

HASBROUCK HEIGHTS BOARD OF EDUCATION
Hasbrouck Heights, New Jersey 07604 File Code: 5600
Policy

PUPIL DISCIPLINE/CODE OF CONDUCT

The Board of Education adopts this Pupil Discipline/Code of Conduct Policy to establish standards and procedures for positive pupil development and behavioral expectations on school grounds, including on a school bus or at school-sponsored functions, and as appropriate, for conduct away from school grounds.

Every pupil enrolled in this district shall observe promulgated rules and regulations and submit to the discipline imposed for infraction of those rules. Regulation 5600 shall include a description of school responses and consequences to violations of the behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, considering the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

The development, annual review, and update of this Policy shall involve parent, pupil, and community involvement which represents, where possible, the composition of the schools and community and shall be based on locally determined and accepted core ethical values.

The Board will review this Policy and Regulation after considering the findings of the annual reports of pupil conduct, including suspensions and expulsions, pursuant to N.J.A.C. 6A:16-7.1(a)5 and 6, and the incidences reported under the Electronic Violence and Vandalism Reporting System, in accordance with N.J.A.C. 6A:16-5.3.

The Superintendent shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting pursuant to N.J.A.C. 6A:16-7.1(a)5. The Superintendent shall submit a report annually to the New Jersey Department of Education on pupil conduct, including all pupil suspensions and expulsions, and the implementation of the Pupil Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education and the Electronic Violence and Vandalism Reporting System, pursuant to N.J.A.C. 6A:16-5.3(e).

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. §1400 et seq., the Individuals with Disabilities Education Improvement

Act, and accommodation plans under 29 U.S.C. §§794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

The Building Principal or designee shall have the authority to assign discipline to pupils. School authorities also 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, 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.

Consequences and appropriate remedial action for a pupil who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are listed in Policy 5512 – Harassment, Intimidation, and Bullying.

Consequences for a 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 shall be consistent with this Policy and the school district's pupil discipline/code of conduct pursuant to N.J.A.C. 6A:16-7.1.

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.

Any pupil to be disciplined shall be provided the due process procedures for pupils and their families as set forth in N.J.A.C. 6A:16-7.2 through 7.6.

When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information, Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32(e)10.iv., and N.J.A.C. 6A:16-7.10.

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

Comprehensive behavioral supports that promote positive pupil development and the pupil's abilities to fulfill the behavioral expectations established by the Board will include: positive reinforcement for good conduct and academic success including the programs as outlined in Policy 5440; supportive interventions and referral services including those services outlined in Policy 2417; remediation of problem behaviors that take into account the nature of the behaviors, the developmental ages of the pupils and the pupil's histories of problem behaviors and performance; and for pupils with disabilities, the behavior interventions and supports shall be determined and provided pursuant to the requirements of N.J.A.C. 6A:14.

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

Pupil discipline and code of conduct in the district will be applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.

The Pupil Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s). School staff shall be trained annually on the Pupil Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of pupil conduct in violation of the district's Policy and Regulation. Information on this Policy and Regulation shall be incorporated into the orientation program for new employees.

N.J.S.A. 18A:6-1; 18A:36-25.1; 18A:25-2; 18A:36-19a;
18A:37-1 et seq.; 18A:37-13.1 et seq.
N.J.A.C. 6A:16-7.1 et seq.; 6A:14-1.1 et seq.

Cross reference: Policy Guide Nos. 2460, 5500, 8330

First Reading: July 28, 2011

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 5600

Regulation

PUPIL DISCIPLINE/CODE OF CONDUCT

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;
 - z. Commit an act of harassment, intimidation, or bullying; or
 - aa. 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 may 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 may 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, or
- e. Transportation by school bus, or

- f. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy 5600 and N.J.A.C. 6A:16-7.1 et seq.

4. Detention

- a. The pupil may be required to report before or after the school day to detention for a period of supervised study.
- b. Transportation will be the responsibility of the district.
- 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 (paragraph B.2.p. and paragraph B.2.q.) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a 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, and Policy 5610.
- 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 Policies 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 may 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, or
- (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 Principal.

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

1. Consequences

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.

- a. The consequences may include, but are not limited to, the examples listed below:

- (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) Participating in school district-sponsored programs.

2. Remedial Measures

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.

F. Chart of Discipline

Below is a listing of pupil behaviors that are subject to pupil discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2. The behaviors include, but are not limited to:

Offensive Conduct

Insubordination

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Disruption

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Use of Force

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Theft, Damage

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Sexual Harassment

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Code Violation

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Weapon Possession

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Language Misuse

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Falsifications

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Recklessness

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Extortion

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Wrongful Entry

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Vandalism

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Fighting

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Littering

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Truancy

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Cheating

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Noncooperation

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Gambling

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Smoking

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Cutting Detention

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Forgery

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Failure to Wear Seatbelt in School Bus

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Arson

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Exploding Devices

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Falsifying Alarm

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Substance Abuse

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Secret Membership

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Disobedience

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Misuse of Computer Networks/Computers

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

Other

First offense: Meeting with Building Administrator

Second offense: Meeting with Building Administrator and Child Study Team.

Third offense: Meeting with Building Administrator and Child Study Team.

1. Three first offenses in any combination of categories in any one marking period will warrant the discipline of Child Study Team Meeting.
2. Three second offenses in any combination of categories in any one marking period will warrant the discipline of Child Study Team Meeting.
3. Three third offenses in any combination of categories in any one marking period will warrant the discipline of Child Study Team Meeting.

G. Disciplinary Procedures

1. The Pupil Discipline/Code of Conduct Policy and Regulation 5600 shall be disseminated annually to all school staff, pupils, and parent(s). Principals will distribute these documents to all pupils on the first day of each school year and to transferring pupils on the first day of their enrollment in this district.
2. Teachers and administrators in charge of pupil discipline shall make every effort to administer these rules consistently and fairly.
3. The staff member who disciplines a pupil for conduct shall, however minimal the offense or the discipline,
 - a. Orally inform the pupil of the conduct for which he/she is being disciplined; and

- b. Offer the pupil an opportunity to deny the charge or to present extenuating circumstances.
- 4. Where the discipline is greater than an admonishment, the pupil's parent(s) or legal guardian(s) will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the Principal.
- 5. Where the offense is serious and the discipline greater than detention, every effort will be made to notify the parent(s) prior to the informal hearing conducted in accordance with paragraph F.3.
- 6. An in-school suspension, suspension from school, or expulsion will be conducted in strict accordance with law and Policies 5610 and 5620.
- 7. Violations of the rules regarding pupil conduct on school buses will be handled as follows.
 - a. The driver will report the offensive conduct to the Principal of the school in which the pupil is enrolled by submission of a completed written form that includes the name of the pupil, the school, and the specific offensive conduct.
 - b. The parent(s) or legal guardian(s) will be notified, by copy of the form, of the pupil's conduct.
 - c. The Principal or designee will determine the discipline to be administered, in accordance with the severity of the infraction. In general, when the offense is not severe:
 - (1) On the first notice of misconduct, the pupil will be counseled, the parent(s) or legal guardian(s) notified, and the pupil suspended from the bus for one school day;
 - (2) On the second notice of misconduct, the pupil and parent(s) or legal guardian(s) will attend a conference, and the pupil will be suspended from the bus for two school days; and
 - (3) On the third notice of misconduct, the Principal will confer with the parent(s) or legal guardian(s) and the pupil will be suspended from the bus for a period not less than three school days or more than one semester or the balance of the school year, whichever is less.

- d. When the misconduct is severe, the pupil may be summarily suspended from the bus pending a conference with the parent(s) or legal guardian(s) and further disciplinary action.

H. Pupils with Disabilities

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

I. Pupil Rights

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

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

Confidentiality of pupil alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student Records; as well as other existing Federal and State laws pertaining to pupil protections.

J. Records

1. Instances of pupil discipline will be recorded in the pupil's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy No. 8330.
2. When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, disclosure of juvenile information; penalties for disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32-7.5(e)10.iv., and N.J.A.C. 6A:16-7.10.
 - a. The record shall be provided within two weeks of the date that the pupil enrolls in the receiving district.
 - b. Written consent of the parent or adult pupil shall not be required as a condition of the transfer of this information, however, written notice of the transfer shall be provided to the parent or the adult pupil.
 - c. When a pupil transfers to a private school, which includes all sectarian or nonsectarian nonprofit institutional day or residential schools that provide education for pupils placed by their parents and that are controlled by other than public authority, all pupil disciplinary records, with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner as such records would be provided by a public school district of residence to another public school district, pursuant to N.J.A.C. 6A:16-7.10(b).
 - d. The Board shall not use a pupil's past offenses on record to discriminate against that pupil.
 - e. All pupil disciplinary records maintained in the district shall conform with the requirements set forth in N.J.A.C. 6A:16-7.10(d).

K. Annual Report

The Superintendent of Schools shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting. The annual summary shall contain, at a minimum:

1. A numerical inventory of all violations of the pupil behavioral expectations in the Pupil Discipline/Code of Conduct Policy and Regulation;
2. Associated school responses to the violations of the pupil behavioral expectations;
3. An explanation and evidence of the effectiveness of the Pupil Discipline/Code of Conduct Policy and Regulation. The explanation and evidence, at a minimum, shall address:
 - a. The degree of effectiveness of the school district's activities in achieving the purposes of the Pupil Discipline/Code of Conduct Policy and Regulation, pursuant to the purposes as outlined in A. above; and
 - b. The degree and effectiveness of the implementation of the contents of the Pupil Discipline/Code of Conduct Policy and Regulation.
4. Any proposed changes to the school district's current policies, procedures, programs or initiatives, based on the annual report.

First Reading: July 28, 2011

5350 PUPIL SUICIDE PREVENTION

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

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

A potentially suicidal pupil shall be referred to the Child Study Team for appropriate evaluation and/or recommendation for independent medical or psychiatric services. In the event that the parent(s) or legal guardian(s) objects to the recommended evaluation or indicates an unwillingness to cooperate in the best interests of the pupil, the Child Study Team may contact the New Jersey Division of Youth and Family Services to request that agency's intervention on the pupil's behalf.

In accordance with the provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers as outlined in N.J.A.C. 6A:9-15.1 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in pupils who are members of communities identified as having members at high risk of suicide.

The Superintendent shall prepare and disseminate regulations for the guidance of staff members in recognizing the pupil who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a pupil commits suicide.

N.J.S.A. 18A:6-111; 18A:6-112
N.J.A.C. 6A:9-15.1 et seq.

First Reading: July 28, 2011

EMPLOYMENT OF SUBSTITUTE TEACHERS

The Board of Education will employ substitutes in order to ensure continuity in the instructional program and will approve a list of substitutes on an annual basis and additional approved substitutes will be added to the approved list throughout the school year. Substitute teachers will be employed from the substitute list recommended by the Superintendent and approved by the Board. The Board shall also approve the substitute rate of pay.

All substitute teachers must possess a substitute credential issued by the New Jersey State Board of Examiners in accordance with the provisions of N.J.A.C. 6A:9-6.5. All substitute teachers are required to undergo a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1 et seq. and New Jersey Department of Education regulations and procedures for criminal history record checks. In accordance with the provisions of N.J.S.A. 18A-6-7.1b., a substitute teacher who is rehired annually by the Board shall only be required to undergo a criminal history record check as required by N.J.S.A. 18A:6-7.1 et. seq. upon initial employment, provided the substitute continues in the employ of at least one of the districts at which the substitute was employed within one year of the approval of the criminal history record check.

A substitute teacher shall follow the daily lesson plan provided by the regular teacher and, when that plan is exhausted or unavailable, the instructions of the Principal. A substitute teacher may not plan or direct an instructional program except as expressly permitted by the Superintendent.

In accordance with the provisions of N.J.S.A. 18A:16-1.1b., a vacant teaching position shall not be filled in any school year by one or more individuals employed as substitute teachers and holding a certificate of eligibility or a certificate of eligibility with advanced standing issued by the New Jersey State Board of Examiners and working in an area authorized by their credentials for a total amount of time exceeding sixty school days. The Executive County Superintendent of Schools may grant an extension upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original sixty-day time limit. In the event that one individual employed pursuant to this provision is employed in the same position for more than sixty days, the substitute shall be compensated by the school district on a pro-rata basis consistent with the salary provided to a teacher with similar credentials in the school district.

In accordance with the provisions of N.J.S.A. 18A16-1.1c., a vacant teaching position shall not be filled in any school year by one or more individuals employed as substitute teachers and holding a certificate of eligibility or a certificate of eligibility with advanced standing issued by the New Jersey State Board of Examiners and working in an area not authorized by their credentials for a total amount of time exceeding twenty school days. The Executive County Superintendent of Schools may grant an extension of up to an additional twenty days upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original twenty-day time limit.

In accordance with the provisions of N.J.S.A. 18A:16-1.1d., a vacant teaching position shall not be filled in any school year by one or more individuals employed as substitute teachers and holding a standard instructional certificate issued by the New Jersey State Board of Examiners and working in an area not authorized by their credentials for a total amount of time exceeding forty school days.

In accordance with the provisions of N.J.S.A. 18A:16-1.1a., a vacant teaching position shall not be filled in any school year by one or more individuals holding a substitute credential issued by the New Jersey State Board of Education pursuant to the provisions of N.J.S.A. 18A:6-38 for a total amount of time exceeding twenty school days. The Commissioner of Education may grant an extension of up to an additional twenty school days upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original twenty-day time limit.

N.J.S.A. 18A:6-7.1 et seq.; 18A:16-1.1a.; 18A:16-1.1b.;
18A:16-1.1c.; 18A:16-1.1d.

First Reading: July 28, 2011

BOARD MEMBER ORIENTATION AND TRAINING

The preparation of each member for the performance of Board of Education duties is essential to the proper functioning of the Board. The Board encourages each new Board member in the acquisition of information about school district governance, the separate functions of the Board and the Superintendent, the operations of the district, and Board procedures.

The Board directs that each new member receive

Choose one or more of the following:

- ☐ access to and/or a copy of the Board of Education Bylaw and Policy Manual,
- ☐ the manual of administrative regulations,
- ☐ each negotiated agreement,
- ☐ the current budget statement and audit report,
- ☐ the most recent long range facilities plan,
- ☐ and such other materials as deemed appropriate by the Superintendent.

Each new Board member will be invited and is encouraged to meet and discuss the responsibilities and authority of a Board member, Board functions, and Board policies and procedures with the Board President (if available), the Superintendent, and the School Business Administrator/Board Secretary.

Each newly elected or appointed Board member shall complete during the first year of the member's first term a training program to be prepared and offered by the New Jersey School Boards Association, in consultation with the New Jersey Association of School Administrators, the New Jersey Principals and Supervisors Association, and the Department of Education, regarding the skills and knowledge necessary to serve as a Board member.

The training program shall include information regarding the school district monitoring system established pursuant to P.L. 2005, c. 235, the New Jersey Quality Single Accountability Continuum, and the five key components of school district effectiveness on which school districts are evaluated under the monitoring system: instruction and program; personnel; fiscal management; operations; and governance.

The Board member shall complete a training program on school district governance in each of the subsequent two years of the Board member's first term.

Within one year after each re-election or re-appointment to the Board of Education, the Board member shall complete an advanced training program to be prepared and offered by the New Jersey School Boards Association. This advanced training program shall include information on relevant changes to New Jersey school law and other information deemed appropriate to enable the Board member to serve more effectively.

The New Jersey School Boards Association shall examine options for providing training programs to Board members through alternative methods such as on-line or other distance learning media or through regional-based training.

Within one year after being newly elected or appointed or being re-elected or re-appointed to the Board of Education, a Board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities under P.L. 2002, c.83 (C.18A:37-13 et seq.). A Board member shall be required to complete the program only once. Training on harassment, intimidation, and bullying in schools shall be provided by the New Jersey School Boards Association, in consultation with recognized experts in school bullying from a cross section of academia, child advocacy organizations, nonprofit organizations, professional associations, and government agencies.

N.J.S.A. 18A:12-33; 18A:37-13 et seq.

First Reading: July 28, 2011

HASBROUCK HEIGHTS BOARD OF EDUCATION
Hasbrouck Heights, New Jersey 07604 File Code: 5512
Policy

HARASSMENT, INTIMIDATION, AND BULLYING

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A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of

physical or emotional harm to his/her person or damage to his/her property; or

5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

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

C. Pupil Expectations

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

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

Pupils are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Pupil Conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in 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 28, 2011

**REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION,
BULLYING, ALCOHOL, AND OTHER DRUG ABUSE**

Any school employee who observes or has direct knowledge from a participant or victim of an act of violence or the possession or distribution of alcohol or other drugs on school grounds, and any school employee who reports a pupil for being under the influence of alcohol or other drugs, according to the requirements of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3, shall file a report describing the incident to the school Principal, in accordance with N.J.S.A. 18A:17-46. The report shall be on a form to include all of the incident detail and offender and victim information that are reported on the Electronic Violence and Vandalism Reporting System (EVVRS). A report alleging an incident of harassment, intimidation, or bullying shall be made in accordance with the provisions of N.J.S.A. 18A:37-13.1 and Policy 5512.

A. Reporting Violence, Vandalism, Alcohol or Other Drug Use

1. For each incident report of violence, vandalism, or alcohol or other drug abuse, the Principal shall:
 - a. Review the incident report for accuracy in indicating the incident type, offender information, victim information, pupil demographics, and incident location;
 - b. Forward a copy of the incident report to the Superintendent; and
 - c. Notify the Superintendent of the action taken regarding the incident.
2. The Board shall not discharge or subject to any manner of discrimination any school employee who files a report pursuant to N.J.A.C. 6A:16-5.3.
3. The majority representative of the school employees' bargaining units shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:17-46.
 - a. Personally identifying information may be provided to the majority representative of the school employees' bargaining units only in instances when school administrators have reason to believe that the safety of a school staff member is at risk.

B. Reporting Requirements

1. The Superintendent shall:

- a. Submit a report to the Department of Education in accordance with the provisions of N.J.S.A. 18A:17-46 of each incident of violence, vandalism and alcohol and other drug abuse in the school district utilizing the EVVRS;
 - (1) Prior to submission, the Superintendent shall review the report to verify that it is an accurate and final report of all incidences of violence and vandalism in all of the schools in the school district;
 - (2) Verify that the data entered onto the EVVRS are correct and in accordance with N.J.A.C. 6A:16-7.1(a)6; and
 - (3) Provide for the annual training of staff to prepare them to fulfill the reporting requirements set forth in N.J.A.C. 6A:16-5.3.

C. Hearing Requirements

The Superintendent shall report to the Board all acts of violence, vandalism, harassment, intimidation, bullying, and incidents of alcohol and other drug abuse that occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46.

D. Knowingly Falsifying The Annual Violence and Vandalism Report Required Under N.J.S.A. 18A:17-46

- 1. Whenever it is alleged that a school employee has knowingly falsified the report, the Board shall make a determination regarding whether the employee committed the act.
- 2. Any employee alleged to have knowingly falsified the report shall be notified in writing of such allegation and shall be entitled to a hearing before the Board.
 - a. The hearing shall take place within thirty business days of the date on which the employee is notified of the allegation;
 - b. The employee shall be entitled to be represented by a person of his or her choosing and to present witnesses on his or her behalf; and

- c. The Board shall notify the employee of its determination in writing within five school days of the hearing.
- 3. Upon determination by the Board that an employee has knowingly falsified the report, it shall take one or more of the following actions:
 - a. Impose minor discipline on a tenured or non-tenured employee notwithstanding any other law to the contrary and if negotiated with the majority representative of the employees in the appropriate collective bargaining unit;
 - b. Withhold a tenured or nontenured employee's increment for predominantly disciplinary reasons, which shall be subject to the grievance procedures established pursuant to law and shall be subject to the grievance procedures of section 8 of N.J.S.A. 34:13A-29;
 - c. File tenure charges with the Secretary of the Board in writing and with a written statement of evidence under oath to support such charges;
 - d. Terminate employment for an employee:
 - (1) For tenured employees, the termination shall be in accordance with the outcome of the proceedings in D.3.c. above; or
 - (2) Impose such other disciplinary sanctions as may be authorized by law.
- 4. Any action taken by the Board pursuant to D.3. above shall be based on its consideration of the nature of the conduct, the circumstances under which it occurred, and the employee's prior employment record.
- 5. Any employee having been found responsible for the falsification of the report by the Board shall have the right to:
 - a. File a grievance under their respective bargaining agreements;
 - b. Appeal the Board's determination to the Commissioner of Education in accordance with N.J.A.C. 6A:3-1.3 through 1.17 and subsequently to the State Board of Education; or
 - c. Appeal the decision to the Superior Court of New Jersey.

6. The availability of appeal options shall be based upon the action taken by the Board.

A Board of Education shall submit and implement corrective action plans for high incidences of violence, vandalism, or alcohol or other drug abuse upon notification by the Commissioner of Education.

First Reading: July 28, 2011

CHANGES IN BOLD

Grading Policy

Elementary School K-5:

The Hasbrouck Heights Board of Education believes that the Elementary School report card should reflect the degree to which a student has mastered the content of the curriculum. As such, it is essential that each individual's grades are calculated and allocated independently of any other student. It is the responsibility of the classroom teacher to utilize multiple assessments in order to determine a student's degree of mastery regarding the content outlined in the New Jersey Core Curriculum Content Standards and the Hasbrouck Heights Curricula. Ultimately, the purpose of the Elementary School report card grade is to inform students and parents of the students' attained level of proficiency and mastery of curricular content.

Kindergarten: Grading System

Letter grades will not be assigned to a student's performance on the report card. Rather, a marking system (detailed below) will be used to rate a student's mastery of (but not limited to) specific academic skills, work habits, and social development. This system is devised to report on a student's attainment of a plethora of skills. It is highly recommended that parents utilize these skills based report cards to assist children at home.

* Kindergarten Marking System: *Distributed two Times per year*

M- Meets or exceeds expectations

D- Developing

N- Needs strengthening

X- Not applicable at this time

First through Fifth Grade: Grading System

In the core subject areas a report card grade will reflect a student's performance on tests, quizzes, class work, participation and homework as outlined below.

1. Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment: Assessment assignments* which include all written and oral quizzes, tests, lab write-ups, reports, projects, term papers, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

- ♦ The minimum number of assessments will be eight per marking period.

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting knowledge of previously covered work. Homework will be graded on the following percentage system.

- 100 percent for completion or good effort
- 50 percent for an attempt, but not enough of the assignment is good to show that the student made a sincere effort for completions
- 0 for no homework or nearly no homework

10% Participation: includes factors such as:

- displaying a positive interest in the classroom\ presentation, displayed by active and inquisitive contributions
- contributing to establishing an academic or working atmosphere in the classrooms, lab, shop
- paying attention to the contributions of others....

For any subject in which no daily homework is traditionally assigned, class participation will be given a weight of 20%. There will be one grade for participation per course per marking period. All students will start out with 100% and teachers will deduct points accordingly. Teachers will place comments in their Ren Web grade books to inform parents why the grade was lowered.

* First through Fifth Grade Marking System for all subjects: *Distributed four times per year*

A	-	100-94	C+	-	77-79
A-	-	90-93	C	-	74-76
B+	-	87-89	C-	-	70-73
B	-	84-86	D	-	65-69
B-	-	80-83	F	-	Below 65

- Progress reports will be available halfway through each marking period for grades 1-5

Citizenship

Dynamics such as effort, amount of progress, levels of participation, and cooperation will be communicated via a separate grade on the report card and therefore, will not be factored into the student's core subject grades. In addition to the above marking system, students will earn letter grades department

* Citizenship details will be reported using the following system.

S – Satisfactory
N – Needs Improvement
U – Unsatisfactory

Middle School And High School:

1. Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment: Assessment assignments* which include all written and oral quizzes, tests, lab write-ups, reports, projects, term papers, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

- There should be a minimum of 8 assessment assignments in each marking period at every grade level. When applicable, teachers will work cooperatively to stagger the due dates of special projects, long-term reports, and tests.

Quiz – A short (less than a period) assessment, given in class, that measures knowledge and skills pertaining to the subject matter being taught. The quiz must be a student's individual effort without collaboration with other students or teacher. No take home quizzes are permitted. Assignments completed outside of the classroom can not be counted as a quiz.

Procedures

- At the mid-point in each marking period, students should have completed at least 4 assessments and these should be accurately recorded in each electronic grade book.
- If a student is absent for an assessment, the test/quiz should not be "made-up" during the following class period/instructional time. Before/after school is when make-up quizzes or tests should be administered.
- Multiple quizzes are not to be given in the same class period.

Cycle Courses – 8 assessments for courses that meet 5 days a week for a full marking period. The number of assessments will be reduced if the course is designed for fewer days per week or fewer weeks.

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work. Homework will be graded on the following percentage system.

- 100 percent for completion or good effort
- 50 percent for an attempt, but not enough of the assignment is good to show that the student made a sincere effort for completions
- 0 for no homework or nearly no homework

10% Participation: includes factors such as:

- displaying a positive interest in the classroom\ presentation, displayed by active and inquisitive contributions
- contributing to establishing an academic or working atmosphere in the classrooms, lab, shop
- paying attention to the contributions of others....

For any subject in which no daily homework is traditionally assigned, class participation will be given a weight of 20%. There will be one grade for participation per course per marking period. All students will start out with 100% and teachers will deduct points accordingly. Teachers will place comments in their Ren Web grade books to inform parents why the grade was lowered.

2. General Elements of Grading

Grades for each marking period are influenced in addition to attainment, preparation, and participation by the following elements of grading: attitude, cooperation, and ability. These general elements are implicit to all three of the specific grading elements listed in section I and are to be taken into great consideration when arriving at the evaluation of each of the above noted specific elements of grading. Unless specified elsewhere in this policy, only numerical grades are to be utilized when correcting papers, projects, tests, etc..., and records in teacher grade booklets. The only other acceptable form of evaluation of individual assignments is via a rubric.

Numerical Grades:

When calculating numerical grades, only a decimal remainder equal to or greater than .5 will be rounded up. Below is the grading scale used for converting numerical grades to letter grades.

GRADING SCALE

A+ 97 - 100	B+ 87 - 89	C+ 77 - 79	D 65 - 69
A 93 - 96	B 83 - 86	C 73 - 76	F 0 - 64
A- 90 - 92	B- 80 - 82	C- 70 - 72	

Pass/Fail Grading:

Not Applicable. The superintendent may grant "pass/fail grading" under extenuating circumstances on a case-by-case basis.

Incomplete Grades:

Must be resolved within two weeks of the end of Marking Period. The principal may grant an "incomplete grade" under extenuating circumstances on a case-by-case basis.

3. Honor Roll: Criteria

The purpose of these criteria is to further motivate students to work to their academic potential and further reward students for their efforts in earning grades of excellence.

High School

Criteria - The criteria for the three levels of honor roles is as follows:

- First Honors: All A's (defined as A+, A, A-)
- Second Honors: At least 3 A's (defined as A+, A, A-) and no grade below a B (numeric 83 or higher)
- Third Honors: At least 3 B's (numeric 83 or higher and no grade below a B- (numeric 80 or higher)

Middle School

Criteria - The criteria for the two levels of honor roles is as follows:

1. High Honor Roll: A+, A or A- in every subject , **or A+, A, A-, or B+ in honors classes**
2. Honor Roll: At least three (3) A+'s, A's or A-'s and all grades B- or better

4. Determination of Class Rank 9-12

Rank in class is based upon a student's grade point average (G.P.A.), which is determined by multiplying the quality point equivalent for each grade received by the number of credits for that course. The sum of the quality points divided by the sum of the credits for all courses taken yields the G.P.A. Four grading scales are used, adding extra weights for courses as they become more academically demanding and challenging. The following weighted scale indicates the quality points assigned per course credit followed by assigned quality points for a five credit course.

In determining a student's class rank, only grades earned in Hasbrouck Heights High School courses will be considered. The only exception will be for students who have failed subjects and have taken make-up courses in an approved summer school program. For these students, both grades will be recorded and used in determining the student's class rank and G.P.A.

Withdrawing From Courses

1. Students experiencing academic difficulty or seeking placement/level change must make an appointment to discuss the issue with their teacher. Parental permission would be required to make that change as well as approval by the department supervisor / administrator.
2. If a course is dropped prior to a first quarter grade, the course will not be reflected on the transcript. After that time, a grade of "W or W/Fail" will be given for that course.
3. If a student is a senior, the quality points and credits for any course dropped after the close of marking period 1 grades will be included in the student's GPA and credit for the course up to the time of withdrawing will be included on the student's transcript. For example: a 5 credit course dropped at the end of marking period 2 will be shown on the student's transcript as 2.5 credits calculated in the GPA using the quality points earned based on the student's grade. Additionally, colleges to which the senior has applied will be notified of the change in program by the guidance counselor.
4. If a student is a senior and is requesting a change in course from a higher to lower level course, if the change is recommended by the teacher and counselor, then the student will receive partial credit for the higher level course and partial credit for the lower level course.
5. Students in grades 9, 10, and 11 who meet the criteria for the test taking skills courses are required to remain in the course for the entire school year. The grade and credits from test taking skills courses are included in GPA calculations.
6. No student may enter and be granted credit for a full year course after the start of the 2nd marking period. Exception could be necessitated for transfer students or with administrative approval.
7. No student may enter and be granted credit for a semester course after the 1st or 3rd quarter progress reports have been distributed.
8. All students must take at least 7 courses (or the equivalent if semester courses are involved). Seniors may take fewer than 7 with parental permission. Athletic eligibility must be considered before dropping a course.

SCHEDULING AND PROGRAM CHANGES

1. Students register for classes in the spring using a course selection sheet. These forms are signed off by the student and parent/guardian indicating agreement. If a student does not return the form, the schedule will be developed by the counselor.
2. No changes in requests will be considered after June 1st; except for a change in the course offerings. After the second full week of school, students who simply desire to drop an elective course will only be permitted to do so only upon parents signed approval; noting that the option may be a study hall with a loss of credits.
3. Prior to, and during the first week of school, scheduling errors are resolved. Schedule changes that will be made are for basic skills placement, adjustments for failures and summer school results.
4. Request for change of teacher will not be honored.

WEIGHTED GRADING SCALE (Per Credit)

	<u>Academic Placement</u>		
Non-Academic	Standard Academic	Honors Academic	College Level/ Academic
A+ 4.3	4.6	5.0	5.3
A 4.0	4.3	4.7	5.0
A- 3.7	4.0	4.4	4.7
B+ 3.3	3.6	4.0	4.3
B 3.0	3.3	3.7	4.0
B- 2.7	3.0	3.4	3.7
C+ 2.3	2.6	3.0	3.3
C 2.0	2.3	2.7	3.0
C- 1.7	2.0	2.4	2.7
D 1.0	1.3	1.7	2.0
F 0.0	0.0	0.0	0.0

QUALITY POINTS FOR A FIVE CREDIT COURSE

A+ 21.5	23.0	25.0	26.5
A 20.0	21.5	23.5	25.0
A- 18.5	20.0	22.0	23.5
B+ 16.5	18.0	20.0	21.5
B 15.0	16.5	18.5	20.0
B- 13.5	15.0	17.0	18.5
C+ 11.5	13.0	15.0	16.5
C 10.0	11.5	13.5	15.0
C- 8.5	10.0	12.0	13.5
D 5.0	6.5	8.5	10.0
F 0.0	0.0	0.0	0.0

Mid-Term and Final Examinations - Grades 6-12

Mid-terms and final examinations are required to be taken by students in grades 8, 9, 10, 11, 12 who enrolled in the respective courses in order to fulfill the course requirements. Students in grade 6 will be required to take mid-term and final exams in English and math. Students in grade 7 will be required to take mid-term and final exams in English, math, social studies, and science. Students who are absent from school on the day an exam is administered must provide the principal with a written, verifiable and valid excuse. If the absence is not considered to be valid by the principal the student will not be permitted to make up the exam and will fail the course for the year.

In addition, the following guidelines will be followed for the student who is legitimately absent:

1. A student must take make-up exams on the first day the student returns to school after the exam period. If multiple exams are involved, two must be taken on the first return day, and so on.
2. If a student fails to follow this procedure, then make-up exams may only be taken after school on days scheduled by the administration.
3. All make-up exams should be completed by the third school day after the exam period.
4. Failure to complete make-up exams according to the schedule will result in "0" grade for the exam in question. This number will be worked into the mid year and end year grades.

Exception: Doctor's note submitted before the make-up exams are due to be taken.

Examination Exemptions

Students in grades 8-12 will be required to take mid-term and final exams. Students in grade 6 will be required to take mid-term and final exams in English and math. Students in grade 7 will be required to take mid-term and final exams in English, math, social studies, and science.

Exemptions for final examinations will be granted for 12th grade students who, in each course:

- Attain a grade of 91 or higher in each of the four marking periods.
- Attain a grade of 93 or higher on the mid-term examination.
- Accumulate no more than six (6) total absences in a full year course or three (3) absences in a semester course.

Note: Five (5) or more consecutive days absent will not count in the total providing that the student provides proof from a licensed physician attesting to the injury or illness mandating the student is exempt from attending school.

5. Attendance will be mandatory during the exam period for which the student is exempt. Students who are absent must adhere to the make-up policy as listed in number 5 of this policy.

AP Courses - In lieu of taking a final exam in June, students will be required to take a Pre-AP test which will be administered before the regular AP exam. Fourth marking period grade will be left up to the discretion of the individual instructor on the criteria for which the student will be graded (project, etc.).

Teacher Procedures

Teachers will complete Exhibit 6147.2 for all students who will receive an exemption. The completed exhibit will be submitted to the principal for verification purposes and forwarded to the Superintendent of Schools.

Junior English

Exemptions from final examinations in English 11 or English 11 H will be granted for 11th grade students who score "Advanced Proficient" on the Language Arts section of the HSPA.

1. If the scores are not received from the State of New Jersey before the final exam period, all students will take the final.
2. When scores arrive from the State, all students who scored "Advanced Proficient" on the exam will receive an "A" as their English 11 final exam grade.

Junior Science

Exemptions from final examinations in Science courses will be granted for 11th grade students who score "Advanced Proficient" on the Science section of the HSPA.

1. If the scores are not received from the State of New Jersey before the final exam period, all students will take the final.
2. When scores arrive from the State, all students who scored "Advanced Proficient" on the State exam will receive an "A" as their 11th grade final science exam grade.

Full Year Courses with Mid-Term and Final Exams

If a course is required to give students a mid-term and final exam, the average for the mid-term and final examination grades are to be used as a fifth grade and are to represent 20% of the final grade. Final grades are to be arrived at by adding the numerical equivalents of each grade given and dividing by five (5) for those subjects in which an examination is given and by four (4) for those subjects in which examinations are not given.

Calculation of semester 1 and final grades:

Semester 1

First Marking Period Grade	40%
Second Marking Period Grade	40%
Exam Grade (Mid-Term)	20% (if applicable)

Semester 2

Third Marking Period Grade	40%
Fourth Marking Period Grade	40%
Exam Grade (Final)	20% (if applicable)

Final Grade = (Semester 1 + Semester 2) / 2

One Semester Courses

The final examination grade shall be 20% of the final semester grade, computed as follows:

First Marking Period Grade	40%
Second Marking Period Grade	40%
Exam Grade (if applicable)	<u>20%</u>
	100%

Plagiarism

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils' papers, exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities.
2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgement of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person or in any way presenting the work of another person as one's own.
3. Falsification, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the pupil orally and/or in writing. The teacher is also authorized to withhold credit in the work tainted by the academic dishonesty.
- If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.
- The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

- If the pupil is not in agreement with the disciplinary action of the Principal, he/she may appeal the action to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy 5145.6 Pupil Grievance.

Date: Approved: January 25, 2007
Revised: September 25, 2008
Revised: June 18, 2009
Revised: November 19, 2009
Revised: May 5, 2011
Revised (First Reading): June 23, 2011
Revised (Second Reading): July 28, 2011

Hasbrouck Heights Public Schools
Department of Special Services
365 Boulevard
Hasbrouck Heights, NJ 07604
Mrs. Andrea Freeman
Interim Director of Special Services
Phone: 201-393-8150 Fax: 201-288-1764

June 21, 2011

Please appoint the following medical doctors on a fee basis for the 2011/2012 Extended School Year and Regular School year as part of the Mental Health Team of the Hasbrouck Heights School District.

*Doctors Esther Fridman and Morton Fridman Psychiatrists in office visit @ \$550.00 - school visit @ \$650.00
Dr. Charles Wuhle, Psychiatrist @ \$750.00*

*Dr. Michael Katz, Pediatric Neurologist @ \$500.00
Dr. Peter L. Heilbroner, Pediatric Neurologist @ \$450.00*

*The Institute of Child Development (ICD) to provide
Audiological Evaluations @ \$531.00 to \$772.00 per evaluation
Central Auditory Processing Evaluations @ \$657.00 to \$854.00
Classroom observation/in-service @ \$418.00*

*Kirekar Center for Child Development – Valley Health System
Developmental Pediatrics
Neurodevelopmental Evaluations @ \$575.00*

TUITION	OOD PLACEMENT ATTENDING	STATE ID#
61013.4	1ST CEREBRAL PALSY OF NEW JERSEY	6293410568
64000	BCSS BLESHPAN	9387192617
64000	BCSS BLESHPAN	8820159933
64000	BCSS BLESHPAN	1604178034
50200	BCSS BROWNSTONE SCHOOL	1905136428
50200	BCSS EVERGREEN ACADEMY	8431894753
52300	BCSS HIP PROGRAM	1214917146
63100	BCSS MIDLAND PARK HS SHIP	3321740923
67600	BCSS WASHINGTON NEW BRIDGES	4223509364
67600	BCSS WASHINGTON RIDGEWOOD	1624412156
67600	BCSS WASHINGTON RIDGEWOOD	6037299809
51261	CALAIS SCHOOL	7209098650
40561	COMMUNITY HIGH SCHOOL	8044252594
43866	FORUM SCHOOL	8918339419
91349.44	GARDEN ACADEMY	7953070743
10120	HO-HO-KUS SCHOOL OF TRADE & TECHNICAL SCIENCES	9621252980
42637	HOLMSTEAD SCHOOL	7116087397
42637	HOLMSTEAD SCHOOL	9664224220
42310	LEONIA MIDDLE SCHOOL	9815427499
39825	PARK ACADEMY MIDDLE SCHOOL	7189053168
66376	PASSAIC COUNTY ELKS CEREBRAL PALSY TREATMENT CENT	7634665868
31844	RIDGEFIELD MEMORIAL HIGH SCHOOL	6797987993
31844	RIDGEFIELD MEMORIAL HIGH SCHOOL	3984379173
66621	RIDGEFIELD MEMORIAL HIGH SCHOOL	8029878725
31844	RIDGEFIELD MEMORIAL/STRIVE	8079196030
43866	SBJC LODI CAMPUS	9452792262
51980	SBJC LODI CAMPUS	1648235659
51980	SBJC LODI CAMPUS	8796050064
43030	SBJC LODI CAMPUS	2363996849
43866	SBJC LODI CAMPUS	9784079721
66621	SBJC LODI CAMPUS	2092922803
51980	SBJC MAYWOOD CAMPUS	2648243423
51980	SBJC MAYWOOD CAMPUS	2119813013
85027	STEPPING STONES	4815203268
37928.53	THE PARK AT PVR	7602573073
52146	THE PHOENIX CENTER	7075301297

25000	VOCATIONAL, PARAMUS (SPEC. NEED)	6355714393
25500	VO-TECH PARAMUS	1537091677
25000	VO-TECH PARAMUS	7627582127
25000	VO-TECH PARAMUS	3255439214
25000	VO-TECH PARAMUS	5618515805
25500	VO-TECH PARAMUS	9803689977
25000	VO-TECH PARAMUS,SPEC NEEDS	1042977589
25000	VO-TECH TETERBORO	8664007204
25000	VO-TECH TETERBORO	6137179842
13180	VO-TECH TETERBORO	2952431353
71660.4	WILLOWGLEN ACADEMY	6141953886
46114.17	WINDSOR ACADEMY	5494589794
47336	WINDSOR LEARNING CENTER	4590545949

DATE REQUESTED

Dates and Time

[illegible]

B07-01-11

ATTACHMENT D

Policy for the Prevention and Treatment of Sports-Related Concussions and Head Injuries

Introduction

This document is designed to implement policies, procedures and programs for the prevention, treatment, and education of Sports-Related Concussions and Head Injuries for the Hasbrouck Heights School District.

Part I Background

Legislation (P.L. 2010, Chapter 94) (*N.J.S.A.* 18A:40-41.3) enacted on December 7th, 2010 requires the Hasbrouck Heights school district that participates in interscholastic athletics to adopt by September 1, 2011, a policy concerning the prevention and treatment of sports- related concussions and other head injuries among student- athletes. The Center for Disease Control estimates that 300,000 concussions are sustained during sports- related activity in the United States. A concussion is a traumatic brain injury (TBI) caused by a direct or indirect blow to the head or body. In order to ensure the safety of student-athletes, it is imperative that athletes, coaches, and parents/guardians are educated about the nature and treatment of sports- related concussions and head injuries. Allowing a student-athlete to return to play before recovering from a concussion increases the chance of a more serious brain injury that can result in severe disability and/or death.

Part II Guidance For Local Policy Development

Policy Context

The New Jersey Department of Education (NJDOE) recognizes that the decisions made on the policy governing the care of student-athletes who have sustained sports-related concussions and head injuries is dependent on the individual characteristics in each school district, charter, and non-public school. The Hasbrouck Heights board of education policy, however, must comply with the minimum requirements stated in *N.J.S.A.* 18A: 40-41.4 in regards to the care and treatment of a student athlete who is suspected of sustaining a sports-related concussion or head injury.

Local Policy Development

The following descriptions of applicable regulations make it clear that the **content and format of local policies and procedures must be developed locally:**

- The Hasbrouck Heights school district will adopt an Interscholastic Head Injury Training program to be completed by the School/Team Physician, Licensed Athletic Trainer, Coaches, School Nurses, and other appropriate district personnel pursuant to *N.J.S.A.* 18A:40-41.2
- The Hasbrouck Heights school district must develop its written policy concerning the prevention and treatment of sports-related concussions and head injuries in accordance with *N.J.S.A.* 18 A:40-41.3.
- The Hasbrouck Heights board of education must review their sports related concussion and head injury policy annually , and update as necessary, to ensure that it reflects the most current information available on the prevention, risk, and treatment of sports related concussions and head injuries pursuant to *N.J.S.A.* 18A:40-41.3.

N.J.S.A. 18A:40-41.4- Removal of student-athlete from competition, practice; return.

- A student who participates in interscholastic athletics and who sustains or is suspected of sustaining a concussion or other head injury shall be immediately removed from practice or competition. The student-athlete may not return to play until he/she has obtained medical clearance in compliance with local school district return-to-play policy.
- All Coaches, School Nurses, School/ Team Physicians and Licensed Athletic Trainers must complete an Interscholastic Head Injury Training Program.
- The Athletic Head Injury training program must include, but not be limited to:

1. The recognition of the symptoms of head and neck injuries, concussions, risk of secondary injury, including the risk of second impact syndrome; and
 2. Description of the appropriate criteria to delay the return to sports competition or practice of a student-athlete who has sustained a concussion or other head injury.
- An Athletic Head Injury Training program such as the National Federation of State High Schools Association online "Concussion in Sports" training program or a comparable program that meets mandated criteria shall be completed by the above named staff or others named by the Hasbrouck Heights school policy. Additional head injury training programs that meet the mandated criteria may be completed by professionals of different levels of medical knowledge and training.
 - Distribution of NJ Department of Education Concussion and Head Injury fact sheet to every student athlete who participates in interscholastic sports. The Hasbrouck Heights school district shall obtain a signed acknowledgement of the receipt of the fact sheet by the student-athlete's parent/ guardian and keep on file for future reference.

Concussion Protocol for the Prevention and Treatment of Sports-Related Concussions and Head Injuries

Prevention

1. Pre-season baseline testing.
2. Review of educational information for student-athletes on prevention of concussions.
3. Reinforcement of the importance of early identification and treatment of concussions to improve recovery. Student-athletes who are exhibiting the signs or symptoms of a sports-related concussion or other head injuries during practice or competition shall be immediately removed from play and may not return to play that day.

Possible Signs of Concussion:

(Could be observed by Coaches, Licensed Athletic Trainer, School/Team Physician, School Nurse)

1. Appears dazed, stunned, or disoriented.
2. Forgets plays, or demonstrates short term memory difficulty.
3. Exhibits difficulties with balance or coordination.
4. Answers questions slowly or inaccurately.
5. Loses consciousness.

Possible Symptoms of Concussion

(Reported by the student athlete to Coaches, Licensed Athletic Trainer, School/ Team Physician, School Nurse, Parent/ Guardian)

1. Headache
 2. Nausea/Vomiting
 3. Balance problems or dizziness.
 4. Double vision or changes in vision.
 5. Sensitivity to light or sound/noise.
 6. Feeling sluggish or foggy.
 7. Difficulty with concentration and short term memory.
 8. Sleep disturbance.
 9. Irritability
- Student-Athletes must be evaluated by a physician or licensed health care provider trained in the evaluation and management of concussion to determine the presence or absence of a sports related concussion or head injuries.
 - To return to practice and competition the student-athlete must follow the protocol:
 1. Immediate removal from competition or practice. 911 should be called if there is a deterioration of symptoms, loss of consciousness, or direct neck pain associated with the injury.
 2. When available the student-athlete should be evaluated by the school's licensed healthcare provider who is trained in the evaluation and management of concussions.
 3. School personnel (Athletic Director/Building Administrator, Licensed Athletic Trainer, School Nurse, Coach, etc.) should make contact with the student-athlete's parent/guardian and inform him/her of the suspected sports-related concussion or head injury.
 4. School personnel (Athletic Director/ Building Administrator, Licensed Athletic Trainer, School Nurse, Coach, etc.) shall provide the student-athlete with district board of education approved suggestions for management/ medical checklist to provide their parent/guardian and physician or other licensed healthcare professional trained in the

evaluation and management of sports related concussions and other head injuries (See attachment sections at end of model policy for examples CDC, NCAA, etc.)

5. The student-athlete must receive written clearance from a physician, trained in the evaluation and management of concussions that states the student-athlete is asymptomatic at rest and may begin the local districts' graduated return-to-play protocol. Medical clearance that is inconsistent with the Hasbrouck Heights school district policy may not be accepted and such matters will be referred to the school/team physician.

Graduated Return to Competition and Practice Protocol

- Complete physical, cognitive, emotional, and social rest is advised while the student-athlete is experiencing symptoms and signs of a sports-related concussion or other head injury. (Minimize mental exertion, limiting overstimulation, multi-tasking etc.)
- After written medical clearance is given by a physician trained in the evaluation and management of concussions stating that the student-athlete is asymptomatic at rest, the student-athlete may begin a graduated individualized return-to-play protocol supervised by a licensed athletic trainer, school/team physician or in cases where the aforementioned are not available a physician or licensed health care provider trained in the evaluation and management of sports-related concussions. The following steps should be followed:
 1. Completion of a full day of normal cognitive activities (school day, studying for tests, watching practice, interacting with peers) without re-emergence of any signs or symptoms. If no return of symptoms, next day advance to:
 2. Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity < 70% maximum percentage heart rate: no resistance training. The objective of this step is increased heart rate. If no return of symptoms, next day advance to:
 3. Sport-specific exercise including skating, and/or running; no head impact activities. The objective of this step is to add movement and continue to increase heart rate. If no return of symptoms, next day advance to:
 4. Non-contact training drills (e.g., passing drills). The student-athlete may initiate progressive resistance training. If no return of symptoms, next day advance to:
 5. Following medical clearance (consultation between school health care personnel, i.e., Licensed Athletic Trainer, School/Team Physician, School Nurse and student-athlete's physician), participation in normal training activities. The objective of this step is to restore confidence and to assess functional skills by the coaching staff. If no return of symptoms, next day advance to:
 6. Return to play involving normal exertion or game activity.
- In the absence of daily testing by knowledgeable school district staff (i.e. Licensed Athletic Trainer, School/Team Physician) to clear a student-athlete to begin the graduated return-to-play protocol a student-athlete should observe a 7 day rest/recovery period before commencing the protocol. Younger students (K-8) should observe the 7 day rest/recovery period (after they are symptom free at rest) prior to initiating the graduated-return-to play protocol. A physician trained in the evaluation and management of concussion as well as the parents/guardians of the student-athlete shall monitor the student-athlete in the absence of knowledgeable school district staff (i.e., Athletic Trainer, School/Team Physician). School Nurses may serve as an advocate for student-athletes in communicating signs and symptoms to physicians and parents/guardians.
- Utilization of available tools such as symptom checklists, baseline and balance testing are suggested.
- If the student athlete exhibits a re-emergence of any concussion signs or symptoms once they return to physical activity, he/she will be removed from further exertional activities and returned to his/her school/team physician or primary care physician.
- If concussion symptoms reoccur during the graduated return-to-play protocol, the student-athlete will return to the previous level of activity that caused no symptoms.

Temporary Accommodations for Student-Athletes with Sports-Related Head Injuries

- Rest is the best "medicine" for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration and speed of processing significantly impacts learning. Further, exposing the concussed student-athlete to the stimulating school environment may delay the resolution of symptoms needed for recovery.
- Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
- Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting – even watching movies if a student is sensitive to light/sound – can slow a student's recovery. In accordance with the Centers for Disease Control's toolkit

on managing concussions boards of education may look to address the student’s cognitive needs in the following ways.

- Students who return to school after a concussion may need to:
 1. Take rest breaks as needed.
 2. Spend fewer hours at school.
 3. Be given more time to take tests or complete assignments. (All courses should be reconsidered)
 4. Receive help with schoolwork.
 5. Reduce time spent on the computer, reading, and writing.
 6. Be granted early dismissal to avoid crowded hallways.

Part III

Implementation of the Interscholastic Sports-Related Concussions and Head Injuries Policy

Statutory and Regulatory Provisions: *N.J.S.A.* 40-41.3 Information regarding the Interscholastic Head Injury Safety training program and policy for the prevention and treatment of sports-related concussions and head injuries which shall be completed by the school/team physician, coaches, athletic trainer, school nurse, and any other school employee the Hasbrouck Heights school district deems necessary.

The Hasbrouck Heights school district must monitor the above named employees in the completion of an Interscholastic Head Injury Training program such as the National Federation of State High Schools Association’s online, “Concussion in Sports” or a comparable program which meets the mandated criteria and includes but is not limited to:

1. The recognition of the symptoms of head and neck injuries, concussions, and injuries related to second-impact syndrome.
2. Includes the appropriate criteria to delay the return to sports practice or competition of a student athlete who has sustained a concussion or other head injury. *Additional head injury training programs that meet the mandated criteria may be completed by professionals of different levels of medical knowledge and training.

The Hasbrouck Heights school district shall distribute the educational fact sheet annually to the parents or guardians of student-athletes and shall obtain a signed acknowledgement of the receipt of the fact sheet by the student-athlete and his parent or guardian.

The Hasbrouck Heights school district shall develop a written policy concerning the prevention and treatment of sports-related concussions and other head injuries among student-athletes. The policy shall include, but need not be limited to, the procedure followed when it is suspected that student-athlete has sustained a concussion or other head injury. The Hasbrouck Heights school district shall implement the policy by the 2011-2012 school year.

Students participating in an interscholastic sports program and are suspected of sustaining a concussion or other head injury in practice or competition shall be immediately removed from the sports competition or practice. Student-athletes who are removed from competition or practice shall not participate in further sports activity until they are evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions, and receive written clearance from a physician trained in the evaluation and management of concussions to return to completion or practice.

Part IV

Concussion Management Protocol for the Hasbrouck Heights Public Schools

Grade 1 (mild)	No loss of consciousness. Either post-traumatic amnesia* or post-concussive symptoms clear in less than 30 minutes.	Concussion Grading System
Grade 2 (moderate)	Loss of consciousness lasting less than 1 minute; post-traumatic amnesia* or post-concussive symptoms lasting longer than 30 minutes but less than 24 hours.	
Grade 3 (severe)	Loss of consciousness lasting longer than 1 minute or post-traumatic amnesia* lasting longer than 24 hours; post-concussive signs or symptoms lasting longer than 7 days.	
*anterograde or retrograde amnesia		

NEUROPSYCHOLOGICAL TESTING

The Athletic Trainer will perform pre-season baseline and post-concussion neuropsychological testing using the ImPACT[®] (Immediate Post Concussion Assessment and Cognitive Testing) software program to assist in the management of head injuries. Founded by the University of Pittsburgh Medical Center's Sports Concussion Program, this software system is utilized throughout professional sports and has been mandated in the NHL. Used by 18 NFL teams and countless colleges and high schools across the country, it is fast becoming the "Gold Standard" in recognizing and managing head injuries. The exam takes about 20 minutes and is non-invasive. The program is basically set up as a "video-game" type format. It tracks neurocognitive information such as memory, reaction time, brain processing speed and concentration. For example, in the word memory section, a dozen common words appear one at a time on the screen for about one second each. The athlete is then later asked what words were displayed.

The Athletic Trainer will conduct post-concussive tests 2-3 days after a concussion and continue to test the athlete until they return to baseline. Please note that this program is used only as a tool in making return-to-play decisions.

SIDELINE EVALUATION

1. **Orientation:** Time, place, person, and situation (circumstances of injury).
2. **Concentration:** Digits backward (i.e., 3-1-7, 4-6-8-2, 5-3-0- 7-4).
3. **Memory:** Names of teams in prior contest. Recall of 3 words and 3 objects at 0 and 5 minutes. Recent newsworthy events. Details of the contest (plays, moves, strategies, etc.)
4. **Exertional Tests:** 40 yard sprint , 5 push-ups, 5 sit-ups, 5 knee-bends
5. **Neurological Tests:** Strength, Coordination and Agility Sensation

FEATURES OF CONCUSSION FREQUENTLY OBSERVED

1. Vacant stare (befuddled facial expression)
2. Headache
3. Dizziness
4. Nausea
5. Blurred or double vision
6. Mental Status Changes
7. Delayed verbal and motor responses (slow to answer questions or follow instructions)
8. Confusion and inability to focus attention (easily distracted and unable to follow through with normal activities)
9. Disoriented (walking in the wrong direction; unaware of time, date and place)
10. Slurred or incoherent speech (making disjointed or incomprehensible statements)
11. Gross observable incoordination (stumbling, inability to walk tandem/straight line)
12. Emotions out of proportion to circumstances (distracted, crying for no apparent reason)
13. Memory deficits (exhibited by the athlete repeatedly asking the same question that has already been answered, or inability to memorize and recall 3 of 3 words or 3 of 3 objects in 5 minutes)
14. Any period of loss of consciousness (paralytic coma, unresponsiveness to arousal)

RETURN-TO-PLAY

- Symptom free for 1 week, counting the first asymptomatic day before initiating a graduated return-to-play exercise protocol.
- The student-athlete must be monitored during that time period for any reoccurrence of concussion symptoms
- If the student-athlete exhibits a re-emergence of any post-concussion signs or symptoms once he/she returns to play, he/she will be removed from exertional maneuvers and return to his/her primary care physician or the team doctor for a reevaluation.
- If concussions symptoms reoccur during the graduated return-to-play exercise protocol, the student-athlete will return to the previous level of activity that caused no symptoms and then advance as tolerated.
- Utilization of tools such as symptom checklists, ImPact baseline, and balance testing will be used to determine level of activity and graduated return-to-play.

GRADUATED RETURN-TO-PLAY EXERCISE PROTOCOL

Step 1: No Activity, complete physical and cognitive rest. The objective of this step is recovery.

Step 2: Light aerobic exercise, which includes walking, swimming or stationary cycling, keeping the intensity at less than 70% maximum percentage heart rate; no resistance training. The objective of this step is increased heart rate.

Step 3: Sport-specific exercise including skating, and/or running drills; no head impact activities. The objective of this step is to add movement.

Step 4: Non-contact training drills involving progression to more complex training drills (e.g. passing drills). The student-athlete may initiate progressive resistance training.

Step 5: Following medical clearance, participation in normal training activities. The objective of this step is to restore confidence and assess functional skills by the coaching staff.

Step 6: Return to play involving normal exertional or game activity.

Part V

Resources on Interscholastic Sports Related Concussions and Head Injuries

Internet Resources

Centers for Disease Control and Prevention – Concussion Toolkit

http://www.cdc.gov/concussion/HeadsUp/physicians_tool_kit.html

<http://www.cdc.gov/concussion/headsup/pdf/ACE-a.pdf>

http://www.cdc.gov/concussion/headsup/pdf/ACE_care_plan_school_version_a.pdf

http://www.cdc.gov/concussion/headsup/pdf/Concussion_in_Sports_palm_card-a.pdf

National Federation of State High Schools Association- Online “Concussion in Sports” training program.

www.nfhs.org

Brain Injury Association of New Jersey

www.BIANJ.org

www.sportsconcussion.com

Athletic Trainers Society of New Jersey

www.atsnj.org

National Collegiate Athletic Association

www.NCAA.org/health-safety

New Jersey Interscholastic Athletic Association

www.njsiaa.org

Articles

“Consensus Statement on Concussion in Sport: 3rd International Conference on Concussion in Sport held in Zurich, November 2008”. Clinical Journal of Sports Medicine, Volume 19, May 2009, pp.185-200

Clinical Report: Sport-related Concussion in Children and Adolescents” Halstead ME, Walter, KD and the Council on Sports Medicine and Fitness Pediatrics Volume 126, September 2010, pp.597-615

Quality Standards Subcommittee of the American Academy of Neurology The Management of Concussion in Sports (practice parameter). Neurology 1997;48:581-585

First Reading: July 28, 2011

Hasbrouck Heights Board of Education
Hasbrouck Heights, New Jersey

ATTACHMENT F

Highlights are deletions; **Bolds are additions**

Job Description: Head **Lead** Custodian

Qualifications:

- High School Diploma
- Boiler Fireman's Black Seal License
- Strong organizational and maintenance skills
- Current and proficient knowledge of custodial and maintenance equipment
- Ability to function as part of a building and grounds operational team by assuming varied responsibilities in differing circumstances
- Ability to communicate clearly and effectively with the public, staff and students
- Such alternatives or additions to the above qualifications as the Board of Education may find appropriate and acceptable.

Reports To: Head Custodian, Building Administrator(s), **Director of Physical Plant, and Head Maintenance; building administrator and director of physical plant complete evaluation(s)** and Director of Maintenance

Job Goal: Assists the educational leader responsible for creating the conditions and climate that will best enable members of the school staff to develop an efficient program which provides for optimum development of the individual student.

Assist in creating an environment for excellence which will result in greater student self-esteem and performance.

Responsibilities: The activities of the head custodian include but are not limited to:

- Develops work assignments of custodial staff assigned to his building
- Evaluates performance of individual custodians, and submits written reports to the Director of Maintenance
- Presents personnel problems of custodial staff members, together with recommendations to the Director of Maintenance
- Encourages high standards of neatness and cleanliness in all areas of the school plant, including grounds
- Organizes his building's custodians to work as a team on emergent projects such as snow removal and special school programs or ceremonies
- Develops custodial supply and equipment requests for budget purposes
- Coordinates services and project information between the School Principal and the Director of Maintenance
- Assures that all emergency exits are operative, and that none is ever blocked
- Makes certain that all safety devices are in operating condition (this includes fire extinguishers, emergency exit signs, and fire alarm signals).
- Insures that storage of all combustible materials is in accordance with underwriters recommendations
- Prepares for, assists in, and follows up boiler inspections
- Is extremely watchful for all safety hazards, and initiates immediate corrective action when such conditions are found
- Resets circuit breakers, tests non-working electrical equipment and determines basic cause of failures
- Has knowledge of location and operation of all gas and water valves, burners, vents and fixtures
- Inspects boilers for proper operation
- Assists school administrators in the distribution of school supplies from supply rooms to the individual classrooms
- Sets up various pieces of gymnastic equipment as requested by the Physical Education Department Staff
- Sets up and cleans up after assembly programs, concerts and various other school activities as directed
- Moves school furniture and equipment as required

- Receives deliveries at school and makes receipts known to the school administration office
- Makes shipments of materials from the school (return items, reject items, items for repair, etc.) as necessary
- Insures the proper display of the flag every Monday through Friday, except on authorized custodial holidays
- Plans routine servicing, such as oiling and cleaning of Univent filters, faucets, soap dispensers, towel and toilet tissue holders, etc.
- Cares for plantings in the immediate area of school buildings
- Prepares Maintenance or Ground Work Requests for repairs and services not of a custodial nature and forwards them to the Director of Maintenance
- Installs simple, routine equipment such as pencil sharpeners, map racks, flag holders, window shades, projection screens, picture and award frames, etc.
- Reports daily at start of school day to School Principal or Assistant Principal to plan special daily work, and to report any problems such as: equipment failures, unauthorized entry into school property, vandalism, etc.
- The head custodian is responsible for maintaining high standards of cleanliness that will encourage good habits on the part of other members of the custodial staff
- Responsible for thorough policing of grounds around the school building each day
- Insures that walkways and entryways are swept clean as necessary
- Insures that entryways and corridors are mopped as necessary on inclement days and corridors are dry-mopped as needed to maintain cleanliness
- Insures that internal glass is kept clean
- Insures that main walkways are clear of snow and ice prior to arrival and dismissal times, and that steps are free of ice and snow at all times
- Removal of all graffiti, immediately upon being noticed
- Insures that custodial supplies are maintained and distributed carefully, and that they are used economically
- Maintains mopping, sweeping and buffing of floors in cafeteria and kitchen areas
- Supervises regular use of drain cleaner products in drain lines to assure trouble free operation
- Disposes of all refuse
- Insures lifting of heavy items as requested
- Other responsibilities and duties which are appropriate and necessary to the position as directed by the Director of Maintenance

Terms of Employment: Twelve month position with compensation in accordance to the Hasbrouck Heights Education Association negotiated contract.

Evaluation: Performance of this position will be evaluated in accordance with the provisions of the Board's policy on evaluation of non-certificated personnel.

Approved: March 27, 2003
 Revised: June 23, 2011
 Revised: July 28, 2011

Euclid School
1 Burton Avenue
Hasbrouck Heights, New Jersey 07604
An Equal Opportunity Employer

Peter O'Hare
Principal
Email oharep@hhschools.org

Telephone (201) 288-2138
Fax (201) 727-1409

Please approve the following Lunch Aides for Euclid School for the 2011-2012 school year:

Antoinette Regiec
Kathleen Petruzzella
Cynthia DeJulia
Rekha Baherwani
Joanna Sagitas
Christina Weaver
Dolores DeIudiicibus
Jacqueline Blauvelt
Alice Ross
Jean Werner
Deborah Stelzle

A handwritten signature, possibly reading "PJA", is written in black ink.

Lincoln School Lunch Aide List 2011-12

Linda Byrne
Julie Canavatchel
Jean Cocka
Pat DeMarco
Kathy Ferreri
Jessica Freschi
Karen Heber
Nancy Mattern
Kristine Murray
Joan Nesbitt
Evelyn Rinaldi
Anna Ross
Effie Tsapelis
Maureen Volpe
Dolores Wagner
Sub: Kelly Kasper

HASBROUCK HEIGHTS PUBLIC SCHOOLS

Paraprofessional Assignments – School Year 2011/2012

LS

Altamura, Grace	Resource/ICS
Christafolo, Ro	2:1-Gr.5
Dallara, Bonnie	PSD
DePalma, Anna	PreK-4
Dunn, Joanne	Gr.3 504 & 1:1
Ellerbrock, AnneMarie	PSD
Pasqualone, Helen	Change – transfer to ES, not LS – 1:1 Kind.Student
Wheeler, Karen	LLDM

ES

Adele, Albanese	Change – transfer, remain at LS, not ES – Resource/ICS-Gr.4-504
Alosco, Patty	1:1 - Gr. 2
Bischoff, Michelle	1:1 - Gr. 5
Colaneri, Brenda	2:1 – Gr. 3
Gasparino, Theresa	Previously non-renewed–Appoint based on new posting-1:1,Gr.4
Latorre, Debbie	Resource, ICS
McCann, Maryann	2:1 – Gr. 4
Priore, Lynne	2:1 – Gr. 5
Shenloogian, Leanne	Resource/ICS
Valente, Sabina	Resource/ICS
Wipper, Donna	Resource/ICS

MS/HS

Anderson, Esterina **Transfer from ES to MS – 1:1 Gr. 6/Resource**

Checchi, Dorothy 1:1- Gr.9

Garden, Maureen **Transfer to ES**

Innis, Debbie 1:1- Gr.10

Lallo, Karen 1:1 - Gr. 9

Salerno, Francine Resource MS

Verdi, Nancy Resource MS

Wexler, Melissa 1:1 – Gr. 8

Cagiao, Lorraine 1:1 – Gr. 11

Delsole, Carmen Resource HS

Hughes, Kathleen **Transfer to ES – 2:1 in LLDM class**

Iappelli, Kathy 1:1

Kistner, Maria Resource MS

SUB LUNCH AIDES - \$10 / HR

ANNICHIARICO, LISA
CANAVATCHEL, JULIE
CAPOZZI, CYNTHIA
FERRERI, KATHLEEN
GILLIGAN, MARY CHERYL
LOHRMANN, JANET
MATTERN, NANCY
MULLINS, LINDA
SMENTKOWSKI, MELISSA
TREXLER, FRAN

SUB ADMIN ASST - \$10 / HR

ANNICHIARICO, LISA
BYRNE, LINDA
CEBULA, DELORES
FACCHINI, MELISSA
LOHRMANN, JANET
MATTERN, NANCY
VILLACAMPA, DONNA

LONG TERM SUB ADMIN ASST - \$100 / DAY

LOHRMANN, JANET

SUB KEYS - \$14 / HR

BYRNE, LINDA
CANAVATCHEL, JULIE
CEBULA, DELORES
LOHRMANN, JANET
MATTERN, NANCY
MURRAY, KRISTINE
VILLACAMPA, DONNA

SUB PARAS - \$10 / HR

ANNICHIARICO, LISA
BYRNE, LINDA
CANAVATCHEL, JULIE
CARUSO, PAT
CEBULA, DELORES
CAPOZZI, CYNTHIA
FACCHINI, MELISSA
FERRERI, KATHLEEN
GILLIGAN, MARY CHERYL
HUGHES, NELIA
LOHRMANN, JANET
MATTERN, NANCY
MULLINS, LINDA
MURRAY, KRISTINE
PETROSINO, DELORES
RINALDI, EVELYN
SMENTKOWSKI, MELISSA
STELZLE, DEBORAH
TREXLER, FRAN
TSAPELIS, ELEFThERIA
VILLACAMPA, DONNA

BUS AIDE - \$16.08 / HR

FRESCHI, JESSICA
RINALDI, EVELYN
STETZLE, DEBORAH

SUB BUS AIDE - \$10 / HR

LOHRMANN, JANET
VILLACAMPA, DONNA

SUB PLAYGRND DUTY - \$10 /

CANAVATCHEL, JULIE
MURRAY, KRISTINE