

Barber Elementary School

Phillipsburg School District

50 Sargent Avenue

Phillipsburg, NJ 08865

Phone: 908-213-2560

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www.pburghsd.net/barber

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2013 ~ 2014



Student / Parent Handbook



Phillipsburg School District Profile

PHILLIPSBURG SCHOOL DISTRICT PROFILE

Phillipsburg Public Schools have enjoyed a long heritage of educational commitment to our children. For over one hundred and thirty nine years, our schools have provided safe, healthy, competitive, and rewarding school environments for our students. We provide a challenge to our children to grow, learn, and experience the world of education, pursuit of knowledge, and the rewards of a successful life in adulthood. School spirit, pride in the community, and excellence in educational endeavors are town traditions.

The Early Childhood Program, comprised of Preschool aged children (three and four year olds) and Kindergarten, is located in a building completed in 2006 designed to meet the educational needs of our youngest students. Also a part of the Phillipsburg Preschool Program, are providers Head Start, ABC, and Playschool.

Barber and Freeman house 1st and 2nd grade students. Grades 3-4-5 are held in Andover-Morris and Green Street Schools. Phillipsburg Middle School serves students in grades 6 through 8. Phillipsburg High School, serving students in grades 9 through 12, enjoys a receiving relationship with Alpha, Bloomsbury, Greenwich Township, Lopatcong Township and Pohatcong Township. We are also fortunate to have the Phillipsburg Alternative Secondary School serving students who exhibit at-risk behaviors as indicated by the student's attendance, referrals and grades.

Welcome Parents & Students!

It is my pleasure to welcome you to the 2013-2014 school year in the Phillipsburg School District. The teachers and staff join me in saying we are happy to have you as part of our educational community. We hope this will be a successful and satisfying year for you.

Our experienced staff is dedicated to providing every child with the best educational opportunity possible. We also realize the importance of developing in each child an attitude of self-respect and self-worth. We try to provide a variety of opportunities for pupils to form meaningful and responsible relationships.

The pages of this handbook are crammed with information that you will find useful about your school. Go through the entire handbook and feel free to ask your teacher or counselor for additional information or explanation of the material. We suggest that parents and pupils read it together and make sure you and your child sign the parent/student contract, enclosed in the first day homework folder, ensuring that you have reviewed our policies and support them. If you have any questions at all, please feel free to contact me @ 908-213-2560 or stop in at any time.

Parents/guardians, in order to maintain a positive home-school connection, your participation in your child's education is vital. We invite you to join our parent-teacher organizations, participate in school functions, and volunteer in the building. We also encourage you to keep in contact with your child's teacher. By showing an interest in what goes on during your child's day, you give your child a tremendous advantage in his or her future success.

Thank you for your continued support and cooperation. I look forward to a wonderful year with you and your child.

Yours sincerely,

Amy Fontana
Principal-Barber

Barber School Staff

Together We Make A Difference!!

Principal	Mrs. Amy Fontana	908-213-2560
Secretary	Ms. Dawn Sigafos	908-213-2560
Social Worker	Ms. Carolyn Momm	908-213-2717
School Counselor	Mrs. Stacey Taylor	908-213-2672
Nurse	Mrs. Michele Pabst	908-213-2563

Support Staff

Speech Therapist	Mrs. Kenny
ESL Teacher	Ms. Szoka
Gifted & Talented Teacher	Ms. Russo-Farina

1st Grade Team

Mrs. Perry	Room 201
Mrs. Fairchild	Room 203
Mrs. Konecke	Room 204
Mrs. Rossi	Room 205
Mrs. Santiago	Room 208

2nd Grade Team

Mrs. Coleman	Room 102
Ms. Bisco	Room 206
Mrs. Benson	Room 103
Mr. Stull	Room 207
Mrs. Torres	Room 209

Special Education Teachers

Grade 1	Mrs. Frankenfield
Grade 2	Mrs. Klacik
Grade 2	Ms. Lombardy
BD	Mr. Ference

Reading Department

Literacy Teacher	Mrs. Kullman
Literacy Teacher	Mrs. Marrese
Literacy Teacher	Mrs. Williams
Literacy Teacher	Ms. Zurowski

Specialists

Library	Ms. Bedics
Health	Mr. Lynch
Art	Ms. Rindos
Physical Education	Mr. Espinosa
Music	Ms. Hartman

Cafeteria Staff

Mrs. Balog
Ms. Farrell
Mrs. Fischetti

Custodial Staff

Mr. Faust
Mr. Miczulski

Aides

Mrs. Byrom
Mrs. Graeme-Olson
Ms. Tomasula

Barber School

We recognize our partnership with parents in the education and welfare of your children. Our school has always welcomed visits from parents and will continue to do so. In order to maintain a productive and secure building for your children, we would appreciate it very much if parents would:

- Call the nurse's office by 9:30 AM at 213-2563 in the event that your child is absent from school. Please send the student back to school with a note explaining the nature of the absence. NOTE: Please read the section of this handbook that deals with attendance policies.
- **Not** allow your child/children to arrive at school before 8:00 A.M. There is no supervision before that time.
- Have your students in their classroom by **8:15 A.M** or they will be marked "tardy".
- Be sure that we have your correct address and telephone number. We must have an emergency contact number. Please call us at 213-2560 with updated information as soon as it happens.
- **NOT** go directly to the classroom upon entering the school. Come to the office and you will be assisted. This is important for the security and safety of everyone.
- Be sure that your child's homework is completed and handed in on time.
- No entry into the building will be permitted as dismissal approaches, please wait outside the building for your child to help reduce congestion in the hallways. Pick-up dismissal time is 3:15 PM. **NO CHILD WILL BE KEPT PAST 3:25 P.M.** Early dismissal/ half-days are scheduled at various times throughout the year. These dates are provided inside this handbook. Dismissal time on half-days is always **12:15 PM**.
- Not allow your child to bring valuables, cell phones, other electronic devices or toys unless requested by the teacher or unique circumstances are set up with the principal.
- If your child is picked up before 3:15 PM, you must go to the office first and sign your child out of school. **YOUR CHILD CANNOT BE RELEASED WITHOUT YOUR SIGNATURE. NOR CAN WE RELEASE YOUR CHILD TO ANYONE WHO IS NOT LISTED ON THE EMERGENCY CARD WITHOUT PRIOR WRITTEN NOTICE.**
- **NOT** park in front of the school building during school hours and **NOT** park on Grace Avenue in the morning from 8:00-8:30, so that school buses and teachers arriving to work are not blocked. In the morning, walkers should enter the building through the

side door on Grace Avenue. Although Grace Avenue is not one way, for safety reasons, parents are encouraged to enter Grace Avenue from Ingersoll Street. This will maintain the flow of traffic and ensure the students are dropped off in the most efficient and safe fashion. There will be a staff member assigned to the door to help unload the students.

- Keep in mind that only the nurse may dispense medication only with written orders provided by the child's physician. Medication forms are available from the nurse. All medications should be brought to the school nurse in the original container and be appropriately labeled by the pharmacy or physician. **All medications shall be handed directly to the nurse. The nurse will count all medications with the parent(s) present and parent(s) and nurse will sign off indicating the amount of medication the nurse received or returned to the parent.**
- Show an interest in school by attending school functions and by taking part in Parent/Teacher Meetings (PTO), Open House, fundraising projects, and other school-related activities.
- Be sure that your child knows how to conduct him/herself safely to and from school. Explain the importance of traffic safety and model appropriate behavior for crossing streets or waiting at bus stops.
- Ensure that your children are dressed appropriately for school, adhering to the standards and Dress Code policy set by the Phillipsburg Board of Education.

BARBER HOME- SCHOOL COMMUNICATION FOLDER

The Barber School office will be sending a home-school communication folder every **WEDNESDAY** with information and forms for parents or guardians. When you see this folder, you will know that important information is coming to you from school. We ask that you read the enclosed information, and, if necessary, fill out the papers inside, sign the folder, and send it back to school with the completed forms or notes. These folders will be kept in the school office, so we ask that you return the folder to school by Friday of each week.

Barber School Arrival Times

Start Type	Supervisors on Duty	Walkers may Enter Building at Breakfast/Cafeteria Doors starting on August 26, 2013
Regular Start	8:00 a.m.	8:00 a.m.
60 Minute Delay	9:00 a.m.	9:00 a.m.
90 Minute Delay	9:30 a.m.	9:30 a.m.

Barber School Dismissal Times

End Type	Students Day Ends	Students Depart	Supervisors on Duty Until	Pick-up Time for Walkers
Regular Day	3:15 PM	3:15 Walkers 3:15 Busses	3:25 PM	3:15 PM- 3:25 PM
Early Dismissal	12:15 PM	12:15 Walkers 12:15 Busses	12:25 PM	12:15 PM-12:25 PM

Barber School Rules

1. ***Be responsible.***
2. ***Be respectful.***
3. ***Follow directions.***
4. ***Keep your hands and feet to yourself.***
5. ***Be on time and be ready to learn.***

Barber Monthly Recognition Assembly

The first Friday of every month Barber Elementary School conducts a recognition assembly for students. During this assembly we recognize our *Barber's Best Award* winner and *Perfect Attendance Award* winners for the month. The definitions of both are as follows:

Barber's Best Award- The recipient of this award is chosen by his or her teacher based upon the rules stated above. All students are expected to act in this manner. However, we recognize the students that do these things on a consistent basis. One student per month per classroom is chosen. They are given a certificate, a little reward, and attend an ice cream party with the principal.

Perfect Attendance Award- The recipient of this award has perfect attendance for the month, and **arrives to school on time every day.** The student is given a certificate and a little reward.

All parents are invited to attend any awards assemblies we have throughout the year and we welcome all of you. However, due to space limitations we only formally invite the "Barber's Best Award" recipient's families every month.

Barber Behavior Program

As many of you are aware, Barber classrooms use specific behavior codes to keep the classrooms running safely, smoothly, and efficiently. It is one that also encourages them to reflect on their actions and to think about how to make better choices. Even though each classroom may display it differently, the common components are the colors and what they mean. For example:

Green Card- Green card means the student is working hard and making great choices regarding good behavior.

Yellow Card- Yellow Card is a warning card that school rules are being broken.

Orange Card- Orange card means that the student is disregarding the yellow warning card and continuing to make poor choices and disrupting the classroom. This may result in a loss of privileges.

Red Card- Red card means the student's behavior has reached the most severe stage and parental contact will be made and privileges are lost.

Please familiarize yourself with the plan and talk about it with your child. We will be discussing this with the students as well.

- Every day the students will record the color they ended the day on a calendar provided by the teacher
- Students who have earned 80% of "Green Days" for the month will participate in our "Green Celebration" held each month. The themes will change each month, for example they could participate in winter crafts, movies, ice cream parties, field day, etc.
- Any "Red Days" will automatically disqualify them from participating in the "Green Celebration" that month.
- Parents will be notified when students are in danger of losing the monthly celebration.

We expect the students to earn more "Green Days" as the year progresses and they become more familiar with the community rules, so the 80% may rise as the year goes on. (Any questions about this program can be asked to your child's teacher during your scheduled conference time.)

ELEMENTARY SCHOOL INFORMATION

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Mission Statement & Beliefs

MISSION STATEMENT

The Phillipsburg School District, a proud and diverse learning community with a focus on educational excellence and a strong sense of tradition, ensures that all students are engaged in challenging work resulting in their achievement of the New Jersey Core Curriculum Content Standards and the Common Core State Standards at all grade levels. Attainment of the skills and knowledge addressed in the standards empowers our graduates to become confident, contributing members of society.

BELIEFS

In the Phillipsburg School District, we believe that:

- Every person is unique, important and entitled to respect, understanding, and appreciation.
- Learning is the primary focus of all school activity.
- The purpose of our schools is to prepare students to assume successful roles in society.
- Students experience success in school when provided work that is meaningful and challenging.
- Students are entitled to a safe, caring learning environment.
- Education of our youth is the shared responsibility of the home, the school, and the community.
- Our students deserve to have the necessary resources to prepare them to be successful in a changing information-based society.
- The role of the school community is to cooperatively support the needs of the students.
- Staff development drives innovation and continuous improvement for individuals and the school system, leading to higher student achievement.

Emergency Closing Information

The decision to call off school, delay the opening of school, or close early due to a snow storm, icy conditions or any other emergency rests with the Superintendent of Schools. Timely information regarding any emergency information will be channeled through the following television/radio stations and district website.

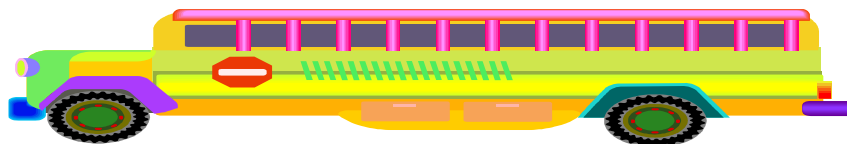
STATION	LOCATION
WODE	99.9 FM
WLEV	96.1 FM
WAEB	790 AM – 104.1 FM
WZZO	95.1 FM
WFMZ	CHANNEL 69
WYHM	Sports Radio 1470
District Website	www.pburgsd.net

The district also utilizes a rapid communication service designed to deliver voice messages to parents on important and time-sensitive information. Parents must make sure the schools have the phone number where they would like to be reached for this service. Please inform your child of procedures to follow in the event that schools are forced to close unexpectedly. It is vitally important that your child knows where to go in the event that a parent is not home.



When Your Child is Late for School

- Absentee records and lunch orders are late
- Office paperwork is increased
- Students won't have a choice for lunch
- Behavior problems increase without routine
- Staff are required to leave their work duties to walk students to class
- Breakfast is missed
- Classrooms are disrupted
- Valuable lessons are missed
- Children lose the life skill of being punctual
- Mornings are stressful



School Transportation

During the summer, parents are notified about the next year's bus assignment by mail. Children must ride their assigned bus. They may not change buses without permission from the transportation department located at the Board Office – Maria Piperato (908) 213-2606. This is a matter of legal restrictions and insurance policies. Please have your child ready when the bus arrives; bus drivers are not expected to wait for children. Bus drivers are responsible for enforcement of regulations. Misconduct on a school bus can distract the driver's attention from his/her primary responsibility, that of safety transporting all students on that vehicle. **All preschool and kindergarten students must be accompanied by a parent or authorized adult at the bus stop before and after school. First and second grade students who do not see an adult at the bus stop will be brought back to the respective buildings unless other plans are made with the parent and child.**

FOR THE SAFETY OF ALL RIDERS, STUDENTS WILL BE REQUIRED TO:

1. Show respect for the driver at all times.
2. Enter and leave the bus in turn; no pushing or crowding
3. Be seated while the bus is in motion and keep your seatbelt on.
4. Talk in a reasonable tone of voice; no calling out to passers-by; no profane or abusive language.
5. Keep the bus clean-no littering or throwing of objects.
6. Remain seated- no part of the body may be extended out of the window.
7. Behave in an orderly fashion while waiting at the bus stop.

When students break these rules the following will be taken at the principal's discretion:

FIRST OFFENSE: Student reports to the principal who will inform parents, by letter, of the problem. A parent conference with the Principal may be scheduled to develop behavior plan.

SECOND OFFENSE: Student may be excluded from the bus for a period of five (5) school days. Parents will be responsible for transporting the student to and from school during this period. Absence from school during this time will be considered truancy.

THIRD OFFENSE: Student may be excluded from the bus for a period of thirty (30) days. Parents will assume responsibility for transporting the student. Absence during this period will be considered unexcused.

PHILLIPSBURG SCHOOL DISTRICT 2013-2014 EARLY DISMISSAL / LATE ARRIVAL SCHEDULE

<u>DATE</u>	<u>SCHOOL(S)</u>	<u>EVENT</u>
Monday & Tuesday, 8/26 – 8/27	Grades 1-5	Open House
Monday – Thursday, 8/26 – 8/29	Pre K – K	Open House
Wednesday, September 18	Pre K – 8	Pre K-5 Professional Development Grades 6-8 Open House
Thursday, September 19	PHS	Back to School Open House
Thursday-Friday, October 24 and 25	PASS	Open House and Mid-Terms– 10/24
		Mid-Terms 1 st Semester– 10/25
Thursday, October 31	District	Professional Development
Monday – Friday, November 11 – 15	Pre K – 8	Teacher Conferences 11/11-14
		Professional Development 11/15
Wed., November 27	District	Professional Development
Tuesday, December 10	District	Professional Development
Friday, December 20	District	Winter break
Tuesday – Friday, January 14-17	Middle School	Mid-Term Exams
Wednesday –Friday & Tuesday, January 15-17 & 21	PHS/PASS	Mid-Term Exams
Friday, January 17	Pre K – 5	Professional Development
Wednesday, March 5	Pre K – 8	Professional Development
Tues. & Wed., March 18 & 19	Pre K – K	Parent – Teacher Conferences
Monday-Tuesday, April 7 & 8	PASS	Mid-Terms 2 nd Semester
Late Arrival – Monday – Thursday, April 28- May 1	6 th graders	To accommodate testing schedule
Late Arrival – Monday – Friday, May 12 – 16	5 th graders	To accommodate testing schedule
Tuesday, May 20	District	Professional Development
Monday – Thursday, June 9, 10, 11, 12	PASS	Exit Conferences, Final Exams and Graduation
Monday – Thursday, June 9, 10, 11, 12	PHS	Final Exams June 12-Last Student Day/Graduation
Fri., Monday – Thursday, June 6, 9, 10, 11, 12	Pre K – 8	End of Year Schedule

**PHILLIPSBURG PUBLIC SCHOOLS
PHILLIPSBURG, NEW JERSEY
2013-2014 SCHOOL CALENDAR**

The Board of Education reserves the right to revise the 2013-2014 calendar as conditions warrant.

<u>Days</u>	<u>Days</u>	<u>No. Pupil</u>	<u>No. Teacher</u>	
Aug. 21-23 (Wed. - Fri.)	Teacher In-Service	August	0	3
Aug. 26 (Mon.)	First Student Day	August	4	4
Aug. 30 & Sept. 2 (Fri. - Mon.)	Closed-Labor Day Recess	September	20	20
Oct. 14 (Mon.)	Closed - Teacher In-Service	October	22	23
Nov. 7 & 8 (Thurs. & Fri.)	Closed - NJEA Convention	November	17	17
Nov. 27 (Wed.)	1/2 Day Early Dismissal (Students Only)			
Nov. 28-29 (Thurs. & Fri.)	Closed - Thanksgiving Recess			
Dec. 2 (Mon.)	Closed - Adm. In-Service	December	14	14
Dec. 20 (Fri.)	1/2 Day Early Dismissal			
Dec. 23 - Dec. 31 (Mon.-Tues.)	Winter Recess			
Jan. 1 (Wed.)	Winter Recess	January	21	21
Jan. 2 (Thurs.)	School Reopens			
Jan. 20 (Mon.)	Closed - Martin Luther King Day			
Feb. 13 (Thurs.)	Closed- Teacher In-Service	February	17	18
Feb. 14 & 17 (Fri. & Mon.)	Closed - Presidents' Day Recess			
		March	21	21
April 17 (Thurs.)	Closed Teacher In-Service	April	18	19
April 18 - April 21 (Fri. - Mon.)	Closed - Spring Recess			
April 22 (Tues.)	Closed - Admin. In-Service			
April 23 (Wed.)	School Reopens			
May 26 (Mon.)	Closed - Memorial Day	May	21	21
June 12 (Thurs.)	Last Student Day	June	9	10
June 13 (Fri.)	Last Teacher Day (In-Service)			
		Total Days	<u>184</u>	<u>191</u>
			- 4	- 4
			180	187

Order of Make-up:

- February 13, 2014 (Thursday)
- February 14, 2014 (Friday)
- April 17, 2014 (Thursday)
- April 22, 2014 (Tuesday)

School Nurse and Health Room Information

Screenings:

The school nurse is in charge of the health information for each child. Each school year all students are weighed and measured for height. A blood pressure screening for each student is performed once during the school year. In addition, vision and hearing screenings are conducted for all students.

Medications:

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of the illness of any pupil. However, in order for many pupils with chronic health conditions and disabilities to remain in school, medication may have to be administered during school hours. Parents and legal guardians are encouraged to administer medications to children at home whenever possible, as medication should be administered in school only when necessary for the health and safety of pupils. The Board will permit the administration of medication in school in accordance with applicable law. *The school nurse, substitute school nurse, or child's parent are the only people permitted to dispense medication.* If a child needs to take medication during the school day, please follow these guidelines:

1. Obtain a written request from your child's physician. *Forms for the physician to complete are available on-line or directly from the school nurse. The written order from the doctor needs to include the name of the medication(s), dosage, time of administration, and possible side effects.*
2. *At the beginning of the school year, medication should be delivered to the school nurse by the parent/guardian with the medication permission form from the physician. All medication needs to be in the original container with the appropriate label from the pharmacy. Throughout the school year, re-fill medication needs to be delivered to the school nurse by the parent/guardian in the appropriate container. Medication will be counted in the presence of the parent and signatures will be required.*
3. *The above conditions also apply to all over-the-counter medication.*



Phillipsburg School District

ADMINISTRATIVE PROCEDURES TO MONITOR STUDENT ATTENDANCE GRADES K-12

The below noted attendance procedures have been developed to ensure compliance regarding the attendance of students, pursuant to N.J.S.A. 18A:38-25 and N.J.A.C. 6:3-9.

- **Attendance Letter:** will be used as a parental communication tool to update parents on attendance issues. It should be sent at the 4th cumulative absence with request for phone conference.
- **Attendance Letter Update:** will be sent on the 10th cumulative absence explaining the State of New Jersey Statutes on school attendance. A copy of 18A:38-25 will be included in the communication.
- **Attendance Letter/Five Day Notice:** will be mailed to the parent with a signed return receipt. Notice to be filed on the 10th cumulative absence and a SHARP referral to be completed. (May be sent at the discretion of the building principal based upon individual circumstances.) An attendance plan should be created upon completion of the Five Day Notice parent conference. Monitoring of student attendance will occur by the building principal or their designee. **This can only be filed if the student is under 16 years of age.**
- **Truancy Investigation Form/Court Complaint:** will be filed with the assistance of the Attendance Officer when 12 cumulative absences have occurred and after a Five Day Notice and parent conference have occurred. SHARP referral is mandatory after complaint has been filed.
- **Tardy Letter:** to be used to provide parents an update on tardiness to school. It will be sent when the building principal feels the cumulative tardiness is a detriment to the student's learning process. Parent conference is mandatory. If student tardiness remains a continual problem, a **Truancy Investigation Form/Court Complaint** should be sent to the Attendance Officer for filing in municipal court.
- **Special Needs Students:** all attendance issues should be filed after consultation with Child Study Team assigned to the building.

DEFINITION OF NON-CUMULATIVE ABSENCES

For purposes of identification, the following absences will be classified as non-cumulative absences from school.

- Illness verified by a doctor's excuse
- Death in the immediate family
- Religious holiday as defined by the NJDOE
- College and/or Armed Services visitations (to a maximum of 3)
- Field trips and other school approved/sponsored activities
- Waiver granted by school administration
- Absences due to dental appointments and/or test dates for driver's licenses will be excused but subject to limitations. Unless extenuating circumstances can be documented, dental appointments are half day excused and a driver's test is excused for 2 periods.

- Students sent home by the School Nurse: if the absence is mandated by the Board of Health per their categories/list of communicable diseases, the student will be removed from school and a non - cumulative absence will be granted.

All remaining absences shall be determined to be cumulative absences and subject to the attendance procedures and regulations adopted by the school district.

Both types of absences MUST be documented with a signed excuse. A written excuse should be given to the homeroom teacher immediately upon the return to school. In the case of a doctor's note, it must be signed by the doctor. Each excuse must contain the following information:

- The student's name
- The reason for the absence
- The date(s) of the absence
- A parent's/doctor's signature and date

Parents should call the school office to report an absence.

Wellness and Nutrition

Under the direction of the State of New Jersey, the district has adopted and implemented a Wellness and Nutrition Policy in order to promote student health and well-being. In keeping within these guidelines we need your cooperation concerning snacks that students will consume during birthday parties and other school celebrations. Please follow the guidelines below when bringing any food items to the school.

SNACKS FOR BIRTHDAYS OR SCHOOL CELEBRATIONS

Guidelines for Student Snacks

A. Birthday Parties

1. Foods of minimal nutritional value (listed below) or **homemade treats** are not permitted to be consumed by students during the school day and will not be allowed.

Foods of Minimal Nutritional Value Not allowed in Schools

- Soda, Water ice, Chewing Gum
- Certain candies
 - Hard Candy: Includes such food as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers, and cough drops
 - Jellies and gums: Includes such foods as gum drops, jelly beans, jellied and fruit-flavored slices.
 - Marshmallow Candies
 - Fondant: Includes such foods as candy corn and soft mints.
 - Licorice
 - Spun Candy
 - Candy-coated Popcorn

The above foods are considered by USDA Regulation and New Jersey State Administrative Code as “foods of minimal nutritional value” and cannot be sold or given away on school property at any time before the end of the school day.

2. If a store cannot **GUARANTEE** in writing that there is no cross contamination with peanuts, and there are no ingredients listed, the items bought will not be permitted in the school.

3. All other acceptable food items brought to the school must **be store-purchased, pre-packaged, sealed and contain a label clearly listing all the ingredients contained** in the product. The ingredient information is extremely important and will be used to ensure the safety of students who have **food allergies**. **The following items are approved by the schools as acceptable treats or snacks for students to bring in as treats for their birthdays:**

- **Animal crackers**
- **Teddy Grahams**
- **Individual Apple Sauce**
- **Pretzels**
- **Popcorn**
- **Pencils, Erasers, or Stickers**
- **Pudding snack packs**
- **Gold fish**
- **Individually packed fruit or vegetables.**

All food brought into the school must be approved by the nurse as it relates to the policy and possible student/staff allergies.

B. School Holidays and/or Celebrations

Snacks for holidays or other school celebrations will be determined and approved by the building principal in cooperation with the school's parent organization (PTA, PTO) according to the district wellness and nutrition policy 3542.1.

Breakfast & Lunch Programs

Barber Elementary School cafeteria implements a computerized debit system. The system benefits you, your child, and the district in the following ways:

- * Assures parents that money given to the student is used for a food purchase.
- * Eliminates the need for students to carry cash on a daily basis.
- * Increases the speed of the serving lines and gives students more time to eat and enjoy their lunch break.

Each student has a PIN (personal identification number) and a picture identification card. When a student scans his or her card on the lunch line, their information including their picture appears on the screen for the cashier to view. The picture prevents another student from using your account. The cost of the food purchase will automatically be deducted from the account without the need of cash. When there is a low balance threshold (approximately 3 meals remaining), a memo will be sent home on canary yellow paper with the students reminding them that the account needs to be replenished.

All students will have an established debit account, although you will not be required to make advanced payments because the system will still have the ability to act as a cash register and can accept cash payments on a daily basis.

Please note that this system is very confidential. Every student will be required to scan his or her card regardless of meal status, thus insuring your child's privacy. Also, all students will be required to scan their card whether they are paying cash or have money on account. In addition, dietary restrictions can be entered into the system, which will be displayed upon scanning their card.

There is no limit on the amount of money that can be deposited into a debit account. For safety purposes, we recommend that advanced payments be made with a check payable to "**Phillipsburg Board of Education**." We also recommend a minimum payment to cover two weeks of meal purchases.

When making a payment, please put the student's name, PIN number, and grade on the envelope. If you have any questions, please contact the food service office at 213-2527.

Breakfast- Free for all students

Lunch- \$ 2.25/day- Full Price
\$.40/day- Reduced Price

Milk - \$.50

Progress Reports to Parents

Student progress reports are distributed four times per school year to students in grades 1 and 2 and two times per school year in Kindergarten. The progress of preschool students is assessed on an ongoing basis utilizing the Early Literacy Assessment System and Creative Curriculum.

Parent/teacher conferences are also scheduled throughout the school year beginning the first week of school in August/September, again in November, and again in February/March. Parent requests for an additional teacher conference other times of the year are welcomed with a note or phone call.

The following is the schedule for Progress Reports and Parent/Teacher Conferences at the elementary level:

Rating Period	Begins	Ends	Cut Off for Attendance	Progress Reports Sent Home Or Conferences	Number of Days in Marking Period
1	August 26	October 30	October 30	P-T Conf November 11-14	45
2	October 31	January 21	January 21	Progress Reports Sent Home January 31	45
3	January 22	March 28	March 28	Progress Reports Sent Home April 11	45
4	March 31	June 6	June 6	Progress Reports Sent Home June 12	45

Dress Code

The Phillipsburg Board of Education has adopted a dress code for its students. Although the code allows for flexibility, the following are items of attire which will be expressly forbidden:

- a. See-through clothing
- b. Bare feet
- c. Spandex clothing
- d. Cut-off clothing not properly tailored or seamed
- e. Trousers/slacks with studs or gaudy accessories, or other accessories such as wrist/ankle bands with spikes, waist chains or similar fad items
- f. Clothing which advertises alcohol or drugs, or which is offensive to ordinary taste, obscene or immoral, or promotes a counter culture inconsistent with public school
- g. Clothing (midriffs, tank tops, sun dresses) that excessively exposes the anatomy
- h. Flip-flops/black soled hiking boots/cleated footwear/spikes or similar footwear
- i. Headbands, bandanas or hats
- j. Outerwear in classrooms

The following items of attire are permitted with noted clarifications:

- a. Shorts and similar types of clothing (those displaying an in-seam) must be longer than finger-tip length when the arms are fully extended to the sides (gym/exercise-type shorts are not permitted)
- b. Clothing such as skirts and dresses should be approximately knee length
- c. Clothing, such as shorts, pants, or skirts are not permitted to be worn below the hip level.

Please contact your child's school if you have any questions regarding above.

Zero Tolerance Policy

We strive always to provide a safe and positive learning environment in the Phillipsburg School District. In this regard we have high expectations for student behavior. Disrespect to others, physical or verbal aggression, willful disobedience, damaging school property or other disruptions to the instructional program could result in: a parent/teacher conference, a meeting with the principal, suspension from school, suspension from buses, or deprivation of some privilege or treat. At various times in the disciplinary process, guidance counselors and social workers can play a valuable role. The role of the counselors is not to be that of disciplinarians, but rather that of a support person for students, faculty, administrators and parents.

Also, because of a state law (Chapter 94 PL 1992), The Phillipsburg Board of Education has adopted a "Zero Tolerance Policy" [5131.7 (a,b)] with respect to bringing any item to school that could be dangerous. Items that you may consider to be harmless may be classified as dangerous instruments if they are carried on the bus or brought to school. These may include, but are not limited to, **pen knives, play guns, pointed objects**, etc. The Board-recommended actions include notifying authorities and student suspension even though the items may not be intended for deliberate harm. It is our intent to provide a safe environment for all our students in school. Dangerous instruments, even though brought to school for innocent reasons, could result in accidental injury. Kindly speak to your child to make sure that any such items remain at home.

The zero tolerance policy also states the following:

"...any pupil who commits an assault, as defined by N.J.S.A. 2C:12-1, upon a teacher... or another student....not involving the use of a weapon or firearm, will be immediately suspended from school consistent with procedural due process."*

*** N.J.S.A. 2C:12-1(a) states that a person is guilty of a simple assault if he (1) attempts to cause or purposely, knowingly, or recklessly causes bodily injury to another; (2) negligently causes bodily injury to another with a deadly weapon; or (3) attempts by physical menace to put another in fear of imminent serious bodily injury.**

If there are any further comments or questions regarding our district's Zero Tolerance Policy, please feel free to call my office.

DISTRICT INFORMATION and POLICIES

DISTRICT DIRECTORY

Education Center	445 Marshall Street 908-454-3400
Superintendent	Mr. George Chando 908-213-2500
Assistant Superintendent	Dr. Marian Trapani 908-213-2400
School Business Administrator	Mr. William A. Bauer 908-213-2600
Director of Planning, Research and Evaluation	Mrs. Staci Horne 908-213-2611
Administrator of Technology and Information Services	Mrs. Staci Horne 908-213-2447
Director of Plants and Facilities	Mr. James Mengucci 908-213-2492
Director of Security	Mr. John Olock 908-213-2683
Student Assistance Coordinator	Mr. Robert Pierfy 908-213-2612
Administrator of Special Services	Ms. Mary Jane Deutsch 908-213-2535

District and School Board Members

SCHOOL BOARD MEMBERS

Kevin J. DeGerolamo President (2015)
 Thomas F. McGuire Vice President (2013)

Mr. Kevin Bayne (Greenwich)*
Mr. Bernard Brotzman (2015)
Mr. James Hanisak (2015)
Mrs. Cathy Morgan, (2013)
Mrs. Rosemarie Person (2014)
Mrs. Rebecca Petri (Bloomsbury)*
Mr. William J. Spencer (2014)
Mr. William Taggart (Lopatcong)*
Mr. Richard E. Turdo (2013)
Mr. Robert D. Yale, Jr. (2014)

*** Sending district representatives**

William A. Bauer.....Board Secretary
 George Chando Superintendent
 Lester E. Taylor III.....Attorney

School Board Meetings are open to the public and are generally conducted on the second and fourth Monday of each month in the Commons Area of the Phillipsburg Middle School at 7:00 p.m.

District Lunch Program

BREAKFAST / LUNCH PROGRAM

The Phillipsburg Board of Education sponsors a school lunch program and a school breakfast program. Students may purchase a nutritious lunch for \$2.25 at the elementary level. Milk is offered at \$.50. Children from families whose income is below the Federal Income Poverty Guidelines are eligible for free meals or at the reduced price of \$.40 for lunch. Application forms for free and reduced priced meals are available on-line and in all school offices.

District Goals

District Student Learning Goals for 2013-2014 include:

- Students in grades three through nine will develop skills in the use of technology as it relates to preparation for PARCC.
- All district students will develop increased awareness, knowledge a skill in the application of the Common Core State Standards.
- All students will demonstrate gains in their formal assessments and student growth objectives as a result of the professional development initiatives taking place throughout the year.

The professional learning goals for the district for 2013-2014 are:

- All certificated staff will develop a deeper understanding of the Danielson Framework for Teaching and the use of the Teachscape Management System as it relates to their individual evaluations by April 30, 2014.
- All certificated staff will become familiar with the particular nuances of AchieveNJ, as it relates to Student Growth Percentiles, Student Growth Objectives, and their individual evaluations by April 30, 2014.
- All district certificated staff will develop a deeper understanding of the Common Core State Standards as evidenced by curriculum unit plans, delivery of instruction, and assessment practices throughout the 2013-14 school year.
- Certificated staff will engage in on-going technology training in order to assure students are better prepared to meet the challenges of PARCC in the spring of 2015.
- All district staff will become familiar with and engage in the Middle States Evaluation Process known as Excellence by Design by June 14, 2014.
- All district administrators will become familiar with the Multidimensional Principal Performance Rubric as it relates to their individual evaluations and professional development goals by April 30, 2014.

The above listed goals are consistent with district needs and goals, particularly as they relate to the TEACHNJ Act. All of these goals are designed to have an impact on improved student achievement as evidenced by multiple measures.

District Initiatives

The following are the key initiatives of the school district for the 2013-2014 school year:

Student Achievement – The district is committed to working with all students to assure success in not only literacy, mathematics and science, the disciplines for which there is state standardized testing; but also social studies, world language, fine, performing and practical arts, and health and physical education.

Curriculum Alignment – The district ensures the curriculum is aligned to the New Jersey Core Curriculum Content Standards and the Common Core State Standards recently revised addressing two critical education priorities: 1) that students acquire the knowledge and skills needed for post-secondary opportunities, and 2) that the curriculum framework responds to the needs of 21st century digital learners.

Instruction – Teachers design challenging work for students that is interesting and meaningful. This includes the creation of 21st century student-centered learning environments via a variety of new technologies that lead to increased student achievement.

Response to Intervention (RTI) is a process which includes the provision of systematic, research based instruction and interventions for struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. It is designed as an early intervention to prevent long-term academic failure. RTI is a general education service, but can also be implemented in special education settings. It is based on a three tier model which includes: Tier I – the provision of general screening and group interventions that usually represent the core instructional program (80-90% of students); Tier II – if students do not make adequate progress in Tier I, more intensive services and targeted interventions usually in small group settings are provided in addition to the instruction in the general curriculum (5-10%); and Tier III – for students who do not adequately respond to the targeted interventions in Tier II.

Professional Development – All staff have access to professional development activities. There continues to be an emphasis on differentiating instruction in the classroom. Professional Learning Communities (PLCs) meet regularly to analyze student data to determine individual, small group and whole classroom needs. In addition, staff will have access to PD360, an on-demand library of Video Journal of Education programs.

Safe Schools – The district is committed to providing schools that are safe and conducive to student learning. Electronic surveillance systems in school buildings and monitoring devices on school vehicles, coupled with an accountable security staff, contribute to maintaining safe and secure conditions in all our buildings.

Strategic Planning – As required by the Middle States Association and New Jersey's monitoring process for public school systems (Quality Single Accountability Continuum), the district continues implementation of action plans that result in meeting Annual Yearly Progress (AYP) according to No Child Left Behind.

School Facilities – The district is committed to providing buildings that are well maintained. Work on the NEW Phillipsburg High School continues to be our focus, as does implementation of the district's Long Range Facility Plan to ensure students and staff have the best possible facilities for learning and delivering instruction.

District Policy

POLICY

Phillipsburg Board of Education

Section: Pupils
5610. SUSPENSION
Date Created: November, 2008
Date Edited: November, 2008

5610- SUSPENSION

The Board of Education recognizes that even the temporary exclusion of a pupil from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

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. Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Pupil Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

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

For the purposes of this Policy, "short term suspension" means a suspension for a term of ten consecutive school days or less and "long term suspension" means a suspension for more than ten consecutive school days.

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, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular educational program pending a hearing before the Board of Education to remove the pupil in accordance with N.J.S.A. 18A:37-8 and Policy No. 5611.

Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a pupil, teacher, administrator, Board member, or other school district employee, with a weapon other than a firearm, on any school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative education school or program, pending a hearing before the Board of Education in accordance with N.J.S.A. 18A:37-2.2. and Policy 5612.

Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a teacher, administrator, Board member, or other school district employee, acting in the performance of his duties in a situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education in New Jersey, not involving the use of a weapon or firearm, shall be immediately suspended from school consistent with procedural due process pending suspension or expulsion proceedings before the Board in accordance with N.J.S.A. 18A:37-2.1.a.

Pursuant to N.J.S.A. 18A:37-2.1.b., whenever a teacher, administrator, Board member, school district employee or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a pupil, the Principal shall file a written report with the Superintendent. The Superintendent, upon receiving such report shall report the alleged assault to the Board at the next regular Board meeting; provided the name of the pupil who allegedly committed the assault; although it may be disclosed to the Board members, shall be kept confidential to the public at the Board meeting. A person failing to file a report of an alleged assault may be liable to disciplinary action.

A pupil may be suspended only by the Building Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting.

The suspended pupil may be reinstated by the Principal or by the Superintendent at any time before the second meeting of the Board following the suspension, or by the Board of Education at the first meeting following the suspension, except that no pupil suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that pupil's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the pupil or continue the suspension.

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

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

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

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

The records of a pupil disciplined by suspension will be expunged in accordance with Policy and Regulation No. 8330. All record of a suspension will be immediately expunged if the pupil is found innocent of the charges levied. The name of a disciplined pupil will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such pupil will be designated by code.

N.J.S.A. 18A:37-1 et seq.

N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:14-2.8 et seq.

20 U.S.C. 1415

Adopted: 10 November 2008

POLICY

Phillipsburg Board of Education

Section: Pupils

5516. REMOTELY ACTIVATING COMMUNICATION DEVICES - PAGERS & CELLULAR TELEPHONES (M)

Date Created: November, 2008

Date Edited: November, 2008

5516- REMOTELY ACTIVATING COMMUNICATION DEVICES - PAGERS & CELLULAR TELEPHONES (M)

M

Pupils may possess, display, and use “electronic portable communication devices” only as set forth in this policy.

“Electronic portable communication devices” are defined to include portable two-way telecommunication devices, including but not limited to cellular telephones, walkie-talkies, personal digital assistants, and other hand-held computing devices (when such device is being used as a communication device). This definition will also include any new technology developed for similar purposes. Excluded from this definition is any device with communication capabilities that has been approved for instructional purposes.

To avoid disruption of the instructional process, except as provided below or in an emergency situation where the safety of staff or pupils is involved, pupils shall not display, use, activate, or permit “electronic portable communication devices” to be activated in any school building during the instructional day. The instructional day includes, but is not limited to, study halls, lunch break, class changes, and any other structured or non-structured instructional activity that occurs during the normal school day. Pupils are responsible to ensure that their devices are turned off and out of sight.

“Electronic portable communication devices” may be activated, displayed, or used before or after the end of the instructional days or at after-school activities by pupils, provided they do not interfere with any after-school activity and their use conforms to directives of the school administration and/or the staff member overseeing such activity. Evidence of unlawful or disruptive use will result in disciplinary action according to the discipline guidelines as specified in the school’s handbook and/or reports to law enforcement authorities.

Pupils shall be mindful of the disruptive effect to others when making or receiving calls on “electronic portable communication devices” during an after-school activity (indoor or outdoor sports events, club meetings, etc.) and endeavor to use reasonable efforts to minimize inconveniences and discourtesy to other.

“Electronic portable communication devices” may be carried on a Board of Education-owned/leased school bus or vehicle by pupils while pupils are being transported to and/or from

school or a school-sponsored activity. While “electronic portable communication devices” may be transported, they must be concealed in a backpack, pocketbook, or other container. The use, activation, or display of any such “electronic portable communication devices” on a bus is prohibited without consent of the staff member in charge of the experience. Evidence of unlawful or unauthorized use will result in disciplinary action in accordance with the school’s Student Code of Conduct.

The Phillipsburg Board of Education will assume no responsibility in any circumstance for the loss/destruction/damage or theft of “electronic portable communication devices” or for any communication bill associated with the authorized or unauthorized use of said devices. Pupils will be responsible for locating such lost/stolen items.

N.J.S.A. 2C:33-19
N.J.A.C. 6A:16-5.8

Adopted: 10 November 2008

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Bi-Lingual and ESL Programs

The Bilingual Education Act (N.J.S.A. 18A: 35-15 to 26) was enacted to insure that students of limited English proficiency (LEP) are provided instruction which will allow them to continue to develop academic skills while acquiring English Language skills. Chapter 6A: 15-1.1 ensures that all limited English proficient (LEP) students are provided special instructional programs to children who do not know sufficient English to work successfully in an English-only classroom.

The Phillipsburg Board of Education provides both a Bilingual Program, as well as an ESL Program. The goal of the ESL Program is to assist pupils to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English. The goal of the Bilingual Program is to permit pupils to learn subject matter in their primary language while developing English language skills.

Electronic Surveillance/ Monitoring Devices

The Board of Education authorizes the use of electronic surveillance systems in school buildings and on school grounds to enhance the safety and security for school district staff, pupils, community members, and other building occupants, and to protect the school district's buildings and grounds. Therefore, all school buildings and school grounds within this school district may be monitored.

MONITORING DEVICES ON SCHOOL VEHICLES

The Board of Education recognizes that safe and secure conditions for all pupils transported in school owned or contracted school vehicles are paramount. Pupils transported in a school owned or contracted school vehicle must maintain proper discipline in the vehicle at all times.

To maintain the safe and secure conditions for all pupils transported on school owned or contracted school vehicles, the Board may use devices to monitor and/or observe passenger behavior, school bus driver discipline procedures and/or school bus driver driving techniques. The device may be a sound video camera, a voice monitoring device or other appropriate devices.

Grievance Procedures

TITLE IX, VII, VI, SECTION 504 GRIEVANCE PROCEDURE

PURPOSE

To provide students, employees, and parents with a procedure by which they can seek a remedy for alleged violations related to discrimination on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, or non-applicable handicap.

DEFINITIONS

Grievance – A formal written complaint

Grievant – Any student, employee, or parent aggrieved by a decision or condition falling under the guidelines of federal legislation and/or state anti-discrimination laws.

Grievance Officer – The district employee designated to coordinate compliance efforts with anti-discrimination legislation and charged with the responsibility of investigating complaints.

PROCEDURE

- Step #1** The Grievant must present in written form, the complaint to the responsible person designated as the Grievance Officer. (Use Grievance Report, Form A).
- Step #2** The Grievance Officer has five (5) working days in which to investigate and respond to the Grievant. (Grievance Officer is to use the space provided on the Grievance Report, Form A).
- Step #3** If not satisfied, the Grievant may appeal within ten (10) working days to the Superintendent or his designee (not the Grievance Officer). (Use Appeal Form B).
- Step #4** Response by the Superintendent or designee must be given within five (5) working days. (Superintendent to use space provided for on Appeal, Form B).

- Step #5** If the Grievant is not satisfied at this level, an appeal may be made within ten (10) working days to the Phillipsburg Board of Education which will hear the complaint at the next regular meeting or within thirty (30) calendar days (use Appeal, Form C). Local Board hearings shall be conducted so as to accord due process to all parties involved in the complaint such as written notice of hearing dates, right to counsel, right to present witnesses, right to cross-examine and to present written statements. The decision of the Board shall be by a majority of the members at a meeting which shall be public.
- Step #6** The Phillipsburg Board of Education shall respond to the Grievant within thirty (30) calendar days. (Use space provided for on Appeal, Form C).
- Step #7** If the Grievant is not satisfied with the Board's decision, the Grievant may file the complaint to the Director of the Office for Civil Rights, Washington, DC. The Grievant maintains the right to bypass the Grievance Procedure and submit the complaint directly to the Office for Civil Rights. Grievance Forms A, B, and C are available in each of the school offices in the district and from the Affirmative Action Officer/Grievance Officer.

Hazardous Materials/ Asbestos Management Plan

NOTICE OF HAZARDOUS MATERIALS

As required by the State of New Jersey, Department of Health and Senior Services, all school districts must send a written notice to the parent or guardian of each child attending their facility stating that notice of any construction or other activities involving the use of any hazardous substance will be posted on a bulletin board in the school or child care center, that hazardous substances may be stored at the facility at various times throughout the year, and the availability of a Hazardous Substance Fact Sheet on particular substances.

This will serve as the school district official notice to parents and/or guardians.

ASBESTOS MANAGEMENT PLAN

The Board of Education has an Asbestos Management Plan on file. If you wish to review this plan, contact the Director of Plants & Facilities at 908-213-2492.

Hazing

The Board of Education believes hazing activities of any type are inconsistent with the educational process, and the Board prohibits all such hazing behavior at any time on school premises, at any school-sponsored function, or on any school bus.

“Hazing” means the performance of any act or the coercion of another to perform any act of initiation into any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in the district policy.

Middle States Accreditation/ State Monitoring

During the 2006-2007 school year, every school in the district engaged in a self-assessment process in order to achieve Middle States Accreditation. The process concluded with an on-site visit in the spring of 2007 by educators from the schools in the Middle States region. Surveys

were administered to the community, parents, administrators, teachers, students, and support staff. The feedback from 1,143 surveys was used to assess the twelve Middle States standards. An analysis of standardized testing data was used in developing an action plan for continuous improvement for each school and the district. In addition, the district mission and belief statements were revised using guidance from Middle States.

The question often arises – What is Middle States accreditation and what is its value? Accreditation encourages and facilitates educational growth and improvement. The Middle States Association of Colleges and Schools was first established in 1887. It is a nongovernmental, nonprofit, peer administered organization. It provides leadership in school improvement for its member schools in Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania, as well as locations outside the United States. 3,750 schools are accredited through Middle States in this region.

This process focuses on the most important work of the educational community – improving student performance. All of the schools in the district were accredited through 2014. Mid-term reports were filed by all the schools during the 2009-2010 school year, and approved by the Middle States Association. In addition, Middle States requires all schools to review and act upon their plans on a regular basis.

In addition to schools being accredited, the district, under the New Jersey Quality Single Accountability Continuum (QSAC), must implement a rigorous self assessment leading to an on-site visit by state personnel in five areas: Operations; Instruction and Program; Governance; Fiscal Management; and Personnel. Twelve district administrators and teachers gathered the documentation needed to provide evidence the district was in compliance in the individual areas over a five-month period in 2008.

An on-site visit took place in February, 2009. The district has been identified as a “high performing district”, as a result of satisfying at least 80% of the weighted indicators in each of the five QSAC areas.

Student Registration and Transfers

All student registrations into the schools of the district shall be in accordance with district policy relating to Eligibility of Resident/Nonresident Pupils. Pupils entering into the district are expected to present copies of records from the previously attended school (or district) to aid in placement. Also required are proof of immunizations, proof of residency, and photo identification.

Arrangements should be made in advance when a child will be moving. At least a day's notice is necessary to allow all the records to be gathered and transfer cards completed. Parents should call the school to complete the required withdrawal record. The student's new address, name of the new school, and date of departure must be provided.

Please call Central Registration at (908) 213-2651 with any questions.

Student Photographs and Video Consent

PHOTOGRAPHS OF PUPILS / WEBPAGE CONSENT

Pursuant to law, we will not release any pictures or images without prior written consent from a parent or guardian. Photographing and/or videotaping of your child(ren) will take place only with a completed Parental/Guardian Web Posting Consent Form that is sent home by respective building principals.

Photographs, video or digital images of disabled children shall not be disseminated or used in print or media in any way if they are identified as disabled unless permission is granted by the parent(s) or legal guardian(s). Photographs, video or digital images of children placed in the district by the Department of Children and Families (DCF) shall not be published without permission of the department case worker.

Public Complaints and Inquiries

Any person having a legitimate interest in the affairs of the district shall have a right to present a request, suggestion, complaint, or grievance in reference to the physical plant, playground, curriculum, faculty, transportation, administration, pupils, or any other pertinent school matter.

In order for the Board to consider or act upon a concern, the following procedures are recommended:

1. Inquiries and complaints can best be addressed by those closest to the problem. In most cases this means a teacher or building principal.
2. The staff member involved in the situation shall act promptly upon notification of a concern.
3. If the concern cannot be resolved at the initial level, then the person originating the problem may proceed to the next highest authority.
4. If a satisfactory resolution of the problem cannot be or is not achieved by the building principal, the party may then submit a written explanatory request for a conference with the Superintendent or his/her designee in which is set forth:
 - a) The specific nature of the problem and a statement of the facts;
 - b) The respect in which it is alleged the complaint has been adversely affected; and
 - c) The specifics of the relief which the complainant is seeking.
5. Only in those cases where satisfactory resolutions cannot be made by the Superintendent and the staff, shall the problem be referred to the Board of Education.

Pupil Supervision after School Dismissal

The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of a New Jersey Supreme Court case. The Court indicated dangers exist for younger pupils at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board adopts and requires the implementation of a policy for the supervision of younger pupils after dismissal.

Any parent(s) or legal guardian(s) of a pupil attending a district-operated school or program in grades Pre-Kindergarten to twelve, where the pupil is not eligible for district-provided transportation or is eligible and elects not to use district-provided transportation after dismissal, may request the school or program not release the pupil to walk home after dismissal unless the pupil is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) designated escort(s) must be at least eighteen years old. The parent(s) or legal guardian(s) may designate up to three escorts.

The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s)' or legal guardian(s)' designated escort after dismissal must submit a completed "Request for Supervision at Dismissal From School Form" to the Principal, his/her designee, or program administrator.

S.H.A.R.P. Student Help and Referral Program and Substance Abuse Guidelines

The program, S.H.A.R.P. (Student Help And Referral Program) is designed to enable the district to comply with state laws and regulations (I & RS 6A:16 - 8.1. – 8.3). Over the past several years, it has become increasingly apparent that students are reaching out for help and support concerning many divergent issues. In order to facilitate a broad approach, S.H.A.R.P. has been implemented within our district Pre-K thru 12th Grade.

S.H.A.R.P. is a screening or funneling mechanism, designed for the above the norm, chronic problematic, and/or at-risk student. A staff member, parent, student, or any other person may refer any student they feel may benefit. All referrals will be sent to the S.H.A.R.P. team via the Student Assistance Coordinator (S.A.C.), or Guidance Counselor. This process should not inhibit anyone from seeking assistance on any student through the Guidance. The counselors are members of the S.H.A.R.P. team and would be glad to discuss the concerns for any student, when appropriate.

The basic options offered within the school setting would be individual counseling by Guidance Counselors, School Based personnel, and/or the S.A.C. Also, several varieties of assistance/support groups will be available.

Mission Statement

The Phillipsburg School District's comprehensive student assistance program, S.H.A.R.P. will provide a systematic process to identify, refer, pre-assess, educate, and support students who exhibit behaviors or concerns that interfere with the learning process and their peer's education and healthy development.

Overview

The students of today face many complex stressors. These complexities impact heavily on their ability to learn and function adequately. Family issues, academic struggles, and societal pressures, place undue burdens on our students. The problems facing our students are vast and at times quite perplexing. The effectiveness of individual effort can be extremely limited. Not only is there a high burnout rate, but also one person can only see from one perspective. Consequently, a program, which consists of a team of individuals (a group united by a common goal and responsibility), will be more effective. A Student Assistance Program consists of a multi-disciplinary team of staff who draft policy

language, design procedures, train others, and promote the program awareness in order to identify, assess, refer, and support students in many diverse and potentially problematic areas.

As is fundamental to the student assistance philosophy, its function is to target “at-risk students.” A true Student Assistance Program (SAP) would be one that would be broad-based and identify, refer, and support a wide variety of potential student problem issues. The appeal of the SAP is that while it can retain the necessary bite of discipline, it can also offer the helping hand of support. A troubled student is at a disadvantage in the typical educational setting. Substance use and abuse, emotional turmoil, and other personal problems interfere with the student’s ability to learn, to socialize appropriately, and to work at his or her fullest potential. S.H.A.R.P. is an early incremental, intervention program, which offers education and support.

Individual personal struggles seldom remain isolated within that individual. Teachers, administrators, and parents inevitably become involved either directly or indirectly. The challenge to help the troubled student or the At-Risk student is a challenge but not an impossible task. The expertise of a SAP Team lies in its ability to observe the behavior and performance of students. This early or incremental intervention process is an excellent method of getting to a potentially problematic situation before it becomes full blown and costly.

The purpose of S.H.A.R.P. is to improve the quality of education in schools and the school environment, by providing assistance to all teachers, students and families on an as needed basis.

Synopsis of Substance Abuse Guidelines

These guidelines are intended to provide a consistent means for effectively responding to alcohol and drug related situations that may occur at school, related functions, or when the Quantum of Proof Test is met. They have been written with due consideration for the legal rights and responsibilities of administrators, faculty, students, and parents. A brief synopsis of the Guidelines is as follows:

Self Referral

Whenever a student voluntarily seeks help, immediate assistance will be offered through the SHARP process. This is a helping intervention and no discipline is involved. Confidentiality laws will be strictly followed.

Staff Referral

If a staff member is concerned about inappropriate behavior, continued poor class performance, tardiness, or absenteeism, the staff member will refer the student to SHARP for monitoring or assessment. No discipline will be enacted and confidentiality is strictly enforced.

Under-the-Influence

Any staff member to whom it appears that a student may be under the influence of an alcohol beverage or other drugs, as defined in Section 2 (18A:40A-9) on school property or at school functions, shall report the matter as soon as possible to the Principal or his/her designee. An immediate medical examination which will include a drug screen will be arranged. A positive result from the drug test will require discipline of a minimum of three days out-of-school suspension, suspension from all activities, and referral to SHARP for further assessment.

Technology and Acceptable Use Policy

An acceptable use policy for student and professional use of the Internet has been developed by the School District Technology Committee. The Internet, an electronic network of computers with millions of research subjects, is available to our students. They are encouraged to utilize Internet services to promote the exchange of information and further

education and research in accordance with goals of the district. Use of the Internet promotes freedom of access to information as a fundamental right of citizens in a demographic society.

Terms and Conditions: With this educational opportunity also comes responsibilities and consequences for users. Access to Internet services is provided to staff and pupils who act in a considerate, responsible and ethical manner. The School District responsibilities with regard to Internet use includes: educators are responsible for development of research skills for pupils to access the Internet; research skills currently taught through the public school curriculum, such as selection and critical evaluation of source material, apply to electronic media in the same manner as traditional print material; and the District will make every reasonable effort to reduce the risk of student exposure to objectionable materials. Parent(s) or legal guardian(s) shall notify the building administrator if they prefer that their son/daughter not be provided this educational opportunity.

CYBER-BULLYING: A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment. The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies.

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that: 1) deliberately threatens, harasses, intimidates an individual or group of individuals; 2) places an individual in reasonable fear of harm to the individual or damage to the individual's property; or 3) has the effect of substantially disrupting the orderly operation of the school. More information on this policy can be found on the Technology section of the district website located under the "Our District" drop down menu.

Notifications

Statement of Non-Discrimination/Affirmative Action

The Phillipsburg School District complies with Title VI of the Civil Rights Act of 1964 Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, and their respective implementing regulations which prohibit discrimination on the basis of race, color, or national origin, sex, disability, and age, respectively. The District provides equal access and opportunity in employment as well as enrollment, in vocational and all other educational programs and activities, regardless of race, color, national origin, sex, disability, or age. Through the designated responsible personnel, the District will guarantee that no persons shall on the basis of sex, race, religion, creed, ancestry, national origin, affectional or sexual orientation, civil union status, social or economic status, and/or handicap be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity. Anyone who feels that his or her rights have been violated may file a grievance with the Phillipsburg School District through the Affirmative Action/Title IX/504 Officer. Board of Education Policies are available in all of the district offices.

Affirmative Action/Title IX/504 Officer
 Marian L. Trapani Ed.D
 Phillipsburg Board of Education Office
 445 Marshall Street
 Phillipsburg, NJ 08865
 908.213.2400

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA) **GENERAL GUIDANCE FOR PARENTS/ELIGIBLE STUDENTS**

The Family Education Rights & Privacy Act (FERPA) is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. Under FERPA, schools must generally afford parents access to their children's education records, an opportunity to seek to have the records amended, and some control over the disclosure of information from the records.

Parent and Eligible Students' Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the principal a written request that identifies the record(s) they wish to inspect. The official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Phillipsburg School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Phillipsburg School District with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the Phillipsburg School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Phillipsburg School District to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by October 1st of each school year. The Phillipsburg School District has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

NOTIFICATION

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)
GENERAL GUIDANCE FOR PARENTS/ELIGIBLE STUDENTS

PPRA affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
critical appraisals of others with whom respondents have close family relationships;
5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the student or parents; or
7. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of–*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The Phillipsburg School District will adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Phillipsburg School District will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-4605

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the Phillipsburg School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

If you have any questions regarding FERPA or PPRA, please contact the school principal.



PHILLIPSBURG SCHOOL DISTRICT

August, 2013

Dear Parents and Guardians:

As a parent of a student at the Barber School, you have the right to know the professional qualifications of the classroom teachers who instruct your child in the Phillipsburg School District. Federal law under No Child Left Behind (NCLB) legislation allows you to ask for certain information about your child's classroom teachers and requires that the school district provide you with that information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's teachers:

Whether the New Jersey Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches;

Whether the New Jersey Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of certain circumstances;

The teacher's college major; whether the teacher has any advanced degrees, and if so, the subject of those degrees; and

Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

I am pleased to tell you that our entire district teaching staff meets the NCLB requirement of highly qualified. If you have any questions or would like to receive any of the above noted information, please contact your building administrator at 213-2560. Have a great school year.

Sincerely,

George M. Chando
Superintendent of Schools
Phillipsburg School District



PHILLIPSBURG SCHOOL DISTRICT

Estimado padre/tutor:

El Acto de Educación Elemental y Secundaria titulado, "No Child Left Behind Act" (NCLB), es una de las leyes de educación más importante de nuestro país. No Child Left Behind se diseñó para hacer cambios en la enseñanza y aprendizaje que ayudarán a maestros estudiantés lograr más en la escuela.

La ley requiere que todas las escuelas que reciben fondos federales deben informar a los padres de familia de su derecho de preguntar a las escuelas acerca de los requisitos de los maestros de su niños. Nuestros escuelas reciben fondos federales y nosotros estamos felices de compartir esta información con ustedes.

Creemos que nada es más importante sobre la educación de sus niños que tener un maestro bien preparado y sumamente calificado. La ley requiere que todo los maestros deben cumplir con una definición específica y legal de "sumamente calificados" para enseñar en las escuelas que reciben fondos federales. La definición legal de un "maestro sumamente calificado" tiene tres partes. Indica que el maestro debe tener lo siguiente:

1. Un diploma colegial de cuatro años;
2. Un certificado docente regular/ licencia; y
3. Prueba de sus conocimiento en la materia que ellos enseñan.

Nueva Jersey tiene algunos de los maestros más calificados en el país y nosotros estamos muy orgullosos de la calidad del personal docente en el distrito escolar de Phillipsburg. Todo nuestros maestros regulares tienen los diploma colegiales y muchos tienen grados avanzado. El Estado de Nueva Jersey siempre ha requerido un certificado docente/licencia para todo los maestros. En Phillipsburg, nuestros maestros continua su propio aprendizaje a través de actividades de desarrollo profesional y nuestros maestros se evalúan cada año para cerciorarse que sus habilidades docentes se quedan en le nivel más alto posible.

La mayoría de los maestros ya satisfacen esta definición legal de "sumamente calificado." Todo los maestros que se emplearon después del principio del año escolar 2002-03 se les requirió a que cumplan con esta definición. Los maestros veteranos empleado antes del año escolar 2002-03 que no satisfacen la definición legal de "sumamente calificado" tenía hasta el fin del año escolar 2005-06 para cumplir.

Para asegurar que cada niño en cada aula tenga un maestro sumamente calificado, el Estado de Nueva Jersey y nuestro distrito escolar estan trabajando juntos para ayudar a los maestros a cumplir los requisitos de la ley federal proporcionando varias opciones. Los maestros son capaces de tomar una prueba nueva, o ellos pueden demostrar su pericia a través de una combinación de deberes colegiales, las actividades del desarrollo profesional, y sus experiencias.

Un maestro sumamente calificado sabe que enseñar, como enseñar, y tiene una comprensión repleta del tema de enseñanza. Creemos que cada maestro en nuestra escuela es calificado completamente y es dedicado a enseñar a su niño y nosotros haremos todo lo posible para ayudar a nuestros maestros quienes todavía no cumplen con la definición legal requerida por el gobierno federal.

Yo lo animo a que apollen a la educación de su niño y a que se comuniquen con el maestro regularmente. Trabajando juntos, las familias y educadores, podemos proporcionar a su niño con la mejor educación posible.

Sinceramente,

George M. Chando

George M. Chando
Superintendente de escuelas



STATE OF NEW JERSEY
DEPARTMENT OF CHILDREN AND FAMILIES

How and When to Report Child Abuse/Neglect

In New Jersey, any person having reasonable cause to believe that a child has been subjected to abuse or acts of abuse should immediately report this information to the State Central Registry (SCR). **If the child is in immediate danger, call 911 as well as 1-877 NJ ABUSE.** A concerned caller does not need proof to report an allegation of child abuse and can make the report anonymously.

What information will I be asked to provide to the hotline screener?

SCR screeners are trained caseworkers who know how to respond to reports of child abuse/neglect. Whenever possible, a caller should provide all of the following information:

- **Who:** The child and parent/caregiver's name, age and address and the name of the alleged perpetrator and that person's relationship to the child.
- **What:** Type and frequency of alleged abuse/neglect, current or previous injuries to the child and what caused you to become concerned.
- **When:** When the alleged abuse/neglect occurred and when you learned of it.
- **Where:** Where the incident occurred, where the child is now and whether the alleged perpetrator has access to the child.
- **How:** How urgent the need is for intervention and whether there is a likelihood of imminent danger for the child.

Do callers have immunity from civil or criminal liability?

Any person who, in good faith, makes a report of child abuse or neglect or testifies in a child abuse hearing resulting from such a report is immune from any criminal or civil liability as a result of such action. Calls can be placed to the hotline anonymously.

Is it against the laws of New Jersey to fail to report suspected abuse/neglect?

Any person who knowingly fails to report suspected abuse or neglect according to the law or to comply with the provisions of the law is a disorderly person and subject to a fine of up to \$1000 or up to six months imprisonment, or both.

What happens after I make the call?

When a report indicates that a child may be at risk, an investigator from the Division of Youth and Family Services will promptly investigate the allegations of child abuse and neglect within 24 hours of receipt of the report.

CHILD ABUSE HOTLINE

1-877- NJ ABUSE

(1-877-652-2873)

TTY 1-800-835-551



STATE OF NEW JERSEY
DEPARTMENT OF CHILDREN AND FAMILIES

Important Hotlines

If you are deaf or hard of hearing, please call **1-877-294-4356 TTY** to access any hotline. Voice callers use **7-1-1 NJ Relay**.

DCF HOTLINES

CHILD ABUSE/NEGLECT HOTLINE

1-877-NJ ABUSE (652-2873)

1-800-835-5510 (TTY/TDD)

24 hours a day - 7 days a week

Any person having reasonable cause to believe that a child has been abused or neglected has a legal responsibility to report it to the Division of Youth and Family Services (DYFS). DYFS is mandated to investigate all reports of child abuse and neglect.

FAMILY HELPLINE

1-800-THE-KIDS (843-5437)

24 hours a day - 7 days a week

If you're feeling stressed out, call the Family Helpline and work through your frustrations before a crisis occurs. You'll speak to sensitive, trained volunteers of Parents Anonymous who provide empathic listening about parenting and refer you to resources in your community.

CHILD BEHAVIORAL HEALTH SERVICES

1-877-652-7624

24 hours a day - 7 days a week

Call this number to find out about services for children and teens with emotional and behavioral health care challenges and their families.

2NDFLOOR YOUTH HELPLINE

1-888-222-2228

24 hours a day - 7 days a week

This is a youth helpline serving all youth and young adults in New Jersey. Youth who call are assisted with their daily life challenges by professional staff and trained volunteers. Anonymity and confidentiality are assured except in life-threatening situations.

SAFE HAVEN INFANT PROTECTION HOTLINE

1-877-839-2339

24 hours a day - 7 days a week

This is a toll free hotline for distressed parents who wish to give up an unwanted infant anonymously, with no fear of arrest or prosecution. While information will be requested, no names or records are required.

FOSTER HOME RECRUITMENT LINE

1-877-NJ-FOSTER (653-6783)

9 a.m. - 5 p.m. Monday - Friday

Many children in New Jersey need temporary homes until their parents are able to care for them or until a permanent home is found. Call to learn how you can open your heart and your home by becoming a foster parent.

ADOPTION HOTLINE

1-800-99-ADOPT (992-3678)

9 a.m. - 5 p.m. Monday - Friday

If you have love to share, consider adopting a child into your family. Call to learn how you can give a child a permanent home by adopting a child with special needs.

DIVISION'S ACTION LINE

1-800-331-DYFS (331-3937)

9 a.m. - 5 p.m. Monday - Friday

This hotline provides easy access and a timely response to questions, concerns, disputes and recommendations regarding services provided by DYFS or by an agency with a license or contract from DYFS.

5512- HARASSMENT, INTIMIDATION, AND BULLYING

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POLICY

Phillipsburg

Board of Education

Section: Pupils

5512. HARASSMENT, INTIMIDATION, AND BULLYING

Date Created: November, 2008

Date Edited: June, 2011

Phillipsburg

A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a 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 and disciplined environment. 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, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. 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 pupils; and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. Creates a hostile educational environment for the pupil by interfering with a pupil’s education or by severely or pervasively causing physical or emotional harm to the pupil. “Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

C. Pupil Expectations

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Pupil Conduct. The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members. Pupils are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Pupil Conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils’ abilities to grow in selfdiscipline.

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

1. Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, selfdiscipline, and good citizenship;

3. Pupil rights; and

4. Sanctions and due process for violations of the Code of Pupil Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, pupils, instructional staff, pupil support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1 (a)2, the Board must develop guidelines for pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules. Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to pupils and their parents or guardians the rules of the district regarding pupil conduct. Provisions shall be made for informing parents or guardians whose primary language is other than English.

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

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

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);

5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal

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

Environmental

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

Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1.

Consequences 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 pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;

7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

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

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;

19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and
26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation. Pupils, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable

information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report. A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability. The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

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

G. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)

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

The district Anti-Bullying Coordinator shall:

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

2. The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

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

The School Safety Team shall:

- a. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;
- b. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- f. Participate in the training required pursuant to the provisions of N.J.S.A.18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request;
- g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation. The investigation shall be completed and the written findings submitted to the

Principal as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-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 Pupil Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary.

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

Parents of the pupils 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 or guardians shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent or guardian may request a hearing before the Board of Education after receiving the information. When a request for a hearing is granted, the hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the pupils. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the alleged incident, the findings from the investigation of the alleged incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

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

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

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

The Board authorizes the Principal of each school, in conjunction with the Anti-Bullying Specialist, to define the range of ways in which school staff will respond once an incident of harassment,

intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials.

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 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 level 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 harassment, intimidation or 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 and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include 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, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and Phillipsburg discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faithbased organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The district will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground

monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

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

K. Consequences and Appropriate Remedial Action for False Accusation

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

1. Pupils - Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to, reprimand, suspension, increment withholding, or termination.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services.

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

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

school grounds. The Superintendent shall ensure that notice of this Policy appears in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district. The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify pupils and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website. The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

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

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to school employees, contracted service providers, and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may Phillipsburg incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils. Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112. Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33. The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29. The school district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or guardians, law enforcement, and community members in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

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

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils. The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and

additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.

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

The Superintendent shall report two times each school year at a public hearing all acts of Phillipsburg harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A.18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A.18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

R. Pupils with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a pupil with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32. The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the appropriate Executive County Superintendent of Schools within thirty days of Board adoption. N.J.S.A. 18A:37-13 through 18A:37-32 N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq. Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011

Date Edited: June, 2011

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STUDENT HANDBOOK AGREEMENT

Dear Barber School Parents,

This year we will have our Student Handbook posted on our website at <http://www.pburgsd.net>. Go to the Barber School page, and find the “Handbook” link on the left hand side. Once you have gone through the handbook with your children, please sign and have your children sign the form below and return it the first week of school. If you do not have access to a computer, you can request a hard copy of the handbook. Just check the box below and we will send it home the first week of school. The information in the book is extremely important, and will answer all of your questions. So please take the time to review it thoroughly.

Please check one box:

I have read the Barber School Handbook on-line and have completed the form below.

Please send me a hard copy of the handbook home with my child.

Student’s Name: _____ Teacher: _____

I hereby certify that I have read all the contents of the Student/Parent handbook for the 2013-2014 school year with my child. I acknowledge that I am aware of the school’s discipline policy, dress code, and all other pertinent information regarding **Barber School** and my child’s education. I understand that my son/daughter is required to abide by and will be subject to all the policies and procedures as outlined in the student handbook.

Signature of Parent/Guardian _____

Signature of Student _____

_____/_____/_____
Date

This form is located in your child’s first day homework folder. Please sign and return this form to your child’s homeroom teacher.