

*Parent/Student  
Handbook  
2018-2019*

**EMERGENCY SCHOOL CLOSING  
NUMBER IS 583**

**Tune to channel 19 for the most up-to-date  
information regarding the Pine Hill Community and  
Schools  
or visit [www.pinehill.k12.nj.us](http://www.pinehill.k12.nj.us)**

**PINE HILL PUBLIC SCHOOLS  
1003 Turnerville Road, Pine Hill, New Jersey 08021**

September 2018

Welcome back! I hope that you had an enjoyable summer and are looking forward with enthusiasm to the 2018-2019 school year. Our goal is to provide all students with the opportunity to excel academically and socially so they may become positive, contributing members of their school and community. Knowledge is the key to success; therefore, I suggest that you read your child(ren)'s school handbook(s) thoroughly. They are a guide to aid you in understanding the policies of the district and, as such, will provide you with concise and readily available answers to questions and concerns that may arise throughout the school year. Students and parents are responsible for knowing the contents of their handbooks. Therefore, please keep it in a convenient location so that you are able to refer to it often. Additionally, please pay particular attention to those sections related to the dress code, harassment intimidation and bullying, attendance, social media, participation in extra-curricular activities, and academics policies.

For additional sources of information, I encourage you to watch Channel 19 in order to update yourself on the schools and community of the Pine Hill School District. A second source of information on our schools can be found on the district's website: [www.pinehill.k12.nj.us](http://www.pinehill.k12.nj.us). I encourage you to visit this site on a regular basis to learn more about school events, the scheduling of meetings, and classroom activities. Our goal is to provide all students with an opportunity to excel so that they may become positive, contributing members of our schools and the community.

As always, if you have any ideas that you would like to share, please do not hesitate to contact me. I look forward to working with you, as your support is essential for a positive school experience. As partners in education, we can prepare the students of the Pine Hill School District for a rewarding future.

Sincerely,

*Kenneth P. Koczur*

Kenneth P. Koczur, Ed. D.  
Superintendent of Schools

# Table of Contents

School Addresses & Telephone Numbers *****	3	Dress Code *****	7-11
Board of Education Information *****	4	Emergency Closing Information *****	18
Personnel Information *****	5	End Of School Day *****	17
<b>School Program Information</b>		Fines *****	41
Academic Honors *****	26	General Suggestions to Parents *****	17
Art Enrichment *****	25	Genesis *****	30
Benchmark Assessment *****	20	Grade Level Events *****	34
Breakfast and Lunch Programs *****	33	Health Services *****	42
Computers *****	26	Highly Qualified Teaching Staff *****	38
Curriculum & Content Standards *****	19	Home and School Association *****	31
English Language Arts *****	20	Homework Procedures *****	18
English Language Learners *****	27	Keep Your Emergency Numbers Up-to-date *****	40
Extended Day Programs *****	33	Lockers *****	34
Extra-Curricular Activities and Sports *****	33	Lost and Found *****	36
Gifted and Talented Program *****	26	Megan's Law *****	11
Grading System *****	26	Open Containers / Food / Gum *****	6
Guidance *****	32	Parent Notification *****	17
Health and Family Life Program *****	25	Permission to Leave School Early *****	11
Library/Media Program *****	26	Photo Identification Badges *****	43-60
Mathematics *****	21	Pine Hill Board of Education Policies *****	37
Music *****	25	Pine Hill Schools' Web Site and Channel 19 *****	30
National Junior Honor Society *****	29	Promotion and Retention of Students *****	31
Peer Mediation Program *****	33	Promotional Ceremony & 8th Grade Activities *****	31
Physical Education *****	24	Pupil Records *****	32
Renaissance *****	28	Report Cards and Parent-Teacher Conferences *****	62
Science *****	23	School Calendar for 2016-2017 *****	17
Social Studies *****	23	School Hours *****	33
Spanish *****	25	School Newspaper *****	36
Special Services *****	35	School Site Council *****	36
State Testing *****	19	Section 504 of the Rehabilitation Act of 1973 *****	39
Title One Instruction *****	27	Smoking *****	39
<b>General Information, Guidelines and Procedures</b>		Snowballs *****	41
2NDFLOOR Help Line *****	7	Social Restriction *****	34
Administering Prescription & Non Prescription Drugs *****	35	Student Government *****	6
Affirmative Action Notice *****	36	Student Registration *****	38
Assemblies *****	36	Study Hall *****	32
Attendance Policy *****	12-	Telephone Answering System *****	41
Backpacks *****	37	Textbooks *****	18
Bell Schedule *****	61	The Global Connect System *****	39
Bicycle Safety *****	37	Use of Drugs, Alcohol & Tobacco on School Property *****	19
Bus Safety *****	37	Visitors *****	40
Cafeteria Regulations *****	38	Zero Tolerance *****	
Cell Phones *****	11		
Child Abuse *****	36		
Closed Campus *****	18		
Code of Conduct *****	6		
Corridor Pass *****	39		
Crossing Guards *****	38		
Daily Arrival Time *****	17		
Dangerous/ Distracting Articles *****	11		

**Pine Hill Middle School**  
**1100 Turnerville Road**  
**Pine Hill, NJ 08021**  
**Telephone: 856-210-0200**  
**Fax: 856-210-0195**

Mrs. Kathleen M. Klemick	Principal
Miss Deborah Lipko	Supervisor
Ms. Tonyierra Jones	Secretary
Ms. Lauren Mullin	Secretary
Mrs. Lynn Jordan	School Nurse

**Sixth Grade Teachers**

Ms. Jessica Hector	ELA
Mrs. Donna Herron	Math
Mrs. Kristine Mullin	ELA
Miss Katie Bojanowski	Science
Mrs. Denise Vuono	Social Studies

**Title I / Basic Skills Instruction**

Mrs. Lisa Myers	Title I Teacher
Mrs. Lisa Short	Title I Teacher
Ms. Cheryl Chambers	Occupational Therapist
Ms. Jennifer McCusker	Speech

**Seventh Grade Teachers**

Mrs. Denise Gilmore	Math
Mrs. Kathie Rabaca	Science
Mrs. Laura Rigler	ELA
Mrs. Rachel Davis	Social Studies
Ms. Maria Casciotta	ELA

**Guidance Services**

Mrs. Lauren Kleiner	Counselor
Ms. Brittany Wooster	SAC

**Resource Room**

Mrs. Janelle Michalowski	ELA
Mrs. Holly Strobl	ELA
Mr. Raheem Covington	ELA
Mrs. Christina Dooling	Math
Mr. Matt Torbik	Math

**Eighth Grade Teachers**

Mrs. Michelle Cossaboon	ELA
Ms. Patti Dunleavy	ELA
Mrs. Karen Fricke	Math
Mrs. Janet Stackhouse	Science
Mr. William Fean	Social Studies

**In-Class Support**

Mrs. Janelle Michalowski	ELA & Soc. Studies
Mr. Raheem Covington	ELA
Mrs. Holly Strobl	ELA & Social Studies
Mr. Matt Torbik	Math & Science
Ms. Kim Nemerov	Science, Social Studies, ELA

**Multi-Grade Level Teachers**

Mrs. Amanda Natalie	Science
Mrs. Renée Gilson	Social Studies

**Additional Intermediate Teachers**

Mrs. Lauren Canonica	Grade 6
Mrs. Nicole Moyers	Grade 6
Mrs. Margo Ocasio	Grade 7
Mrs. Jennifer Zane	Grades 7-8
Mrs. Tracey Rosa	Grade 8
Mrs. Judy Hulmes- Cochran	Grades 6-8

**Related Arts Teachers**

Mrs. Lynne Kells	Art Instructor
Mr. Jeff Belmonte	Computer Instructor
Miss Jessica Jaworski	Health/Physical Education
Mr. William Gannon	Health/Physical Education
Mr. Guy Mauriello	Health/Physical Education
Ms. Mandi Dorrell	Media Specialist
Mrs. Elizabeth Williams	Music Instructor
Mrs. Erica Burr	Instrumental Music Instructor
Ms. Angelina Irizarry	Spanish Instructor

# PINE HILL PUBLIC SCHOOLS

## Addresses and Telephone Numbers

### Central Administration

1003 Turnerville Road  
Pine Hill, NJ 08021  
Phone #: (856)783-6900 or  
(856)784-8887  
Fax: (856)783-2955



Payroll/Benefits ..... x 1110  
Accounts Payable..... x 1112  
Bus. Administrator..... x 1013  
Superintendent .....x 1034  
Secretary .....x 1119  
Central Registration..... x 1034

### Dr. Albert M. Bean School

70 East Third Avenue  
Pine Hill, NJ 08021  
Phone: (856)783-5300  
Fax: (856) 741-0377

Principal's Office ..... x 2010  
School Nurse ..... x 2013  
Guidance ..... x 2017

### John H. Glenn School

1005 Turnerville Road  
Pine Hill, NJ 08021  
Phone: (856)783-4100  
Fax: (856) 741-0374

Principal's Office ..... x 1010  
School Nurse .....x 1022  
Guidance ..... x 1020  
Maintenance Dept .....x 1025

### Pine Hill Middle School

1100 Turnerville Road  
Pine Hill, NJ 08021  
Phone: (856)210-0200  
Fax: (856)210-0195

Principal's Office ..... x 4000  
School Nurse ..... x 4008  
Guidance ..... x 4009

### Overbrook High School

1200 Turnerville Road  
Pine Hill, NJ 08021  
Phone: (856)767-8000  
Fax: (856)767-3082

Principal's Office ..... x 3015  
School Nurse ..... x 3027  
Guidance ..... x 3013

### Special Services Department

1200 Turnerville Road  
Pine Hill, NJ 08021  
Phone: (856)767-8000 ..... x 3018

### BOARD OF EDUCATION MEETINGS

Work Sessions/Business Meeting Schedule  
2018

September 18  
October 16  
November 20  
December 18

Board of Education Meetings are at 6:30 PM the Board Office.

### PINE HILL BOARD OF EDUCATION MEMBERS

President

Ms. Zipporah Daniels-Brown

Vice-President

Mr. Les Gallagher, Jr.

Mr. Thomas Bermingham

Ms. Angela Cooper

Ms. Lori Corry

Mrs. Lois Parker

Ms. Christine Boyd

Ms. Sharon Young

CLEMENTON

Mr. Randy Freiling

BERLIN TOWNSHIP

Ms. Kimberly Reed

School Solicitor

Ms. Amy Guerin

Treasurer of School Monies

Mr. Thomas C. Cardis

## ADMINISTRATION

Dr. Kenneth P. Koczur, Superintendent  
Mrs. Heidi Daunoras, Director of Curriculum & Instruction  
Mrs. Deborah Piccirillo, School Business Administrator  
Mr. Daniel Schuster, Principal, Dr. Bean School  
Mr. James Vacca, Principal, John H. Glenn School  
Mrs. Kathleen M. Klemick, Principal, Pine Hill Middle School  
Miss Deborah Lipko, Supervisor, Pine Hill Middle School  
Mr. Adam Lee, Principal, Overbrook High School  
Mr. Douglas Endee, Assistant Principal, Overbrook High School  
Mr. Karim Fisher, Assistant Principal, Overbrook High School  
Ms. Sheryl Smith, Athletic Director  
Mrs. Nicole Kerber, Supervisor of Guidance  
Dr. Kimberly Seifring, Director of Special Services

## CENTRAL ADMINISTRATION OFFICE

Mrs. Michelle Rhubart, Accounts Payable  
Mrs. Denise Pronio, Benefits/Payroll Clerk  
Mrs. Sherry Billups, Payroll Clerk/Secretary  
Ms. Patricia Blaylock, Secretary to Business Administrator  
Mrs. Erica Fean, Administrative Assistant to Curriculum & Instruction

## DEPARTMENT OF SPECIAL SERVICES

Ms. Desiree Marasa-Ackerman, School Psychologist (PK-5)  
Mrs. Lara Koenig, School Psychologist (6-12)  
Mr. Thomas Diaz, School Social Worker (6-8)  
Ms. Jennifer McCusker, Speech Therapist  
Mrs. Robin Leavey, Secretary  
Mrs. Gwen Ulatowski, Secretary  
Ms. Debby Barratt, Secretary

## OTHERS

Ms. Cheryl Chambers, Occupational Therapist  
Dr. Kathryn Lambert, School Physician

## IMPORTANT TO ALL PARENTS:

### CODE OF CONDUCT

All students and parents are required to read this handbook to familiarize themselves with rules governing student behaviors and penalties associated with violation of Board policy. Our authority is not limited to actions or responses described in this book of conduct. The power to educate includes the power to discipline.

Actions taken by school officials in response to violations of conduct codes will be carried out in order to maintain student safety, order and discipline. Disciplinary decisions made at the discretion of school administration and teaching staff will be guided by the following premise: “the safety of the child outweighs the child’s civil rights. The safety of the group outweighs the rights of the individual child.”

#### Tips for Success:

- *Treat others with dignity and respect;*
- *Respect all property on school grounds and off;*
- *Use your head wisely and your heart compassionately;*
- *Always act with intelligence;*
- *Make a positive difference everyday;*
- *Practice politeness and good manners;*
- *Be on time; Work hard and productively everyday.*

### PARENT NOTIFICATION

School officials are not required by law to notify parents of any actions taken to intervene in student behaviors if and when they are following “standard operating procedures.” Standard operating procedures are those responses to penalties that are outlined in policy, and which are used to maintain safety, order, and discipline in the school setting.

School officials will make an attempt to notify parents if and when a child is in danger or in the event of an arrest. An attempt to notify may not ensure that parent contact will be guaranteed. In order to increase the chance that the parent can be reached when necessary, we ask that parents complete and return EMERGENCY CONTACT CARDS and that they update this information when changes in residence, phone number and/or custodial care occur.

### STUDENT REGISTRATION

In order to register in the Pine Hill School District new requirements have been mandated by the Pine Hill Board of Education. An affidavit of application is available in the board office for parents or guardians to complete. All sections of the Student Registration Checklist must be completed before a child is accepted as a student. Items needed are: transfer card, driver’s license/picture ID, lease with child’s name or mortgage papers, one other proof of residence(utility bill, etc), birth certificate, report card, health record, test scores & IEP for special education students. All registrations must be completed by appointment only at the Pine Hill Board of Education building, 1003 Turnerville Rd., Pine Hill, NJ. To request an appointment please call 856-783-6900 ext. 1034.

### CHANGE OF ADDRESS

Any change of address is done at the Board Office, 1003 Turnersville Rd., Pine Hill, NJ 08021

### **\*\*\*IMPORTANT INFORMATION\*\*\***

**All students must provide up-to-date medical records, including proof of Hepatitis shot series or student will be excluded from school.**

## 2NDFLOOR® New Jersey's Youth Helpline

The New Jersey Youth Helpline, 2NDFLOOR, is a toll-free anonymous and confidential helpline available 24 hours a day, 7 days a week, 365 days a year to all New Jersey young people, ages 10 to 24. Youth can call 2NDFLOOR at 1-888-222-2228 to speak with professionals and trained volunteers who listen attentively, non-judgmentally and compassionately to issues and problems they are facing. Visit [www.2NDFLOOR.org](http://www.2NDFLOOR.org) for more information and try the message board!

## SCHOOL DRESS CODE

### 5511 STANDARD OF DRESS POLICY FOR STUDENTS

The Pine Hill Board of Education recognizes every student's right to freedom of expression in both speech, whether written or oral, and the wearing of apparel, as a right guaranteed by the United States Constitution and the United States Supreme Court.

The Board also recognizes its obligation to schools, parents, and students, where health, safety, and welfare of the students who attend our schools are given paramount consideration, and where a positive learning environment must be maintained. Additionally, the Board is aware of its obligations to make every effort to minimize the opportunities for student distraction and/or disruption in district schools.

The Pine Hill Board of Education believes school dress can influence pupil behavior and a school uniform policy will enhance a school's learning environment. Therefore, the Board adopts a dress code policy to require pupils at the following schools to wear a school uniform implemented in accordance with NJSA 18A:11-7 and 18A:11-8.

John H. Glenn School  
Dr. Albert M. Bean School Pine Hill  
Middle School Overbrook High  
School

Public Hearing Date: May 15, 2007

The school site councils requested the school uniform policy. The councils consist of the principal, staff and parents. The board of education held a public hearing on May 15, 2007 prior to the adoption and implementation of this policy. The policy may not be implemented in an individual school for at least three months after the board approval and after providing notice to the parent(s) or legal guardian(s) of the pupils in the school.

The school uniform policy does not prohibit pupils who participate in nationally recognized youth organizations, which are approved by the Board, from wearing organization uniforms to school on days that the organization has a scheduled meeting.

### Authority

The Pine Hill Board of Education prescribes the standard of school dress (school uniforms) that will apply to every student within the Pine Hill Public School District, effective September 1, 2008.

The Pine Hill Board of Education is an Equal Opportunity Employer



## STANDARD OF SCHOOL DRESS

### Pine Hill Middle School

#### **Males**

##### Bottoms

Colors: Navy, tan, black

Pants or shorts

*No Jeans, Stretch Pants, Cargo Pants or  
Cargo Shorts*

##### Tops

Colors: Navy, white, dark green, black (solid colors)

Polos or dress shirts (short or long sleeve)

Optional: Cardigans, sweaters or sweater vests  
may be worn over shirts

#### **Females**

##### Bottoms

Colors: Navy, tan, black

Pants, skorts, shorts, skirts or capris

*No Jeans, Stretch Pants, Cargo Pants or  
Cargo Shorts*

##### Tops

Colors: Navy, white, dark green, black (solid colors)

Polo or dress shirts (short or long sleeve)

*Optional:* Cardigans, sweaters or sweater vests  
may be worn over shirts

### **Acceptable for All Schools**

1. Spirit wear purchased from the school store/school logo (without hoods).
2. Bermuda or walking shorts should be no more than 2" above the knee cap.
3. Skirts, shorts and skorts must be no more than 2" above the knee cap.
4. Solid colored shirts and pants must be appropriately sized and worn at the waist.
5. Pants with belt loops must be worn with a belt at high school and middle school.
6. Head coverings for religious and/or medical reasons only.
7. Acceptable footwear includes sneakers, dress shoes, all terrain shoes, and boots. (All shoes MUST enclose foot)
8. Neck ties.
9. Polo Shirt is described as a "golf style" shirt with a two or three button neckline and a collar.
10. All garments that are visible must be of an approved color.

### **Not Acceptable**

1. Any clothing or belt buckles with offensive pictures, messages or logos of sexual, alcoholic, drug, tobacco, weapon or gang-related nature. Any clothing deemed unacceptable by administration and the school board.
  2. Hooded sweaters and sweatshirts, jackets, coats, vests, hats, gloves; anything associated with outdoors, may not be worn in classrooms, hallways, or cafeteria during the regular school day.
  3. No sweatpants except during physical education (high school and middle school)
  4. Denim material
  5. Dangerous and/or offensive jewelry
  6. Scarves, bandanas, hats, caps and sunglasses
  7. Beach/shower footwear, i.e., flip-flops, slides, thong sandal, shoe where foot is exposed.
  8. Footwear without a back strap
  9. Slippers
  10. Footwear with wheels, cleats, or lights.
  11. Footwear deemed unsafe by administration (for example shoes that leave foot exposed)
  12. Any clothing/footwear that is deemed a distraction by administration.
- The administration reserves the right to approve special theme days throughout the school year, however, these days must meet the established dress code from the 2007-2008 school year.

## **PHYSICAL EDUCATION STANDARD OF DRESS FOR MIDDLE AND HIGH SCHOOLS ONLY**

Gray or Navy Sweatpants

Gray or Navy Shorts no more than 2" above kneecap

Ash colored tee-shirt with Pine Hill Public Schools logo and a rectangular bar underneath (so students can print their name with a Sharpie to cut down on theft, loss, etc.)

Sneakers

## **PHYSICAL EDUCATION STANDARD OF DRESS FOR ELEMENTARY SCHOOLS**

Physical education standard of dress for elementary will be determined by each school principal.

*Adopted: June 23, 2009*

### **Compliance Measures**

#### First Offense

1. Parent/guardian notification
2. Student will not be permitted to return to class until they are compliant with the Standard of Dress Policy.
3. Warning

#### Second Offense

1. Parent/guardian notification letter from the building principal. The letter must be signed and returned the following day.
2. Student will be sent home unexcused until they are compliant with the Standard of Dress Policy.
3. Administrative Detention Third

#### Offense

1. Student will be sent home unexcused until they are compliant with the Standard of Dress Policy.
2. Principal's discipline hearing

#### Fourth Offense

1. Student will be sent home unexcused until they are compliant with the Standard of Dress Policy.
2. Superintendent's discipline hearing

### **Enforcement**

1. Teaching staff members will report perceived violations of dress code to the building principal or designee, who will interpret and apply the policy.
2. Pupils who publicly represent the school or school organization at an activity away from the school district are required to dress in full accordance with reasonable expectations of the staff member in charge of the activity. Pupils unwilling disqualify themselves from participation
3. Pupils will not be permitted to attend a school related function, such as a field trip, after school activity unless they are attired and groomed in accordance with this policy and the reasonable expectations of the staff member in charge.
4. The principal may waive application of the dress code for special school activity days.

**For Principal-approved “dress down days”, students must adhere to the following:**

Tops/Shirts Acceptable:

1. COLLARED GOLF SHIRTS, TURTLENECK, T-SHIRTS, AND DRESS SHIRTS, SWEATERS
2. DRESS SHIRTS MUST BE BUTTONED ABOVE THE CHEST LINE
3. ANY SPIRIT WEAR PURCHASED FROM THE SCHOOL STORE/SCHOOL LOGO

Not Acceptable

1. MESH OR FISH NET STYLES
  2. SPANDEX TYPE MATERIALS
  3. TOPS THAT EXPOSE THE BACK, CHEST, SHOULDERS, OR MIDRIF
  4. ANY SHIRT WITHOUT A SLEEVE (E.G., TANK, TUBE, STRAP)
  5. ANY CLOTHING OR BELT BUCKLES WITH OFFENSIVE PICTURES, MESSAGES OR LOGOS
- OF SEXUAL, ALCOHOLIC, DRUG, TOBACCO, WEAPON OR GANG-RELATED NATURE.  
ANY CLOTHING DEEMED UNACCEPTABLE BY ADMINISTRATION AND THE SCHOOL BOARD.

**Sweatshirts/Jackets**

Not Acceptable

1. HOODED SWEATERS AND SWEATSHIRTS
2. JACKETS, COATS, VESTS, HATS, GLOVES; ANYTHING ASSOCIATED WITH OUTDOORS MAY NOT BE WORN IN CLASSROOMS, HALLWAYS, OR CAFETERIA DURING THE REGULAR SCHOOL DAY

**Pants and Skirts**

Acceptable

1. CASUAL PANTS AND SKIRTS
2. DENIM PANTS – NOT WORN THROUGH OR TORN
3. SPIRIT WEAR
4. BERMUDA OR WALKING SHORTS – 2” ABOVE THE KNEE CAP
5. SKIRTS, SHORTS, SKORTS MUST BE 2” ABOVE THE KNEE CAP
6. CAPRI PANTS
7. PANTS MUST BE APPROPRIATELY SIZED AND WORN AT THE WAIST

Not Acceptable

1. SHEER, SEE THROUGH, SHINY NYLON MATERIAL
2. CHAIN OR METAL BELTS
3. SWEATPANTS/PANTS WITH LOGO ON THE BACK
4. PAJAMA PANTS
5. PANTS THAT ARE NOT PULLED UP TO THE WAIST; PANTS THAT EXPOSE UNDERGARMENTS; OR SHOW SKIN BELOW YOUR WAIST
6. DENIM HAVING THE APPEARANCE OF BEING WORN THROUGH OR TORN

**Head Coverings/Sunglasses/Book bags**

Acceptable

1. HEAD COVERINGS FOR RELIGIOUS REASONS

Not Acceptable

1. SCARVES
2. BANDANAS
3. HATS/CAPS
4. SUNGLASSES

## **Footwear**

### Acceptable

1. APPROPRIATE SNEAKERS OR DRESS SHOES.
2. ALL TERRAIN SHOES, BOOTS

### Not Acceptable

1. BEACH/SHOWER FOOTWEAR, I.E., FLIP-FLOPS, SLIDES
2. FOOTWEAR WITHOUT A BACK STRAP
3. SLIPPERS
4. FOOTWEAR WITH WHEELS OR CLEATS
5. FOOTWEAR DEEMED UNSAFE BY ADMINISTRATION

## **CELL PHONES/ TEXT MESSAGING**

### **CELL PHONES MUST BE PUT IN LOCKER FOR DURATION OF SCHOOL DAY**

Students are not permitted to use cellular phones or text message while school is in session. Cell phones must be off and out of sight during the school day. Any cell phone visually present, heard or used during the school day will be confiscated for a parent to pick up in the main office at the end of the school day. In addition, the student will be subject to appropriate disciplinary action as outlined in the district discipline policy and approved by the Board of Education.

## **OPEN CONTAINERS OF FOOD OR BEVERAGES/ GUM**

Students are not permitted to carry open containers of food or beverages (water bottles, etc) in school. These items are permitted only in the cafeteria. Caffeinated beverages are **not permitted**. Students may not chew gum during the school hours.

## **DANGEROUS/ DISTRACTING ARTICLES**

Your child is not to bring dangerous or distracting articles to school, such as guns, knives, weapons, water guns, toys, radios, jewelry, electronic equipment, floor smackers, lasers, etc. or any article deemed dangerous or distracting by administration. Any weapon will be turned over to police, other items will be turned over to parent.

## **PHOTO IDENTIFICATION BADGES**

'No Child Left Behind Act of 2001'

Title IV - Safe and Drug Free Schools and Communities (SDFSC).

The purpose of Title IV is to foster a safe and drug-free environment that supports student achievement.

The Board of Education of Pine Hill in compliance with the - No Child Left Behind Act of 2001 - has established the following policy regarding Photo Identification Badges:

Student in grades six (6) through eight (8) will be required to visibly display their photo ID badges; either around their necks or clipped on to their shirt, blouse or collar in an appropriate manner.

Students are required to wear the photo ID badges during the school day and to school activities (except during their physical education period).

### Procedures:

1. Each student in grades six (6) through eight (8) will be issued a photo ID badge in September. 2.Replacement badges will cost \$5.00.

temporary ID badge can be issued for one day for a cost of 50 cents from the Homeroom teacher.

Students who continue to forget or lose their ID badge will accrue charges which must be paid in full before that student will be issued a diploma.

Rules:

1. Students need to display photo ID badge to ride any school bus.
2. Students need to wear photo ID badge during the school day and for school activities.
3. Students need to display photo ID badge to enter Homeroom or they will have to purchase a temporary ID.
4. Students need to display photo ID badge to utilize library services.
5. Students need to display photo ID badge to obtain free or reduced breakfast or lunch.

The Pine Hill Board of Education is committed to maintaining a school environment that is safe and secure for teachers to teach and students to learn. It is to this end that students are encouraged to be cooperative and to proudly wear their photo ID badges.

ATTENDANCE POLICY

Absences will be excused for illnesses documented with a doctor's note or for death in the family. **Doctor's notes must be submitted to the main office within a week of the pupil's return to school.** Family vacations with prior notification will not be considered truancy, but will not be excused absences in terms of the attendance policy.

Chronic Illness- Any student with a chronic illness needs to furnish a doctors note annually to the main office in order for illness related absences to be excused. When absent the main office needs a parent/guardian note to verify that the student was absent due to the chronic illness.

POLICY

Pine Hill  
Board of Education  
Section: Pupils  
5200. ATTENDANCE (M)  
Date Created: August, 2007  
Date Edited: January, 2013

5200- ATTENDANCE (M)

**5200- ATTENDANCE (M)**

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

In accordance with the provisions of N.J.A.C. 6A:16-7.6, a student's absence from school may be excused, unexcused that counts toward truancy, or unexcused that does not count toward truancy.

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

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students the educational and classroom experiences deemed essential to learning and may result in retention at grade level or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

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

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

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

### **Elementary and Middle School Attendance**

Every pupil shall attend school regularly. The Principal has the authority to excuse children for absence due to illness, avoidance of exposure to severe weather, and compliance with the established ordinances for religious instruction or observance. A pupil who is excused must, however, still fulfill the school's requirements for advancement.

Physicians, psychiatrists, psychologists, dentists, and similar professional persons may request permission to have pupils excused during the school day for professional work.

#### **Pupils who are absent from school for sixteen days or more shall be considered for retention.**

Cases of extreme and excused illness, as well as IEP exemptions, may be excluded from the retention process at the school level. However, when it is believed by the school staff that there has been abusive absence from school, the case should be processed to the level of the Superintendent of Schools to impress upon parent(s) and/or legal guardian(s) the need for children to attend school regularly. Upon review of the case, the Superintendent of Schools may also agree with the school staff and, therefore, sustain retention. Parent(s) and/or legal guardian(s) as well as staff will be required to conform to all guidelines established for retention through Board of Education policy on promotion and retention of pupils.

This consideration of retention due to excessive absence is not meant as a punitive action to be taken against a child and should be utilized only when the academic, social and emotional performance of a pupil is in jeopardy. This district staff is encouraged to pursue alternate avenues through courts and other social agencies to address parent(s) and/or legal guardian(s) neglect.

Parent(s) and/or legal guardian(s) are responsible for notifying the school by the second day of a pupil's absence. In the event this procedure is not followed by the parent(s) and/or legal guardian(s), on the third consecutive day, assigned school personnel shall contact the parent(s) and/or legal guardian(s) by telephone. If the absence continues unexplained for five consecutive days, the Principal shall notify the Superintendent and other designated agencies.

If a pupil is present in the morning and absent at a later period in the day without an official excuse, parent(s) and/or legal guardian(s) and other designated outside agencies shall be contacted immediately.

Absences will be excused in accordance with regulation 5200. Doctor's notes must be submitted to the main office within a week of the pupil's return to school. Up to five days of family vacation with prior notification will not be considered truancy, but will not be excused absences in terms of the attendance policy.

Written verification of absences shall accompany a pupil on the day of return to school. No pupil shall be permitted to leave the school before the end of the school day unless met in the school office and signed out by a parent(s) and/or legal guardian(s) or a person so authorized by a parent(s) and/or legal guardian(s).

Each school should validate requests for early dismissal to assure that children are released only for proper reasons and into proper hands. No pupil may be released on the basis of an invalidated telephone call. No school personnel shall send any pupil on a private errand.

Children of estranged parents may be released only upon request of the parent whom the court holds directly responsible for the child and who is the parent(s) and/or legal guardian(s) registered on

the school record. The schools shall not be a party to other arrangements with estranged parents. When attempts are made to remove children from school by persons without custody or proper authorization, the person(s) with legal custody are to be notified as soon as possible.

### **Matters of Law (Attendance Policy Cont.)**

#### **Pupils Below Age Sixteen**

Initially, a four day notice will be issued via mail. If the first notice is unsuccessful in achieving a pupil's attendance, the parent(s) and/or legal guardian(s) of a pupil who is below age sixteen shall be sent an eight-day certified (restricted delivery) notice to cause their child to attend school. Additionally, a phone call and email (if available) will be used to alert the parent/guardian. Per N.J.S.A. 18A:38-27, at 10 or more cumulative unexcused absence, the school district will make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts.

#### **Pupils Age Sixteen or Older**

Initially, a four day notice will be issued via mail. If the first notice is unsuccessful in achieving pupil attendance, parent(s) and/or legal guardian(s) of pupils who are age sixteen or older and adult pupils, shall be presented with a second notice on the eighth absence requiring the pupil to attend school within five days or be dropped from the attendance roll. If the second notice is unsuccessful, the pupil shall be dropped from the roll.

- a. Parent(s) and/or legal guardian(s), or adult pupils may appeal to the Principal for readmission.
- b. Attendance at a summer school shall not be an option for such pupils.
- c. A withdrawal/failure shall be entered on the permanent record for each course taken at the time the pupil was dropped.

### **Lateness and Early Dismissal (Attendance Policy Cont.)**

Lateness to class and lateness to school should be treated according to the following provisions:

- a. Late to school (arriving after the start of homeroom).
  1. Elementary School: Age appropriate consequences will be assigned for lateness. After five lateness's, students will be assessed one unexcused absence for every 3<sup>rd</sup> lateness. (ie: On the 8<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup>...Etc. lateness will be equivalent to one unexcused absence in terms truancy.
  2. At the Middle School, a pupil will receive a warning for the first and second lateness, on the third through the ninth lateness, one administrative detention is assigned. For the tenth lateness or more, a one-day alternative instruction room will be assigned.
    - a. Lateness to School resets each marking period
    - b. Lateness 1 & 2 are issued a warning (therefore, students are afforded 8 lates to school per year, 2 per marking period).
    - c. Lateness 3, 4, 5, 6, 7, 8, 9 are issued an afterschool detention
    - d. Lateness 10 & more are issued a day of the Alternative Instruction Room
- b. Early Dismissal from school: A student must be in school for 4 hours for it to count as a school day. Therefore, a student who begins a day at the regular 8:10AM start cannot be dismissed early prior to 12:10PM if it is to count as a day of school.
- c. The administration shall communicate this policy and practice to parent(s) and/or legal guardian(s), and pupils at the start of each year.

### **Make-Up Work (Attendance Policy Cont.)**

Pupils returning to school shall be afforded a reasonable opportunity to make-up missed work equal to the number of days missed. Additional time may be requested by the pupil. The pupil is responsible to

see their teacher immediately upon return regarding work missed during an absence to make arrangements for completion of that work.

### **Appeal Process (Attendance Policy Cont.)**

To preserve doctrines of fairness and due process, pupils and/or parent(s) and/or legal guardian(s) shall have the following appeal rights:

1. Request to meet with the Principal and others to explain mitigating circumstances. The Principal may grant or deny the appeal, but if granted, the Principal shall establish the number of days which have been considered "mitigating". Additional absence exceeding that number will result in reassignment to the "no credit" status.
2. Write a request to meet with the Superintendent, if not satisfied with the action of the Principal.
3. Write a request to meet with the Board of Education, if not satisfied with the action of the Superintendent.

### **Matters of Law (Attendance Policy Cont.)**

In instances where a pupil is absent from school for ten or more consecutive school days and is not determined to be medically disabled, the pupil's parent(s) and/or legal guardian(s) shall be issued a notice via certified mail to return the pupil to school.

1. **Pupils Below Age Sixteen**  
Initially, a four day notice will be issued via mail. If the first notice is unsuccessful in achieving a pupil's attendance, the parent(s) and/or legal guardian(s) of a pupil who is below age sixteen shall be sent an eight-day certified (restricted delivery) notice to cause their child to attend school. Additionally, a phone call and email (if available) will be used to alert the parent/guardian. Per N.J.S.A. 18A:38-27, at 10 or more cumulative unexcused absence, the school district will make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts
2. **Pupils Age Sixteen or Older**  
Initially, a four day notice will be issued via mail. If the first notice is unsuccessful in achieving pupil attendance, parent(s) and/or legal guardian(s) of pupils who are age sixteen or older and adult pupils, shall be presented with a second notice on the eighth absence requiring the pupil to attend school within five days or be dropped from the attendance roll. If the second notice is unsuccessful, the pupil shall be dropped from the roll.
  - a. Parent(s) and/or legal guardian(s), or adult pupils may appeal to the Principal for readmission.
  - b. Attendance at a summer school shall not be an option for such pupils.
  - c. A withdrawal/failure shall be entered on the permanent record for each course taken at the time the pupil was dropped.

### **Excessive Absence Appearance (Attendance Policy Cont.)**

Any pupil who is absent more than twenty days from a full-year course, (or more than ten days from a semester course), whether excused or unexcused shall be required to appear before the Principal with his/her parent(s) and/or legal guardian(s).

1. Pupils shall remain in class and continue to participate.
2. On the twentieth day of absence from school or a class, the school shall notify the parent(s) and/or legal guardian(s) of the final violation of the attendance policy, which will require a formal conference with the Principal.
3. Any exemption to this rule must be approved by the school administrator.

### **Procedure (Attendance Policy Cont.)**

Teachers are responsible for classroom attendance records and the determination of when a



pupil has reached levels of excessive absence.

1. Warning Notices

After the pupil has missed four days of school in a full-year course, the pupil will be required to meet with his/her guidance counselor. Written notification will be sent to the pupil's home. The twelfth absence will require a meeting with the school administration. And after twenty absences a meeting is required between the pupil, parent(s) and/or legal guardian(s) and school Principal. At this meeting, the Principal may review all circumstances.

2. No Credit Assignment

Within five school days after a pupil has exceeded the maximum absence level permitted by section A - 1 of this policy, the school shall mail a "No Credit" status notice to the parent(s) and/or legal guardian(s) and pupil's guidance counselor. Prior to sending the notice:

- a. The administration shall examine the pupil record to determine if the level of absences warrants consideration of a "no credit" status.
- b. If the record reveals no mitigating circumstances, the administration shall require the pupil and parent(s) and/or legal guardian(s) to come to a conference where the consequences and implications of a "no credit" status shall be explained and the pupil's attendance records will be reviewed to determine if a "no credit" status is appropriate.

**Appeal Process (Attendance Policy Cont.)**

To preserve doctrines of fairness and due process, pupils and/or parent(s) and/or legal guardian(s) shall have the following appeal rights:

1. Request to meet with the Principal and others to explain mitigating circumstances. The Principal may grant or deny the appeal, but if granted, the Principal shall establish the number of days which have been considered "mitigating". Additional absence exceeding that number will result in reassignment to the "no credit" status.
2. Write a request to meet with the Superintendent, if not satisfied with the action of the Principal.
3. Write a request to meet with the Board of Education, if not satisfied with the action of the Superintendent.

**Perfect Attendance** Students who were not absent during any part of the school day for any reason, excused or unexcused. In order to be recognized for perfect attendance, a student must be on time each day and remain in school until dismissal each day. Exception: School Related Field Trips.

**Perfect Attendance at Graduation** Any 8<sup>th</sup> grader who fulfills the criteria above for perfect attendance will receive a certificate. If there is a tie, the office will determine who has met the criteria for the most years, and that student will receive a gift at graduation.

**School Hours**

The regular hours for grades 6-8 will be from 8:10 AM to 2:40 PM. When the school is on a planned early dismissal schedule, the hours will be 8:10 AM to 12:10 PM. Homeroom begins promptly at 8:10AM. Students who report late to homeroom are considered late to school. Students who are absent from school without a doctor's note or students who are suspended out of school are not permitted on school property during or after school hours.

**Daily Arrival Time**

The school buildings and grounds are unsupervised until 7:45 AM. The school cannot assume responsibility for students arriving before the time specified. Therefore, parents cannot send their children to school before the designated times. **Parents who are dropping their child off for school may not drive through the bus lane until after 8am.**

## End of the School Day

School is dismissed at 2:40 P.M. At the end of the day, students riding buses need to promptly board their bus when it is called. Students who are bus riders may not walk home unless they present a parent note requesting this and the date of the request. No student may ride a bus other than the one to which they have been assigned. Also, the halls must be cleared by 2:50 P.M. unless you are participating in a school sponsored activity. **Adults who are picking up a student at dismissal must park in the high school bus lane.**

## Permission to Leave School Early

No student will be permitted to leave school early unless signed out by a parent/legal guardian or a person authorized by a parent/legal guardian. Students who leave school without permission will be suspended.

## General Suggestions To Parents

1. Encourage your child to come home immediately after school is dismissed.
2. Please do not phone your child, and/or call school to leave a message for your child during school hours unless there is an emergency.
3. Your child is not to bring dangerous or distracting articles to school, such as guns, knives, water guns, toys, radios, jewelry, electronic equipment, floor smackers, lasers, etc., or any article deemed dangerous or distracting by administrator.
4. Place names on all articles of outer clothing coats, hats, gloves, caps, sweaters, raincoats, etc.
5. The school maintains a lost and found department located in the main office. Please feel free to investigate if your child loses or misplaces something.
6. Instruct your child never to converse with a stranger, never accept a gift from a stranger, and never get into a car with a stranger.
7. Your child must have plenty of sleep each night for him/her to do well in school.
8. To leave school grounds during school hours, your child must have permission from the principal's office.
9. If there is something that you want to know about school, if something has happened at school that worries your child, if there is a misunderstanding, or if you need more information for any reason, contact your child's teacher, guidance counselor, or one of the members of the administrative team.
10. Visit your school. You, as a parent, are not only welcome at school, you are urged to visit. It is highly desirable that you attend the various meetings arranged by the principal. You will also want to know your child's teachers. If you wish to confer with a teacher, please call the school, and make an appointment. You should not take his/her class time to discuss an individual problem.

## Keep Your Emergency Numbers Up To Date/ Global Connect

In order to maintain up-to-date emergency list, it is important that parents/guardians notify the school immediately if a change of address or telephone number has occurred. These include all addresses and telephone numbers of residence, work and alternative contact people. Please give one main phone number for all children living in household. *This will eliminate duplicate calls, when the superintendent dictates a Global Connect call for various events.*

## The Global Connect System

The Global Connect System is a district wide telephone message system that will update parents to important information such as school closings. Please be sure that your phone numbers including home, cell, work and emergency, are up to date. The Global Connect System will deliver a recorded message to the number you provide to be your primary means of contact.

## Delayed Opening

The Pine Hill Public Schools has in place a one-hour and a two-hour delayed opening schedule. Parents/Guardians should make special note of this schedule. You will receive a call from our Global Connect System informing you of a delayed opening. If you should happen to miss the call you can tune to Channel 19

or listen to KYW Radio, 1060 AM in the morning for our school district number, 583. Information will be given concerning our closing for the day or of our opening one hour late. Please note that the one hour delayed opening also applies to bus pick ups, so please make arrangements for your children to be dropped off at school at 9:10 AM (one-hour delay) and 10:10 AM (two-hour delay), even if he/she is driven to school. Please note that on these mornings the breakfast program will not be held. We ask you to plan now for these situations to avoid any last minute confusion.

**PLEASE DO NOT DROP CHILDREN OFF EARLY  
ON THESE DAYS AS THERE WILL NOT BE  
ANYONE HERE TO SUPERVISE THEM.**

John Glenn & Dr. Bean Schools	Pine Hill Middle School	Overbrook High School
<b>ONE Hour Delayed Opening</b> Grades K-5 9:45 AM to 3:15 PM AM Preschool 9:45 AM to 12:15 PM PM Preschool 12:45 PM to 3:15 PM	<b>ONE Hour Delayed Opening</b> 9:10 AM to 2:40 PM	<b>ONE Hour Delayed Opening</b> 8:15 AM to 2:00 PM
<b>TWO Hour Delayed Opening</b> Grades K-5 10:45 AM to 3:15 PM BOTH AM & PM Preschool will attend 12:45 PM to 3:15 PM	<b>TWO Hour Delayed Opening</b> 10:10 AM to 2:40 PM	<b>TWO Hour Delayed Opening</b> 9:15 AM to 2:00 PM

Emergency Closing

Should the need arise to close school or delay our opening because of inclement weather or other emergencies, you will receive a call from the Global Connect System; you can also find the information on Comcast Cable Channel 19. We will still continue to notify KYW Radio Station, 1060 AM in Philadelphia, of any closing or delayed openings. Our emergency school closing number is 583. We shall also notify the local news channels: 3, 6 and 10.

Closed Campus

Students may not leave the school grounds during the school day without permission and proper supervision. To leave the school for an appointment, trip, etc., he/she must have a parent/guardian write a note requesting an early release slip. The parent/ guardian must sign the student out in the main office. If a student leaves the campus without proper supervision, he/she will be suspended from school.

Visitors

Cooperation and communication between the home and school is very important, and we encourage you to visit your child's school. However, please be advised that anyone not directly involved with the daily operation is considered a visitor. All visitors (parents, friends, business persons, etc.) must report to the office and sign in when entering the schools. Thank you for helping us to maximize the safety of our students.

**CURRICULUM** - Common Core State Standards (CCSS)

In June 2010, the New Jersey State Board of Education (NJBOE) and the New Jersey Department of Education (NJDOE) adopted the Common Core State Standards (CCSS). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

Model Curriculum 1.0 and 2.0

Model curriculum 1.0 is a work in progress. The purpose of providing a model curriculum is to assist all districts and schools with implementation of the Common Core State Standards and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation.

## Partnership for Assessment of Readiness for College and Career (PARCC)

In the spring of 2010, NJDOE joined the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC is a consortium of 23 states and Washington, DC working together to develop a common set of K-12 assessments in language arts and math and aligned to the Common Core State Standards. These new K-12 assessments will mark students' progress and provide teachers with timely information to inform instruction and provide student support.

## TESTING

### **PARCC Assessment – The Partnership for Assessment of Readiness for College and Careers**

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality computer-based K-12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information as to whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs.

Below are the PARCC testing windows when districts must administer the PARCC assessment.

PARCC Window: April 8 – May 28, 2019 Computer-Based Testing.  
Science Assessment Administration Window: May 6-June 7, 2019

## Benchmark Assessments

After a few years of research, the Pine Hill Public Schools instituted the use of Benchmark Assessments in 2007-2008. The students in grades K-12 will be taking what really amounts to quarterly assessments coinciding with the report card marking periods.

### **What is the purpose of Benchmark Assessment?**

- To provide practice for students by simulating test questions and building test-taking stamina for the state mandated Grade 3-8 and 11 grade assessments
- To provide teachers, administrators, students and parents with a quick snapshot of student progress
- To determine if what is taught is learned
- To help teachers reflect on instructional practices
- To provide data to assist in instructional decision making

### **How can Benchmark Assessments be used?**

- To help teachers reflect on instructional practices
- To provide data to assist in instructional decision making
- To provide students with new learning opportunities to understand skills and concepts at any given time in the curriculum

### **How are Benchmark Assessments related to the State Standards?**

- The Benchmark Assessments are designed to provide teachers, instructional leaders, students and parents with systematic information about students' strengths and weaknesses relative to state standards
- All assessments are aligned to the Core Curriculum (Essential Maps)
- The Core Curriculum is aligned to the state standards

- Benchmark Assessments will count as a test grade each marking period. If you have any questions regarding Benchmark Assessments, feel free to contact the principal at your child's school or the curriculum coordinator for the district. Contact information is found on our school district web site.

## English

The English program develops skills in reading, writing, listening, speaking, and viewing.

**\*The Accelerated Reader Test will be counted as a test grade during each marking period.\***

### **English 6**

The sixth grade English program is aligned with the New Jersey Common Core Standards for Language Literacy. The sixth grade program is an extension of the sixth grade program. This program focuses on the development and application of skills in reading, viewing, writing, listening, speaking, and critical thinking. Reading and writing are taught for two periods each day. Activities in grammar, spelling, and related language skills form the foundation on which to build individual speaking and writing styles. Critical thinking is emphasized in writing samples. The writing process and on-demand writing are stressed. Each student will be encouraged to develop thinking and organizational skills to apply in more complex compositions. Student portfolios are maintained to demonstrate each student's progress over time. Students will take the PARCC English Language Arts component. This is the state test at this level.

### **English 7**

The seventh grade English program is aligned with the New Jersey Common Core Standards for Language Literacy. The seventh grade program is an extension of the sixth grade program. Reading and writing are taught two periods each day. Students continue to read excellent literary selections and pursue a progressive reading program, choosing their own books. All students are involved in a developmental writing program exploring various genres, including writing in response to literature, personal narratives, short stories, poems, and essays. Using the steps to prewriting, drafting, revision, editing, and publishing, students learn the elements of good writing and apply these to their own work. Grammar and mechanics of spelling and punctuation are taught in mini-lessons as needs appear in student writing. Student writing is maintained in portfolios and used by both student and teacher to assess progress. Students will take the PARCC English Language Arts. This is the state test at this level.

### **English 8**

The eighth grade English program is aligned with the New Jersey Common Core Standards for Language Literacy. The eighth grade program is an extension of the previous grade's program. Reading and writing are taught for two periods each day. This program focuses on the development and application skills in reading, viewing, writing, listening, speaking, vocabulary, literary analysis, and critical thinking. Students continue to read excellent literary selections and pursue a progressive reading program by self-selecting books. Students continue to use the writing process to strengthen skills. Grammar and mechanics are taught in mini-lessons. Student writing is maintained in portfolios and used by both student and teacher to assess progress. Students will take the PARCC English Language Arts. This is the state test at this level.

## Mathematics

The Math Program of Pine Hill Middle School is modelled after the Mathematics Common Core Standards.

**All students will complete an online benchmark assessment several times during the school year.**

As the children complete their formal education we should see the following results:

1. Students who are excited by and interested in their activities.
2. Students who are learning important mathematical concepts rather than simply memorizing and practicing procedures.
3. Students who are posing and solving meaningful problems.
4. Students who are working together to learn mathematics.
5. Students who write and talk about math topics every day.
6. Calculators and computers being used as important learning tools.
7. Teachers who have high expectations for ALL of their students.
8. A variety of assessment strategies rather than sole reliance on short-answer tests.

### **Grade 6**

The math program at this level will be balanced between basic facts, math concepts and problem-solving. It is a continuation of what was taught at the fifth grade level. Numeration, whole number operations, rational numbers, (common and decimal fractions) money, measurement, geometry, patterns and relationships, data analysis, algebra, and problem-solving will be developed. Reading critically and writing will be used as tools to develop math standards. Parents are asked to serve as partners in this commitment by encouraging and helping students at home and working with teachers to resolve issues if they occur. Students will take the PARCC in mathematics.

### **Grade 7- Pre-Algebra, Part A**

This is the first half of a two-year introductory program to pre-algebra. Fractions, decimals, mixed numbers, signed numbers, numbers in base 2, arithmetic operations involving all of these forms of numbers, order of operations, percents, proportions, ratios, divisibility, rounding, place value, unit conversions, scientific notations, and word problems involving these pre-algebra concepts will be developed. Students will study algebra topics such as the evaluation of algebraic expressions, the simplification of algebraic expressions, and the solution of linear equations in one unknown. Students will take the PARCC in mathematics.

### **Grade 8 Pre-Algebra, Part B**

This is the second half of the Pre-Algebra Program. Students will be expand on algebra topics taught in seventh grade such as the evaluation of algebraic expressions, the simplification of algebraic expressions, and the solution of linear equations in one unknown. Also included will be geometric concepts and topics such as perimeter, area, surface area, volume, classification of geometric figures and solids, geometric constructions, and symmetry. Additionally, grade eight students will take the PARCC in mathematics.

### **Grade 7– Accelerated Pre-Algebra**

To better prepare eligible students for Algebra I, a Pre-Algebra class will be offered for those that meet the criteria at the end of sixth grade. The Pre-Algebra class will be an accelerated program, covering the seventh grade curriculum by February. The remainder of the year will be focused on eight grade skills needed for success in Algebra I.

#### **Criteria:**

1. Average Math Grade (Marking Periods 1-3: 93 or above)
2. Grade 6 Math Teacher Recommendation
3. Score in the 75<sup>th</sup> percentile for Grade 6 Pre-Algebra Aptitude Test given at the end of grade 6

Students that complete this program may or may not be included in the Algebra I class. They must meet the criteria listed below.

## **Grade 8 -Algebra I**

Honors Algebra I is offered to students in grade eight who have demonstrated outstanding performance in mathematics. Specific topics covered include the following: exploring expressions, equations, functions, and rational numbers, analyzing and solving linear equations, graphing relations and functions, exploring polynomials, using factoring, and exploring radical expressions and equations. Previously learned skills will also be reviewed through problem solving opportunities in preparation for the PARCC. Students will take the PARCC for Algebra and this will count as a high school graduation requirement.

### **Algebra I Criteria:**

1. Average Math Grade (Marking Periods 1-3: 86 or above)
2. Grade 7 Math Teacher Recommendation
3. Score in the 75<sup>th</sup> percentile for the Algebra Aptitude test given at end of grade 7

It should be noted that if a student takes Algebra I in Grade 8, no high school credit is awarded for this course. A student who passes Algebra I in 8<sup>th</sup> grade will still be required to take an additional (3) years of math in high school.

## **Science/STEAM**

Science, Technology, Engineering, Art, & Math in conjunction with the New Jersey Core Curriculum Content Standards for Science will be the foundation for the Pine Hill Middle School Science Program. Pine Hill's Science Program will reflect the belief that all students can and must learn enough science to assume their role as concerned citizens equipped with necessary information and decision-making skills.

The need for scientific literacy in today's increasingly technological world, for fundamental reforms in how science is taught, and for established standards in science are by now well-known and documented. Presidential appeals for excellence, combined with expressions of concern from scientists and educators, have led to national, state and local initiatives. New Jersey is host to an impressive array of scientific and technological industries, and should play a leadership role in the development and implementation of standards for the teaching and learning of science.

The science program in the Pine Hill Middle School is aligned with these standards. Life, Physical, and Earth Science are the components of this program. Concepts, history and systems will be meshed with problem-solving, mathematics and technology to form the cognitive and critical thinking skills (process skills) necessary to be successful in this discipline. The students in grades 6-8 will have a weekly science lab.

*All eighth grade students will be required to take the NJ Science Assessment.*

## **Social Studies**

The focus of the Social Studies Program will be toward the New Jersey Core Content standards for Social Studies. Social Studies education will promote loyalty and love of the country and prepares students to participate intelligently in public affairs. By studying history, geography, American government, politics and other nations, students can learn to contribute to national, state and local decision-making.

### **Grade 6**

Students will focus on world history, covering the topics of ancient Egypt, Greece, Rome, China, & India.

### **Grade 7**

Students will start US history beginning with the explorers and leading up to the US Constitution.

### **Grade 8**

Students will continue US history picking up with the start of our government (George Washington's terms) all the way through the US Civil War & reconstruction.



## Physical Education

The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Unit I - Wellness

Unit II – Movement Education / Rhythm

Unit III – Cooperative Games

Unit IV – Individual Activities

Unit V – Team Activities

Attendance and participation in all physical education classes is required, and students may only be excused with a pass from the nurse. A note from the student's parent/doctor must be brought to the nurse's office between 8:10 - 8:20 A.M. on the day in which the student needs to be excused. Students must dress and participate in physical education classes in order to earn a passing grade.

### **Physical Education Class Rules:**

1. Class Preparation: Appropriate athletic footwear is required. Laces are to be TIED. Velcro and zippered sneakers are acceptable. Heelies, untied "skater" shoes, elevated sneakers, sneakers that slip on or off easily, or cause marks on the floor are prohibited. Socks must be worn. Shoes that are laced, yet untied, will remove a student from an activity until they are tied with the knot on top of the sneaker. Changing from the approved school uniform into the approved school physical education uniform is required on a daily basis. The approved uniform consists of the following:

- A. Navy shorts or sweats with Pine Hill Middle Logo; or any solid navy or gray shorts or sweats
- B. Gray t-shirt or sweatshirt with Pine Hill Middle Logo
- C. Last names are to be printed on both items in the appropriate box.
- D. Additional decoration is prohibited.
- E. Students will NOT be allowed to wear another student's uniform.

2. Jewelry and body sprays will not be allowed. Only roll on or stick deodorant is acceptable. Gum and candy are not permitted.

3. Medical excuses must be provided if a student is unable to participate in class. A note from a parent is excused for ONLY 2 days. A doctor's note is required for any time beyond 2 days. Students with an extended medical excuse may be moved into a current Health class for that marking period.

4. Failure of any Physical Education class or Health class may prohibit students from attending Field Day at the end of the year. Students displaying a history of discipline concerns may also be prohibited from attending Field Day. **Field Day is a privilege, not a right.**

### **GRADING AND DISCIPLINE SYSTEM PER MARKING PERIOD**

- 1. Each unprepared is a deduction of (5) points from the student's final grade.
- 2. A student's 3<sup>rd</sup> Unprepared will result in a lunch detention and a phone call home.
- 3. After a student's 4<sup>th</sup> and 5<sup>th</sup> Unprepared, the student will receive an after-school detention.
- 4. A 6<sup>th</sup> Unprepared will result in a Disciplinary Referral to the office.
- 5. Any additional Unprepared will result in automatic disqualification from Field Day.
- 6. Students may also lose points for the following violations:
  - A. Lateness to roll spot (1pt.)
  - B. Inadequate warm-up (2pts.)
  - C. Inappropriate behavior, not following directions, removal from class (3-5pts)
  - D. Lack of participation in day's activity (3-5pts)



## **YOUR GRADE WILL BE DETERMINED BY YOU, NOT YOUR TEACHER**

### Health and Family Life

A regular health and family life curriculum is provided for students. Instructional responsibilities for this program are shared by classroom teachers, physical education teachers, and the school nurse. Parents will have the option of having their child(ren) excluded from certain family life topics. As mandated by the State Department of Education HIV/AIDS Education will be addressed appropriately at all grade levels. Topics covered in Health can be viewed on the district webpage under curriculum maps.

The grades 6-8 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that teaches general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Unit I – Wellness

Unit II – Alcohol, Tobacco, and other Drugs

Unit III – Family Life

Unit IV – Community Health Skills

Field Day-Participation in field day activities is a privilege not a right. Students may be excluded from participation at the discretion of the Health and Physical Education teachers due to poor grades, attendance, fines, behavior, or being unprepared for Physical Education class.



Art -All students in grades six through eight will participate in art. The areas studied will include drawing, painting, printing, mixed media, and crafts.

Music -All students in grades six through eight will participate in music. The topics of study will include the basic elements of music, the five major time periods in music, major composers and their works, and composing and improvising melodies and rhythms on various instruments. Students will continue to learn to read music, produce music, and listen purposefully to music and to analyze music. The curriculum will be determined by the Core Content Standards in music.



In addition to the required general music class, students can elect to participate in instrumental or vocal music programs. Instrumental music lessons will be given on the instruments in the strings, brass, woodwinds and percussion families. Beginners as well as continuing students are encouraged to participate. If you have always wanted to play a musical instrument, now is the time to take lessons and discover your hidden talents! Playing in the band will enable you to study a wide variety of musical styles. Lessons will be held during the school day on a rotating schedule. Group rehearsals will be held weekly. Attendance and participation in performances is required.

#### Requirements:

- 1.) Eligible Band students MUST participate in the Winter AND Spring concerts.
- 2.) If a student is unable to complete their winter season commitment, they will not be permitted to sign up for the spring.



Spanish – The course is designed to introduce the students to foreign language learning. Instruction focuses on comprehensible Spanish. The student uses visual cues and context to figure out what is being said. Repeated hearings and practice helps the student internalize the basic vocabulary. Students are also exposed to the geography and cultures of the Spanish-speaking world as well as:

Hispanic influence and cultures

Greetings, farewells, and introductions Ask how someone is feeling and tell how you are feeling Telling and asking where we're from

Using the Spanish alphabet for spelling

Using numbers to tell ages, phone numbers, dates, and for counting Asking and responding about classroom

## Computers

Grade 6 - Computer literacy is a hands-on course designed to teach students the skills necessary to use the computer as a problem-solving tool. Course topics include identification of computer components, databases, spreadsheets, graphics, information accessing, development of keyboarding skills and the use of commercial software programs for curriculum integration.

Grade 7 - Computer literacy allows the students to become experienced at using the computer as a problem-solving tool. Using a project-based approach, students will utilize the computer to design graphic creations, work on creative word processing and desktop publishing projects, develop keyboarding skills, and create a simple database and spreadsheet. Students will also use technology as a research tool to make use of curriculum based software programs.

Grade 8 - Computer Literacy is a course designed to further the student's knowledge of computers and its applications. Advanced graphics, word processing, desktop publishing, database and spreadsheet projects will be included. Students will also develop their keyboarding accuracy and speed and use the computer to access information for a research project.



## Gifted and Talented

The Pine Hill Middle School will continue the program from the elementary schools through our STEAM classes. The Middle School Program is committed to an educational program that recognizes the unique need and talents of students with exceptional abilities and/or potential. The program's purpose is to provide opportunities for each identified student to broaden and develop his/her particular abilities so that his/her full potential may be realized. The academically Gifted and Talented Program will provide a differentiated curriculum which emphasizes the development of creative thinking, critical thinking, independent study, communications skills, as well as self-awareness and interpersonal relationships. Students are provided with opportunities for seeking information, solving problems, investigating topics and problems and interacting and sharing knowledge with others. This is a criterion –met based program for entrance consideration.

## Library/Media Center



Each student in the middle school will visit the Library/ Media Center on an as needed basis. The mission of the Library Media Center is to ensure that ALL students and staff are effective users of resources, ideas, and information to promote in our middle school students the powers of literacy and competencies to function effectively in the workplace of the 21st century. This mission recognizes the essential role of the school library media program in the educational process as catalyst for all academic instruction and a dynamic force for excellence in education.

The program will be aligned closely with the New Jersey Cross Content Workplace Readiness Standards. Specifically, the instructional goals address information literacy as follows:

The middle school student will be able to:

- locate, select and retrieve a variety of print materials for reading.
- develop strategies for effective information retrieval and management.
- locate, select and retrieve information.

The following are Media Center rules that students are asked to follow:

1. Books must be returned by the date stamped on the book pocket. If absent when their class has media period, students should return their books when they return to school. They may borrow another book at that time.
2. Books should be returned in the same condition as they were when borrowed.
3. Books lost or damaged beyond repair must be paid for.

Students who have obligations (fines, lost or damaged books, etc) to the school may not participate in extracurricular activities or clubs, any grade level trips, the eighth grade dinner dance, the eighth grade awards night, or the eighth grade promotion ceremony until all obligations are met/paid.

## English Language Learners (ELL)

Our district's ELL services are designed to improve the English language skills of pupils with limited English proficiency. These services are provided in addition to the regular school program and have as their goal the development of listening, comprehension, speaking, reading, and writing skills in English. In New Jersey, parents have the option of declining ELL services for their child if they so choose.

## Title One Instruction

An important part of the middle school experience is to identify individual needs and potentialities for each learner. Toward this end, the middle school includes a mandated Basic Skills Program (in the areas of math and language literacy), which provides supplemental instruction and in-class support to those students who performed below the N.J. minimum level of proficiency on the State test.

## GRADING SYSTEM

The following is the grading schedule adopted by the Pine Hill Board of Education for grades 6-8:

<u>NUMBER GRADE</u>	<u>EQUIVALENT</u>
90-100	A
80-89	B
70-79	C
65-69	D
64 and below	F

## Genesis

Parents may view their child's progress in each of their classes through the online portal Genesis. Individual Genesis usernames and passwords are distributed when starting 6<sup>th</sup> grade or upon enrollment at Pine Hill Middle School. This code will be active until the student graduates from Pine Hill Middle School.

## ACADEMIC HONORS

- Principal's List Requirements
- 90-100 in all subjects
- Honor Roll Requirements
- 90-100 in three academic subjects and 80-89 in the rest

## Renaissance

The Renaissance Program at Pine Hill Middle School is designed to recognize students and staff for excellence and outstanding effort. The essential part of this recognition program for students is the academic card program. Students earn their "cards" on a marking period by marking period basis. These cards are awarded to students for receiving good grades, exhibiting positive behavior and having excellent attendance. A Renaissance Card, regardless of color level, qualifies students for certain in-school incentives.

The specific criteria used for Renaissance Academic Cards are listed below. It is important to realize that cards must be earned each marking period, and that they expire at the end of the marking period. *Renaissance students also receive recognition during the school year at academic pep rallies, Renaissance breakfasts, special movie days, monthly certificates, and other school activities*

## **RENAISSANCE CARDS CRITERIA**

### GOLD Card

95-100 or above in all academic and related areas  
No more than 1 unexcused absence  
No more than 1 unexcused late  
No lunch detentions or after school detentions  
No more than 2 incomplete, late or missing assignments COMBINED for all classes  
No A.I.R or (OSS) Out of School Suspensions

### BLUE Card

90-94 or above in all academic and related areas  
No more than 2 unexcused absence  
No more than 1 unexcused late  
No more than 1 lunch detentions and/or after school detentions total  
No more than 3 incomplete, late or missing assignments COMBINED for all classes  
No A.I.R or (OSS) Out of School Suspensions

### ORANGE Card

85-89 or above in all academic and related areas  
No more than 3 unexcused absence  
No more than 2 unexcused late  
No more than 2 lunch detentions and/or after school detentions total  
No more than 4 incomplete, late or missing assignments COMBINED for all classes  
No A.I.R or (OSS) Out of School Suspensions

### WHITE Card

80-84 or above in all academic and related areas  
No more than 4 unexcused absence  
No more than 3 unexcused late  
No more than 3 lunch detentions and/or after school detentions total  
No more than 5 incomplete, late or missing assignments COMBINED for all classes  
No A.I.R or (OSS) Out of School Suspensions

## **RENAISSANCE INCENTIVES**

Gold Card	Auditorium attendance for selected school performances Homework pass Invitation to Renaissance Rally A raffle ticket for a chance to win prizes at the Renaissance Rally	Orange Card	Homework pass Invitation to Renaissance Rally A raffle ticket for a chance to win prizes at the Renaissance Rally
Blue Card	Auditorium attendance for selected school performances Homework pass Invitation to Renaissance Rally A raffle ticket for a chance to win prizes at the Renaissance Rally	White Card	Homework pass Invitation to Renaissance Rally A raffle ticket for a chance to win prizes at the Renaissance Rally



## Pine Hill Middle School Chapter of the National Junior Honor Society Selection Process Description

The National Junior Honor Society chapter of Pine Hill Middle School is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in five areas of evaluation: scholarship, leadership, service, citizenship, and character. Standards for selection are established by the national office of NJHS and have been revised to meet our local chapter needs. Students are selected to be members by a 5-member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each May.

Students in grades seven and eight are eligible for membership. For the scholarship criterion, a student must have a cumulative average of 90 or above. To evaluate a candidate's character, the Faculty Council uses two forms of input. First, school disciplinary records are reviewed. Second, members of the faculty are solicited for input regarding their professional reflection on a candidate's character, citizenship, and leadership. Those students who meet this criterion are invited to complete a Student Activity Information form that provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required. Student Activity Information Forms and character essays are carefully reviewed by the Faculty Council to determine membership. A majority vote of the Council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all five criteria that led to their selection. This obligation includes regular attendance at chapter meetings held monthly during the school year, and participation in the chapter service projects.

Students or parents who have questions regarding the selection process or membership obligations can contact the chapter adviser, Mrs. Short, in Room 101, or by phone at 856-210-0200 ext. 4101 or email at [lshort@pinehillschools.org](mailto:lshort@pinehillschools.org).

## Pine Hill Middle School Chapter of the National Junior Honor Society Selection Requirements

1. Cumulative average of 90 or higher in Academic Course + no failing grades in Related Arts or PE
2. Discipline: No in- or out-of-school suspensions from January of 6<sup>th</sup> grade year to present
3. Faculty Evaluation: Fewer than three poor ratings
4. Activity Information Form: Appropriate leadership, service, and activities
5. Essay: Original, thoughtful paragraph demonstrating understanding of citizenship

## Selection Process Schedule

1. Following second marking period report cards, students who meet the scholarship and discipline criterion will be evaluated by the faculty. All students that have met the first three requirements listed above will be invited to complete a Student Activity Information Form and Citizenship Essay.
2. Candidates will be given opportunities to receive guidance in completing the Student Activity Information Form and drafting Citizenship Essay. All forms must be turned in by the published due date.
3. Letters of Selection (and Non-selection) will be distributed.
4. The induction ceremony for all new members will be held during the second or third week in March, pending other school activities.

Students or parents who have questions regarding the selection process schedule can contact the chapter adviser, Mrs. Short, in Room 101, or by phone at 856-210-0200 ext. 4101 or email at [lshort@pinehillschools.org](mailto:lshort@pinehillschools.org)

## **Promotion and Retention of Students**

It is the philosophy of Pine Hill Board of Education that students be placed at the grade level for which they are best adjusted for developmentally, academically, socially and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade.

A small number of children will benefit by being retained for an additional year in the same grade. Retention of a child is an extremely serious matter. It is imperative that comprehensive documentation be available to indicate that retention is the most effective approach to addressing the situation. **Students failing 2 or more academic subjects for the year will be retained. In addition, students with 20 or more excused and unexcused absences may be retained.**

It is the objective of this policy to present a thorough process through which retention decisions can be made. This policy will ensure that the best interest of the students be the primary consideration for making a retention decision. A copy of the Promotion and Retention Policy is available, upon request, in the office of each school or the administration building.

## **Grade Level Trips & Events**

Grade level class trips and events for grades 6-7 as well as special programs for our 8<sup>th</sup> graders including but not limited to the 8<sup>th</sup> grade class trip, 8<sup>th</sup> grade dinner dance and 8<sup>th</sup> grade promotion ceremony are included here. Participation in these events is a privilege, not a right. Students who have a failing grade in two or more subjects, owe a fine, or have 16 or more days of absence will not participate in any events. Additionally, students who are issued 5 days alternative instruction room placement, five (5) days out of school suspension or a combination equivalent to five (5) days may not participate. In the case of the promotion ceremony only, students who are issued six (6) days alternative instruction room placement, six (6) days out-of-school suspension or a combination equivalent to six (6) days may not participate.

In addition to the standards stated, the Principal reserves the right to exclude any student who in the Principal's judgment would endanger either the safety of others or the smooth operation of the activity. Students must be present in school for at least 4 hours on the day of any event to participate in the event. Only absences excused with a doctor's note will be considered.

Every effort will be made to communicate warnings to the student and his/her parents so that his or her behavior can be improved prior to the event. Examples of behaviors which could result in exclusion from an event include but are not limited to: a continued display of aggressive and/or destructive behavior, failure to exhibit respect and cooperation with staff. Possession and/or use of tobacco, drugs, alcohol or weapons (including look-alikes) will exclude the student from participation in an event.

## **Participation in Promotional Ceremony and Eighth Grade Events**

In order to be promoted from the Pine Hill Middle School, it is important for eighth grade students to pass all of their academic classes for the year (math, science, social studies, language arts/reading and language arts/writing). Failing two or more of these subjects will prevent the student from being promoted to the ninth grade, and will result in them being excluded from the promotional ceremony and all related eighth grade events. Students with poor attendance, chronic behavior patterns that result in frequent suspensions/placement in the alternative instruction room, and/or frequent suspensions for disrespect and insubordination may also be excluded from any or all of the events listed above.

**Cash and money orders only accepted for cap & gown payment.**

## **Promotion Ceremony Attire**

All 8<sup>th</sup> graders must comply with the following dress code for the awards night and promotional ceremony:

- (1) Boys are to wear dress shirts, slacks and shoes.
- (2) Girls may wear dresses or skirts (must be fingertip length) /slacks with blouses/sweaters and shoes or sandals (no flip-flops/thong sandals; thong sandals must have a back strap). No strapless dresses.
- (3) No student will be allowed to participate in the ceremony wearing jeans, flip-flops/thong sandals, sneakers, shorts or sunglasses.

**Students who do not comply with the above dress code will be ineligible to participate in the 8<sup>th</sup> grade promotion ceremony**

## **Eighth Grade Dance Dress Code**

The dress code below will be enforced and students will not gain admittance to the dance if these guidelines are not followed. **Principal will make final decision on all attire. This is a casual dress dinner dance, NOT a prom. Limousines are not permitted.**

### **MALES**

Dress shirt or Polo styled shirt  
Dress pants and dress shoes  
No tuxedos  
No jeans or sneakers  
No canes  
No hats

### **FEMALES**

Spaghetti strap dress or sun dresses are appropriate  
Dresses must be no more than 2 inches above the knees  
No floor-length dresses/gowns  
No jeans or sneakers  
No low-cut back/front dresses, no strapless dresses, no 2-piece dresses  
Halter dresses are appropriate as long as they are not low cut in front or back  
No hats  
Slacks/ Pantsuits are appropriate

## **Cash and money orders only accepted for dance tickets**

**Students who do not comply with the above dress code will be ineligible to participate in the 8<sup>th</sup> grade dance.**

## **Eighth Grade Trip Dress Code**

Students who are eligible for the trip must wear the designated Pine Hill Middle School tee-shirt to get on the bus the morning of the trip and be in accordance with the dress code of the PHMS.

**Students who do not comply with the above dress code will be ineligible to participate in the 8<sup>th</sup> grade trip.**

## **Homework Procedures**

The Board of Education believes that homework, relevant to the material presented in class, provides an opportunity to broaden, deepen, or reinforce the pupil's knowledge.



Teachers may also give homework to students to aid in their development. The type, frequency, and quantity of homework assigned should be determined by the needs of the individual student and should not require additional instruction beyond the class period, thereby requiring parents to supplement instruction. Homework should be an application or adaptation of a classroom experience. It should not be assigned for disciplinary purposes. Daily Agenda Planners will be provided through the Parent - Teacher Association. Students are encouraged to record their homework assignments in these daily. Please do not call the main office for homework if student is only going to be out 1-2 days, homework can be accessed daily through Genesis. If student is expected to be out 3 or more days, please contact the main office who will inform student's teachers of the request. All homework may be picked up in the main office between 2:50 and 3:15pm the day after the request. No text books will be sent with another student. Parents/Guardians are welcome to access student's locker for needed material.

## **Pupil Records**

The district provides to parents/adult pupils, on request, a list of the types and locations of pupil records collected, maintained or used by the district. This list is available at each school and the Child Study Team Office.

## **Report Cards and Parent-Teacher Conferences**

The key to a successful educational program is the cooperation of parents and educators. We encourage you to play an active role in the education of your children.

The Parent-Teacher Conference is one of many steps we have taken in building a better educational program for your child(ren). The first type of conference is group conference which is an information session that helps parents get acquainted with the school and curriculum. This is scheduled at our Annual Back to School Night this allows parents to give to teacher's information that may help to foster a better understanding and appreciation for the children in their classroom. Please keep in mind that the group conference is not the time to discuss individual children. There will be ample time for that during the individual conference. Parent-teacher individual conferences are scheduled in the fall and spring, with evening conferences also being provided. Parent-Teacher Conferences are certainly not limited to the above schedule. If at any time during the school year you wish to speak with your child's teacher, please contact the guidance office and request an appointment.

<b>Activity</b>	<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>
<b>Interim Reports issued to each student</b>	<b>Oct. 12</b>	<b>Dec. 21</b>	<b>Mar. 8</b>	<b>May 16</b>
<b>Marking Period Ends</b>	<b>Nov. 5</b>	<b>Jan. 30</b>	<b>Apr. 4</b>	<b>June 14</b>
<b>Report Cards distributed</b>	<b>Nov. 13</b>	<b>Feb. 5</b>	<b>Apr. 10</b>	<b>Mailed June 19</b>
<b>Parent Conferences Middle School</b>	<b>11/15, 19, 20</b>		<b>2/12-2/14</b>	

Note: These dates may change in the event of unexpected school closings.

Parent -Teacher conferences will be held November 15, 19, 20, 2018 and February 12-14, 2019. Evening conferences will be scheduled during both conference weeks. School will be on half day sessions during both weeks of Parent-Teacher Conferences. If there is a delayed opening for inclement weather during parent-teacher conferences, the half day will become a full day and conferences for that day will be rescheduled.

## **Telephone Answering System**

In order to affect a more efficient communication process between the home and school, the district has implemented a message board phone system. The message provides you with pertinent school information without the need to actually speak to school personnel. This will free up the phone line for more immediate matters.

The system will be in operation when the main office is unoccupied, including evenings and weekends. You have the ability to leave a message, thus ensuring that your communication is received and will be addressed when the office personnel return.

Should there be an emergency when you absolutely must talk to someone in the school, call the Superintendent's Office at 783-6900.



## **GUIDANCE**

The Middle School Guidance Department will be available to assist students with educational plans and personal problems. In addition to individual counseling, the counselors meet with small groups of students to provide information and assistance, help orient new students, promote productive study skills, provide mediation if needed, and work with parents/guardians, teachers, and students to develop cooperative plans for solving student problems.

Our school counselors are student advocates and address all issues that concern students: academic, social, emotional, and physical. Students may see counselors individually, in a group or as a class. Counselors also consult with parents/guardians, administrators, other district personnel, and community agencies such as social services, the mental health center, alternative educational programs, private counselors, social workers, psychologists, and psychiatrists. In addition, the counselors will attend I & RS meetings and are included in special education services.



## **PROGRAMS**



### Breakfast and Lunch Programs

A breakfast and lunch program is offered daily to all students attending sixth through eighth grade. Menus are distributed monthly. Also, ala carte items such as pretzels, ice cream and cookies are served daily.

Applications to determine free, reduced or paid status are sent home in August by the Board of Education and should be completed and returned immediately to the Board of Education. Applications are also available at the main office throughout the school year. Returning students will continue on the same status as they were at the close of the previous school year until either September 30th or until their applications are processed. New students must pay for their meals in full until their applications are processed. Please be advised that this information is kept completely confidential. Students who qualify for free or reduced lunches also qualify for free or reduced breakfast.

Students are to remain at school for lunch. Moreover, students are permitted to bring their lunch from home. Milk is available for purchase by those students. Please do not send glass containers in your child's lunch.

Children who exhibit unacceptable behavior during the lunch period may, at the discretion of the school principal, be denied the privilege to spend their lunch period in the cafeteria. Therefore, they will be required to go to a designated location in the building assigned by the principal or designee.

### **Extra Curricular Activities and Sports**

It is our goal to encourage all students to participate in extracurricular activities. Academic success and proper conduct and citizenship are rewarded by participation in our school sports programs. To be eligible for participation students: May not receive an "F" in any school subject on their most recent report card.

If a student has received an "F" in any school subject, or has been suspended/alternative instruction room placement program two times during the course of a full year extracurricular activity, or two days during the course of a club, sport, or ½ year activity, he/she will be ineligible for that extracurricular activity.

### **Extended Day Program**

The purpose of the extended day program is to provide supplemental instruction to help students with subject matter, content and skills that will enhance their educational development. Students recommended for this program will be selected from the Basic Skills population and other students in need of remedial assistance as recommended by the school's Intervention & Referral Service Committee.

### **Peer Mediation Program**

#### **Getting Along Together Everyday**

Peer mediation is a school based program that uses conflict resolution as a means to settling disputes peacefully. A mediation request can come from a student, teacher or administrator. The types of disputes that can be mediated include: rumors, name-calling, fighting, threats, loss of property, or general disagreements.

Mediation is a six step process. The assigned student mediators will take the students (disputants) through the steps so that a resolution to the problem may be reached. A teacher facilitator is present at all mediations. Mediations are confidential. Through this program, we hope to create a healthy and peaceful school climate, increase student communications and problem-solving skills, and decrease conflicts, while encouraging students to seek peaceful solutions.

### **School Newspaper**

During the school year, our school will publish a quarterly newspaper. Through this student newspaper, students practice their writing skills through the reporting of school events and student interests. Reporters from 7<sup>th</sup> and 8<sup>th</sup> grades are chosen as reporters after an application period in mid-September. The Pine Hill Middle School Newspaper is called the Panther Press.

## **Student Government**



Get involved in your school -- join the student council. The student council is comprised of classroom representatives in addition to the student body officers from the eighth grade. Elections will be held in the fall of each school year. Our school needs positive and strong leaders. Here is your chance to make our school better through your leadership.

## **Lost and Found**

Lost items should be reported or turned in to the school office as soon as possible. Parents are asked to check for lost items during their visits to the school. Lost and Found is located in the Main Office.

## **HEALTH SERVICES**



Health services are provided under the direction of the school nurses. They are available every school day. The school nurses give vision screening and hearing tests to all students. Also, children ages 10 and older will be checked for scoliosis. The schools are equipped to give emergency first aid. Treatment of a more serious nature will be referred to the home. Additionally, the school nurse will consult with you on any particular health problem.

Under certain circumstances students may administer medication to themselves. The school nurse can provide copies of the policy for those parents/guardians who wish to provide their child (ren) with this option. All requests must have the prior approval of the Board of Education.

Students who need to take medication in school must have a note from their parent and one from their physician. All medication to be given in school must be sent to school in the original Rx bottle from the pharmacist. Students may not carry any medication, prescription or over-the-counter, on their person at any time on school property, unless they have received prior approval of self-medications such as inhalers or epi-pens. **Please be reminded that any medications brought into school must be picked up by an adult prior to the last day of school. The Health Office is not permitted to store medications over the summer.**

The Board of Education will comply with the rules of the State Board of Education and the State Department of Health with regard to admission and employment of persons who may be infected with Human Immunodeficiency Virus (HIV).

No person, pupil or employee will be excluded from school solely because he or she is infected with HIV or lives with or is related to a person infected with HIV.

Also, it is not necessary that anyone in the school be notified that an HIV infected person is attending school. In the event that the school nurse, a school official, or a school employee is apprized that a pupil or employee is infected, the fact of the infection will be held in strict confidence.

\***Suicide Ideation:** Students demonstrating behavioral or verbal and/or written expression of intent to do harm to themselves will be sent for Crisis Intervention. A clearance for reentry to school will be required.

\*6<sup>th</sup> grade & New entrant vaccinations:

Tdap and Meningococcal:

Pupils born on or after January 1, 1997 entering sixth grade will be required to receive both Tdap and Meningococcal vaccine prior to the first day of school. Pupils that are 10 years old when entering sixth grade will not be required to receive the preferred Meningococcal Conjugate Vaccine, Menactra until they turn 11 years of age. They will have to show documentation of receiving the vaccine within 2 weeks of their 11<sup>th</sup> birthday. Tdap can be given at the earliest age of 10 depending on the availability of vaccine at a provider's practice. If the pupil's physician only carries Adacel then the child will not be required to receive it until 11 years of age. If the physician carries Boostrix then we encourage them to use it for their 10 year olds.

Tdap vaccine and meningococcal vaccine requirements, respectively, only apply to children in Grade Six or higher grade level. The language has been amended for students transferring into a New Jersey School from out-of-state or out-of-country. It now states the following:

Every child born on or after January 1, 1997 attending or transferring into a New Jersey school at Grade six or higher grade level from another state or country on or after September 1, 2008 shall have received one dose of meningococcal vaccine. Children born on or after January 1, 1997 attending or transferring into a New Jersey school at Grade six or higher grade level from another state or country on or after September 1, 2008 shall have received one dose of Tdap, provided at least five years have elapsed from the last documented Td dose.

### Administering Prescription and Non-Prescription Drugs



We are taking this opportunity to remind all parents of the New Jersey State Law which governs children bringing either prescription or non-prescription medication to school.

*Any student taking prescription drugs by direction of a doctor must bring the prescription to the school in the pharmacy prescription container. The container must be given to the school nurse. At the appropriate time, the medication will be dispensed by the school nurse. The prescription must be accompanied by a note from the parent/guardian. We would appreciate your cooperation in this matter. This regulation refers to all forms of pills, including vitamins. Such regulations are enforced for the protection of all students.*

**Any child found in possession of pills in violation of the regulation will be subject to suspension.** The District Drug and Alcohol Policy will be implemented. Possession, consumption, or sharing of any over-the-counter medications will be treated with the same response required by law to illegal substances. Drug testing will be mandatory. Should you have any questions, please contact your building principal or school nurse.

### SPECIAL SERVICES

The Child Study Team Office is located at Overbrook Senior High School, 1200 Turnerville Road. The general team consists of eight members: one Learning Consultant, who tests for learning skills and/or academic levels; one School Psychologist who evaluates youngsters to determine their intellectual and social-emotional status, one School Social Worker who consults with parents and teachers in order to obtain a developmental and social history for a child; and a Speech Therapist who evaluates and remediates pupils' speech and language difficulties. There is also a full-time Counselor at the Middle School who is available for consultation with parents and teachers and for counseling of children. If you have any questions concerning your child's learning or adjustment difficulties in the school setting, you may call the Department of Special Services at 767-8000.

### Section 504 of the Rehabilitation Act of 1973

#### Handicapped Persons Rights Under Federal Law

Section 504 states: "No otherwise qualified handicapped individual in the United States shall solely by reason of his handicap, be excluded from the participation in, be denied the benefit of, or be subject to discrimination under any program or activity receiving federal financial assistance.

Any person who has a complaint that discrimination on the basis of physical or mental handicap exists in any school program funded by HEW may contact the district 504 officers: Dr. Kenneth P. Koczur, Superintendent of Schools or the Guidance Director at 856-767-8000.

### Affirmative Action Notice

Any person who feels there has been committed against another, a violation of human rights on the basis of race, religion, sex, age, or national origin has the right and obligation to file a complaint against such discriminatory action. A copy of the procedure for complaints of discrimination and a grievance form are available and will be used to conduct an immediate and effective investigation. Also located within all school district offices are copies of the Affirmative Action Plans.

Any questions regarding this matter should be referred to the district affirmative action officers: Mr. Jim Vacca at 783-4100 or Mr. Thomas Diaz at 767-8000.

## **Child Abuse**

Too many children are abused each year. In an effort to curb this problem, the Pine Hill Board of Education has adopted a policy regarding abused children. As child advocates, we are required by law to report SUSPECTED child abuse incidents to the Division of Child Protection & Permanency. For a copy of Policy#8462, please contact your child's school office.

## **Megan's Law Implementation**

The Board of Education has adopted a policy which addresses the requirements of Megan's Law (Policy#1100.2). In general, the policy and Megan's Law requires adults and/or juveniles found to be compulsive and repetitive sex offenders to register in accordance with a system designed to permit law enforcement officials to identify and alert the public WHEN NECESSARY FOR PUBLIC SAFETY.

The board will follow all directives received by the County Prosecutor's Office and local law enforcement officials regarding the appropriate community notification requirement. Copies of the full policy are available from the Office of the Superintendent.

## **COMMUNITY**

### **Site Council**

The Site Council is a group of stakeholders representing the Pine Hill Middle School Community. The Site Council is comprised of parents, teachers, administrators and school board members who meet periodically through the school year. Its function is to provide constant school improvement.

### **Pine Hill School's Web Site and Comcast Channel 19**

Information about our schools and special programs can be found online at [www.pinehill.k12.nj.us](http://www.pinehill.k12.nj.us) and on Comcast channel 19. Many events are also advertised on the Pine Hill Middle School marquee.

## **ASSEMBLIES**

Periodically, assemblies of various kinds are presented throughout the school year. Assemblies during the school day are for the student body only. Guests to daytime assemblies are by invitation only. The students of this school are expected to abide by these rules and regulations when attending assemblies:

1. Each class will be advised by the office when to proceed to the assembly.
2. Line up according to the teacher's directions, and pass quietly through the halls.
3. Enter the assembly area through the appropriate entrance and fill in all seats, from the front to the back in an orderly fashion.
4. While filing in the seats, stay with your own class.
5. There should be order in the assembly before the actual start of the program.
6. During the assembly, remain silent, otherwise applauding only when applause is appropriate.
7. After the assembly is over, the students in the rear seats should leave first and return to their classrooms accompanied by their teachers.
8. Follow the directions given by the teacher concerning dismissal to your next class.

## **BICYCLE SAFETY**



**CAUTION!**

The Pine Hill Schools have had a long standing rule that permits students in sixth through eighth grades to ride their bicycles to and from school. However, those students must walk their bicycles, not ride them while on school grounds. For security reasons, we suggest you provide a lock for your bicycle. In addition, since there are approximately 450,000 bicycle accidents per year in the United States, please stress the importance of bicycle safety with your child (ren). **New Jersey State Law requires all children, 14 years of age or younger, to wear a safety helmet when bicycling.** ALL PINE HILL MIDDLE SCHOOL STUDENTS MUST WEAR HELMETS.

Furthermore, scooters, and other dangerous modes of transportation are not permitted at any grade level. These rules are designed to protect the students from physical harm. We appreciate your cooperation.



## **BUS SAFETY**

The driver shall be in full charge of the school bus at all times and shall be responsible for order; he/she shall never exclude a pupil from the bus, but if unable to manage any pupil he/she shall report the unmanageable pupil to the principal or assistant principal.

### **NJ STATE LAW 18: A: 25-2**

“A pupil may be excluded from the bus for disciplinary reasons by the principal or assistant principal and his/her parents shall provide for his/her transportation to and from school during the period of exclusion.”

Students will not be allowed to ride any other bus but the one for which they have been issued a bus pass.

**Bus students may not walk home without an administrator's approval on a written request from the child's parent/guardian.**

### **Waiting for and Riding the Bus:**

1. Be on time at your assigned bus stop. No other stop is to be used to pick up or drop off students.
2. Stay off the road while waiting for the bus.
3. Remember that loud talking or unnecessary noise diverts the driver's attention and may result in a serious accident.
4. Treat bus equipment with care. Damages must be paid for by the offender.
5. Riders should never tamper with the bus or its equipment.
6. Keep books, coats, packages, and any other objects out of the aisles.
7. Students must remain seated and wear their seat belt after boarding the bus and whenever the bus is in motion.
8. Objects should not be thrown on the bus or out of the windows.
9. Proper behavior is expected at all times.
10. Eating food or chewing gum is prohibited.
11. Students may not reserve seats for friends.

### **Leaving the Bus:**

1. Pupils needing to cross a street or highway to reach their destination shall cross in front of the stopped bus while the warning lights are operating. Extreme caution should be used.
2. The driver will not discharge riders at places other than regular bus stops as designated by school officials.

### **Video Surveillance on School Buses**

All district-owned buses may use video equipment as a means of security and safety for the students being transported to and from school or school sponsored activities. All parents/guardians should be aware that video tapes will be made of their child (ren) during said activities and can be used to identify inappropriate behavior resulting in loss of bus privileges.



## **CROSSING GUARDS**

The Pine Hill Police Department provides crossing guards for the Middle School during the following times: 7:40 AM to 8:10 AM and 2:40 PM to 3:10 PM

### **Bus Lane**

No cars are permitted in the bus lane during the following hours to ensure the safety of our students:

7:30-8:00 AM

2:15-2:50 PM

3:30-4:15 PM

### **CAFETERIA REGULATIONS**



Students share the responsibility for the cleanliness of the cafeteria. Supervising staff will serve as table monitors.

#### Students are expected to:

1. Proceed to and from the cafeteria in an orderly and acceptable manner accompanied by their teacher;
2. be considerate, form two serving lines, and not cut in front of others in line;
3. Walk to and from their tables in an orderly manner;
4. Observe ordinary good table manners (i.e., speak in a soft voice and not use offensive language or throw or play with food);
5. Deposit all waste paper, milk cartons, and food in proper containers;
6. Clean the table and floor where they ate;
7. Wait at their tables for dismissal by the supervising staff on duty.

Students who do not follow the above rules may have their table assigned by the supervising staff, receive disciplinary action, or be excluded from the cafeteria.

Students may bring lunch to school and eat in the cafeteria. No soda, coffee, energy drinks (e.g. Volt, Red Bull), or caffeinated drinks are permitted. Students may supplement their lunch by purchasing milk or other items. A complete hot lunch platter, sandwiches, and snacks are available.

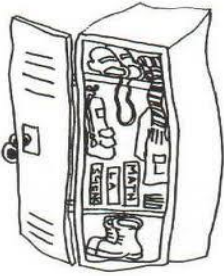
### **STUDY HALL**

All students must report to study hall on time with schoolbooks & schoolwork to do. Eating, drinking, talking or sleeping is prohibited. A violation of these rules will result in disciplinary action.

### **CORRIDOR PASS**

When classes are in session, pupils using the corridors must have a hall pass. Students found in the corridor without a pass will be sent back to the classroom and subject to disciplinary action in accordance with the Disciplinary Code. No loitering in corridor at any time, repeat offenders will be subject to disciplinary action.

## **LOCKERS**



Each student will be issued a locker. The use of lockers is a privilege. No two students are assigned to the same locker. Students are to use lockers upon coming into the school building in the morning, before lunch, and after dismissal at the end of the school day. Students are reminded to lock their lockers and to keep the combination to themselves. All students are to be held responsible for the contents of the locker which has been assigned to them. Additionally, they are to use only the locker assigned to them and are required to keep it clean and orderly. All locker problems are to be reported to a teacher. The school is not responsible for any lost or stolen items from the locker or school grounds. Additionally, the lockers are school property and a student can be held responsible for any vandalism or damage done to his/her locker including graffiti.

Students are encouraged to avoid voluntarily sharing their assigned locker space with any other student. The consequences of a shared locker can be unlimited and the person to whom a locker has been assigned will be held accountable for its contents. Lockers are the property of the school and are subject to random and unannounced searches at any time. Students should therefore have no exception of rights to privacy where lockers are concerned.

Under the Constitution, all citizens are protected from unreasonable search and seizures; however, this does not mean the students are legally protected from search and seizure of any materials in their lockers, which are school property. In addition, locker searches may be conducted at any time.

## **Smoking**

As of December 1989, smoking is no longer permitted in any school-owned and/or operated facility. All offenders will be disciplined in accordance with Board Policy.

## **Snowballs**

Students who throw snowballs on the way to or from school will be subject to disciplinary action.

## **Use of Drugs, Alcohol, and Tobacco on School Property**

It is the responsibility of the Pine Hill School District to safeguard the health, character, citizenship, and personality development of the students in its schools. The Board of Education recognizes that the use of drugs and alcohol constitutes a hazard to the positive development of students. Therefore, the superintendent shall direct the development of a program for the evaluation and treatment of pupils found possessing or using tobacco, alcohol, or drugs on school property or at school functions.

The Pine Hill School District shall:

1. be concerned with the education and prevention in all areas of drug, alcohol, and tobacco use and abuse;
2. establish and maintain a realistic and meaningful drug, alcohol and tobacco education program which shall be developed and incorporated into the total educational process;
3. establish and maintain an ongoing in-service on drug, alcohol, and tobacco education for all school personnel;
4. cooperate with agencies that are involved with the health of students relating to the use of drugs and alcohol;
5. coordinate related services utilizing district resources as well as appropriately related agencies.

Any child found in possession of drugs, alcohol, or tobacco in violation of this regulation will be subject to suspension. The Drug and Alcohol Policy will be implemented. This may require medical examination and drug testing of students suspected of using or being in possession of unregistered medication, alcohol, or a Controlled Dangerous Substance (CDS).

## **Zero Tolerance**

The Board of Education recognizes that there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent and aggressive, will not be tolerated and will therefore, result in immediate action taken by the district.

All acts of violence and aggression shall result in those involved being placed on a compulsory behavior management plan. In addition to this behavior management plan each situation shall result in specific consequences,

determined by the seriousness of the act, including consideration of expulsion from school for acts of serious or chronic nature. Copies of Policy#5131.4 are available from the Office of the Superintendent.

Acts of violence and aggression are defined as, but not limited to:

1. Possession of, threat with, or use of weapon(includes look-alikes)/ explosive device
2. Physical Assault
3. Verbal Abuse
4. Intimidation
5. Extortion
6. Bullying
7. Gangs
8. Sexual Harassment
9. Stalking
10. Defiance
11. Racial Slurs

Such acts of violence and aggression will be reviewed on a case by case basis by the building administrator who shall deem the next appropriate course of action. All such acts must be well documented and communicated to the superintendent and the board of education. The immediate involvement of the parent(s), guardian(s), is also essential. Under the agreement between the County Prosecutor's Office such acts shall intimate a referral to local juvenile authorities, local law enforcement officials and/or the County Prosecutors Office.

All threats of harm to others made through acts related to Zero Tolerance behaviors/incidents may warrant psychiatric evaluation prior to a student's return to school.

## **Search and Seizure**

When a school official has reasonable grounds to believe that a student possesses evidence of illegal activity or activity that would interfere with school safety, order and discipline, the school official has the right to conduct a reasonable search for such evidence. Searches can be conducted with reasonable cause to suspect student involvement in any and all drug related behaviors and/or weapons offenses. Reasonable suspicion can result from something we hear, see, smell, have a "feeling" about or know from a student's past history.

Persons entering a school building, attending school, attending a school sponsored event, or riding any form of school transportation may be required to submit to a hand-held detector scan when school district administrators have reasonable cause for suspicion of concealed weapons. Bags and parcels may also be searched by the same means or by hand.

## **Weapons**

Students in possession of weapons may be removed from the school for one year from date of incident in response to the possession of a firearm or other weapon deemed dangerous at the discretion of the School Resource Officer (SRO) or other school personnel. This is in accordance with Zero Tolerance regulations that will be upheld by the Pine Hill Board of Education.

## **Reporting Crimes**

New Jersey's laws regarding off campus conduct is very strict and allows the school a great deal of authority to respond to off ground activity. Therefore, school officials have the authority to investigate off campus activities and to take disciplinary action to the extent that an incident relates back to the school in a detrimental manner. Allegations of child abuse or neglect will be reported to the Child Protection-Permanency (DCP&P)

## **Social Restriction**

Students suspended will not be permitted to attend any regular school dances and school-related activities or events. This restriction can be imposed and/or extended at the principal's discretion for repetitive and/or serious behavior infractions.



## **INFRACTIONS AGAINST GOOD ORDER, PROPERTY AND THE NECESSARY CONDITIONS FOR THE HEALTH AND SAFETY OF STUDENTS AND STAFF MEMBERS**

In a school where hundreds of people are carrying out various assignments in different settings, the rights of one person or a few cannot be allowed to violate the rights of others. Also, in this setting, the protection of property and the enforcement of rules for safety are in the best interest of all.

### **Infractions Against the Person**

It is obvious that learning or growth cannot take place where the person is not secure against physical threats, verbal assaults, or actual physical harm. This is true for the student, teacher, aide, custodian, bus driver, administrator -- for everyone who hopes to contribute to the educational effectiveness of the Pine Hill Middle School.

### **Student Fines**

Students who have obligations (fines lost or damaged books, etc) to the school may not participate in extracurricular activities, sports, or clubs, any grade level trips, the eighth grade dinner dance or the eighth grade promotion ceremony until all obligations are met/paid. Fines must be paid no less than 48 hours prior to any events, activities or trips.

### **Textbooks**

The school provides books to all students. This is done with the hope that this major investment will be properly safeguarded. Books should be covered throughout the school year to protect them from damage. Parents are asked to inspect their child's books at the beginning of the school year and report any deficiencies to their child's teacher. Damages to books will result in fines assessed according to the chart below.

<b><u>Loss or Damage</u></b>	<b><u>Fine</u></b>
Lost book issued in new condition	80% of list price
Lost book issued in good condition	60% of list price
Lost book issued in fair condition	40% of list price
Lost book issued in poor condition	20% of list price
Broken bindings	\$ 1.00
Defaced Cover	\$ 0.50
Missing pages	\$ 0.25 per page
Loose or torn pages	\$ 0.10 per page
Marks not damaging to text	\$ 0.05 per page
Marks damaging to text	\$ 0.25 per page
Dog-eared pages	\$ 0.10 per page
Soil not damaging to text	\$ 0.05 per page
Soil damaging to text	\$ 0.25 per page
Book so damaged (by water or otherwise) as to be unusable as for lost books.	

### **HIGHLY QUALIFIED TEACHING STAFF**

The Elementary and Secondary Education Act is our country's most important federal education law. In 2001 this law was reauthorized and is now the *No Child Left Behind Act* (NCLB). NCLB was designed to make changes in teaching and learning that will help increase academic achievement in our schools.

The law requires that all schools receiving Title 1 funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Our school receives Title 1 funding and we are happy to share this information with you at your request.

We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers who teach in core content areas must meet a specific legal definition of "highly qualified" in order to teach in schools that receive Title 1 funding. The legal definition of a "highly qualified teacher" has three parts. It states that the teacher must have the following:

1. A four year college degree
2. A regular teaching certificate/license
3. Proof of their knowledge in the subject they teach

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the Pine Hill School District. All of our regular teachers have college degrees and many have advanced degrees. The state of New Jersey has always required a teaching certificate/license for all teachers. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

Most teachers already meet this legal definition of highly qualified. Teachers in the state of New Jersey and the Pine Hill School District are working together to help teachers meet the requirements of the federal law by providing several options. Teachers may take a content Praxis test, or they can demonstrate their expertise through a college major in the content.

A highly qualified teacher knows what to teach, how to teach, and has full understanding of the subject matter being taught. We believe that every teacher in our school is fully qualified and dedicated to teaching your child, and we will do everything possible to help our teachers who may not yet meet the legal definition required by the federal government.

I encourage you to support your child's education and communication with your child's teacher(s) on a regular basis. For more information on NCLB, and the role of parents, please visit the United States Department of Education Web site at [www.ed.gov/nclb](http://www.ed.gov/nclb). By partnering, families and educators can provide your child with the best education possible.

## **SCHOOL-PARENT-STUDENT COMPACT**

The Pine Hill Public School District, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year 2018-2019.

### **SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

**The John Glenn School, Dr. Albert Bean School, Pine Hill Middle School and Overbrook High School will:**

- 1.
2. Hold parent-teacher conferences, supporting this compact, as it relates to the individual child's achievement. Specifically, for the elementary and middle grades, those conferences will be held November 15, 19, and 20, 2018; and February 12-14, 2019.
3. Provide parents with frequent reports on their child(ren)'s progress. Specifically, the school will provide quarterly progress reports, quarterly report cards, and access to Genesis.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through email, voicemail, personal parental contact, and scheduled school activities.
5. Provide parents opportunities to volunteer and participate in their child(ren)'s class and to observe classroom activities, as scheduled with office staff through class and school celebrations and invitations, for example, Read Across America and American Education Week.

#### **Parent Responsibilities**

**We, as parents, will support our child(ren)'s learning by:**

1. Monitoring attendance.
2. Making sure that homework is completed and providing a study area.

3. Participating, as appropriate, in decisions relating to my child(ren)'s education.
  4. Promoting positive use of my child(ren)'s extracurricular time.
  5. Staying informed about my child(ren)'s education and communicating with the school by attending conferences and by promptly reading all notices from the school or the school district either received by my child(ren) or by mail and responding, as appropriate.
  6. Serving, to the extent possible, on policy advisory groups, and attending the Title I, Part A parent events.
7. Encouraging positive attitudes about school.

### **Student Responsibilities**

#### **We, as students, will share responsibility by:**

1. Attending school regularly.
2. Completing all assignments.
3. Being on time for classes.
4. Cooperating with parents and teachers.
5. Respecting the personal rights and property of others.
6. Improving our academic achievement and reaching the State's high standards.

**Pine Hill Public Schools**  
School

9/04/2018  
Date

# POLICY

## Pine Hill Board of Education

Section: Program

2415.04. TITLE I – DISTRICT-WIDE PARENTAL INVOLVEMENT

Date Created: August, 2007

Date Edited: August, 2016

2415.04- TITLE I – DISTRICT-WIDE PARENTAL INVOLVEMENT

### 2415.04 TITLE I – DISTRICT-WIDE PARENTAL INVOLVEMENT

#### GENERAL EXPECTATIONS

The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

The school district will incorporate this District-Wide Parental Involvement Policy into its school district's plan developed under Section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.

If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the New Jersey Department of Education.

In the event the school district is required to reserve and spend at least one percent of the district's Title I, Part A allocation, the school district will involve the parents of children served in Title I, Part A schools in decisions about how these funds will be spent and will ensure that not less than ninety-five percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects Title I schools in the district will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving pupil academic learning and other school activities, including ensuring-

5. That parents play an integral role in assisting their child's learning;
6. That parents are encouraged to be actively involved in their child's education at school;

3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. The carrying out of other activities, such as those described in Section 1118 of the ESEA.

In the event the State of New Jersey or the New Jersey Department of Education has a Parental Information and Resource Center, the school district will inform parents and parental organizations of its purpose and existence.

#### DESCRIPTION OF HOW THE SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Below is a description of how the district will implement or accomplish each of the following components outlined below (Section 1118(a)(2), ESEA):

5. The district will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:
  - Convene an annual meeting, at a convenient time, to which all parents of pupils shall be invited and encouraged to attend, to inform and involve parents in the development of the district-wide parental involvement plan.
  - In an annual distribution, the Parental Involvement Policy will be distributed to parents of Title I students requesting input into the development of the policy and parental involvement plan.
  - Involve parents in an on-going and timely way, in the planning, review and improvement of the Parental Involvement Policy and parental involvement plan by posting these on the district website.
6. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
  - Convene an annual meeting, to which all parents shall be invited to attend, to inform and involve parents in the process of school review and improvement.
  - Each school will convene regular school site council meetings, to which all parents shall be invited to attend, to inform and involve parents in the process of school review and improvement.
7. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve pupil academic achievement and school performance:
  - Convene an annual meeting, to which all parents shall be invited to attend, to inform and involve parents in planning and implementing effective parental involvement activities to improve pupil academic achievement and school performance.
  - The district will utilize parental mailings, School Messenger services, and Genesis services as a tool to implementing effective parental involvement activities to improve pupil academic achievement and school performance.

- 2 The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
  6. ELL Education
  7. Pre-school programs at Albert L. Bean and John H. Glenn schools
- 3 The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):

8. The district Title I coordinator will convene an annual meeting, to which all parents shall be invited to attend, to participate in the annual evaluation of the content and effectiveness of the Parental Involvement Policy in improving the quality of its Title I schools. Parents will complete a needs assessment. The minutes of this meeting and summary of the needs assessment will be shared with the Title I district committee and the superintendent.

The school district will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve pupil academic achievement, through the following activities specifically described below:

7. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:
  - New Jersey's academic content standards and the Common Core State Standards;
  - New Jersey's pupil academic achievement standards;
  - The New Jersey and local academic assessments including alternate assessments;
  - The requirements of Part A;
  - How to monitor their child's progress; and

- How to work with educators.

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- a) Parent meetings will be held annually such as: Back to School Night, parent conferences, and additionally meetings as requested.
  - b) Parents will be given access to Genesis so that they can monitor their child's academic progress.
2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - a) Parent meetings and workshops will be held each year to offer training and assistance in monitoring their student's progress and/or based on curricular changes implemented to foster parental involvement.
  3. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, Principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - a) Staff meetings and/or workshops will be held each year to educate teachers, pupil services personnel, principals and other staff in building ties between parents and the schools.
  4. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in fully participating in the education of their children, by:
    - a) Schools will provide reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
    - b) Pupil services personnel will encourage parent conferences throughout the school year and offer student career information and materials to support parents in fully participating in their child's education.
  5. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - a) Parent information letters are regularly mailed to the homes of students as well as posted on the school websites.



## ADOPTION

This District-Wide Parental Involvement Policy has been developed jointly, and agreed on with parents of children participating in Title I, Part A programs. This Policy will be distributed to all parents of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.

United States Department of Education Non-Regulatory Guidance – Appendix D- District-Wide Parental Involvement Policy

1<sup>st</sup> Reading: June 28<sup>th</sup>, 2016

2<sup>nd</sup> Reading/Approval: August 23<sup>rd</sup>, 2016

---

The Pine Hill Board of Education is an Equal Opportunity Employer

© 2018 **Strauss Esmay Associates, LLP**  
1886 Hinds Road, Suite 1, Toms River, NJ 08753  
ph: (732)255-1500 fax: (732)255-1502

# **Pine Hill Board of Education Policies:**

## 5512 HARASSMENT, INTIMIDATION, AND BULLYING

### **Table of Contents**

Section	Section Title
A.	Policy Statement
B.	Harassment, Intimidation, and Bullying Definition
C.	Pupil Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Off School Grounds
F.	Harassment, Intimidation, and Bullying Reporting Procedure
G.	Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)
H.	Harassment, Intimidation, and Bullying Investigation
I.	Range of Responses to an Incident of Harassment, Intimidation, or Bullying
J.	Reprisal or Retaliation Prohibited
K.	Consequences and Appropriate Remedial Action for False Accusation
L.	Harassment, Intimidation, and Bullying Policy Publication and Dissemination
M.	Harassment, Intimidation, and Bullying Training and Prevention Programs
N.	Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review
O.	Reports to Board of Education and New Jersey Department of Education
P.	Reports to Law Enforcement
Q.	Collective Bargaining Agreements and Individual Contracts
R.	Pupils with Disabilities

## 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
5. 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 self-discipline.

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, self-discipline, 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 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, faith-based 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 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 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

First Reading: July 19<sup>th</sup>, 2011

Second Reading:

The Pine Hill Board of Education is an Equal Opportunity Employer

## 5512- HAZING – District Policy

Section: Pupils

Date Created: August, 2007

Date Edited: August, 2007

The Board of Education believes hazing activities of any type are inconsistent with the educational process and the Board prohibits all such and 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 this policy.

All staff members, pupils and school volunteers shall be alert to possible behavior, circumstances, or events that might include hazing. A person who detects hazing and/or planned hazing shall immediately inform the pupil(s) involved of the prohibition against this behavior and/or conduct and direct them to immediately cease all such behavior and/or conduct. All such incidents must be reported to the Building Principal.

The Building Principal will report to the Affirmative Action Officer and the Superintendent any incident reported from a staff member, pupil, parent, legal guardian or any other source. The Building Principal will also report information received from anonymous sources; however, any formal disciplinary action will not be taken solely on the basis of an anonymous report.

There will be no reprisals or retaliation against any person(s) making such report of hazing behavior. Any allegations of reprisals or retaliation shall be reported directly to the Building Principal who will investigate such allegations and take appropriate action if the allegations are confirmed and/or if the person is found to have falsely accused another as means of retaliation or as a means of hazing.

The Building Principal or designee will immediately investigate any report of actual or planned hazing.

If the investigation determines hazing behavior was planned or was present, the administration will take reasonable, age-appropriate and effective corrective action to end the behavior which may include, but is not limited to, counseling, warning, and/or disciplinary action. The administration may need to provide support services to the pupil(s) that was to remedy the past hazing behavior.

Nothing in this Policy prohibits the Affirmative Action Officer from complying with the requirements of the district’s Affirmative Action Program as outlined in Policy 1550 and N.J.A.C. 6A:7-1.1 et seq.

The Building Principal, in conjunction with the Affirmative Action Officer, will develop and conduct training and information programs for all school staff, pupils, parents and interested community members on the district’s Hazing Policy.

Any pupil organization that seeks to organize and perpetuate itself by taking in members based on the decision of the membership of the organization, rather than from the free choice of any pupils who are otherwise qualified to fill the special aims of such organization, is prohibited.

This Policy shall be published in pupil and staff handbooks upon its adoption by the Board. The Board will seek school community input prior to the initial adoption and any revisions to this Policy.

N.J.S.A. 18A:37-1 et seq.; 18A:42-5; 18A:42-6

Adopted: 28 August 2007

## 5512.02- CYBER-BULLYING

### Policy Statement

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. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

### Definitions

“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; or
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.

“School district owned, operated, or supervised technologies” is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

### Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

### **Discipline and Consequences**

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying 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. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

### **Reprisal or Retaliation Prohibited**

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

### **Consequences for False Accusation**

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying 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.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

## Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

### 5600 - PUPIL DISCIPLINE/CODE OF CONDUCT (M)

Section: Pupils

Date Created: August, 2007

Date Edited: August, 2007

M

#### A. Purpose

The purpose of these regulations is to achieve the following purposes:

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

#### B. Rules of Conduct

1. All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.
2. In addition, pupils shall not:
  - a. Be insubordinate to teachers or other school staff members or disregard their instructions or demonstrate lack of respect for their authority;
  - b. Create disorder or disruptions on school premises;
  - c. Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school;
  - d. Steal, damage, or deface the property of other pupils, staff members, or the district;
  - e. Engage in the sexual and/or other harassment of pupils or staff members;
  - f. Violate codes of conduct adopted for organizations of pupils;
  - g. Possess or use weapons or any implement intended to harm others;
  - h. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
  - i. Convey information about other pupils or staff members known to be false;
  - j. Act so recklessly as to endanger the safety of others;
  - k. Procure the property of others by threat or intimidation;
  - l. Enter school premises or any specific portion of the premises without permission and without authority;
  - m. Vandalize school property, real or personal;
  - n. Create litter on school property;
  - o. Be truant from school or class;
  - p. Cheat or otherwise engage in academic dishonesty;
  - q. Persistently refuse to complete homework and other assignments;
  - r. Engage in illegal gambling;
  - s. Smoke on school property;



- t. Falsify an excuse or any school document;
- u. Set fire to or cause a fire in any way on school premises;
- v. Possess or explode a firecracker or other explosive device on school premises;
- w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;
- x. Possess, use, or distribute a substance in violation of Policy No. 5530;
- y. Join a secret society prohibited by law; or
- z. Engage in any other activity expressly prohibited by a school staff member in authority.

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

4. The Building Principal or designee has the right to impose a consequence on a pupil for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate **discipline** in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

### C. Disciplinary Measures

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

#### 1. Admonishment

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

#### 2. Temporary Removal from Classroom

- a. The classroom teacher will direct the pupil to report to the office of the administrator in charge of pupil **discipline**.
- b. The teacher will complete a form that indicates the pupil's name, homeroom, and the conduct that has caused the pupil's removal from the room.
- c. The administrator in charge of **discipline** will interview the pupil and determine which, if any, additional disciplinary steps are indicated.

### 3. Deprivation of Privileges

The pupil may be deprived of the privilege of:

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

### 4. Detention

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

### 5. Grading

A pupil who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (B2p and B2q) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a pupil's grade be lowered as a direct penalty for misconduct.

### 6. In-school Suspension

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

### 7. Suspension from School

- a. The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3.
- b. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.

### 8. Expulsion

- a. The Board may expel a general education pupil from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C 6A:16-7.5, and Policy 5620.
- b. Expulsion is an extremely serious disciplinary measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610 and 5620.

## D. Remedial Measures

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

### 1. Restitution and Restoration

a. The pupil may be required to:

- (1) Make restitution, in kind or cost or labor, for any loss he/she has caused; or
- (2) Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.

b. A pupil who refuses to make restitution or restoration as directed may be **disciplined** by one or more of the measures included at paragraph C.

### 2. Counseling

a. The pupil will be required to consult with school guidance counselors to determine the causes of his/her misconduct and to assess the need for a change in educational placement.

b. The counselor will explain:

- (1) Why the pupil's conduct is unacceptable to the school and damaging to the pupil,
- (2) What the consequences of continued misconduct are likely to be, and
- (3) Appropriate alternate behaviors.

c. The counselor may refer the pupil, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to:

- (1) The Child Study Team,
- (2) Intervention and Referral Team,
- (3) A public or private social agency,
- (4) A legal agency.

### 3. Parent Conferences

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

### 4. Alternate Educational Program

The pupil may be assigned to an alternate educational program as recommended by the pupil's guidance counselor, classroom teacher, Child Study Team, and/or administration

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

The Board of Education also believes that the standards of pupil behavior must be set cooperatively through the interaction of pupils, parents/guardians, staff, and community, thereby, producing an atmosphere which includes respect for one's self and others as well as for district and community property. The ultimate aim of discipline in our schools is two-fold:

1. to give direction in a sustained effort to produce self-discipline in the student who has yet to mature in his/her thinking and actions;
2. to firmly establish the role of the teacher as an adult who guides the pupil toward self-discipline.

# PINE HILL MIDDLE SCHOOL

## Regular Day Bell Schedule

HR	8:10 - 8:18
1	8:21 - 9:04
2	9:07 - 9:51
3	9:54 - 10:38
4	10:41 - 11:25
5	11:28 - 12:12
6	12:15 - 12:59
7	1:02 - 1:46
8	1:49 - 2:36
Dismissal	2:36 - 2:40

