

# **Bellmawr Park Public School Parent and Student Handbook**

## **Bellmawr Public School District Mission Statement**

*Learning Today-Leading Tomorrow*

Each student in the Bellmawr Public School District will develop academically, physically, emotionally, and socially in a positive learning environment that provides equitable educational opportunities for all students. All staff will hold high expectations for student achievement and accept responsibility for helping students meet those expectations. A rigorous, standards-based curriculum will be provided to all students, which includes a core that specifies the knowledge and skills that all students are to attain. All staff will be committed to fostering positive relationships between community members, parents, staff, students, and to the continuous improvement of the district. All the stakeholders will be involved in the educational process and will be partners in solving the real challenges and complex issues facing education in our community in the 21st century.

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Richard Taibi, Chief Academic Officer  
Anthony Farinelli, Principal of Bell Oaks  
Gina Heller, Principal of Bellmawr Park, and Annette Castiglione, Early Childhood Education Center  
Matthew Maguire, Principal of Ethel M. Burke  
Patricia Bartley, Director of Special Services  
Michelle Delaney, Director of Mathematics  
John DiBlasio, Director of Technology  
Derek Watson, Supervisor of Buildings and Grounds  
Lauren Pica, Dean of Students

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**SCHOOL DAY**

The Board of Education shall annually approve the times that school(s) will be in session, including the starting and ending time of a shortened day. A school day shall be in accordance with N.J.A.C. 6A:32-8.3.

The schools of the district will be in session for students on those days and times recommended by the Superintendent and annually approved by the Board

The Superintendent may close schools, delay the opening of school, or dismiss school early when such alteration in the regular session is required for the protection of the health and safety of students and staff members or other good cause. A shortened school day, whether it is planned or emergent (as in the case of inclement weather), must meet certain requirements in order to count toward the one hundred eighty days requirement of N.J.S.A. 18A:7F-9.

The Superintendent shall inform the Board President of any such alteration as soon as possible and shall prepare rules for the proper and timely notification of concerned persons in the event of any delayed opening or emergency school closing.

Bellmawr Public School District's school closing numbers is 564; you can also refer to the district's webpage [www.bellmawrschools.org](http://www.bellmawrschools.org)

**Bellmawr Park Hours/School Scheduled Times**

Full Day 8:35-3:00 (after 8:45 students will be considered late)

Early Dismissal 8:35-1:00

Two Hour Delay 10:35-3:00

Emergency Closing 8:35-3:00

**ACECC**

Full Day 9:00-2:50 (after 9:10 students will be considered late)

Early Dismissal 9:00-12:50

Two Hour Delay 11:00-2:50

Emergency Closing 9:00-2:50

**SECURITY PROCEDURES**

Student and employee safety is a priority. All visitors will have to provide identification via our security camera. Before accessing the building, all visitors will be given a badge to signify that they have checked in. Please do not be offended if you are asked for identification or if you are stopped by our staff/faculty, as we contact with many people and may not remember every individual. As always, our goal is to keep our children safe.

No visitors are permitted to walk the building or visit classrooms without the knowledge of the office staff. Many times, throughout the year our young students may forget important items (i.e. book bags, lunch, library books) Any items that you may wish to drop off can be left in the main office and will be delivered by building staff.

Students will ONLY be released to individuals who the parent has designated as appropriate. Please keep your STUDENT PICK-UP AUTHORIZATION FORM current and contact both the main office and your child's teacher in the event of any changes. You will be requested to complete an authorization form at the beginning of the school year. Anyone picking up a child will be required to show identification.

### **Raptor Visitor Management**

Bellmawr Schools is pleased to announce that we will begin using the Raptor Visitor Management System to strengthen our safety and security protocols for students and faculty. Knowing who is always in our buildings is paramount to keeping students and faculty safe.

This new system allows us to screen our school's visitors, contractors, and volunteers. Upon entering the building, all visitors will be asked to present an ID, such as a Driver's License, Passport ID card, Military ID, or Mexican Consulate Card, which can be scanned or manually entered into the system. If a parent or guardian does not have a US government-issued ID, the school staff member can use any form of identification and manually enter the person's name into the visitor management system. Once entry is approved, we will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit our schools to drop off an item in the office or pick up paperwork.

Our highest priority is the safety of our students and staff, and our visitor management system allows us to quickly identify those that may present a danger to our students. Thank you in advance for your understanding and support in enhancing our district's safety protocols.

## **HARASSMENT, INTIMIDATION, AND BULLYING**

### **Policy Statement**

#### **HARASSMENT, INTIMIDATION, OR BULLYING Policy**

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A. Prohibiting Harassment, Intimidation, or Bullying

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

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s); adoptive parent(s); legal guardian(s); resource family parent(s); or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency which has legal custody of the

student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

B. Definition of Harassment, Intimidation, or Bullying

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic.
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3.
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
  - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
  - b. Has the effect of insulting or demeaning any student or group of students; or
  - c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

The Board recognizes that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Recognizing “a real or perceived power imbalance” may assist school officials in identifying harassment, intimidation, or bullying within the context and relative positions of the alleged aggressor and target.

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or remotely activating paging device (N.J.A.C. 6A:16-1.3).

In accordance with the Board of Education's Code of Student Conduct and this Policy, all acts of harassment, intimidation, or bullying that occur off school grounds, such as "cyber-bullying" (e.g., the use of electronic means to harass, intimidate, or bully) is addressed in this Policy.

C. Student Behavior

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

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

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

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

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

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, school employees, volunteers, students, and community representatives, in the development of this Policy.

Pursuant to N.J.A.C. 6A:16-7.1, the Board developed guidelines for student conduct, taking into consideration the nature of the behavior; the nature of the student's disability, if any and to the extent relevant; the developmental ages of students; severity of the offenses and students' histories of inappropriate behaviors; and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. The school district will support students who:

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

#### D. Consequences and Remedial Actions

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

In every incident found to be harassment, intimidation, or bullying, the school Principal, in consultation with appropriate school staff, may apply disciplinary consequences and/or remedial actions, such as the provision of counseling, behavioral interventions, or other measures.

Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses; consider the developmental ages of the student offenders; the nature of the student's disability, if any and to the extent relevant; and the students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

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

#### Factors for Determining Consequences

- Age, disability (if any and to the extent relevant), developmental and maturity levels of the parties involved and their relationship to the school district.
- Degrees of harm.
- Surrounding circumstances.
- Nature and severity of the behaviors.
- Incidences of past or continuing patterns of behavior.
- Relationships between the parties involved; and
- Context in which the alleged incidences occurred.

#### Factors for Determining Remedial Measures

##### Personal:

- Life skill deficiencies.
- Social relationships.
- Strengths.
- Talents.
- Traits.
- Interests.
- Hobbies.
- Extra-curricular activities.
- Classroom participation.
- Academic performance.
- Relationship to peers; and

- Relationship between student/family and the school district.

Environmental:

- School culture.
- School climate.
- Student-staff relationships and staff behavior toward the student.
- General staff management of classrooms or other educational environments.
- Staff ability to prevent and manage difficult or inflammatory situations.
- Availability of programs to address student behavior.
- Social-emotional and behavioral supports.
- Social relationships.
- Community activities.
- Neighborhood situation; and
- Family situation.

Examples of Consequences and Remedial Measures

The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences:

- Admonishment.
- Temporary removal from the classroom (any removal of .5 days or more must be reported in the Student Safety Data System);
- Deprivation of privileges.
- Classroom or administrative detention.
- Referral to disciplinarian.
- In-school suspension during the school week or the weekend.
- Out-of-school suspension (short-term or long-term).
- Reports to law enforcement or other legal action.
- Expulsion; and

- Bans from receiving certain services, participating in school-district-sponsored programs or being in school buildings or on school grounds.

#### Examples of Remedial Measures

##### Personal:

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

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

- School and community surveys or other strategies for determining the conditions contributing to HIB.
- School culture change and school climate improvement.
- Adoption of research-based, systemic bullying prevention programs.

- School policy and procedures revisions.
- Modifications of schedules.
- Adjustments in hallway traffic.
- Modifications in student routes or patterns traveling to and from school.
- Supervision of students before and after school, including school transportation.
- Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- Teacher aides.
- Small or large group presentations for fully addressing the behaviors and the responses to the behaviors.
- General professional development programs for certificated and non-certificated staff.
- Professional development plans for involved staff.
- Disciplinary action for school staff who contributed to the problem.
- Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- Parent conferences.
- Family counseling.
- Involvement of parent-teacher organizations.
- Involvement of community-based organizations.
- Development of a general bullying response plan.
- Recommendations of a student behavior or ethics council.
- Peer support groups.
- Alternative placements (e.g., alternative education programs).
- School transfers; and
- Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

Consequences and appropriate remedial actions for a student 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 students, as set forth in the Board's approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

The Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan when a student is found to be an offender in three harassment, intimidation, or bullying incidents and each subsequent incident occurring within one school year. The student intervention plan may include disciplinary consequences and/or remedial actions and may require the student, accompanied by a parent, to satisfactorily complete a class or training program to reduce harassment, intimidation, or bullying behavior. Each student intervention plan must be approved by the Superintendent.

While the majority of incidents may be addressed solely by school officials, the Superintendent or designee and the principal shall report a harassment, intimidation, or bullying incident to law enforcement officials if the conduct rises to the level of a mandatory report as outlined in the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials.

#### Consequences and Appropriate Remedial Actions – Adults

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

#### E. Reporting Harassment, Intimidation, or Bullying

The Board of Education requires the principal at each school to be responsible for receiving all complaints alleging harassment, intimidation, or bullying committed by an adult or youth against a student. All Board members, school employees, and volunteers and contracted service providers who have contact with students, are required to verbally report alleged acts of harassment, intimidation, or bullying to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and contracted service providers who have contact with students, also shall submit a New Jersey Department of Education-approved HIB 338 Form to the Principal within two school days of the verbal report. Failure to make the required report(s) may result in disciplinary action.

The HIB 338 Form shall be kept on file at the school but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal Law.

The district may not fail to initiate an investigation of harassment, intimidation, or bullying solely because written documentation was not provided. Failing to conduct a harassment, intimidation, or bullying investigation solely because a parent or student did not submit written documentation violates the Anti-Bullying Bill of Rights Act and this Policy. If a parent makes a verbal allegation of harassment, intimidation, or bullying to a district staff member, but does not complete and submit the HIB 338 Form, the staff member or a designee must complete and submit the HIB 338 Form.

The principal or designee is required to inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. Pursuant to N.J.A.C. 6A:16-7.7(a)2.viii.(2), when providing notification to the parents of all students involved, the Principal or designee shall take into account the circumstances of the incident when conveying the nature of the incident, including the actual or perceived category motivating the alleged offense. The principal or designee shall keep a written record of the date, time, and manner of notification to the parents.

The principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged acts of harassment, intimidation, or bullying to the principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. The school district shall provide a person with an online means to complete the HIB 338 Form to anonymously report an act of harassment, intimidation, or bullying. Formal action for violations of the Code of Student 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.

The principal shall promptly submit a copy of each completed HIB 338 Form to the Superintendent.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, in addition to making the HIB 338 Form available online, 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, or ~~and~~ bullying or who determines a reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14 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. The district also should consider procedures and disciplinary action when it is found that someone had information regarding a harassment, intimidation, or bullying incident, but did not make the required report(s).

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

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

The district Anti-Bullying Coordinator shall:

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

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

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21.
  - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
  - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

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

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

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

## **G. Investigating Allegations of Harassment, Intimidation, or Bullying**

### **Investigate All Reports**

The Board of Education requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. All details of an alleged incident must be populated into the HIB 338 Form. However, completing the form shall not delay beginning the investigation in accordance with the law.

The HIB 338 Form shall be kept on file at the school and will only be added to a student record if the alleged incident is founded, disciplinary action is imposed or is otherwise required to be contained in a student's record under State or Federal law.

The investigation shall be initiated by the Principal or designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school anti-bullying specialist appointed by the Principal. The Principal may appoint additional personnel who are not school anti-bullying specialists to assist the school anti-bullying specialist in the investigation. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The

anti-bullying specialist may not participate in an investigation regarding their supervisor or staff at a higher administrative level.

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 or from the date of the written notification from the Superintendent to the Principal to initiate an investigation. 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 Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and 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, including seeking further information as necessary.

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

Parents of students who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulations. The information to be provided to parents includes 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. The district may not divulge personally identifying information or any information that could result in the identification of any student other than the child of the parents being notified.

A parent may request a hearing before the Board after receiving the information. Any request by the parents for a hearing before the Board concerning the written information about a harassment, intimidation, or bullying investigation, pursuant to

N.J.S.A.

18A:37-15b(6)(d), must be filed with the Board Secretary no later than sixty calendar days after the written information is received by the parents. The hearing shall be held within ten business days of the request. Prior to the hearing, the Superintendent shall confidentially share a redacted copy of the HIB 338 Form that removes all student identification information with the Board. The Board shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4.1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school anti-bullying specialist and others, as appropriate, regarding the 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 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, no later than ninety days after the issuance of the Board's decision.

A school administrator who receives a report of harassment, intimidation, or bullying, or who determines a reported incident or complaint, assuming all facts presented are true, is a report within the scope of N.J.S.A. 18A:37-14 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 harassment, intimidation, or bullying, may be subject to disciplinary action.

The Board also requires the thorough investigation of complaints or reports of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved private school for students with disabilities. The investigation will be conducted by the Board's anti-bullying specialist in consultation with the approved private school for students with disabilities.]

#### H. Responding to Harassment, Intimidation, or Bullying

The Board of Education authorizes the Principal of each school to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, or bullying, according to the parameters described below and in this Policy. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring that 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 levels or by law enforcement officials. Consequences and appropriate remedial actions for a student 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, 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:16-7.4, Expulsions.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act; the degree of harm; the nature and severity of the behavior; past incidences or past or continuing patterns of behavior; and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based 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 student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

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

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

1. Individual responses can include 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 students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected student behavior.
4. District-wide responses can include community involvement in policy review and development; professional development programs; adoption of curricular 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 Board’s Code of Student Conduct, per N.J.A.C. 6A:16-7.1(a)2

In providing support for victims of harassment, intimidation, or bullying, the district should identify a range of strategies and resources, which may include, but is not 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.

#### I. Reprisal or Retaliation

The Board of Education prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or 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.

J. False Accusations of Harassment, Intimidation, or Bullying

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

1. Students - Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37, 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:16-7.4, Expulsions;
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with district policies, procedures, and agreements; and
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services

K. Additional Policy Requirements

The Board of Education requires the Superintendent to annually disseminate this Policy to all school employees, contracted service providers who have contact with students, school volunteers, students and parents who have children enrolled in a school in the school district, along with a statement explaining that this 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 post a link to this Policy that is prominently displayed on the home page of the school district's website. The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post 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. Additionally, the Superintendent shall post the contact information for the School Climate State Coordinator on the school district home page alongside this Policy.

Each Principal or designee shall post the name, school phone number, school address, and school email address of both the school anti-bullying specialist and the district anti-bullying coordinator on the home page of each school's website.

The Superintendent shall post the New Jersey Department of Education's Guidance for Parents on the Anti-Bullying Bill of Rights Act on the district homepage and on the homepage for each school in the district with a website.

The Superintendent and the Principal(s) shall provide training on the school district's harassment, intimidation, or bullying policies to school employees contracted service providers and volunteers who have significant contact with students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with students.

The Superintendent shall develop and implement a process for annually discussing this Policy on harassment, intimidation, or bullying with students. The Superintendent and the Principal(s) shall annually conduct a re-evaluation, reassessment, and review of this Policy and any report(s) and/or finding(s) of the school safety/school climate team, with input from the school anti-bullying specialists, and recommend revisions and additions to this Policy as well as to harassment, intimidation, or bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

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

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

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

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

The school district shall annually observe a “Week of Respect” beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, or 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 New Jersey Student Learning Standards, pursuant to N.J.S.A. 18A:37-29.

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

**M. Reports to Board of Education and New Jersey Department of Education**

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

**N. School and District Grading Requirements**

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

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

**O. Reports to Law Enforcement**

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, or bullying may be bias-related-acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

P. Collective Bargaining Agreements and Individual Contracts

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

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

Q. Students with Disabilities

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

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

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

N.J.A.C. 6A:16-7.1 through 6A:16-7.9

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – August 2022 – New Jersey Department of Education

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## **POSITIVE BEHAVIOR SUPPORT IN SCHOOL (PBSIS)**

### **Students at the Bellmawr Park School**

<b>Student Rights &amp; Responsibilities</b>	<b>Expectations for Student Behavior</b>
1. Access to a positive and nurturing learning environment 2. Equitable access and opportunities to learn 3. Clearly designed and explained disciplinary code of conduct that support restorative practices 4. Open and accessible line of communication to support staff, faculty, and administration 5. Actions taken to address infractions will correlate to the seriousness of the offense, and will factor in student background and history	Students will be PRESENT <b>P</b> prepared and ready to learn <b>R</b> respect school rules, property, and staff <b>E</b> engaged in learning <b>S</b> safe making safe decisions and choices <b>E</b> empathetic to others and situations <b>N</b> navigate interactions with respect and understanding <b>T</b> timely, in school using time and resources wisely

### **PBSIS**

*Positive Behavior Support in School:* The Bellmawr Park School has established a PBSIS program, called Dragon PRIDE. Bellmawr Park Dragons respect ourselves, our friends, and our school when we show our PRIDE expectations. Bellmawr Park Dragon PRIDE

**Perseverance**  
**Responsibility**  
**Inclusivity**  
**Determination**  
**Engagement**

**PBSIS** is a research based, proactive approach schools use to improve school safety and promote positive behavior. The program in Bellmawr Park School is designed to explicitly teach students schoolwide expectations to foster a model of prevention over punishment. By promoting, praising, and rewarding positive behaviors students learn how to respond to different environments in the school. In designing a student-centered school slogan and acronym students understand expectations and can hold themselves accountable and self-monitor their behavior. Through modeling actions, interactions, and reactions, using common language and vocabulary and rewarding in a token economy system student become accustomed to what a positive learning environment looks and feels like in different setting throughout the school. The key components of universal language, modeling expectations and a student-centered reward system help promote positive behavior and prevent undesired behaviors such as bullying.

PBSIS is a school wide initiative that takes the support and understanding of the entire school community including the parents and families of our students. On the school level the program begins with a kickoff assembly that introduces the program to the students. Follow up lesson on expectations through role playing, scenario breakdown and the reward system provide opportunities for students to learn firsthand how to meet expectations. Through this process students learn that there are positive consequences for following rules and exhibiting behavioral expectations. Additionally, our motto and behavioral acronym along with visual cues are present and referred to through the day and throughout all interactions as appropriate. When praising or correcting a behavior referring to the schoolwide expectations bridge actions to expectations and reward or consequence.

## **CODE OF CONDUCT**

### **Intent**

This handbook will serve as a general guide for our tiered system of support and intervention based on conduct infractions. Infractions, consequences, and restorative practices will be outlined to provide general guidance and transparency for staff, students, families, and administration. While the infractions listed in this guidance account for most situations full discretion falls on the building administrator when developing a prescriptive plan for handling issues of student misconduct. It is our intention that this manual will provide all stakeholders a clear understanding of the school rules that have been established, the consequences that accompany infractions, and methods that will be used to help support students as they examine the impact of their actions.

### **Philosophy**

The staff, faculty and administration of the Bellmawr Park School are dedicated to providing a learning environment that fosters student growth. In an effort to help each child learn from all situations we have developed a plan for providing learning opportunities from conduct infractions. As with any environment rules and structure help everyone stay safe and secure. It is our goal with the support and cooperation of all stakeholders to provide clear and consistent rules and policies that support the growth and development of all students. In this guide you will find a logical sequence of consequences and restorative practices that build student character through examine how behaviors impact those around them. While consequence will be tied to infractions our goal is to provide support, strategies, and thinking frames to help students become better problem solvers and better able to manage their emotions and self-regulate. It is our intent that by providing a clear explanation of infractions all learning community members will maintain consistent and developmentally appropriate actions and interactions that serve to support our students. The school administration and/or Board of Education have the right to administer discipline for any other offense that is in violation of the law of school district policy or procedures, or in violation of acceptable standards of conduct for our students.

## **Expectations for Parent Involvement**

The code of conduct is designed to support and ensure a safe learning environment for all students. The elements within the code of conduct take most meaning and works best when there is a relationship of trust and support between school and home. When a valued relationship is present the collaboration, open lines of communication and transparency build a mutually respected and supportive relationship centered on supporting the needs of the students.

### **Parent Involvement**

*Code of Conduct is designed to be a general guide for staff, students, and parents. There are certain circumstances that may require alternate actions that are not listed in the guidelines. Administration upholds the rights to make decisions/administer consequences based on the infraction(s) that is developmentally appropriate. We ask that parents/families,*

- Review and discuss the Code of Conduct with your child
- Become familiar with the Code of Conduct as a parent and direct any questions to the building principal.
- Understand and support the need for appropriate rules and regulations regarding safety and conduct to maintain a positive and supportive learning environment
- Understand that all students are expected to adhere to the *Code of Conduct* and that interventions will reflect student's age, maturity level, and behavioral history/background.
- Participate in or support your child as he/she participates in restorative practices as requested by teacher(s) and/or administration

### **Staff Statement of Responsibility**

*All Staff will work toward establishing an environment that values and teaches respect for all; an environment that is culturally sensitive and models positive behavioral interactions that clearly show that no tolerance exists for certain types of behaviors including, but not limited to, bullying, harassment, and discrimination. Teachers have the responsibility to maintain a climate of mutual respect and dignity for all students, and to make every effort to treat each instance with fair and impartial judgment reflecting the age, maturity level and behavioral history/background of their students. **Rules of confidentiality must be followed in all circumstances.** We expect staff will,*

- Know school policies and rules, and enforce them in a fair and consistent manner
- Conferencing with parents and/or principal. **It is essential that parents are made aware of the problem in a timely fashion and are asked for their help in eliminating the problem.**
- Model positive behavior patterns that student can emulate including positive praise statements
- Provide learning opportunities through modeling, role playing, and scenario breakdown to help students learn and follow the Code of Conduct
- Support the school PBIS initiative by acknowledging and rewarding positive behaviors

- Uphold the actions set forth in the Code of Conduct as it applies to consequences and restorative practices that are aligned with developmentally and culturally responsive and appropriate actions.

## **Code of Conduct Definitions**

### Tier 1

- Dress Code: Attire or accessories the student is wearing in violation of the dress code policy.
- Classroom Disruption: Causing a distraction to instruction or the environment within the classroom/place of learning.
- Cheating: attempt to get academic credit in a way that is dishonest, disrespectful, irresponsible, untrustworthy, or unfair, including plagiarism.
- Disrespect of Others and/or School Property: Purposeful or neglectful actions that cause harm or destruction.
- False and/or Misleading Information: Providing information willingly and knowingly that is not true
- Insubordination: Refusing to follow or obey the rules, actions, directions, or orders of those in authority positions
- Misconduct on Bus or School Approved Transportation: shouting, standing, out of seat, throwing things out of the window
- Profane, Obscene, or Abusive Language and/or Materials: cursing
- Violation of Acceptable Technology Use  
Policy: Improper usage of technology, including the improper use of cell phones.

### Tier 2

- Verbal Threat: Any words or phrases that threaten the wellbeing of another such as-to punch or beat up, name calling
- Fighting (Verbal): Verbal altercation no physical contact
- Forgery: making, altering, use, or possession of a false writing
- Stealing: taking property without the owner's consent
- Disorderly Conduct: Actions taken by an individual that impede the safety, security, and/or the practices and procedures of an orderly environment.
- Possession of Non-School Items: cell phone,
- Eloping from Classroom- leaving the classroom without permission.

### Tier 3

- Sexual Harassment: unwanted and unwelcome behavior of a sexual nature that interferes with the right to receive an equal educational opportunity
- Physical Attack: an actual and intentional striking of another person against his or her will, or the intentional causing of bodily harm to an individual. Depending on the severity, consequence can escalate based on Administrator's discretion
- Destruction of Property or Vandalism: willful or malicious damage to school grounds and buildings or furnishings and equipment
- Extortion: forcing someone into giving you something through threats

- Gross Insubordination/Open Defiance: lack of following orders of a person of authority that can or has caused a gross impact on the environment, physical or mental health of others
- Possession of Contraband: Items including but not limited to lighters, cigarettes, matches, bullets, fireworks, and/or stink bombs, which disrupt or distract from the learning process or pose safety hazards.
- Eloping from school grounds: being outside the school gates without adult permission for any duration of time.
- Fighting (physical): When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Depending on the severity, consequence can escalate based on Administrator's discretion
- Inappropriate Use of Objects: to purposely use an object with the intent to cause harm, to get attention, or be defiant.
- Threats: An incident where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means.
- Threats to Employees, Volunteers, and other contracted staff: An incident where there was no physical contact between the staff and student, but the staff felt that physical harm could have occurred based on verbal or nonverbal communication by the student. This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means.
- Breaking and Entering: Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.
- Stealing (\$50 - \$299): taking property with a value of between \$50-\$299 without the owner's consent.
- Trespassing: when a person does not have any legitimate business on the campus or possesses authorization or invitation to enter or remain on the property, can also occur when a student enters the property while suspended or expelled from the school

#### Tier 4

- Physical Aggression Towards Employee or Contracted Personnel: an actual and intentional striking of a staff member against his or her will, or the intentional causing of bodily harm to an individual. Depending on the severity, consequence can escalate based on Administrator's discretion
- Bomb Threats: a threat to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether such a device exists.
- False Fire Alarm: Causing the School To Enter Lockdown or Shelter in Place:
- Possession of Firearms/Weapons: being in possession of handgun, rifle/shotgun, knife/dagger, or other firearm, chains, pipes, razor blades or

similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants on school property

- Physical Sexual Offense: an act in which one intentionally sexually touches another person without that person's consent or coerces or physically forces a person to engage in a sexual act against their will.
- Vandalism (\$1000 or over): willful or malicious damage to school grounds and buildings or furnishings and equipment with damages totaling \$1000 or more.
- Drugs Possession or Usage on School Property : possession, distributing, possession with the intent to distribute, or use of any drugs or alcohol on school property.

**Tier One- Minor Infraction**

**Tier One Restorative Practices**

**Restorative Conversation:** Technique that allows the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice. It is an opportunity for both the teacher and student to express their feelings about what is going on in the classroom while setting high expectations.

**Restorative Recess:** provides students with the opportunity to reflect on the choices they made and create a plan for making amends using the “Choices Think Sheet” during their scheduled recess time.

**Restorative Detention:** provides students with the opportunity to reflect on the choices they made and create a plan for making amends using the “Choices Think Sheet” afterschool for 30 minutes.

**Tier One Violations**

<b>Student Offense</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>
<b>Dress Code Violation</b>	Restorative Conversation  Change attire in violation	Restorative Conversation  Change attire in violation	Restorative Conversation  Restorative Detention  Change attire in violation	Restorative Conversation  Restorative Detention  Change attire in violation  Refer to Guidance and Principal  Parent Conference
<b>Classroom Disruption</b>  <b>Cheating</b>  <b>Disrespect of Others and/or School Property</b>  <b>False and/or Misleading Information</b>  <b>Insubordination</b>  <b>Misconduct on Bus or School Approved Transportation</b>	Restorative Conversation Restorative Recess  *in the case of cheating, the assignment will need to be redone*	Restorative Conversation  Restorative Recess (2)	Restorative Conversation  Restorative Detention  Parent Conference	Restorative Conversation  Restorative Detention (2)  Refer to Guidance and Principal  Parent Conference
<b>Profane, Obscene, or Abusive Language and/or Materials</b>  <b>Violation of Acceptable Technology Use Policy</b>	Restorative Conversation  Restorative Recess	Restorative Conversation  Restorative Recess  Restorative Detention	Restorative Conversation  Restorative Recess (2)  Restorative Detention (2)	Restorative Conversation  Restorative Recess (3)  Restorative Detention (3)  In-school suspension (1)  Refer to Guidance and Principal  Parent Conference

**Tier Two- Intermediate Infraction**

**Tier Two Restorative Practices**

All Tier 1 Restorative Practices (see above)

**Tier Two Violations**

<b>Student Offense</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>
<b>Verbal Threat</b>	Restorative Conversation	Restorative Conversation	Restorative Conversation	Restorative Conversation
<b>Fighting (Verbal)</b>				Restorative Recess (5)
<b>Forgery</b>	Restorative Recess	Restorative Recess (2)	Restorative Recess (3)	Restorative Detention (3)
<b>Stealing</b>		Restorative Detention	Restorative Detention (2)	Refer to Guidance & Principal
<b>Disorderly Conduct</b>			Refer to Guidance & Principal	Parent Conference
<b>Possession of Non-School Items</b>			Parent Conference	
<b>Eloping from Classroom</b>				

**Tier Three- Major Infraction**

**Tier Three Restorative Practices**

All Tier 1 & Tier II Restorative Practices (see above)

**Reentry Procedures-** Restorative meeting with principal, student, parent, guidance counselor and teacher

**Tier Three Offense**

<b>Student Offense</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>
<b>Sexual Harassment</b>	Report to Administration	Report to Administration	Report to Administration	Report to Administration
<b>Physical Attack</b>	Restorative Conversation	Restorative Conversation	Restorative Conversation	Restorative Conversation
<b>Destruction of Property or Vandalism</b>	Restorative Recess	Restorative Recess (2)	Restorative Recess (3) Restorative Detention (3)	Out of school suspension (2)
<b>Extortion</b>	Restorative Detention	Restorative Detention (2)	Parent Conference	Parent Conference (mandatory)
<b>Gross Insubordination</b>		Parent Conference	In-school suspension (2)	Implement Re-Entry Procedures
<b>Open Defiance</b>				
<b>Possession of Contraband</b>				
<b>Eloping from school grounds</b>				
<b>Fighting (physical)</b>	Report to Administration	Report to Administration	Report to Administration	Report to Administration
<b>Using Objects to cause Harm</b>	Restorative Conservation	Restorative Conservation	Restorative Conservation	Restorative Conservation
<b>Threats-(involving violence with a weapon or death threats)</b>	In-school suspension	Parent/Police Notification	Parent/Police Notification	Parent/Police Notification
<b>Threats to Employees, Volunteers, or Students</b>		In-school suspension (2)	Out of school suspension (2)	Out of school suspension (5)
<b>Breaking and Entering</b>			Parent Conference (mandatory)	Parent Conference (mandatory)
<b>Stealing (\$50 - \$299)</b>			Implement Re-Entry Procedures	Implement Re-Entry Procedures
<b>Trespassing</b>				

**Tier Four- Severe Infraction**

**Tier Four Restorative Practices**

All Tier I, II, & III Restorative Practices (see above)

**Tier Four Offense**

<b>Student Offense</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>
<b>Physical Aggression Towards Employee or Contracted Personnel</b>	Report to Administration	Report to Administration	Report to Administration	Report to Administration
	Contact local authorities	Contact local authorities	Contact local authorities	Contact local authorities
<b>Bomb Threats</b>	Restorative Conservation	Restorative Conservation	Restorative Conservation	Restorative Conservation
<b>False Fire Alarm</b>	Parent Conference	Parent Conference (mandatory)	Parent Conference (mandatory)	Parent Conference (mandatory)
<b>Possession of Firearms/Weapons</b>	In-school suspension (2)	Out of school suspension (2)	Out of school suspension (5)	Out of school suspension (10)
<b>Physical Sexual Offense</b>		Implement Re-Entry Procedures	Implement Re-Entry Procedures	Board of Education Hearing
<b>Vandalism (\$1000 or over)</b>				Implement Re-Entry Procedures
<b>Drugs Possession or Usage on School Property</b>	Report to Administration	Report to Administration	Report to Administration	Report to Administration
	Contact local authorities	Contact local authorities	Contact local authorities	Contact local authorities
	Restorative Conservation	Restorative Conservation	Restorative Conservation	Restorative Conservation
	Parent Conference (mandatory)	Parent Conference (mandatory)	Parent Conference (mandatory)	Parent Conference (mandatory) Possible expulsion from school.
	Out of school suspension (2)	Out of school suspension (5)	Out of school suspension (10)	
	Implement Re-Entry Procedures	Implement Re-Entry Procedures	Board of Education Hearing	Implement Re-Entry Procedures

## SOCIAL EMOTIONAL LEARNING (SEL)

Bellmawr School District is committed to the development of the whole child by incorporating social and emotional learning. All stakeholders will work hard each day to support each child as a whole and to promote academic, social, and emotional growth because we believe children have the potential to be successful both in and out of the classroom. Please join us as we embark on this new journey for our school district.

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Our Social Emotional Learning model empowers teachers and students with a framework to cultivate Self-Awareness, Self-Regulation, Social Awareness, Relationship Skills and Responsible Decision Making. This will be achieved through intentional practice in a safe, structured environment so that the balance between Self-Efficacy and Social Harmony can be obtained.

Prior to beginning the school year, all of our teachers received specific training in trauma-informed teaching strategies and social-emotional learning (SEL). This focused training supports student social and emotional health both in the classroom and in a distance learning context. Teachers are currently embedding supportive strategies into their daily lessons to develop student social and emotional strengths. As they monitor their students, they are keeping an eye out for those who may need greater support.

We will be asking for your child's feedback through an online Social and Emotional Survey in order to learn more about student experiences in our district for students in grades 3 through 8. The feedback received from the online survey will provide invaluable insights into student experiences and how to improve and adapt our district to your child's needs.

The survey will be given online, and students will complete the survey at school or remotely. It will take 20 to 30 minutes for students to complete, and our teachers will guide them through the process. All survey responses about classrooms are kept confidential. The results for this survey are only collected as summary data and will be shared by the Superintendent.

The questionnaire will focus on the following topics and be administered during instructional time.

- **School Belonging:** How much students feel that they are valued members of the school community. Example Question: How connected do you feel to the adults at your school?
- **Mindset:** Behavioral: Students' perceptions of whether they have the potential to change certain behavioral factors that affect their performance in class. Example Question: In (subject), how possible is it for you to change... Behaving well in class?
- **Grit:** Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals. Example Question: If you fail to reach an important goal, how likely are you to try again?

- **Teacher/Student Relationship:** How strong the social connection is between teachers and students within and beyond the classroom. This scale is available from both a student’s and teacher’s points of view. Example Question: How excited would you be to have this teacher again?
- **Engagement:** How attentive and invested students are in class. Example Question: When you are not in class, how often do you talk about ideas from class?
- **Emotion Regulation:** Students’ ability to react with composure in situations that typically produce negative emotions. Example Question: When you are feeling pressured, how easily can you stay in control.

Thank you for allowing us to improve your child’s experience. If you have any questions, please reach out to our school counselors or classroom teacher.

Bellmawr Park	Dominic DiCiano	856-931-6272 ext. 2109	<a href="mailto:ddiciano@bellmawrschools.org">ddiciano@bellmawrschools.org</a>
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## **SURVEY FOR EVALUATING SOCIAL EMOTIONAL NEEDS**

### **Survey for Evaluating Social Emotional Needs**

Pupil Attitudes to Self and School (PASS) Survey – The Bellmawr School District has partnered with PASS to assist in uncovering and addressing the social and emotional well-being of our students. Developed by a team of educational psychologists from multiple universities, PASS provides teachers with highly reliable and valid information into how they feel about themselves as a learner and how they feel about school. Available in twenty languages, PASS allows schools to detect possible barriers to student learning, including issues around confidence, resilience, motivation, and concentration. The PASS survey will allow our school to proactively address non-academic barriers to learning, which can compromise the wellbeing and academic success of our students. During the coming year, PASS will be administered to students in grades 3-8 in the Fall and Spring. Please be assured that student confidentiality will be strictly protected. For more information, go to <https://www.passforschools.com/>

## **HOME INSTRUCTION FOR GENERAL EDUCATION STUDENTS**

The Board of Education shall provide instructional services to an enrolled general education student at the student’s home or other suitable out-of-school setting under the following conditions:

- The student is mandated by State law and rule for placement in an alternative education program, but placement is not immediately available
- The student is placed on short-term or long-term suspension from participation in the general education program; or
- A court order requires the student receive instructional services in the home or other out-of-school setting.

The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through online services, including any needed equipment, or through contract with another Board of Education, Educational Services Commission, Jointure Commission or approved clinic or agency. The district shall provide services no later than five school days after the student has left the general education program.

### **SPECIAL EDUCATION**

The Bellmawr School District has a full time Child Study Team (CST) who provide consultative, evaluative, and prescriptive services to teachers and parents regarding students who are experiencing school related difficulties. The CST also provides services for families of children who may be experiencing developmental delays as they approach school age under Child Find. The members of the Child Study Team as determined by the New Jersey Department of Education are a school psychologist, a learning disabilities teacher consultant, and a school social worker. Also, at times, the speech language pathologist therapist may act as a member of the Child Study Team.

### **SPECIAL EDUCATION PROGRAMS**

A wide variety of special education programs are available for students between the ages of 3 and 21 who require specialized instruction and/or related services such as speech/language services, occupational and physical therapy, and behavioral consultation, to meet their educational needs. Educational program options include instruction in a regular class with all the necessary and appropriate supports, supplemental instruction, resource center programs, special class programs within the school district, special education programs in out-of-district public or private schools, and individual instruction at home or in other appropriate approved state facilities.

### **NURSE PROCEDURES**

All students must be up to date on their immunizations as required for school attendance. Students entering Pre-K, Kindergarten, and all new students must submit proof of vaccinations and submit a completed universal physical signed by their physician within 30 days of their birthdate.

Please visit our school website for any forms that you may need.

If your child needs to take medication during the school year, doctors' orders are required. Any medication that will be administered during school hours must be sent to school in the original pharmacy container. The release of medication must happen from adult to adult. For safety reasons, medication cannot be sent to school in the child's backpack.

If your child is **sick**, please **keep them home and call the school nurse to report the illness. To report an illness-related absence, contact the school nurse, Hope Forte, at (856) 931-6273 ext. 2303 or select option 3 from the main menu. Options 1 should be used for absences not related to illness.** A description is required when you are calling your child out from school. The

reason/explanation for the absence is necessary to determine when the school nurse must call to confirm an illness.

If you are unsure if you should send your child in, please call the school nurse for assistance in making the decision. **Please remember to update your contact information as needed so you can be reached in the event of an emergency.**

### **ADMINISTRATION OF MEDICATION**

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of an illness of any student. However, in order for many students with chronic health conditions and disabilities to remain in school, medication may have to be administered during school hours. Parents are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of students. The Board will permit the administration of medication in school in accordance with applicable law.

Medication will only be administered to students in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, the student's parent, a student who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine and hydrocortisone sodium succinate in an emergency pursuant to N.J.S.A. 18A:40-12.5, 12.6, 12.29, and 12.30.

Self-administration of medication by a student for asthma or other potentially life-threatening illnesses, a life-threatening allergic reaction, or adrenal insufficiency is permitted in accordance with the provisions of N.J.S.A. 18A:40-12.3.

The school nurse shall have the primary responsibility for the administration of epinephrine and hydrocortisone sodium succinate to the student. However, the school nurse may designate, in consultation with the Board or the Superintendent, additional employees of the district who volunteer to be trained in the administration of epinephrine via a pre-filled auto-injector mechanism and the administration of hydrocortisone sodium succinate using standardized training protocols established by the New Jersey Department of Education (NJDOE) in consultation with the Department of Health when the school nurse is not physically present at the scene.

In accordance with the provisions of N.J.S.A. 18A:40-12.6.d, no school employee, including a school nurse or any other officer or agent of a Board of Education or a physician or an advanced practice nurse providing a prescription under a standing protocol for school epinephrine pursuant to N.J.S.A. 18A:40-12.5 and/or hydrocortisone sodium succinate pursuant to N.J.S.A. 18A:40-12.29, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.5 and N.J.S.A. 18A:40-12.29, nor

shall any action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.6.d and N.J.S.A. 18A:40-12.33. Good faith shall not include willful misconduct, gross negligence, or recklessness.

The school nurse or designee shall be promptly available on site at the school and at school-sponsored functions in the event of an allergic reaction or an emergency requiring the administration of hydrocortisone sodium succinate. In addition, the parent must be informed that the school district, its employees and agents shall have no liability as a result of any injury arising from the administration of epinephrine or hydrocortisone sodium succinate to the student.

The parent of the student must sign a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism or the administration of hydrocortisone sodium succinate to the student. In addition, the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism or the administration of hydrocortisone sodium succinate to the student.

The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to students for anaphylaxis and/or the emergency administration of hydrocortisone sodium succinate for adrenal insufficiency is effective for the school year it is granted and must be renewed for each subsequent school year.

Each school in the district shall have and maintain for the use of students at least one nebulizer in the office of the school nurse or a similar accessible location. Each certified school nurse or other persons authorized to administer asthma medication will receive training in airway management and in the use of nebulizers and inhalers consistent with DOE regulations. Every student that is authorized to use self-administered asthma medication pursuant to N.J.S.A. 18A:40-12.3 or a nebulizer must have an asthma treatment plan prepared by the student's physician which shall identify, at a minimum, asthma triggers, the treatment plan, and other such elements as required by the State Board of Education.

All student medications shall be appropriately maintained and secured by the school nurse, except those medications to be self-administered by students. In those instances, the medication may be retained by the student with the prior knowledge of the school nurse. The school nurse may provide the principal and other teaching staff members concerned with the student's educational progress with such information about the medication and its administration as may be in the student's best educational interests. The school nurse may report to the school physician any student who appears to be affected adversely by the administration of medication and may recommend to the principal the student's exclusion pursuant to law.

The school nurse shall document each instance of the administration of medication to a student. Students self-administering medication shall report each incident to a teacher, coach, or other individual designated by the school nurse who is supervising the student during the school activity when the student self-administers. These designated individuals shall report such incidents to the school nurse within twenty-four hours of the self-administration of medication. The school nurse shall preserve records and documentation regarding the self-administration of medication in the student's health file.

## **INTERVENTION & REFERRAL SERVICES**

The Board of Education directs the establishment and implementation of a coordinated system in each school building in which general education pupils are served, for the planning and delivery of intervention and referral services that are designed to assist pupils who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing pupils' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team. The intervention and referral services shall be provided to aid students in the general education program and, may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate.

The functions of the system of Intervention and Referral Services in each school building shall be to:

- Identify learning, behavior, and health difficulties of pupils.
- Collect thorough information on the identified learning, behavior, and health difficulties.
- Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior, and health difficulties.
- Provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties.
- Provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
- Actively involve parent(s) or legal guardian(s) in the development and implementation of intervention and referral services action plans
- Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans
- Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans
- Maintain records of all requests for assistance, intervention and referral services action plans, and related pupil information pursuant to N.J.A.C. 6A:16-8.2(a)9.

- Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and
- At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the building principal for improving school programs and services, as appropriate.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A;16-8.2(a)9.

The I&RS Team shall review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the action plans taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate.

At the end of the school year, the principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

### **I&RS PROCEDURE**

The Superintendent of Schools will establish and implement district-wide procedures for each school building in which general education pupils are served for the planning and delivery of intervention and referral services that are designed to assist pupils who are experiencing difficulties and to assist staff who have difficulties in addressing pupils' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1.

Each Building Principal will establish an Intervention and Referral Services Team referred to as the I&RS Team. The I&RS Team will be comprised of the following:

- The principal or a member of the teaching staff other than special education, who is appointed by the principal to act on his/her behalf and with his/her authority, shall act as chairperson
- A member of the Child Study Team (CST) (after final Tier 3).
- The staff member who referred a pupil in need of assistance or identified a school issue for discussion; and

- Such other school staff members as may effectively aid in the development and implementation of the assistance plan for a particular pupil.
- The district will provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services.

### **Pupil Referral**

- A pupil not known to have a disability who is experiencing difficulty in the classroom may be referred to the I&RS Team by the classroom teacher or by his/her parent(s) or legal guardian(s). The pupil's parent(s) or legal guardian(s) shall be informed of any such referral.
  - The district will provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties.
- When it appears that a referred pupil may have a disability, the I&RS Team shall refer the pupil to the CST for evaluation pursuant to Policy No. 2460 for a determination of the pupil's eligibility for special education and/or related services.
- The I&RS Team shall consult with the pupil's regular classroom teacher, parent(s) or legal guardian(s), and any school employee as appropriate to gather relevant information regarding the pupil's educational status, attendance, classroom behavior, and school conduct.
- The school nurse shall review the pupil's health records and inform the committee of any condition relevant to the pupil's difficulties. Any information regarding any infection with HIV virus or AIDS may be released only with the written permission of the adult pupil or the pupil's parent(s) or legal guardian(s).
- As appropriate, the I&RS Team may consult with community-based social and health agencies that provide services to the pupil or the pupil's family.

I&RS Team will consist of:  
 School Principal Gina Heller  
 CST Representative Nikkole Hennessey  
 School Building Intervention Teachers  
 School Counselor Dominic Di Ciano  
 Classroom teacher

### **SECTION 504 OF THE REHABILITATION ACT**

The 504 plan refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary,

secondary, or postsecondary schooling. The focus is to ensure that the educational system provides the full range of reasonable accommodations necessary for students to participate in and benefit from public education programs and activities.

Section 504 prohibits discrimination against people with disabilities as defined under the Section, including both students and staff. This applies to any entity who receives federal financial assistance.

The regulations require identification, evaluations, provision of reasonable accommodations, and procedural safeguards to students enrolled in Bellmawr Public Schools.

### **How is a disability defined under Section 504?**

The definition of disability is a person who has a mental or physical impairment that substantially limits one or more major life activities. Examples include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking breathing, learning, and working. It also defines a person of having a disability as anyone who has a record of such impairment or is regarded as having such impairment.

### **How is the determination for eligibility made?**

An evaluation is conducted to gather information on how the disability is substantially impacting on a major life function. This can be accomplished in a variety of ways, but it must come from various sources including, but not limited to the school nurse, classroom teacher(s), guidance counselors, and outside persons with relevant information.

Evaluation procedures may include review of records, assessment information, interviews with persons knowledgeable about the child's functioning, observations, individualized assessments

The 504 Team, a group of people knowledgeable about the student, collaboratively develop the 504 Plan, if appropriate. The purpose of the group is to examine the information regarding the person, and determine if reasonable accommodations are necessary, and subsequently what those accommodations will be if the person is considered eligible. The term substantial is not defined within the law. Therefore, the 504 Team considers the impact of the impairment on the major life function specific to the individual. The 504 Team is directed to determine if the student is afforded and equal opportunity to participate and/or benefit from education when compared to non-disabled, age-appropriate peers. A frame of reference for their responsibility is to use the average student in the general population for the purposes of comparison.

Periodic reevaluation is required by Section 504. Reevaluation of the 504 Plan is recommended once per school year or upon significant change in school placement or program.

## **504 PROCEDURES**

1. Request in writing forwarded to the Guidance Office.
2. Guidance Office Administrative Assistant contacts parent to arrange a meeting date with Building Principal, Guidance Counselor, Teacher, and Nurse (If needed).

3. Guidance Office Administrative Assistant sends home 504 Meeting Notice, Parent Input for 504 form, and Parent Rights packet.
4. Guidance Office Administrative Assistant notifies parties of meeting via email and sends the 504 Referral Form and Teacher Input 504 Form to be completed by the classroom teacher. (Both Forms must be completed prior to meeting)
5. Notice of 504 Accommodation Plan meeting results is completed by Guidance Counselor at the meeting. If ineligible, parent signature is required, and paperwork filed under Inactive.
6. If Eligible, Section 504 Accommodation Plan is completed at meeting using Tracker document.
7. Copies of 504 plans are given to building principal and teacher. Original kept in the Guidance Office.
8. Case Manager gives information for Guidance Office Administrative Assistant to create folder and put information into Genesis.

## **STUDENT ATTENDANCE PROCEDURE**

### **5200 ATTENDANCE Policy**

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

For the purpose of this Policy and Regulation 5200, “parent” means the natural parent(s), adoptive parent(s), legal guardian(s), resource family parent(s), or surrogate parent(s) of a student. When parents are separated or divorced, “parent” means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences, for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in N.J.A.C. 6A:16-7.6 and Policy and Regulation 5200. In accordance with the provisions of N.J.A.C. 6A:16-7.6 and for the purposes of Policy and Regulation 5200, a student’s absence from school will either be excused or unexcused. Unexcused absences will count toward truancy.

A parent or adult student shall provide advance notice to the school prior to the student being absent from school. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student’s absence is unknown to school personnel, the principal or designee shall

immediately attempt to contact the student's parent to notify the parent of the absence and determine the reason for the absence.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. In accordance with N.J.S.A. 18A:36-14, a student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level.

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

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

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

N.J.S.A. 18A:36-14; 18A:36-25.6; 18A:38-25; 18A:38-25.1;

18A:38-25.2; 18A:38-26

N.J.S.A. 34:2-21.1 et seq.

N.J.A.C. 6A:16-7.6; 6A:30-5.2; 6A:32-8; 6A:32-13

Adopted: September 1, 2008

Revised: 27 August 2014

Revised: 20 July 2016

Revised: 27 August 2020

Revised: 22 September 2021

Revised: 22 February 2023

**Discipline for Lateness: GRADES K-4**

First Offense: Warning

Second Offense: Warning

Third Offense: Warning

Fourth Offense: Detention

Process will then start all over again.

Every 5th lateness converts to 1 unexcused absence.

The following procedure is in place to prevent a student from not receiving a thorough and efficient education:

Absence Threshold	Attendance Letter	Action
5	Y	<ul style="list-style-type: none"><li>• Attendance letter signed by the principal and sent home by the principal’s secretary.</li><li>• Principal calls parent/guardian. An Attendance Action Plan is developed. Call is logged in Genesis.</li></ul>
10	Y	<ul style="list-style-type: none"><li>• Attendance letter signed by the principal or his/her designee and sent home by the principal’s secretary.</li><li>• A parent conference will be scheduled through the principal’s office or the office of his/her designee. At this conference, the principal or his/her designee will hear the circumstances of the attendance issue from the parent and may excuse absences based on documentation/evidence provided. Meeting is logged in Genesis.</li><li>• Attendance Action Plan may be revised accordingly.</li></ul>
15	Y	<ul style="list-style-type: none"><li>• A certified letter from the office of the principal or his/her designee will be sent indicating that the attendance matter will be brought to the attention of the court.</li><li>• A parent conference will be scheduled through the office of the principal or his/her designee to provide an opportunity for the parent to present circumstances that have contributed to the attendance issue and to submit documentation/evidence to resolve the issue before a court hearing.</li><li>• A court hearing will occur attended by our truancy officer.</li><li>• The truancy officer will be provided with all documentation that demonstrates the district’s efforts to resolve the attendance issue.</li></ul>

Parents should call the school by 8:30 am if a child will be absent from school. Please call the main office at (856) 931-6272 to report an absence

Immediately returning from an absence, students must submit **A NOTE FROM HOME EXPLAINING THE REASON FOR THEIR ABSENCE** to the homeroom teacher. The note should contain the date of absence, full name of child, grade and homeroom of child, specific reasons for absence, and a signature of parent or guardian. Any absence of 5 or more days requires a doctor's note.

School attendance is mandatory in the state of New Jersey. All students enrolled in public schools in New Jersey are required to attend school "all the days and hours that the public schools are in session in the school district except for absences which are excused (see below)." Failure to adhere to attendance requirements could result in retention or course completion.

The fact that a parent approves an absence and writes an excuse does not make the absence lawful or approved. STUDENTS ARE LIMITED TO A TOTAL OF 10 ABSENCES IN A SCHOOL YEAR (THIS LIMIT INCLUDES EXCUSED, UNEXCUSED ABSENCE THAT COUNTS TOWARD TRUANCY AND UNEXCUSED ABSENCE THAT DOES NOT COUNT TOWARD TRUANCY).

**Approved absences** - for which there are no penalties, are limited to those authorized in writing by a physician, dentist, judge, or school official. MEDICAL NOTES OR OTHER OFFICIAL DOCUMENTATION WILL NOT BE ACCEPTED MORE THAN FIVE DAYS AFTER THE DATE OF THE ABSENCE. STUDENTS WITH MORE THAN 8 NON-CONSECUTIVE MEDICAL ABSENCES MAY BE REFERRED TO THE INTERVENTION & REFERRAL SERVICE OR CHILD STUDY TEAM FOR AN EVALUATION TO DETERMINE IF A CLASSIFICATION OF CHRONICALLY ILL IS WARRANTED.

1. **Excused absences** - Illnesses authorized via notes from doctors are categorized as *approved*. Illnesses covered by parental/guardian notes are only categorized as *unexcused*. On the eleventh (11th) absence, a court notification will be rendered.

2. **Unexcused absences** - could revert to absences

3. When students are absent, they may not attend an after school and/or evening activity without administrative approval.

4. Parents/guardians of a student absent ten consecutive school days must request home instruction. The parent/guardian will notify the school nurse and submit a doctor's note indicating the consecutive school days absent. Approval will be determined by the Board of Education, based on acceptance of parent notification, medical necessity and anticipated duration of illness deemed by the doctor.

5. Exceeding more than half of the allowable absences (as explained herein) could jeopardize class trip attendance.

### **APPEALS (ATTENDANCE)**

The Bellmawr Board of Education is cognizant of possible unforeseen factors, which may create hardships relating to the operation of the attendance policy.

Petition for Hearing - A written petition for a hearing must be presented to the school principal by the parent/guardian no later than five school days after the receipt of notification of the thirteenth day absent. Any and all material to be considered as basis for an appeal must be delivered to the principal prior to an assigned hearing date. Data should include documentation for all days absent, not just those days in excess of the policy.

### **ABSENCE DUE TO RELIGIOUS HOLIDAYS**

1. Any student absent from school because of a religious holiday will not be deprived of any award or eligibility or opportunity to compete for an award because of such absence.
2. Students who miss a test or examination because of absence on a religious holiday will be given the right to take an alternate test or examination.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or legal guardian.
4. Any absence because of a religious holiday will be recorded in the school register or in any group or class attendance record as an excused absence.
5. Such absence will NOT be recorded on any transcript or application or employment form or on any similar form.

### **LATE TO SCHOOL**

1. Any student who is late for school must report directly to the main office for a pass. The tardy offense will be handled accordingly.
2. Only a medical note signed by a doctor or a note from a dentist, court official, or school official will render lateness as approved. The fact that a parent approves lateness and writes an excuse does not make the lateness approved.
3. Excessive tardiness may result in suspension from school

### **BEFORE AND AFTER SCHOOL REGULATIONS**

1. Students are not permitted in the halls before 8:35 am.
2. At the end of the school day, students are to leave the building as soon as possible; loitering is not permitted.

### **LEAVING SCHOOL EARLY**

Parents who have arranged a doctor, dentist, or court appearance must write a note requesting permission for the student to be excused early. On that note they must include the (1) date, (2) full name of child, (3) grade and homeroom of child, (4) specific reason for early dismissal, (5) name and phone number of the doctor or dentist, and (6) signature of parent or guardian. **Pre-approval by school officials is required for any scheduled early dismissal.** Notes must be brought to the homeroom teacher when homeroom begins. On occasion, we may need to contact the student's home for confirmation of an early release request.

Notes from home, asking permission for a student to be excused early are to be turned into the homeroom teacher as homeroom begins. A parent or guardian must sign out their child with the main office, before a student is released early from school. As stated in the School Attendance Policy, students who attend school for less than the four hours minimum school day will be considered absent a full day.

### **PARENT TEACHER CONFERENCES**

Parent/Teacher Conferences will be scheduled in November for the district. Teachers will set up appointment times before the dates for conferences. Conferences are scheduled with day and nighttime hours to arrange a convenient time for parents/guardians to attend.

The purpose of the conference is to discuss student progress, receive information from parents/guardians about the child, share resources, and discuss academic success. It is important for parents to attend conferences, as this open line of communication will help support the student at home and school.

Parents are welcome to request conferences outside of the district scheduled conference time to address specific concerns. These requests will be scheduled directly with your child's teacher.

### **GRADING SYSTEM PROCEDURE & GRADING SCALE**

#### **Preparation for Grading**

- Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
- Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.
- Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.
- Pupils should be encouraged to evaluate their own achievements.
- The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.

#### **Grading Periods**

- Grades will be awarded at the end of four marking periods in each school year.
- Pupils will be given notice of their mid-term progress at mid-point of each marking period.
- Pupils will be given a final grade in each subject at the end of the school year.
- Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

## Meaning of Grades

- The following grades will be given in each academic subject at the end of each marking period:
- A grade of A indicates superior performance. It may be given to a pupil whose achievement is significantly above grade level; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.
- A grade of B indicates above average performance. It should be given to a pupil whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject.
- A grade of C indicates average performance. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.
- A grade of D indicates below average performance. It should be given to a pupil whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject.
- A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a pupil who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study.
- Letter grades may be modified by plus or minus signs.

The following grading scales and indicators shall be used:

### Kindergarten

EX Exceeding with a skill  
PR Proficient with a skill  
DE Developing with a skill  
BE Beginning with a skill

### Grades 1 & 2

E - Excellent  
G - Good  
S - Satisfactory  
N – Needs Improvement  
U – Unaccomplished

### Grades 3 to 4

Report Card Numerical Letter Grade Equivalent Chart

A+	100 – 97	B	86 – 83	C-	72 – 70
A	96 – 93	B-	82 – 80	D	69 – 67
A-	92 – 90	C+	79 – 77	D-	66 – 65
B+	89 – 87	C	76 – 73	F	64 – Below

### Grades 3 to 4

Elementary K-4: The following weights must be utilized for assessments when computing grades:

Projects/Classwork:	30%
Tests:	25%
Quizzes:	30%
Participation/Attendance/Homework/Effort:	15%

## **HOMEWORK POLICY**

At the elementary level, homework assignments are planned for and with students in terms of their need for independence or the reinforcement of skills taught during the school day. Teachers will assign homework that is of sound educational purpose and with consideration and alignment of ability based on developmental levels of the students.

### **Grades 1 and 2**

Homework assignments will not be made for any definite time. Rather they will be informal in nature, and as a reinforcement of skills and concepts taught in school.

### **Grade 3 and 4**

Homework assignments at this grade level may be given four nights per week. It is suggested that assignments not exceed thirty minutes per night.

Students should clearly understand any homework assignments. Assignments are given with the expectation that students can complete the task independently after instruction occurred at school. When children do independent work of any type outside of school, the teacher should see that the results are promptly checked, shared with the class, or used for instruction. If any concerns arise as a child is completing assignments, please stop working and contact the teacher to explain the difficulty. Homework should not cause undue stress due to a lack of understanding of the content.

Some types of activities which may be planned with pupils in terms of needs are:

- Individual practice in basic skills already introduced,
- Making up work that is missed due to illness,
- Recreational and research reading,
- Special-day projects,
- Preparation of collections or exhibits,
- Experimentation in a field of science already demonstrated at school to note further findings,
- Interviewing appropriate persons,
- Continuing listening to activities such as recordings, radio, or TV broadcasts,
- Continuing creative art experiences,
- Playing games that build interest in arithmetic, reading, spelling, social studies, etc., and
- Participating in family trips to places of interest related to special interests.

The parent(s) or legal guardian(s) is a partner and co-worker by participating with the child in locating materials, sharing his/her knowledge, experimenting with the child in an art of science media, listening to or viewing the child's schoolwork in process and assisting in its application to part of school life. Parent-teacher conferences are times to plan the child's all-around progress and growth. It is very essential that parent(s) or legal guardian(s) provide a good atmosphere for work at home. Parent(s) or legal guardian(s) should observe pupils at work and be available to provide guidance if the need arises, but self-direction is one of the major goals of homework.

## **HONORING PUPIL ACHIEVEMENT**

Pupils in grades three through eight who distinguish themselves by high academic achievement will be listed on an honor roll at the end of each marking period.

## **TITLE I SERVICES**

Bellmawr Park School has the designation of Schoolwide status for Title I services. This designation entitles all students in the school to receive basic skills instruction at any point throughout the year without being identified as eligible to participate. Through Title I funds, students at Bellmawr Park School are eligible to receive basic skills instruction in ELA and Math. The evaluation of multiple measures will determine if a student needs service. If a child is found eligible for basic skills instruction, the parent (s) of the child will be contacted by the teacher providing services. This conversation will include an explain the services provided. The services provided will be monitored, and the student's report card will reflect the services provided. Eligibility for basic skills instruction runs with the corresponding school year. Once receiving basic skills instruction, eligibility to remain in the program will be monitored. When the student reaches grade-level proficiency, the child will exit services. At Back-to-School Night, the basic skills teacher will hold a session explaining Title I, basic skills services, and parental rights as a parent of a child receiving services. Additionally, on the website are resources and mandated documents required for any district receiving Title I funds.

## **PUPIL DRESS AND GROOMING**

All pupils must come to school **dressed** in neat, clean clothing which is serviceable, practical, and appropriate fitting for everyday activities of a classroom. Pupils who attend school in attire or accessories which create a distraction or are inappropriate will not be permitted to attend class. Parents will be called to bring proper school attire. The administration reserves the right to make a judgment as to the acceptability of specific attire in individual cases. This pertains to all in and out of school events, including field trips, dances, and graduation ceremonies.

### **Allowable Dress & Grooming**

- Students must wear clothing of appropriate length including both a shirt with pants or skirt, or of the equivalent and shoes.
- Footwear is required at all times and must be secured to foot, ie: no slip-on shoes, flip-flops or slippers.
- Shirts and dresses must have fabric in the front and on the sides.

- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see through.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, field trips, etc.

### **Non-Allowable Dress & Grooming**

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
- Clothing that is frayed, shredded, or ripped may not expose under garments or private parts. Any fray, shred or rip must be appropriate length (arms at side; fist length).
- Tank tops/sleeveless shirts, hats, pajamas, and hoodies must be worn down indoors.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline will follow code of conduct

### **STAFF CONTACT INFORMATION**

Please feel free to call your child's teacher with any questions or concerns. The telephone number at Bellmawr Park School is (856)931-6272. **Your child's teacher will generally be available to talk to you before or after your child's scheduled school hours.** The principal or secretary may address your questions at other times. You may also e-mail your child's teacher.

**Email:** first letter/last name@bellmawrschools.org

**Example:** gheller@bellmawrschools.org

### **EMERGENCY SCHOOL CLOSING**

During the winter months, ice and snow may result in school closings or early dismissals. A decision to close the schools is made for the safety of your children and is usually made early in the morning. Decisions for early dismissal, although rare, are usually made by 10:00 a.m.

Parents will be notified via the district website. A phone recording will also be sent out to all families via the *School Messenger* phone system. **Please do not call the school, as there will be no one in the office.** In the event of early dismissal due to weather or other emergency, every effort will be made to notify the parents. Please be sure your contact information is up to date and includes a cell phone and email address to receive notifications.

## **LOST AND FOUND**

Items left at school will be kept in the lost and found. If your child is missing an item, don't hesitate to contact the main office, and we will check to see if the item has been turned in. Please be conscientious of the items your child is taking to school. Do not send in items of value, monetary or sentimental, unless a plan has been made with your child's teacher to care for such items.

## **LUNCH**

Students will eat lunch in the cafeteria. Students can bring in a lunch packed at home or purchase a lunch. We ask if students are bringing a lunch; it does not contain any glass containers. Lunches should be nutritious and filling. Please see the district webpage for information about the district lunch services and options. Also, on the district lunch page, you will find the link to Lunchtime Parent Portal, where you can monitor your child's account. Please make every effort to complete and return the free and reduced lunch form that you will receive at the beginning of the school year, even if you do not think you will not qualify.

## **FOOD SERVICES**

The district will operate meal services under the USDA National School Lunch Program, which provides nutritious meals at cost for students while also offering free & reduced eligibility programs for students based on Federal family income guidelines. The Board of Education recognizes the midday meal as an important part of each pupil's school day. The Superintendent shall ensure a wholesome, nutritious food services program in the district and one which reinforces the concepts of nutrition education as taught in the classrooms of this district. The Board shall provide food service facilities for the consumption of food on school premises. All pupils not expressly excused by the Principal shall be expected to remain at school for lunch. The operation and supervision of the food services program shall be the responsibility of the School Business Administrator/Board Secretary.

The district shall participate in the Federal Child Nutrition Program. The Food Service Program shall be operated on a nonprofit basis. All moneys derived from the operation, maintenance, or sponsorship of the food service facilities shall be deposited in the Food Service Account. The net cash resources of the food service account may not exceed three months' operating cost. A periodic review of the food service account shall be made by the School Business Administrator/Board Secretary. Any surplus funds shall be used to reduce the cost of the service to pupils or to purchase cafeteria equipment.

The Superintendent shall ensure the maintenance of sanitary, neat premises, free from fire and health hazards, for the preparation and consumption of food and the safekeeping and storage of food and food equipment in strict compliance with regulations of the New Jersey State Department of Health.

## **RECESS**

All students will go outside for recess for 20 minutes daily unless inclement weather or the temperature falling below 32 degrees preventing students from going outside. Please be sure your child is dressed appropriately to be outside.

## **PARENT PORTAL**

All parents/guardians must sign up for a Parent Portal account through Genesis, our student information system. All mandatory district forms are found in the Parent Portal and must be complete for parents/guardians to access student information, including report cards. Students will not be permitted to use Chromebooks unless the parent form in the Parent Portal is complete. If you need help accessing Parent Portal, please contact the main office for support.

## **CARE**

The C.A.R.E Program is offered to all families in need of before and/or after-school services. Please visit the district website homepage to find the link to the C.A.R.E Program, where you will find details about the program. The director of the program is Mrs. Jamie Croce, and she can be reached through email at [jcroce@bellmawrschools.org](mailto:jcroce@bellmawrschools.org)

## **COUNSELING SERVICES**

Mr. Dominic Di Ciano is the school counselor. He can be reached through email at [ddiciano@bellmawrschools.org](mailto:ddiciano@bellmawrschools.org) or by calling the main office (856) 931-6272 ext. 2127. Please visit his webpage on the Bellmawr Park webpage for more information about counseling services and resources.

## **TECHNOLOGY**

The Bellmawr School District is a one-to-one district in grades K-8. Each child will have developmentally appropriate access to Chromebooks as needed for academic purposes. Parents/Guardians are required to pay a technology fee and complete a technology waiver on Parent Portal for a child to have access to the device. Students in grades K-4 will not take their Chromebooks home. Please visit the district technology page under the administration tab on the district webpage to contact the technology department.

## **PARKING LOT ARRIVAL AND DISMISSAL**

### **VERY IMPORTANT SAFETY PROCEDURES:**

You can either park and walk your child(ren) to the school or utilize the “Drop Off/Pick Up Loop” in the Yellow and Blue Lots. Staff will be assigned at the drop off/pick up posts marked in the yellow and blue lot.

Please do **not park in the drop off/pick up lane and get out of your vehicle** to walk your student to the door or sidewalk. This lane is to be used for dropping off and picking up only. If you wish to walk your child(ren) to the door or sidewalk, please park in the parking lot, walk to the cross walk, and then up to the school.

When parking and walking up to drop off or pick up your child(ren), **do not walk through the car drop off/pick up lane**. This is extremely unsafe, as cars are continuously moving. When walking, please follow the designated walking paths and **cross at the crosswalk**.

During morning drop off, if your child(ren) are being uncooperative or refusing to exit the vehicle, please pull out of the drop off lane and pull into a parking spot. Our staff will not force a child out of the vehicle.

During afternoon pick up in the loop, **our staff will not put a seatbelt on your child(ren)**. Therefore, if your child(ren) needs assistance with the seatbelt, you are permitted to exit your vehicle to help with the seatbelt buckling.

At morning drop off and afternoon pick up, if you are parking and walking up with your child(ren), we ask that you wait for the teacher to dismiss the student(s) to you. Please do not call out their name and have them run out of line. For the safety of each student, the teacher will dismiss each child individually directly to the parent/guardian. If you have questions for the teacher, please wait until the class is fully dismissed before approaching the teacher.

If you have a change to your normal afternoon pick up routine, please send your child's teacher a message on Class Dojo so they are aware of the change.

Please always have ID available at dismissal. If another family member, friend, etc. will be picking up in the afternoon, they must show ID to the teacher for the child to be released. Please send your child(ren)'s teacher a message on Class Dojo if you know in advance that someone different will be picking up in the afternoon.

If your child is not picked up by 3:15 he/she will go to the afterschool C.A.R.E program and a fee will be charged. If you are running late to pick up your child, please contact the main office.

The Board of Education adopts this Student Discipline/Code of Conduct Policy to establish standards, policies, and procedures for positive student development and student behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled in this district shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules.

The Superintendent of Schools will establish a process for the annual review and update of the district's Student Discipline/Code of Conduct Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district's schools and community. The Superintendent will report to the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the Student Discipline/Code of Conduct Policy and Regulation.

The Student Discipline/Code of Conduct Policy and Regulation shall be disseminated annually to all school staff, students, and parents. The Board of Education shall provide to all employees annual training on the Student Discipline/Code of Conduct Policy and Regulation, which shall include training on the prevention, intervention, and remediation of student conduct that violates the district's Policy and Regulation. Information on the Student Discipline/Code of Conduct Policy and Regulation shall be incorporated into the orientation for new employees.

The Board provides for the district's Student Discipline/Code of Conduct's equitable application. Student discipline and the Code of Student Conduct will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical or sensory disability; or by any other distinguishing characteristic, pursuant to N.J.S.A. 10:5.-1 et seq.

For students 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), the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

The Student Discipline/Code of Conduct is established for the purposes outlined in N.J.A.C. 6A:16-7.1(b).

Policy and Regulation 5600 include a description of student responsibilities that include expectations for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 123.1; a description of behaviors that will result in suspension or expulsion, pursuant to N.J.S.A. 18A:37-2; and a description of student rights pursuant to N.J.A.C. 6A:16-7.1(c)3.i through vii.

The Bellmawr Board of Education approves the use of comprehensive multi-tiered systems of behavioral supports that promote positive student development and the students' abilities to

fulfill the behavioral expectations established by the Board. These behavioral supports include positive reinforcement for good conduct and academic success including the programs that honor and reward student conduct and academic achievement; restorative practices and supportive Intervention and Referral Services (I&RS). Remediation of problem behaviors will take into account the behavior's nature, the students' developmental ages and the students' histories of problem behaviors and performance; and for students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14. Bellmawr Board of Education will meet the academic, behavioral, health, and social and emotional needs of all students.

Policy and Regulation 5600 include a description of school responses to violations of behavioral expectations established by the Board that, at a minimum, are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behaviors pursuant to N.J.A.C. 6A:16-7.1(c)5.

Students are required to be in compliance with Policy and Regulation 5200 – Attendance pursuant to N.J.A.C. 6A:16-7.6 and Policy 5512 – Harassment, Intimidation, and Bullying pursuant to N.J.A.C. 6A:16-7.7.

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

The Building Principal or designee shall have the authority to assign discipline to students. School authorities also have the right to impose a consequence on a student for conduct away from school grounds that is consistent with the district's Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.5. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, 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 that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences pursuant to N.J.A.C. 6A:16-7.5 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:16-7.4. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

Consequences and appropriate remedial action for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. 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 student who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance and shall be consistent with this

Policy and the school district's Student Discipline/Code of Conduct Policy pursuant to N.J.A.C. 6A:16-7.1. Remedial measures for one or more acts of harassment, intimidation, or bullying 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.

Consequences and remedial measures to address acts or incidents of dating violence at school shall be consistent with the school district's Student Discipline/Code of Conduct Policy. The factors for determining consequences and remedial measures and examples of consequences and remedial measures are included in Policy and Regulation 5519 – Dating Violence at School and shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and aggressor have been involved. Consequences for acts or incidents of dating violence at school may range from admonishment to suspension or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident. Remedial measures/interventions for acts or incidents of dating violence at school may include, but are not limited to: parent conferences, student counseling (all students involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive student interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

The Board of Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment, in accordance with N.J.A.C. 6A:16-7.1(d).

Any student to be disciplined shall be provided the due process procedures for students and their families as set forth in Policy and Regulation 5600 and N.J.A.C. 6A:16-7.2 through 7.4.

In accordance with the provisions of N.J.A.C. 6A:16-7.98, when a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student 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) and N.J.A.C. 6A:32-7.5.

The Superintendent may be required to submit a report annually to the New Jersey Department of Education on student conduct, including all student suspensions and expulsions, and the implementation of the Student Discipline/Code of Conduct Policy in accordance with the format prescribed by the Commissioner of Education. The Superintendent shall report to the Commissioner of Education each incident of violence,

including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, pursuant to N.J.A.C. 6A:16-4.3, in the school district utilizing the Student Safety Data System (SSDS), pursuant to N.J.A.C. 6A:16-5.3.

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.

Adopted: September 2009  
BOE Approval: August 2021