil shall be examined as soon as possible for the purpose of determining whether the pupil has been using anabolic steroids.
5. A written report of the examination of the pupil shall be furnished by the examining physician to the pupil's parents/guardians and to the Principal.
6. If it is determined that the pupil has been using anabolic steroids, the pupil and others shall be interviewed by the School Nurse, School Psychologist, or School Social Worker to assess alcohol and other drug abuse for the purpose of determining the extent of the pupil's involvement with substances and the possible need for referral for treatment. In order to make this determination, the staff member may conduct a reasonable investigation which may include interviews with the pupil's teachers and staff. The school staff member may also consult with physicians and such experts in the field of substance abuse as may be appropriate.
7. If it is determined that the pupil's use of steroids represents a danger to the pupil's health and well-being, the School Nurse, School Psychologist, or School Social Worker shall initiate a referral for treatment to appropriate community agencies as defined in NJAC 6A:126-4.1(b), to out-of-state agencies licensed by the appropriate state regulatory agency for alcohol and other drug services, or to private practitioners certified by appropriate drug and alcohol licensing boards.

#### Evaluation and Treatment of Pupils Under the Influence of a Substance Other Than Anabolic Steroids

1. Any educational staff member or other professional to whom it appears that a pupil may be currently under the influence of alcohol or other drugs on school property or at a school function shall report the matter as soon as possible to the School Nurse and the Principal, or, in the Principal's absence, to a person designated by the Principal as required in NJSA 18A:40A-12. If the Superintendent of Schools and the School Nurse are not in attendance, the staff member responsible for the function shall be notified. The Principal shall complete the

Violence, Vandalism and Substance Abuse Incident Report according to NJSA 18A:17-46 and NJAC 6A:16-5.3

2. The Principal/designee, in response to every report shall immediately notify the pupil's parents/guardians.

3. The Principal/designee, in response to every report shall arrange for the immediate examination of the pupil for the purposes of determining whether the pupil is under the influence of alcohol or other drugs,

other than anabolic steroids. The medical examination shall be performed by a physician licensed to practice medicine or osteopathy selected by the parents/guardians. If the physician selected by the parent/guardian is not available to perform the examination, the examination will be conducted by the School Physician or the hospital from which drug screening services have been contracted for examination. The pupil shall be accompanied by the pupil's parents/guardians if available and by a member of the school staff appointed by the Principal. Permission of the parents/guardians is not required for the School Physician or hospital examination. The parents/guardians may, but are not required to accompany the pupil to the School Physician or the hospital. The Principal/designee will supervise the pupil while the pupil is waiting for the parents/guardians to take the pupil to the physician or waiting for and receiving the examination by the School Physician or in the hospital. An examination conducted by a physician selected by the parents/guardians shall be at the expense of the parents/guardians and shall not be at the expense of the school district. An examination conducted by the School Physician or by a physician at the hospital shall be at the expense of the school district.

4. The school district, in cooperation with the medical professional licensed to practice medicine or osteopathy will establish the minimum requirements to be used for these medical examinations conducted in accordance with NJAC 6A:16-4.3 et. seq. The minimum requirements will be periodically reviewed and updated as needed. Any substance screening conducted by the School Nurse and/or other staff member is not a substitute for the medical examination required in NJSA 18A:40A-12.

5. A written report of the examination of the pupil shall be furnished by the examining physician to the pupil's parents/guardians, the Principal, and to the Superintendent of Schools within twenty-four hours of the referral of the pupil for suspected drug or alcohol use. An examination conducted by a physician other than the School Physician or hospital shall not be at the expense of the district.

6. When the medical examination is performed by a physician other than the School Physician, the parent/guardian is required to verify that the medical examination was performed within twenty-four hours of the referral of the pupil for suspected drug or alcohol use. The verification will include the printed name, address and phone number, and signature of the examining physician indicating the required report is pending and the date by which it will be provided.

7. If the written report of the examination is not submitted to the parent/guardian, Principal or Superintendent of Schools within twenty-four hours of the referral of the pupil; the pupil will be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the physician.

8. If the written report of the medical examination verifies that alcohol or other drugs do not interfere with the pupil's ability to perform in school, the pupil will be immediately returned to school.

9. If there is a positive determination from the medical examination indicating the pupil's alcohol or other drug use interferes with his/her physical or mental ability to perform in school, the pupil will be returned to the care of the parent/guardian as soon as possible. Attendance at school will not resume until a written report has been submitted to the parents/guardians, Principal and Superintendent of Schools from the physician who has examined the pupil to determine whether alcohol or other drug use interferes with his/her physical or mental ability to perform in school. The report must verify that the pupil's alcohol or drug use no longer interferes with the pupil's physical and mental ability to perform in school. Removal of a pupil with a disability shall be in accordance with NJSC 6A:14-2.8.

10. Refusal of a parent/guardian to comply with NJSA 18A:40A-12 that frustrates the operation of these regulations and the return of the pupil to school shall be deemed to have violated the Compulsory Education Act NJSA 18A:38-25 and 18A:38-31 and or the child neglect laws pursuant to NJSA 9:6-1 et seq., and may be subject to prosecution. Furthermore, refusal or failure of a pupil to comply with NJSA 18A:40A-12 shall be

handled by the district in accordance with NJAC 6A:16-4.1(c)2.

11. While the pupil is home because of the medical examination or after the pupil returns to school, the School Nurse, School Psychologist, or School Social Worker shall (1) conduct an alcohol and other drug assessment of the pupil and a reasonable investigation of the situation for the purpose of making a preliminary determination of the pupil's need for educational programs, supportive services or treatment

which extends beyond the general school programs by virtue of the use of alcohol or other drugs by the pupil. The findings of the assessment alone shall not prevent a pupil from attending school; and (2) cooperate with community agencies as defined in NJAC 6A:16-4.1(b) and juvenile justice officials in providing evaluation, referral and continuity of care for substance abuse treatment.

12. While the pupil is at home because of the medical examination or after the pupil returns to school, the Principal or Superintendent of Schools may recommend or require alcohol and other drug assessments of the pupil or evaluation by appropriately certified or licensed professionals to make a positive determination of a pupil's need for programs and services which extend beyond the general school program, as necessary. The findings of these additional evaluations alone shall not be used to prevent a pupil from attending school.

### Presence of Substances on School Premises

1. A pupil's person, effects or school storage places may be searched for substances in accordance with Board policy.

2. The Principal conducting the search shall confiscate as evidence any substance found in the pupil's possession. Any controlled dangerous substances as defined in NJSA 23:21-1 or NJSA 2C:35-2, including controlled dangerous analogs and drug paraphernalia, shall be handled in accordance with regulations. Any substance or evidence of the use of a substance other than a controlled dangerous substance shall be sealed in an appropriate container and labeled with the date, name of the pupil, and the name of the school official who conducted the search and found the drug or evidence. The evidence shall be locked in a secure place until it is no longer required for a determination of the pupil's involvement with a substance other than a controlled dangerous substance.

3. The Principal has the right to search the pupil's person, property and locker. If a pupil refuses to consent to a search of his person or property, that pupil is presumed to be in possession and will be treated as such.

### Discipline

1. Any violation of Board of Education rules prohibiting the use, possession and/or distribution of a substance is a serious offense, and the pupil who violates a substance abuse rule will be disciplined accordingly. Repeated violations are more severe offenses and warrant stricter disciplinary measures. Pupils who violate the substance abuse rules will be disciplined as follows:

- First Offense: Student will be suspended for a minimum of five school days. Remittance will be conditional on a statement from the examining physician that the student is not under the influence of alcohol or a dangerous controlled substance. The student will be required to attend a specific number of counseling sessions with either school personnel or an outside agency. The Principal shall file a New Jersey Department of Education Violence, Vandalism and Substance Abuse Incident Report.

- Second Offense: Student will be suspended for ten school days. Readmittance will be conditional on a statement from the examining physician that the student is not under the influence of alcohol or a dangerous controlled substance. The student will be required to attend a specific number of counseling sessions with either school personnel or an outside agency. The Principal shall file a New Jersey Department of Education Violence, Vandalism and Substance Abuse Incident Report.

- Third Offense: The same as the Second Offense
2. In accordance with NJAC 6A:16-4.1(c), the following disciplinary action will be taken in the event that pupil does not follow through on the recommendations of an evaluation for alcohol or other drug agues and related behaviors:
- First Offense: In the case that an obligation is not satisfied during the suspension period or after the pupil returns to school, the pupil will not be allowed to return to school or can be removed from school until all obligations are fulfilled.
  - Second Offense: The same as the First Offense
  - Third Offense: The same as the First Offense

Student Returning from Rehabilitation

Any student returning to school from a rehabilitation program shall be subject to support services. Such services shall be designed by the Principal, School Nurse and School Psychologist as they deem most appropriate.

Procedures – Suspected Drug Use

1. Teacher informs:
  - School Nurse
  - Principal
2. Principal/designee informs:
  - Parent/guardian
  - Superintendent of Schools
3. Principal/designee arranges for an immediate examination of pupil by:
  - Physician selected by parent/guardian; or
  - School Physician; or
  - Physician in hospital from which drug screening services have been contracted.
4. Principal/designee will arrange for disciplinary action if administration feels such is warranted.

Procedures – Suspected Drug Possession

1. Teacher will:
  - Question student
  - Report student and call Principal
2. Principal/designee will inform:
  - Parent/guardian
  - Superintendent of Schools
  - School Nurse



- Police
- 3. Principal/designee arranges for an immediate examination of pupil by:
  - Physician selected by parent/guardian; or
  - School Physician; or
  - Physician in hospital from which drug screening services have been contracted.
- 4. Principal/designee has the right to search the student's person, property or locker.
- 5. Principal/designee will arrange for disciplinary action, if administration feels such is warranted.

#### In-service Training

The Superintendent of Schools will ensure that all district employees receive annual in-service training to make them aware of their responsibilities in accordance with Board policies and NJAC 6A:16-3.1.

#### Drug-Free School Zone

Fairfield Township School is located within a drug-free school zone. Any person caught with drugs in his/her possession or dealing or using drugs will be subject to a mandatory jail sentence, loss of license for a period of time and possible expulsion from school.

#### Annual Review

The Board will review annually the effectiveness of these policies and the Memorandum of Agreement entered into with the appropriate law enforcement agency. As part of this review, the Board will **consult with the county Superintendent of Schools, local community members, and the county prosecutor's office.**

#### Availability of Policy

The policies and procedures contained herein shall be made available to all staff, pupils, and parents/guardians on an annual basis.

#### Legal References

NJSA 2A:62A-4 Reports by educational personnel on dependency upon or illegal use of controlled dangerous substances or use of intoxicating vapor releasing chemicals; immunity from liability  
 2C:29-3a Hindering apprehension or prosecution  
 2C:33-15 Possession or consumption of alcoholic beverage by person under legal age, penalty  
 2C:33-16 Alcoholic beverages; bringing or possession on school property by person of legal age; penalty  
 2C:33-17 Offer or service of alcoholic beverage to underage person; disorderly persons;  
 2C:35-1 et seq. New Jersey Comprehensive Drug Reform Act of 1987  
 9:6-1 et seq. Abuse abandonment, cruelty, and neglect of child; what constitutes  
 9:17A-4 Consent by minor to medical care or treatment; venereal disease, sexual assault or drug use or dependency; notice and report of treatment; confidentiality  
 18A:25-2 Authority over pupils  
 18A:36-19.2 Student locker or other storage facility; inspections; notice to students  
 18A:37-1 Submission of pupils to authority  
 18A:37-2 Causes for suspension or expulsion of pupils  
 18A:38-25 Attendance required of children between six and sixteen, exceptions  
 18A:38-31 Violation of article by parents or guardian, penalties  
 18A:40A-1 et seq. Substance abuse  
 24:21-2 Definitions (New Jersey controlled dangerous substances)  
 26:3D-55 et seq. New Jersey Smoke-Free Air Act

P.L. 2005, c. 209 Random student drug testing  
NJAC 6A:8-3.1 Curriculum and instruction  
6A:9-13.2 Substance awareness coordinator  
6A:14-2.8 Discipline/suspension/expulsion  
6A:16-1.1 et seq. Programs to Support Student Development  
6A:32-13.1 et seq. Pupil Behavior  
Drug Free Workplace Act of 1988 Enacted November, 1988 (Pub. L. 100-690, Title V, Subtitle D) 102 Stat. 4305-4308  
Regulations Under Drug Free Workplace Act, C.F.R. 4946 (1/31/89)  
42 CFR Part 2--Confidentiality of alcohol and drug abuse patient records  
F.G. v. Bd. of Ed. of Hamilton, 1982 S.L.D. 382  
G.L.H. v. Bd. of Ed. of Hopewell Valley Regional School District, et al., 1987 S.L.D. April 20, aff'd St. Bd. 1987 S.L.D. Sept. 2  
State in the Interest of T.L.O. 94 N.J. 331 (1983), Rev'd, 469 U.S. 325 (1985) State of New Jersey v. Jeffrey Engerud, 93 N.J. 308 (1983)  
In the Matter of the Tenure Hearing of Graceffo, 2000 S.L.D. (September 2002)  
Board of Education of Independent School District No. 92 of Pottawatomie County et al. v. Earls et al., 536 U.S. \_\_\_\_\_ (2002)  
The New Jersey School Search Policy Manual, New Jersey Attorney General  
A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials Possible Cross References 1330, 1410, 4131.1, 4231.1, 5114, 5124, 5125, 5131, 5131.7, 5141.3, 5141.21, 5145.12, 6145.1/6145.2, 6145.7, 6154, 6172, 6173

## Appendix G Policy #1250 Visits to the Schools

### Fairfield Township Board of Education District Policy Manual

Community Relations

Series 1000

Visits to the Schools

Policy 1250

Date Adopted: February 2, 2000

Date Revised: November 20, 2008, December 17, 2009,  
December 21, 2010, May 28, 2015

The Board of Education welcomes and encourages visits to school by parents, Board members, other adult residents of the community, and interested educators, when appropriate. In order for the educational program to continue undisturbed when visitors are present, and to prevent the intrusion of disruptive persons into the schools, the following procedures have been established:

- A. All visitors shall be required to report directly to the Security Aide on duty upon entering the building, and are to sign in and secure a visitor's pass. Should the Security Aide be unavailable, visitors must report directly to the Main Office. Board Members will report to the Board Office to sign-in. At which time, they will receive an identification badge to be returned to the Board Office upon signing out. Board Members visiting the school shall be required to follow the same requirements as any other visitor and they shall not visit the school in an official role unless delegated by the full Board.
- B. A "visitor" is anyone other than a student enrolled in or a staff member employed in the school. Visitors may not consult with the teaching staff or pupils during class time without the permission of the Superintendent/Principal or designee. Visitors are not to monitor students.
- C. When the parental rights of a parent have been terminated by a court of appropriate jurisdiction, the legal guardian must inform the school so that the administration may apply appropriate regulations related to visitations. The Superintendent/Principal shall seek confirmation of legal custodianship where necessary.
- D. Persons may not visit the school during school hours for the purpose of recommending or exhibiting books, maps, etc. to staff.
- E. No visitor shall be allowed to deliver any address, lecture or provide instruction on any subject unless authorized by the Superintendent/Principal or designee.
- F. All visitors to the school must obey no smoking regulations and any other regulations designed to ensure orderly operating of the school. All persons violating this policy shall be considered "disorderly persons" and subject to appropriate action.

#### After Hours Visits to the School

Visitors are not permitted to enter the school building after the school office has closed for the day or when school is not in session, other than at times when special, after hours events are being held at the school.

In order to protect pupil, district and staff property, and to ensure pupil safety and anonymity, no visitor shall be permitted to enter the school building, classrooms or other school rooms unless accompanied by an authorized district employee.

Employees are not permitted to allow entry to the school building, classrooms or other schoolrooms by visitors after hours. Employees who violate this policy shall be subject to disciplinary action, including termination.

Visitors who violate this policy may be considered to be trespassing and may be subject to prosecution.

Volunteers or other persons who may be in the school after hours shall not allow access to the school building, classrooms or other school rooms by others. Doing so compromises the safety, privacy and possessions of the district, employees and students. Violators of this policy may be subject to actions to be taken by the Board of Education.

### School Visitation Procedures

- A. Any person wishing to visit a classroom during the school day must request permission from the Superintendent/Principal or designee a minimum of 48 hours in advance.
- B. The Superintendent/Principal or designee will consult the classroom teacher regarding the convenience of the proposed visit, and arrange accordingly.
- C. The time limit of visits shall be set by the Superintendent/Principal.
- D. No visitor shall interrupt the presentation of a lesson, talk to the students or distract the teacher's attention from the students.
- E. For the safety and security of our students and staff, a visitor must report to the office before visiting a classroom. It is the duty of every teacher and staff member upon seeing a stranger in the building to ask if they have been to the office. If the visitor has not, he/she should be directed to the office and the teacher should notify the office of the presence of the visitor, immediately.
- F. All bags and vehicles of a visitor are subject to being searched.

Parents/guardians of students, Board Members and other visitors shall always be made to feel welcome in the building while on school business. All visitors are to sign-in at the main office, show proper identification and otherwise follow such regulations as may be promulgated by the Superintendent/Principal.

All visitors, including parents/guardians and other visitors with a legitimate reason who want to make classroom visits are required to report to the school office, sign-in and obtain advance permission from the Superintendent /Principal. All classroom visits must be scheduled a minimum of 48 hours in advance.

When the parental rights of a parent/guardian have been terminated by a court of appropriate jurisdiction, the legal guardian must inform the school so that the administration may apply appropriate regulations.

All visitors to the school must abide by the law of no smoking on school property.

Any person violating this policy shall be considered a "disorderly person" and subject to action in accordance with the appropriate statutes.

### School Access & Security

1. The Superintendent /Principal will establish sign-in procedures for all visitors to a school. For the purposes of this policy and regulation, a "visitor" is defined as anyone who wishes to gain entrance to the school who is not an employee or student. The sign-in sheet is to be maintained by school secretary or a designee of the Superintendent/Principal. The sign-in sheet must minimally contain the following information: first and last name of visitor; date; time in; time out; and reason for the visit.
2. The Superintendent /Principal will ensure that the main entry to the school is the only point of entry for visitors. All other entry doors will be locked and posted with a sign directing visitors to the main entrance of the school.
3. The main entry to the school will be posted with a sign and map directing visitors to the main office to sign in. Where practical, entry to each building will be via a door with an intercom system and electronic striker operated from within the main office.
4. Upon sign-in, visitors will be issued a Visitor's Badge that will list their name and the date. The badge is

to be returned to the secretary or designee when the visitor signs out.

5. Staff who invite multiple visitors into the school for any purpose will notify the Superintendent/Principal in advance, where possible, so that he/she is aware of the program.
6. Secretaries will encourage visitors who arrive without notice to make an appointment for a later visit. Impromptu parent-teacher conferences will be discouraged unless special circumstances exist. Under no circumstances will any visitor to the school be permitted to deliver anything to a child's classroom. Items to be delivered to a child will be held in the main office and the child called to the office to retrieve them.
7. Visitors who have established a bona fide reason to visit the school will be encouraged to schedule such appointments before or after the school day in order to minimize disruption to the educational program.
8. Parent/guardian visitations for the purpose of observing instruction in their child's classroom shall be arranged only in the event that a compelling need is established by the parent/guardian. Such observations shall be arranged at least one week in advance by the Superintendent/Principal and the teacher. A parent/guardian who arranges to observe instruction in accord with this regulation may not videotape instruction, nor may there be any interaction with any child or adult in the room.
9. The Superintendent/Principal may retain approved security personnel to assist with crowd control at sporting events, dances and similar activities.
10. Visitors who refuse to abide by the rules of conduct established by the Board of Education may be asked to leave the school building by the Superintendent/Principal or his/her designee. Refusal to leave the school premises when so asked, may result in prosecution as a disorderly persons offense under NJSA 2C:33-2

#### Regulations/Procedures to be Followed When Visiting the Schools

1. Parents/guardians of students, Board Members and other visitors shall always be made to feel welcome in the building on business.
2. All visitors, other than Board Members, are to:
  - Sign-in on a chronological log at the main school office
  - Show proper identification to the Secretary/Security Aide
  - State the reason for their visit
3. The Secretary/Security Aide will then contact the appropriate authority.
4. Teachers are not to be contacted directly when visitors are calling for them unless the teacher has notified the secretary of the visit in advance.
5. The Superintendent/Principal, and in his/her absence the Vice Principal, shall be informed and he/she will make the decision as to whether to call the teacher.
6. All visitors, including parents/guardians and other visitors with a legitimate reason, who want to make classroom visits, are required to obtain advance permission form the Superintendent/Principal. All classroom visits must be scheduled a minimum of 48 hours in advance. After receiving the advance permission, the visitor will follow normal sign-in procedures in the main school office.
7. In the event of an emergency evacuation or drill, a main office secretary will take the chronological log with him/her and inform the Superintendent/Principal if anyone is visiting during the evacuation.

#### Legal References

NJSA 2C:18-3 Unlicensed entry of Structures, defiant trespasser; peering into dwelling places; defenses  
2C:33-2 Disorderly conduct  
18A:11-1 General mandatory powers and duties  
18A:54-20 Powers of board (county vocational schools)  
N.J.S.A. 26:3D-55 et seq. New Jersey Smoke-Free Air Act

#### Possible Cross References

1220, 3327, 3515, 4131/4131.1, 5020, 5124, 5125, 5142, 5145.11, 6144, 9010

## Appendix H Policy#5132 Student Dress Code

**STUDENT DRESS CODE:** The Board of Education recognizes that a neat and appropriate appearance reflects positively on the individual student as well as on the school as a whole, and can contribute to educational success. Students are expected to come to school clean, neat, well groomed and appropriately dressed. It is the responsibility of both parents and students to ensure all clothing worn in Fairfield Township School is "modest and appropriate." Fairfield Township School affirms that acceptable standards for students are predicated on decency, neatness, cleanliness and safety. Dress for school must not distract from nor disrupt the educational process.

### **FAIRFIELD TOWNSHIP SCHOOL STUDENT DRESS CODE GUIDELINES**

1. Clothing with inappropriate, suggestive or derogatory pictures or phrases may not be worn.
2. Clothing must cover undergarments as well as the torso areas of the body (between the shoulders and the top of the legs, front and back). Pants are to be worn at the waistline with no undergarments and no part of the torso visible, including when students are seated. All tops must be high enough at the neckline to completely cover any cleavage. Any top with a neckline that might expose cleavage must be worn with a top with a higher neckline **UNDERNEATH**. **No tank tops or spaghetti strap tops are permitted.**
3. Shorts and skirts are to be respectable and of modest length.
4. No headwear is to be worn in the building during the school day. This includes, but is not limited to: hat, bandana, scarf, earmuffs, sunglasses, or any other head covering, including hoods. (Exception: Any headwear worn for religious beliefs with the appropriate documentation)
5. Coats, jackets, or vests designed as outerwear are not to be worn during the school day, and must be secured in the lockers at the beginning of the school day 6. Students must wear suitable footwear at all times. For safety reasons, types of footwear that are **BOTH open-toed and backless are not permitted**. No slippers, flip flops, soccer sandals, shower sandals and other types of footwear associated with these types of footwear are permitted. In order to protect the school's flooring, types of footwear with cleats or metal attachments are not permitted.
8. Clothing with frayed edges or visible holes must have a layer of clothing under the frayed item.
9. Clothing that reveals excess body parts must be covered up. 10. Any mode of dress which presents a safety hazard, health hazard, or distraction to others may not be worn. In addition, clothing promoting offensive or obscene material is prohibited. The determination of the appropriateness of any mode of dress is at the discretion of the school administration.

It is the responsibility of the individual students and their parents to understand and request clarification about the dress code. It will be assumed that all students understand and will follow the dress code. Once a warning has been documented, students will be subjected to disciplinary action for repeated dress code violations.

Here are some helpful hints on what to wear:

## Fairfield Township School Student Uniforms

### POLO TOPS

#### Colors:

- Royal
  - Navy
  - Light Blue
  - White
  - Black
- 
- Must be tucked in
  - Can be short or long sleeve
  - Cardigans: navy, black, or royal



### BOTTOMS



- If bottoms have loops, plain belts must be worn (grades 3-8)
- Tights under dresses/jumpers must be royal, navy, black, white, or skin-toned
- No jeans,
- No leggings or stretch pants, tights

### COLORS:

- Khaki
- Black
- Navy

#### Options:

- Slacks
- Shorts
- Skirts/Skorts
- Dresses/Jumpers



## FOOTWEAR



- **Must cover the entire foot**
- **Any color**
- **No heels, wheels, lights or slippers**



## HOODIES

Spirit wear Hoodies and school color approved hoodies may be worn with the hood down at all times.





## **Jaguar Spirit Day:**

Most Fridays, students will be asked to participate in the \$1 Jaguar Spirit Dress down day fundraiser voluntarily. Students participating in the Jaguar Dress down day are encouraged to wear Jaguar colors or Jaguar animal prints. School colors are Royal Blue, Gold, Yellow, Navy, or White with jeans. Students may also wear Jaguar paraphernalia purchased via the website or school fundraiser. The Jaguar animal print is brown and black.

Although we understand that purchasing the t-shirts may pose a financial hardship, hence the ability to wear standard colors with school-appropriate jeans.

Parents and guardians are encouraged to make their own Jaguar t-shirts or sweatshirts. You are not required to purchase t-shirts, etc., from the school. However, purple, red, and other colors that are not school colors are NOT Jaguar wear, leading to mass confusion and “free for all” during the 2022-2023 school year. Wearing other colors that are simply not Jaguar wear or spirit undermines the spirit and purpose of the activity. Please, let’s have a day that we all can enjoy! Before students leave for school, they should wear appropriate clothing and presumably has the permission of their parents/guardians to dress in said attire. So, if your student does not adhere, a parent/guardian will be notified.

So, please adhere to the criteria. Jaguars are not red, purple, or pink. The school colors are Navy blue, royal, and gold, hence the school spirit.

Participation in Jaguar dress-down days is voluntary. To promote the involvement in consideration of financial support, students who earn Jaguar bucks may also use bucks to purchase a dress-down pass.

In the spirit of honoring Jaguar Dress down day, we will request that students adhere to the set criteria of school colors and. or paraphernalia to avoid inappropriate dress.

Information on specific dress-down days is forthcoming, and families will be notified accordingly. All students are expected to dress in school appropriately.

## **Color Days/Thematic Dress-down Days, etc.:**

The school wants to encourage creativity and fun; therefore, there will be color and thematic dress-down days. Students will be asked to voluntarily wear a specific color with Jeans or school bottoms for \$1. They will not be required to participate in the color or thematic day. Jaguar bucks may not be applicable to purchase as a color day or thematic dress-down pass.

Carefully review the flier in preparation for each dress-down activity. Please ensure that you have adequate information regarding the type of dress-down day and what is required before sending your child to school.

Students that do not adhere to the dress code or criteria of dress down day or color/thematic dress down days parent/guardian will be notified will be subject to disciplinary action, and may be asked to change their attire and placed in an alternative setting until the teacher, nurse, or parent has made arrangements/guardian.

# Fairfield Township Board of Education District Policy Manual

**Students**

**Series 5000**

**Student Dress Code**

**Policy 5132**

Date Adopted: March 29, 2007

Date Revised: May 29, 2008, Mar. 22, 2010, July 28, 2011,  
Aug. 23, 2012, July 25, 2013, Aug. 22, 2013, Feb. 26, 2015,  
Dec. 17, 2015, March 24, 2016, Jan. 12, 2017, Sept. 17, 2018,  
Aug. 11, 2022, Oct. 12, 2022, March 10, 2023, Sept. 14, 2023

Page 1 of 4

The Board of Education believes that neatly attired students take pride in themselves; therefore, they are more likely to practice habits of self-discipline and display a positive attitude and demeanor in the school setting. Therefore, school uniforms shall be worn since they have been requested by the principal, staff and parents. The school principal shall ensure that assistance is provided to economically disadvantaged students. The assistance may include, but not be limited to, providing information about how and where to obtain the uniform considering the parent's budget limitations. The specific uniform has been determined by the principal, staff and parents of the individual school as appears below. Any changes to the required uniform must be approved by the Board of Education not less than three months before implementation.

This policy shall not preclude students who participate in a nationally recognized youth organization, which is approved by the Board of Education, from wearing uniforms to school on days that the organization has scheduled a meeting. The principal may authorize exceptions to the uniform requirements on an individual event basis such as Individual Picture Day, Spirit Day or Character Ed activities.

In addition, the following general dress code regulations apply:

1. All students are expected to wear the entire uniform at all times whenever they are on school property or are attending a school activity unless permission is expressly granted for a game or dance, etc.
2. Transfer students will be allowed two days' grace time to acquire the uniform.
3. Total uniform must be visible at all times. No hats (or headgear of any type) may be worn indoors unless during character education or designated student activities such as but not limited to **Dr. Seuss or Drug awareness week activities**
4. No coats, jackets, or other outerwear, may be worn indoors.
5. No decorations, logos or writing allowed on the outside of the uniform. Polo style shirts, long/short sleeve tee-shirts, and crew/zip hooded sweat shirts with the school logo may also be worn.
6. No large jewelry; if worn, necklaces must be worn under the tops.

The following are examples of unacceptable attire for students during school hours:

1. Torn and/or dirty clothing
2. Tight/form-fitting clothing
3. Dark eye glasses (except for medical reasons)
4. Combs and picks worn in the hair
5. Any accessory that may be used as a potential weapon.

## Fairfield Township Board of Education District Policy Manual

**Students**

**SeriesS000**

**Student Dress Code**

**Policy 5132**

Page 2 of 4

6. Any gang-related accessory.
7. Students that are in 7<sup>th</sup> and 8<sup>th</sup> grade must wear their ID badge on a daily basis. If a student loses their ID badge, a \$3.00 replacement fee will be charged.

The approved uniform shall consist of:

### Shirts & Tops

- Permitted colors for shirts, sweatshirts, hoodies and sweaters are royal blue, light blue, navy blue, yellow, black, gray and white. No other colors are permitted;
- Long or short sleeve polo style shirt with a collar (Must not be tight, form-fitting or oversized, no tee-shirts with the exception of school logo and/or name.)
  - Tops must be worn tucked into bottoms or tucked in and bloused;
- A royal blue, black or navy- blue cardigan (without hoods) may be worn in addition to a polo shirt with the exception of school logo and/or name;
- Turtlenecks, if worn, must be worn under the polo shirt and be royal blue or navy blue;
- Undershirts may be short-sleeved or long-sleeved and may be solid white, solid royal blue, solid black or solid navy blue only. No other color undershirt is permitted.
- No tops containing logos, writing or other illustrations may be worn, with the exception of the Fairfield Township School logos and/or name, which include long/short sleeve tee-shirts and crew/zip hooded sweat shirt.

### Bottoms

- Permitted Colors - Khaki, Navy Blue & Black
- Slacks;
- Skirts, jumper dresses, shorts and ~~skorts~~ must be no shorter than 2 inches above the knee;
- Capri pants;
- Yoga attire is not permitted.

### Bottom Guidelines

- All bottoms must be proper fit (not tight, not baggy and worn at the waistline.);
- Tights must be neutral (skin-toned), royal blue, navy blue, black or white.

### Footwear

- Shoes, sneakers and athletic shoes of any color are permitted;
- Boots, with no ornamentation other than a company name are permitted in any solid color;
- Shoe laces or Velcro closure straps must be same color as the shoes;

## Fairfield Township Board of Education District Policy Manual

Students

Series 5000

Student Dress Code

Policy 5132

Page 3 of 4

- All footwear must cover the entire foot;
- Open toe shoes and flip-flops are not permitted;
- No heels;
- No bedroom slippers;
- Footwear must be tied or Velcro closure strapped at all times;
- Shoes with wheels and/or lights are not permitted.

### Socks

- Tights / stockings are acceptable;
- Leggings, below or at the knee may be worn under shorts, skorts or jumpers and must not contain sparkles, names, faces;
- Leggings must be ankle or knee high.

### Belts

- Must have a small buckle (3" or less) and no ornamentation;
- Must be worn with pants that have belt loops. Note: Pants without belt loops will not require a belt.
- Belts are optional for Pre-K, through 2<sup>nd</sup> grade students. Students are required to wear belts beginning in the 3<sup>rd</sup> grade.

### Jewelry & Body Ornamentation

- Earrings may be worn provided they are no larger than a quarter;
- Visible body piercings and/or tattoos are not permitted.

### Headbands

- Headbands of up to 2 inches in width may be worn, but must be white, black, navy blue or royal blue.

### Book Bags/ Backpacks

- Any book bag or backpack, with the exception of messenger bags, shall be permitted.
- Students are not to carry book bag during the course of the day. They are to be placed in cubbies or in lockers upon entering school, and students are given the opportunity to use lockers at designated times.

Students who choose not to comply with these guidelines shall be subject to disciplinary action in accordance with the current district discipline policy.

## Fairfield Township Board of Education District Policy Manual

Students

Series 5000

Student Dress Code

Policy 5132

Page 4 of 4

### Legal References

- NJSA 18A:11-1 General Mandatory Powers and Duties
- 18A:11-7 Findings relative to school dress codes
- 18A:11-8 Adoption of dress code policy for school permitted
- 18A:11-9 Prohibition of gang-related apparel
- 18A:37-1 Submission of pupils to authority

### Possible Cross References

5131

**Appendix I Policy#5141.4 Child Abuse and Neglect**

<b>Fairfield Township Board of Education District Policy Manual</b>		
<b>Students</b>		<b>Series 5000</b>
<b>Child Abuse &amp; Neglect</b>		<b>Policy 5141.4</b>
Date Adopted: March 22, 2010	Date Revised: December 18, 2014	Page 1 of 2

The Board of Education believes that the physical and mental well being of all children in its charge must be maintained as a prerequisite to learning through the formal educational process. The Board of Education is cognizant of the importance of early identification of child abuse. The school district personnel will cooperate with the New Jersey Division of Child Protection and Permanency (DCP&P), formerly known as the New Jersey Division of Youth and Family Services (DYFS) in the identification, immediate reporting, and investigation of allegations of child abuse.

The Board of Education directs the Superintendent of Schools to develop and implement procedures for compliance with the law and code requirements pertaining to allegations of child abuse. The Board of Education has designated a liaison to DCP&P. Abuse referrals are not screened or referred through the liaison. The function of the liaison is to:

Facilitate communication and cooperation between the district and DCP&P; and act as the primary contact person between the schools and DCP&P with regard to general information sharing and the development of mutual training and other cooperative efforts.

The Superintendent of Schools shall require all the employees and volunteers to receive in- service training concerning child abuse, instructional methods and techniques relative to issues of child abuse in the local curriculum, and personnel responsibilities pursuant to NJSA 9:6-8.10 et seq. This training shall include information regarding the identification and reporting of allegations of child abuse to DCP&P, as well as the investigative process conducted by DCP&P. If any staff member is uncertain, at any time, of what constitutes child abuse or if they have witnessed an event in which they are unable to determine is or is not child abuse, the staff member is encourage to consult the liaison immediately or to contact the DCP&P hotline (1-877- NJ ABUSE) for additional assistance. Additionally, the employees shall be made aware of their rights and responsibilities according to law and code. A person making the report in good faith is immune.

“Anyone acting pursuant to this act in the making of a report under this act shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such person shall have the same immunity with respect to testimony given in any judicial proceeding resulting from such report” (NJSA 9:6-8.13).

Failure to make a report is a violation, and the person is subject to a \$1,000 fine and up to six months in jail.

“Any person knowingly violating the provisions of this act, including the failure to report an act of child abuse, having reasonable cause to believe that an act of child abuse has been committed, is a disorderly person” (NJSA 9:6-8.14).

“No school personnel will be discharged from employment or in any manner be discriminated against as a result of making, in good faith, a report or causing to be reported an allegation of child abuse (NJSA 9:8.13).

“Due process rights will be provided to school personnel who have been reassigned or suspended in accordance with NJSA 18A:6-10 et seq., 18A:25-1, 18A:25-6, and NJSA 9:6-3.1.

Temporary reassignment or suspension of school personnel alleged to have committed an act of child abuse shall occur if there is reasonable cause to believe that the life or health of the alleged victim and/or other children are in imminent danger due to continued contact between the school personnel and a child (NJSA 18A:6-10 et seq. and NJSA 9:6-3.1).

#### Legal References

NJSA 9:6-1 et seq. Abuse, abandonment, cruelty and neglect of child;  
18A:6-7a, -10, -11, -13, -14, -18.1, -30, -30.1 Removal from personnel files of reference to complaint of child abuse or neglect determined to be unfounded  
18A:25-1 Transfer of teaching staff members  
18A:25-6, -7 Suspension of assistant superintendents, principals and teachers ...  
18A:36-19 Pupil records; creation; maintenance and retention, security and access;  
18A:36-19a Newly enrolled students; records and identification  
18A:36-24 et seq. Missing children; legislative findings and declarations  
52:17B-9.8a et seq. Marking of missing child's school record

NJAC 6A:16-1.4 et. seq. District policies and procedures  
6A:16-11.1 et seq. Reporting Allegations of Child Abuse and Neglect  
6A:32-7.1 et seq. Student records

NJ Department of Children & Families  
Division of Child Protection & Permanency (Child Abuse Hotline  
(1-877-NJ ABUSE)  
Office of Advocacy 1-877-543-7864 or [www.nj.gov/def](http://www.nj.gov/def)

#### Possible Cross References

5113, 5125, 5141.1, 5142

## Appendix J Policy#5131.9 Harassment, Intimidation, and Bullying

<b>Fairfield Township Board of Education District Policy Manual</b>		
<b>Students</b>	<b>Series 5000</b>	
<b>Harassment, Intimidation &amp; Bullying</b>	<b>Policy 5131.9</b>	
Date Adopted: January 24, 2008	Date Revised: March 22, 2010, September 1, 2011, April 12, 2018, November 15, 2018, December 8, 2022	Page 1 of 21

The Board of Education prohibits acts of harassment, intimidation or bullying against any pupil.

A safe and civil environment in school is necessary for pupils to learn and achieve. High academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment; and since pupils 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, "bullying" is unwanted, aggressive behavior that may involve a real or perceived power imbalance and "harassment, intimidation or bullying" means any gesture or written, verbal or physical act or any use of an electronic communication device directed at a student, whether it be a single incident or a series of incidents, that takes place on or off school grounds, at any school-sponsored function, or on a school bus as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3 that:

- A. reasonably perceived as being motivated either by 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**
- B. by any other distinguishing characteristic; **and that**
- C. 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, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; **and that**
- D. 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 person or damage to his property; **or**
- E. has the effect of insulting or demeaning any student or group of students; **or**
- F. 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.

For the purposes of this policy and as defined in NJSA 18A:37-15.1, an electronic communication device is, "A communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer or pager."



## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 2 of 21

Acts of harassment, intimidation or bullying may also be a pupil or group of pupils exercising control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

The term "school grounds," pursuant to NJAC 6A:16-1.3, means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district wastewater treatment facilities, generating facilities, and other central service facilities including, but not limited to, kitchens and maintenance shops. School property also includes other facilities as defined in NJAC 6A:26-1.2, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.

### Anti-Bullying Coordinator

The Superintendent / Principal shall appoint a district anti-bullying coordinator, who shall be responsible for overseeing and strengthening the anti-bullying initiatives and policies of this district to prevent, identify and address harassment, intimidation or bullying of students. 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. The district anti-bullying coordinator shall also:

- A. Collaborate with the school anti-bullying specialist(s), the Board of Education and the Superintendent / Principal to prevent, identify and respond to harassment, intimidation or bullying of students in the district;
- B. Shall be made available to private schools in the municipality the public school is located in.
- C. Provide data in collaboration with the Superintendent / Principal, to the New Jersey 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 / Principal; and,
- E. Meet at least twice per school year (once in the first semester and once in the second semester) with the school anti-bullying specialist(s) to discuss and strengthen procedures and policies to prevent identify and address harassment, intimidation or bullying in the district.

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

In addition, a school safety team shall be established in each school to foster and maintain a positive school climate within the schools. The school safety/climate team must, at a minimum, consist of the principal or his/her designee, a teacher within the school, the school anti-bullying specialist who will serve as the team chair, and a parent/guardian of a student within the school. Any parent/guardian who serves on the school

## Fairfield Township Board of Education District Policy Manual

Students

Series 5000

Harassment, Intimidation & Bullying

Policy 5131.9

Page 3 of 21

safety team shall not participate in any activity of the team that may compromise the confidentiality of students.

The Principal shall be appointed by the Superintendent / Principal to fulfill the role of anti-bullying specialist.

The Principal or Superintendent of Schools must appoint the currently employed school guidance counselor, school psychologist or other similarly trained individual as the school anti-bullying specialist. If there is no such individual meeting these criteria, the Principal or Superintendent / Principal must appoint another currently employed individual in the school to the position of school anti-bullying specialist.

The school anti-bullying specialist shall:

- A. Chair the school safety team;
- B. Lead investigations 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.

The Superintendent / Principal / designee shall develop a list of appropriate responses to actions of harassment, intimidation or bullying occurring off school grounds, in cases in which a school employee is made aware of such actions. These responses shall be consistent with the district's code of student conduct and other provisions of this policy and in accordance with the provisions of state and federal laws.

For school staff to address HIB that occurs off school grounds there must be reason to believe, at a minimum, that the alleged HIB has substantially disrupted or interfered with the orderly operation of the school or the rights of other students. Once this determination has been made, school staff must implement the provisions of this policy and the code of student conduct of the district.

### Expected Behavior

The district board of education expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities, with a 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 district board of education believes that standards for student behavior must be set cooperatively through interaction among the parents and other community representatives, school administrators, school employees, school volunteers and students of the school district, producing an atmosphere that encourages students to

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 4 of 21

grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for 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 district board of education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use instances of violations of the code of student conduct as opportunities for helping 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 district board of education expects that students will act in accordance with the student behavioral expectations described below.

- 1) Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially acceptable 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.

### Cyber-bullying

The Board of Education expressly forbids cyber-bullying. For the purposes of this policy, "cyber-bullying" shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:

- A. Sending or posting cruel messages or images;
- B. Threatening others;
- C. Excluding or attempting to exclude others from activities or organizations;
- D. Starting or passing on rumors about others or the school system;
- E. Harassing or intimidating others;
- F. Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
- G. Sending or posting harmful, untrue or cruel statements about a person to others;
- H. Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
- I. Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or,
- J. Engaging in tricks to solicit embarrassing information that is then made public

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 5 of 21

Pupils found to be engaging in activities as described above shall be subject to the terms and sanctions found in this policy and the discipline code of the district.

The Superintendent / Principal shall provide annually to pupils and their parents/guardians the rules of the district regarding pupil conduct, and the policy shall appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for schools within the school district, including the pupil handbook.

Provisions shall be made for informing parents/guardians whose primary language is other than English. These district rules shall include, but not be limited to:

- A. Describing pupil responsibilities including the requirements for pupils to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority;
- B. Addressing appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success,
- C. Explaining pupil rights; and,
- D. Identifying disciplinary sanctions and due process.

### Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

#### Discipline of Pupils

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil behavior and the consequences of such actions and to involvement of law enforcement officers, including school resource officers.

#### Pupils

Consequences and remedial measures for a pupil 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. Consequences shall be

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 6 of 21

consistent with the Board of Education approved code of student conduct and NJAC 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

Consequences A. Admonishment;

- B. Temporary removal from the classroom;
- C. Deprivation of privileges;
- D. Classroom or administrative detention;
- E. Referral to disciplinarian;
- F. In-school suspension during the school week or the weekend;
- G. After-school programs;
- H. Out-of-school suspension (short-term or long-term); I. Legal action; and
- J. Expulsion.

Remedial Measures

- A. Personal;
- B. Restitution and restoration;
- C. Mediation;
- D. Peer support group;
- E. Recommendations of a student behavior or ethics council;
- F. Corrective instruction or other relevant learning or service experience;
- G. Supportive student interventions, including participation of the intervention and referral services team;
- H. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- I. Behavioral management plan, with benchmarks that are closely monitored;
- J. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- K. Involvement of school disciplinarian;
- L. Student counseling;
- M. Parent conferences; N. Student treatment; or
- O. Student therapy.

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 7 of 21

### Environmental (Classroom, School Building or School District)

- A. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- B. School culture change;
- C. School climate improvement;
- D. Adoption of research-based, systemic bullying prevention programs;
- E. School policy and procedures revisions;
- F. Modifications of schedules;
- G. Adjustments in hallway traffic;
- H. Modifications in student routes or patterns traveling to and from school;
- I. Supervision of students before and after school, including school transportation;
- J. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus); K. Teacher aides;
- L. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- M. General professional development programs for certificated and non-certificated staff;
- N. Professional development plans for involved staff;
- O. Disciplinary action for school staff who contributed to the problem;
- P. Supportive institutional interventions, including participation of the intervention and referral services team;
- Q. Parent conferences;
- R. Family counseling;
- S. Involvement of parent-teacher organizations;

Classified pupils are subject to the same disciplinary procedures as nondisabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:

- A. The pupil's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the pupil's needs.

### Staff

Remaining consistent with the Board of Education requirements that all violations and complaint reports of harassment, intimidation or bullying committed by an adult or youth against a student be investigated promptly by the appropriately designated administrator or his/her designee. All investigations shall be thorough and complete with the understanding that complaints about any staff member or adult conduct cannot be investigated by a member of the same bargaining unit. Any person who has been convicted of bias intimidation may be disqualified for employment in this district.

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 8 of 21

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.

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges that could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

Consequences A. Admonishment;

B. Temporary removal from the classroom;

C. Deprivation of privileges;

D. Referral to disciplinarian;

E. Withholding of Increment

F. Suspension;

G. Bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds; H. Legal action; and

I. Termination.

### Remedial Measures

A. Personal;

B. Restitution and restoration;

C. Mediation;

D. Support group;

E. Recommendations of behavior or ethics council;

F. Corrective action plan;

G. Behavioral assessment or evaluation;

H. Behavioral management plan, with benchmarks that are closely monitored;

I. Involvement of school disciplinarian;

J. Counseling;

K. Conferences;

L. Professional development programs;

M. Work environment modifications; N. Treatment; or

O. Therapy.

### Environmental (Classroom, School Building or School District)

A. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;

## Fairfield Township Board of Education District Policy Manual

Students

Series 5000

Harassment, Intimidation & Bullying

Policy 5131.9

Page 9 of 21

- A. School culture change;
- B. School climate improvement;
- C. Adoption of research-based, systemic bullying prevention programs;
- D. School policy and procedures revisions;
- E. Modifications of schedules;
- F. Supervision;
- G. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- H. General professional development programs for certificated and non-certificated staff; J. Professional development plans for involved staff;
- K. Disciplinary action;
- L. Supportive institutional interventions, including participation of the intervention and referral services team; M. Conferences;
- N. Counseling.

### Reporting Harassment, Intimidation or Bullying

The district board of education requires the principal at each school to be responsible for receiving all complaints alleging HIB committed by an adult or youth against a student. All board of education members, school employees, and volunteers and contracted service providers who have contact with students, are required to verbally report alleged acts of HIB 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 of education members, school employees, and contracted service providers who have contact with students, also shall submit a report in writing to the school principal within two school days of the verbal report. The written report shall be completed on the HIB 338 Form and submitted to the principal. The HIB 338 Form shall be kept on file at the school but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.

The principal is required to inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. When providing notification to the parents of all students involved, the principal shall take into account the circumstances of the incident when conveying the nature of the incident, including the actual or perceived category motivating the alleged offense. The principal shall keep a written record of the date, time, and manner of notification to parents.

Students, parents, and visitors are encouraged to report alleged acts of HIB to the principal on the same day when the individual witnessed or received reliable information regarding any such incident. The school district shall provide a person an online means to complete the HIB 338 Form issued by the Department to anonymously report an act of HIB. Formal action for violations of the code of student conduct may not be taken solely on the basis of an anonymous report.



## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 10 of 21

A member of a board of education or a school employee who promptly reports an incident of HIB and who makes this report in compliance with the procedures in the district's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

The principal shall promptly submit a copy of each completed official form to the chief school administrator.

In cases in which an incident of harassment, intimidation or bullying occurs exclusively among or between special education students or student with developmental disabilities in the context of a county special services school district or a separate program for special education students within a school district, the school employee who witnesses such an incident shall have the discretion to determine whether it is necessary to report the incident or if the incident may have been affected by the condition of the student(s) and thereby warrants an alternative approach more appropriate in the special education context.

Reports of harassment, intimidation or bullying in any form, including but not limited to, oral reports, written reports or electronic reports shall be taken. Reports shall also be made to the Department of Education through the Electronic Violence and Vandalism Reporting System (EVVRS). The Board of Education shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report.

The Board of Education requires that all violations and complaint reports of harassment, intimidation or bullying be investigated promptly by the appropriately designated administrator or his/her designee. The principal (or his/her designee) and the anti-bullying specialist may make a preliminary determination if the complaint is within the scope of HIB prior to initiating an investigation. All investigations shall be thorough and complete and shall include, but not be limited to:

- A. Taking of statements from victim, witnesses and accused;
- B. Careful examination of facts;
- C. Support for the victim; and
- D. Determination if alleged act constitutes a violation of this policy.

The appropriately designated administrator shall maintain all reports and records of the investigation on file.

### Range of Ways to Respond to Harassment, Intimidation or Bullying

The Board of Education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. 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 levels or by law enforcement officials. In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 11 of 21

the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses may include, but are not limited to:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation or bullying in the school community;
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include, but not be limited to:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

### Retaliation and Reprisal Prohibited

The Board of Education prohibits reprisal or retaliation against any person 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 Superintendent of Schools and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and Board of Education policies and procedures.

Any act of retaliation or reprisal against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, volunteer, visitor, or Board of Education Member who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence

## Fairfield Township Board of Education District Policy Manual

**Students  
Harassment, Intimidation & Bullying**

**Series 5000  
Policy 5131.9**

Page 12 of 21

and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

### Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accusing another as a means 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. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law.

### School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accusing another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service.

### Visitors, Volunteers

Consequences and appropriate remedial action for a visitor or volunteer, found to have engaged in retaliation, reprisal and/or falsely accusing another as a means of harassment, intimidation or bullying shall be determined by the Superintendent / Principal after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

### Consequences A. Admonishment;

- B. Temporary removal from the classroom or school;
- C. Deprivation of privileges;
- D. Classroom or administrative detention;
- E. Referral to disciplinarian;
- F. In-school suspension during the school week or the weekend;
- G. After-school programs;
- H. Out-of-school suspension (short-term or long-term);
- I. Legal action;
- J. Withholding of Increment;
- K. Suspension;
- L. Expulsion;
- M. Termination.

### Remedial Measures

- A. Personal;
- B. Restitution and restoration;

## Fairfield Township Board of Education District Policy Manual

Students

Series 5000

Harassment, Intimidation & Bullying

Policy 5131.9

Page 13 of 21

- A. Mediation;
- B. Peer support group;
- C. Recommendations of a student behavior or ethics council;
- D. Corrective instruction or other relevant learning or service experience;
- E. Supportive student interventions, including participation of the intervention and referral services team;
- F. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- G. Behavioral management plan, with benchmarks that are closely monitored;
- H. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- I. Involvement of school disciplinarian;
- J. Counseling;
- K. Conferences;
- L. Professional development programs;
- M. Work environment modifications; P. Treatment; or
- Q. Therapy.

Examples of consequences for a school employee or a contracted service provider who has contact with pupils that engages 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.

### Support for Victims of Harassment, Intimidation or Bullying

The Superintendent / Principal / designee shall establish procedures and practices for supporting victims of harassment, intimidation or bullying, incorporating the services of professional staff members within the district or as he/she deems appropriate.

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 14 of 21

### Investigation & Appeal

Prior to initiating an investigation regarding a reported incident or complaint, the principal, or his or her designee, in consultation with the anti-bullying specialist, shall make a preliminary determination as to whether a reported incident or complaint, assuming all facts are presented as true, is a report within the scope of *N.J.S.A. 18A:37-14.P*

Should the principal, or his or designee, in consultation with the anti-bullying specialist determine that a reported incident or complaint, assuming all facts presented are true, is not a report within the scope of *N.J.S.A. 18A:37-14*, the incident will be addressed through the district board of education's code of student conduct policy. The HIB 338 Form shall be completed, even if a preliminary determination is made not to conduct an investigation of HIB because the reported incident or complaint is a report outside the scope of the definition of HIB, and must be submitted to the chief school administrator. The principal will provide the parents of the alleged offender(s) and victim(s) with formal notice of the decision not to initiate an HIB investigation.

The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student's record under State or Federal law.

The chief school administrator may require the principal to conduct an HIB investigation of the incident if the chief school administrator determines that the incident is within the scope of HIB and shall notify the principal of this determination in writing. Should the chief school administrator require the principal to conduct an HIB investigation, the school principal will immediately initiate an investigation of HIB by referring the matter to the school anti-bullying specialist.

Additionally, any preliminary determination that finds the incident or complaint is a report outside the scope of *N.J.S.A. 18A:37-14* may be appealed to the district board of education, pursuant to district board of education policies and procedures governing pupil grievances, and thereafter to the Commissioner (*N.J.A.C. 6A:16-7.7(a)ix(1)* and *(a)ix(1)(A)*). Should the preliminary determination not to conduct an investigation of HIB be overturned, the school principal will immediately initiate an investigation of HIB by referring the matter to the school anti-bullying specialist.

The district board of education requires a thorough and complete investigation to be conducted for each reported incident or complaint, assuming all facts presented are true, that is determined to be a report within the scope of *N.J.S.A. 18A:37-14*. 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 appointed by the principal. The principal may appoint additional personnel who are not school anti-bullying specialists to assist the school anti-bullying specialist in the investigation. Investigations of 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.

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 15 of 21

The investigation shall be completed, and the written findings submitted to the principal as soon as possible, but not later than 10 school days from the date of the written report of the alleged incident of HIB or 10 school days from the date of the written notification from the chief school administrator to the principal to initiate an investigation. Should information regarding the reported incident and the investigation be received after the end of the 10-day period, the school anti-bullying specialist or the principal 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 chief school administrator 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 chief school administrator shall ensure the code of student conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce HIB and enhance school climate, or take or recommend other appropriate action, including seeking further information as necessary.

The chief school administrator 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 chief school administrator's report also shall include information on any consequences imposed under the code of student conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the chief school administrator.

Parents of the students who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents includes the nature of the investigation, whether the district found evidence of HIB, or whether consequences were imposed or services provided to address the incident of HIB. 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 or guardian may request a hearing before the board of education after receiving the information. Any request by the parents or guardians for a hearing before the district board of education concerning the written information about a HIB investigation, pursuant to *N.J.S.A. 18A:37-15(b)(6)(d)*, must be filed with the district board of education secretary no later than 60 calendar days after the written information is received by the parents or guardians. The hearing shall be held within 10 business days of the request. Prior to the hearing, the chief school administrator shall confidentially share a redacted copy of the official investigation form that removes all student identification information with the board of education. 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 of education may hear testimony from and consider information provided by the school anti-bullying specialist and others, as appropriate, regarding the alleged incident, the findings from the investigation of the alleged incident, recommendations for

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 16 of 21

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 report or following a hearing in executive session, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board of education's decision may be appealed to the Commissioner of Education, in accordance with [N.J.A.C. 6A:3](#), no later than 90 days after the issuance of the board of education's decision.

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

The district board of education also requires the thorough investigation of complaints or reports of HIB, occurring on district board of education school buses, at district board of education school-sponsored functions, and off school grounds involving a student who attends an approved private school for students with disabilities. The investigation will be conducted by the district board of education's anti-bullying specialist in consultation with the approved private school for students with disabilities.

### Response to an Incident of Harassment, Intimidation or Bullying

The district board of education authorizes the principal of each school to define the range of ways in which school staff will respond once an incident of HIB is confirmed, and the chief school administrator shall respond to confirmed HIB, according to the parameters described below and in this policy. The district board of education recognizes that some acts of HIB may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of HIB that they require a response either at the classroom, school building or school district levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of HIB may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under *N.J.S.A. 18A:37-1*, Discipline of Pupils and as set forth in *N.J.A.C. 6A:16-7.2*, Short-term suspensions, *N.J.A.C. 6A:16-7.3*, Long-term Suspensions and *N.J.A.C. 6A:16-7.5*, Expulsions.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based HIB prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to 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

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 17 of 21

consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

This policy and the code of student conduct shall apply to instances when a school employee is made aware of alleged HIB occurring off school grounds.

### Consequences for False Accusation

The district board of education authorizes the principal of each school to define the range of ways in which school staff will respond once an incident of HIB is confirmed, and the chief school administrator shall respond to confirmed HIB, according to the parameters described below and in this policy. The district board of education recognizes that some acts of HIB may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of HIB that they require a response either at the classroom, school building or school district levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of HIB may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under *N.J.S.A. 18A:37-1*, Discipline of Pupils and as set forth in *N.J.A.C. 6A:16-7.2*, Short-term suspensions, *N.J.A.C. 6A:16-7.3*, Long-term Suspensions and *N.J.A.C. 6A:16-7.5*, Expulsions.

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This policy and the code of student conduct shall apply to instances when a school employee is made aware of alleged HIB occurring off school grounds.

### Public Participation

Based on broad community involvement (i.e., the use of a process that includes representation of parents/guardians and other community representatives, school employees, volunteers, pupils and administrators for the purpose of providing input regarding the development and content of the policy that is based on accepted core ethical values), the Board of Education shall develop general guidelines for pupil conduct and shall direct development of detailed regulations suited to the age levels of the pupils and the mission and physical facilities of the individual schools. Board policy requires all pupils in the district to



<b>Fairfield Township Board of Education District Policy Manual</b>	
<b>Students</b>	<b>Series 5000</b>
<b>Harassment, Intimidation &amp; Bullying</b>	<b>Policy 5131.9</b>
Page 21 of 21	

adhere to the rules and regulations established by the school district and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules.

#### Dissemination and Implementation

The Superintendent / Principal shall take the following steps to publicize this policy:

- A. Publicized on district website;
- B. Distributed annually to all staff, students and parents/guardians;
- C. Printed in school handbooks; and
- D. Posted at the entrance of each building.

A link to this policy shall be prominently posted on the home page of the district website and distributed annually to parents/guardians of students of this district. In addition, the name, school address, school phone number and email address of the district anti-bullying coordinator shall be listed on the district's website home page

All pupils and staff shall be informed that harassment, intimidation or bullying is prohibited on school property, at any school-sponsored function or on a school bus. This shall include development of a process to annually discuss the policy with students. This information shall also be incorporated into the student handbook and employee training programs.

#### Training of Staff Members, Administrators & Board of Education

##### Members

The training needs of district staff for the effective implementation of this policy, procedures and initiatives of the Board of Education shall be reviewed annually. The Board of Education shall also implement staff training program consistent with this

review. Such training shall include, but not be limited to information on and the relationship between the risk of suicide and incidents of harassment, intimidation or bullying and reducing the risk of suicide among students, especially for those students who are members of communities identified as having members at high risk of suicide

By the 2011-2012 school year, all candidates for school administrator or teacher certification will be required to complete a program on harassment, intimidation or bullying prevention, and that training in this area will be a part of the professional development requirements for these individuals.

Within one year after being newly elected or appointed or being re-elected or re-appointed to the Board of Education, a Board Member shall complete a training program dealing with harassment, intimidation or bullying in schools and including a school district's responsibilities under PL 2002, c.83 (C.18A;37-13 et seq). This training shall be provided by the New Jersey School Boards Association in consultation with recognized experts in school bullying from a cross-section of academia, child advocacy organizations, nonprofit

## Fairfield Township Board of Education District Policy Manual

Students  
Harassment, Intimidation & Bullying

Series 5000  
Policy 5131.9

Page 21 of 21

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## Fairfield Township Board of Education District Policy Manual

Students

Series 5000

Harassment, Intimidation & Bullying

Policy 5131.9

Page 21 of 21

organizations, professional associations and governmental agencies. Board Members shall be required to complete the program only once.

The training course for any safe school resource officers and/or public school employees assigned by the Board of Education to serve as a school liaison to law enforcement must include training in the protection of students from harassment, intimidation or bullying.

The extent and characteristics of harassment, intimidation or bullying behavior in the district's schools, and implementation programs, or other responses, if appropriate, shall be reviewed annually. These programs or other services shall be planned in consultation with parents, and other community members, including appropriate community-based social and health provider agencies, law enforcement officials, current and new school employees school volunteers, students, and school administrators, as appropriate.

Twice annually, at a public hearing, the Superintendent / Principal must report to the Board of Education, all acts of violence, vandalism and harassment, intimidation or bullying that occurred during the previous period. This report shall include, but not be limited to:

- A. The number of reports of harassment, intimidation or bullying the status of all investigations;
- B. The nature of the bullying based on one of the protected categories identified in Section 2 of PL 2002, c.83 (C18A:37-14);
- C. The names of the investigators;
- D. The type and nature of any discipline imposed on any student engaged in harassment, intimidation or bullying; and,
- E. Any other means imposed training conducted or programs implemented to reduce harassment, intimidation or bullying.

The information shall also be reported once during each semester of the school year to the Department of Education. The report must include data broken down by the enumerated categories as listed in Section 2 of PL 2002, c.83 (C18A:37-14, and data broken down by each school in the district, in addition to district-wide data. The report will be used to grade schools and districts in their efforts to implement policies and programs with the "Anti-Bullying Bill of Rights Act. It shall be a violation to improperly release any confidential information not authorized by federal or state law for public release.

The district shall be graded by the New Jersey Commissioner of Education on its efforts to identify harassment, intimidation or bullying and the School Report Card shall include data identifying the number and nature of all reports of harassment, intimidation or bullying.

The grade assessed for each school and the district shall be published on the district website, along with a link to the report. This information shall be posted on the district website within 10 days of the receipt of a grade by the school and district.

## Fairfield Township Board of Education District Policy Manual

**Students**  
**Harassment, Intimidation & Bullying**

**Series 5000**  
**Policy 5131.9**

Page 21 of 21

The Superintendent / Principal shall ensure that the rules for this policy are applied consistently with the district's code of student conduct NJAC 6A:16-7 and all applicable laws and regulations and that all disciplinary sanctions are carried out with necessary due process.

A copy of this policy and any future revisions to it shall be transmitted to the County Executive Superintendent / Principal within 30 days of the adoption of the policy and/or any revisions to it.

Annually, the district shall conduct a re-evaluation, reassessment and review of this policy, making any necessary revisions and additions. The Board of Education shall include input from the school anti-bullying specialist(s) in conducting this review, re-evaluation, and reassessment.

The week beginning with the first Monday in October of each year has been designated as a "Week of Respect" in the State of New Jersey. This district shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation and bullying. In addition, the district shall provide ongoing age-appropriate instruction dealing with the prevention of harassment, intimidation and bullying, in accordance with the New Jersey Core Curriculum Content Standards.

### Legal References

NJSA 2A:4A-60 et al. Disclosure of juvenile information; penalties for disclosure  
2C:12-1 Definition of assault  
2C:33-19 Paging devices, possession by students  
2C:39-5 Unlawful possession of weapons  
18A:6-1 Corporal punishment of pupils  
18A:11-1 General mandatory powers and duties  
18A:25-2 Authority over pupils  
18A:37-1 et seq. Discipline of Pupils

NJAC 6A:14-2.8 Discipline/suspension/expulsions  
6A:16-1.1 et seq. Programs to Support Student Development  
6:32-12.1 Reporting requirements

### Possible Cross References

1120, 1410, 3517, 3541.33, 4131, 4131.1, 4148, 4231.1, 4248, 5010, 5020, 5113, 5114, 5124, 5131.7, 5132, 5145, 5145.4, 5145.6, 5145.11, 5145.12, 6142.41, 6145, 6164.4, 6171.4, 6172