Ethel Burke Public School Parent and Student Handbook

2026-2027 (Updated 8/17/2026)

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.

Bellmawr Board of Education Members

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Derek Watson, Supervisor of Buildings and Grounds

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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 school, delay the opening of the 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

Ethel Burke Hours
Full Day 8:35-3:00 pm (after 8:45 students will be considered late)
Half Day 8:35-1:00 pm

SECURITY PROCEDURES

Bellmawr Schools is pleased to announce that we will begin using the Verkada 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 US State Drivers Licenses, US State issued ID Cards, and Mexican Consulate Cards 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.

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.

Notice Regarding Disclosure of Student Records Under 34 CFR § 99.34(a)(1)

Under the Family Educational Rights and Privacy Act (FERPA), specifically 34 CFR § 99.34(a)(1), schools may disclose education records to officials at another school where a student seeks or intends to enroll or is already enrolled without prior written consent from parents. Typically, we notify parents in advance when student records are shared, such as when a child is transferring to another school or participating in programs at multiple schools.
There are situations where prior notice is not required. These include:

- When the parent or guardian has initiated or requested the transfer of records.
- When the school has previously informed parents through our annual FERPA notice that we may disclose records to other schools without prior notice.
- During a health or safety emergency where immediate action is necessary.

Emergency Situations and Student Record Disclosures
In emergencies, we may need to share specific information from your child's records immediately to ensure student and school safety. Federal law permits this without advance parental notice when necessary to protect the health or safety of students or others. Examples of such emergencies include:

- Medical crises requiring immediate response
- Threats of violence or serious harm to students or staff
- Natural disasters or school safety incidents
- Public health emergencies, such as disease outbreaks or
- Mental health situations that may present a safety concern.

In these situations, time is critical, and notifying parents before sharing necessary information could delay an urgent response or interfere with emergency operations. We may share relevant records with paramedics, law enforcement, public health officials, or receiving schools to support a coordinated emergency response.

Examples of Permitted Emergency Disclosures
Some examples of disclosures permitted during emergencies include:

- Providing medical information to emergency medical personnel
- Sharing behavioral or safety information with law enforcement during an active threat
- Giving relevant health records to public health authorities during a disease outbreak
- Informing receiving schools about safety concerns when a student is relocated during an emergency.

Parent Rights and Post-Emergency Follow-Up
Even during emergencies, your rights under FERPA remain in place. We will only share the minimum information necessary to address the emergency at hand. After the emergency has passed and when it is safe and appropriate to do so, we will inform you of the following:

- What information was shared?
- With whom was it shared?
- The reason it was necessary.

You may request a copy of any records that were disclosed during the emergency, and you retain the right to request a hearing if you have concerns about the handling of your child's information.

Questions
If you have any questions about how we protect or share your child's education records, please contact our main office. We are committed to maintaining your child's privacy while ensuring their safety, and we want to keep you informed about both our standard practices and emergency procedures.

This handbook serves as your annual notification of this policy.

HARRASSMENT, INTIMIDATION AND BULLYING

Policy Statement

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.

Harassment, Intimidation, and Bullying Definition

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

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability, or 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 his/her person or damage to his/her 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 pager.

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.

Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with 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 students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. This atmosphere's development 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 it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help 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 that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, 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, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the 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 appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide students and their parents with 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. Students are encouraged to support other students who:

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

Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for 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 considered by the school administrators in implementing 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 most 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 the following: 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 in or out-of-school counseling, professional development programs, and work environment modifications.

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 must inform the parents of all students involved in alleged incidents and, as appropriate, may discuss 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 consider 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 Code of Student Conduct violations may not be taken solely based on 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 harassment, intimidation, or bullying incident, but did not make the required report(s).

Anti-Bullying Coordinator, Anti-Bullying Specialist, & School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall try 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 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

Investigating 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 incident's verbal report. 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 investigate 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 after 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 investigation results 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 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.]

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 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 based on 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 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 regarding 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.

Students at the Ethel Burke School

Student Rights & Responsibilities	Expectations for Student Behavior
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 corelate to the seriousness of the offense, and will factor in student background and history	Students will be PRESENT **P** prepared and ready to learn **R** respect school rules, property, and staff **E** engaged in learning **S** safe making safe decisions and choices **E** empathetic to others and situations **N** navigate interactions with respect and understanding **T** timely, in school using time and resources wisely

PBSIS

Positive Behavior Support in School: The Ethel Burke School has established a PBSIS program, called PENGUIN PRIDE. Ethel Burke penguins respect ourselves, our friends, and our school when we show our PRIDE expectations. Ethel Burke PENGUIN 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 at Ethel Burke 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 our students' parents and families. On the school level, the program begins with a kickoff assembly that introduces it to the students. Follow up lesson on expectations through role paying, 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

5600 Student Discipline/Code of Conduct Policy

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; martial, 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 consider 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 follow 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 wellbeing 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 with 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.

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 Ethel Burke School provides a learning environment that fosters student growth. 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 stays 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. By providing a clear explanation of infractions, all learning community members will maintain consistent and developmentally appropriate actions and interactions that 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.

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 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 PBSIS 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 I

- 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 actually 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 allow students to have a voice. It is an opportunity for both teacher and student to express feelings about what is going on in the classroom and setting high expectations.
Restorative Recess: provides students with the opportunity to reflect 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" during recess time.

Tier One Violations

Student Offense	1st Offense	2nd Offense	3rd Offense	4th Offense
Dress Code Violation	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/Principal Parent Conference
Classroom/Bus Disruption **Cheating** **Disrespect to Others and/or School Property** **False/Misleading Information** **Insubordination**	Restorative Conversation Restorative Recess *Cheating: complete assignment	Restorative Conversation Restorative Recess (2)	Restorative Conversation Restorative Detention Parent Conference	Restorative Conversation Restorative Detention (2) Refer to Guidance and Principal Parent Conference
Profane, or Abusive Language **Violation of Acceptable Technology Use Policy**	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) Referral to Guidance/Principal Parent Conference

Internet Enabled Device Infraction	Warning; put device away	Device held in main office; parent pickup	Parent Conference; Building Level Consequences	Parent Conference; Building Level Consequences

Tier Two- Intermediate Infraction

Tier Two Restorative Practices				
All Tier I Restorative Practices (see above)				
Tier Two Violations				
Student Offense	**1st Offense**	**2nd Offense**	**3rd Offense**	**4th Offense**
Verbal Threat **Fighting (Verbal)** **Forgery** **Stealing** **Disorderly Conduct** **Possession of Non-School Items** **Eloping from Classroom**	Restorative Conversation Restorative Recess	Restorative Conversation Restorative Recess (2) Restorative Detention	Restorative Conversation Restorative Recess (3) Restorative Detention (2) Refer to Guidance & Principal Parent Conference	Restorative Conversation Restorative Recess (5) Restorative Detention (3) Refer to Guidance & Principal Parent Conference

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

Tier Four- Severe Infraction

Tier Four Restorative Practices

All Tier I, II, & III Restorative Practices

Tier Four Offense

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

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 & promote academic, social, and emotional growth because we believe children have the potential to be successful both in and out of the classroom.

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.

All our teachers receive specific training in trauma-informed teaching strategies and social-emotional learning (SEL). This focused training supports student social and emotional health. All 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. If you need SEL support, please contact our school's guidance counselor:

Ethel Burke	Alyssa Friedman	856-931-6272 ext. 3306	afriedman@bellmawrschools.org

HOME INSTRUCTION

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 to 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 SERVICES

The Bellmawr Public School District has a full child study team consisting of two school psychologists, a Learning Disabilities Teacher Consultant (LDTC) and a school social worker, which is supervised by the Director of Special Services. Related services such as occupational therapy and speech therapy services are provided by district staff. Physical therapy is also provided through a contracted service by Virtua Health. Transportation services for those students who qualify based on their disability are provided through a contracted service with Camden County Educational Services. Counseling services are provided by the counseling department along with the school psychologists and school social worker.

The Bellmawr Public School District offers a variety of special education placements to meet the needs of students with disabilities. Programs such as self-contained multiple disabilities and learning and language disabilities classrooms from grades Kindergarten through eighth grade are taught by special education teachers. In-class resource is offered in every grade level from preschool through eighth grade to ensure access to the least restrictive environment with a special education and general education teacher working collaboratively in a co-teaching environment.

The Bellmawr Public School District provides behavioral support through contracting with Amazing Transformations for their BCBA and RBTs. Students in self-contained programs participate in community-based instruction trips to enhance their life and social skills.

NURSE PROCEDURES

All students must be up to date on their immunizations 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 forms and nurses' information by going here:

Nursing Resources

If your child is sick, please **keep them at home and call the school nurse** to record the absence. Do not report absence through ClassDojo to a student's teacher. To REPORT AN ILLNESS-RELATED ABSENCE, contact the school nurse, Judy Baji at (856) 931-6362 ext. 3303. 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.

Please keep your child home if they exhibit any of the following symptoms:

Fever	Headache	Cough
Sore throat	Body aches	Congestion
Chills	Diarrhea	Nausea/vomiting

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

Administration of Medication

The Board of Education disclaims all responsibility for the diagnosis and treatment of an illness of any student. However, 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.

A completed Medication Form is required for the administration of medication during the school day should your child need to take it. This form is available on the school website under Nursing Resources.

***Please note**: students are not permitted to deliver medication to or from the school. Nor should it be placed in the student's backpack. All prescription and over the counter medication must be dropped off by an adult to the school in its original container.

Use of nebulized medication is being discouraged due to COVID-19 concerns.

If your child arrives at school with crutches, ace bandages, splint, sling, foot boot, etc., a medical provider note will be required to remain in school. This is to ensure that proper accommodation can be put in place to assist with the safety and comfort of your child.

INTERVENTION AND SUPPORT SERVICES (I&RS)

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.

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 Requests and Procedures

1. **Submit a referral** - Requests are required in writing to Guidance Counselor/School Coordinator. The request must include:
    - Student name and grade
    - Disability or health condition
    - Relevant documentation and/or doctor's note
    - Specific concerns of how the disability/health concern affects learning.

2. **Notice of Rights and Parent Consent -** Administrative Assistant will contact parent/guardian to arrange a meeting date and time. The following documentation will be emailed:
    - 504 Meeting Notice
    - Parent Input form
    - Parent Rights packet
    - Consent to Review Records

3. **Eligibility Determination Meeting –** The team, consisting of the building level Principal/Dean/District coordinator, guidance counselor, teacher(s), and nurse (if needed), will review pertinent information to determine if the students has a disability/health concern that substantially limits one or more major life activity.
    - If eligible, a 504 plan with accommodations will be developed and shared with teachers and staff with direct contact to the student.
    - If ineligible, parent signature will be required.

BELLMAWR SCHOOL DISTRICT
STUDENT ATTENDANCE PROCEDURE

Policy 5200

New Jersey State Law (N.J.S.A. 18A:38-25) requires every parent or guardian to ensure children between the ages of 6-16 regularly attend school.

Types of Absences

The district recognizes two main categories of absences:

Verified Unexcused Absences

- Examples: Illness with doctor's note, medical appointments, court dates
- Requirements: Must have proper documentation (doctor's note, court notice, etc.)
- Impact: NOT counted toward truancy or eligibility restrictions
- Note: Still recorded as "unexcused" for state reporting purposes

Unverified Unexcused Absences

- Examples: Illness without a doctor's note, vacation, personal reasons
- Impact: COUNT toward truancy AND affect eligibility for activities
- Note: Recorded as "unexcused" for state reporting

Attendance Limits & Consequences

Students are limited to a maximum of 10 absences per school year, which includes both verified and unverified absences. Exceeding this limit may result in retention or course completion issues. Students are allowed 5 unverified unexcused absences or tardiness before facing consequences. Beginning with the 6th occurrence, students become ineligible for extra-curricular activities, athletics, and all 8th grade activities.

Students absent from school may not attend after-school or evening activities without administrative approval. Additionally, exceeding half the allowable absences may jeopardize class trip attendance.

Reporting Requirements for Parents

Parents must provide advance notice by calling the school by 8:30 AM if their child is absent. Upon the student's return to school, parents must submit a written note to the homeroom teacher explaining the absence.

All written notes must include the date of absence, full name of child, grade and homeroom, specific reason for absence, and parent or guardian signature. As a special rule, any absence of 5 or more days requires a doctor's note in addition to the standard written excuse.

State-Excused Absences

These absences are officially recognized by New Jersey and don't count against attendance limits:

- Religious observance (with written parent excuse)
- "Take Our Children to Work Day"
- Veterans Day observance
- District board election activities
- Transportation Concerns (when busing district closes)

- Civic events (following established guidelines)

Extended Absences and Religious Holidays

For extended absences of 10 or more consecutive days, parents must request home instruction by notifying the school nurse and submitting a doctor's note, with the Board of Education approval required based on medical necessity. Students absent for religious holidays have specific rights, including the ability to take alternate tests or examinations, maintain eligibility for awards and opportunities, and have their absence recorded as state-excused (meaning it won't appear on transcripts or employment forms).

Appeals Process

If you disagree with attendance decisions or face unforeseen hardships, you may appeal through a formal process. Parents must submit a written petition to the school principal within 5 school days of receiving notification, including all supporting materials for ALL absent days (not just those exceeding the policy limits). The principal will then schedule a hearing to review the case and make a determination.

Student Responsibilities

Students are expected to complete all assignments missed due to absence, provide proper documentation for absences, and follow notification procedures as outlined in policy 5200.

It's crucial to understand that parent approval of an absence does not automatically make it "excused" under district policy. Repeated absences may result in removal from classes, and all absences, whether excused or unexcused, affect educational continuity and learning opportunities.

State reporting requirements may differ from local consequences, meaning an absence might be recorded one way for state purposes but handled differently for school-level disciplinary actions.

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

Attendance Threshold	**Attendance Letter**	**Action**
5	Y	• Attendance letter signed by the principal and sent home by the principal's administrative assistant. • Principal calls parent/guardian. An attendance action plan is developed. Call is logged in Genesis.
		• Attendance letter signed by the principal and sent home by the principal's administrative assistant. • A parent conference will be scheduled through the principal's office. At this conference, the principal will hear

10	Y	the circumstances and review absence, and the documentation provided. Meeting is logged in Genesis. • Attendance action plan may be revised accordingly. • A court hearing may occur.
15	Y	• A certified letter from the office of the principal will be sent indicating that the attendance matter will be brought to the attention of the court. • A parent conference will be scheduled through the principal's office. At this conference, the principal will hear the circumstances and review absence, and the documentation provided to resolve the issue before a court hearing. • A court hearing will be attended by our principal and/or truancy officer. • The truancy officer will be provided with all documentation that demonstrates the district's efforts to resolve the attendance issue.

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

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.

Consequence for Lateness: GRADES K-4

Every 5th lateness converts to 1 truant unexcused absence.

Early Dismissal By Parent

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 are scheduled in November. Teachers will be sending appointment times several weeks prior. Conferences are scheduled with day and nighttime hours to accommodate all families.

The purpose of the conference is to discuss student progress, get parent input, and discuss home activities that may be beneficial. It is important for parents to attend conferences, as this will help support the success of your child.

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

GRADING

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 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.

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

Grading Scales:
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%

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.

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.

Any homework assignments made should be clearly understood by the pupil so that they can be accomplished independently after instruction has been given 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. If any concerns arise as a child is completing assignments, please stop working on the assignment and contact the teacher to explain the difficulty. Homework should 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 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.

Promotion and Retention

Standards for student promotion shall be related to the New Jersey Student Learning Standards and district goals and objectives. A student in the elementary grades will be promoted to the next grade level when they have:

- Completed the course requirements at their presently assigned grade
- Achieved the instructional objectives set for their present grade
- Demonstrated the proficiencies required for movement into the educational program of the next grade
- Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade

Communication with Parents and Students

Promotion policies and procedures will be provided to parents or legal guardians as appropriate. Parents, legal guardians, and students shall be regularly informed during the school year of the students' progress toward meeting promotion standards. A teacher who determines that a student's progress may not be sufficient to meet promotion standards shall meet with the building principal to discuss the student, notify the parents or legal guardians and the student, offer immediate consultation to the student's parents or legal guardians, and make every effort to remediate the student's deficiencies before retention is recommended. The parents or legal guardians and, where appropriate, the student shall be notified of the possibility of retention at grade level in advance and, whenever feasible, no later than the last day of May.

Attendance Factor

School attendance shall be a factor in determining student retention due to chronic absenteeism. Retention may be considered if a student has missed 20 days or more of the school year. Teachers will address attendance during parent-teacher conferences. If a student has been absent nine (9) or more times by the end of November, the teacher will inform the parents during the meeting.

Decision-Making Process

Classroom teachers shall recommend to the principal the promotion or retention of each student. Parents, legal guardians, and adult students may appeal a promotion or retention decision to the Superintendent, whose decision shall be final.

Guidelines for Retention

Retention shall be considered when:

1. Retention would have a reasonable chance of benefiting the child
2. The student is achieving one or more grade levels below expected performance in reading and/or language arts and/or mathematics
3. Retention would not cause undue social and emotional adjustment difficulties
4. The Lights Retention Scale must be completed and used as part of the evaluation process for all students being considered for retention.
5. Kindergarten through grade two, a student whose academic performance is one or more grade levels below their current placement may be considered for retention.
6. Grades three and four, students who are being considered for retention or academic intervention demonstrate failure in at least two of the following core content areas: English Language Arts, Mathematics, Science, or Social Studies.
7. Grades five through eight students may be considered for retention if they fail two or more content areas during the academic year. Content areas include major subjects, English Language Arts, Reading, Mathematics, Social Studies, and Science, as well as special area subjects such as Art, Music, Spanish, Technology, Physical Education, and Health.
8. The classroom teacher has consistently notified the parents throughout the school year regarding the student's academic progress through phone calls, written communication, and parent meetings.
9. A pupil cannot be retained more than once at any grade level.

Retention Procedures

Academic achievement shall be measured through test scores, completion of classwork and homework, teacher observations, and other relevant records such as basic skills assessments, Intervention and Referral Services (I&RS) reports, and Child Study Team documentation. Evaluation shall be conducted by the classroom teacher, guidance counselor, basic skills teachers, principal, and, when appropriate, the Child Study Team. Consideration shall also be given to the students' attendance, attention span, and overall academic engagement.

Parent Notification and Involvement Process

If retention appears possible, parents shall be notified by the principal and classroom teacher at a parent-teacher conference by the end of the third marking period, during which relevant records shall be reviewed with parents. The child's subsequent progress shall be reviewed by the teacher at the end of the third marking period and communicated to parents, with additional conferences held as needed. An analysis of each student needs will be conducted by the principal or designee

and staff, and a program of improvement may be developed that includes additional reading instruction, additional math instruction, provision of reinforcement materials for parents to assist the child, referral to guidance counselor and the school's Intervention and Referral Services Team, referral to Child Study Team if necessary, and periodic checks with parents by teachers to determine progress.

Final Communication:

At the end of May if retention still appears likely, a letter will be sent to parents by the principal. Prior to the end of the school year, the principal shall meet with any parents who disagree with the decision and/or need further explanation of why the child should be retained. The child's complete record will be reviewed before making a final determination, and parents will be notified in writing by the principal of the final decision to retain prior to the end of the school year.
A pupil who does not wish to be retained must complete one of the procedures below. All costs incurred are the responsibility of the parent(s) or legal guardian(s).

1. Attend an approved summer school program and receive a grade of "C" or better in the subjects failed.

2. Receive private tutoring for thirty hours and receive a grade of "C" or better in the subjects failed.

TITLE I SERVICES

Ethel Burke 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 services. 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 explanation of 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 you receive 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

The Board of Education recognizes each pupil's mode of dress and grooming is a manifestation of the pupil's personal style and individual preferences. The Board will impose its judgment on pupils and parent(s)or legal guardian(s) only when a pupil's dress and grooming affect the educational program of the schools.

Pupils may not wear clothing or engage in grooming practices that present a health or safety hazard to the individual pupil or to others; materially interfere with schoolwork, create disorder, or disrupt the educational program; cause excessive wear or damage to school property; or prevent the pupil from achieving his/her own educational objectives because of blocked vision or restricted movement.

The Board of Education prohibits pupils from wearing, while on school property, any type of clothing, apparel or accessory which indicates that the pupil has membership in, or affiliation with, any gang associated with criminal activities. The local law enforcement agency will advise the Board, upon request, of gangs associated with criminal activities. The Building Principal shall determine whether the dress or grooming of pupils comes within these prohibitions.

Staff members shall demonstrate by example and precept wholesome attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance. The Superintendent shall, on consultation with staff members, pupils, and parent(s) or legal guardian(s), prepare a dress code that imposes only minimum and necessary limitations on a pupil's taste and individuality. N.J.S.A. 18A:11-1; 18A:11-7; 18A:11-8;18A:11-9

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, i.e.: 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 Ethel Burke School is (856)931-6362 Ext. 3300. **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: maguire@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.

LOST AND FOUND

Items left at school will be kept in the lost and found. If your child is missing an item, do not hesitate to contact the main off, 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.

CAFETERIA/FOOD SERVICES

This school district provides nutritious meals at cost for students while also offering free & reduced eligibility programs for students based on Federal & State 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 School Business Administrator/Board Secretary 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.

Breakfast and Lunch will still be available daily for all students. Breakfast is $1.50 and Lunch is $3.10. Payments can be made via cash sent in with your child, or through the online lunch account program, Lunchtime. Instructions for using the system or establishing an account can be found on our website.

Any family that receives a Direct Certification letter in the mail over the next week will automatically qualify for free meals for the duration of the year, so no application is needed.

All other families are encouraged to apply for free/reduced meals through the online free/reduced meal application, which will found on the Genesis Parent Portal. Only one application per family is needed as long as all of your students are listed on the application. However, remember that high school districts are separate so if you have older children, you will need submit an application to both us and the high school district, with all students listed on both applications.

While Free and Reduced statuses are still distinct classifications based on the Federal guidelines found in the attached Letter to Parent, the State of NJ now reimburses the district for the difference between a free and a reduced meal. Therefore, your child would receive free breakfast and lunch regardless of whether you are determined to be free or reduced.

Cafeteria 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 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.

All classes will be escorted to the cafeteria. When all are seated and orderly, students will be called by table to enter lunch or snack lines. Lines at serving areas will be single file and socially distanced. Students may use the lavatories or obtain a drink of water during the lunch period; however, they are expected to be considerate of others who may also wish to use such facilities. Students may converse quietly with other students at their table except during important announcements. Visiting from table to table is not permitted. Students with bag lunched should have their names clearly written on the bag. Glass bottles are not permitted. Trash from lunches is to be placed in the cans provided. Each student is expected to help clean his/her area. If food is spilled, notify the monitor on duty. It is not permitted to have fast food lunches delivered to school.

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.

C.A.R.E. PROGRAM

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 Ms. Jamie Croce, and she can be reached through email at jcroce@bellmawrschools.org

COUNSELING SERVICES

Ms. Alyssa Friedman is the school counselor. She can be reached through email at abellaran@bellmawrschools.org or by calling the main office (856) 931-6362 ext. 3306. For more information, go to: Counseling Corner

Care Solace

We are committed to the well-being of our students, staff, and families to create a safe and healthy learning environment. In support of our ongoing commitment, we partnered with Care Solace to provide an additional layer of care for our community.

Care Solace helps individuals find mental health care providers and substance use treatment centers. Their Care Companion™ team is available 24 hours per day, 7 days per week, and 365 days per year to quickly connect you to carefully verified providers in your community.

Students, staff, and families may access Care Solace services in two ways:

- **Call (888) 515-0595** at any time. Support is available in 200+ languages. A dedicated Care Companion™ will help you every step of the way to research options, secure appointments, and follow up to make sure it is a good fit.
- For an anonymous search, answer a few questions to get matched with an extensive list of care providers at **www.caresolace.com/bellmawrschools.**

Care Solace is now available for use **at no cost to you.** They will connect you with providers accepting all medical insurances including Medicaid, Medicare, and sliding scale options for those without insurance. All information entered on the Care Solace tool is completely confidential and securely stored.

Please note, this service is an optional resource available by choice and is not mandatory to use. Care Solace is not an emergency response service or mental health services provider. In the event of a life-threatening emergency, please call 9-1-1 or the National Suicide Hotline 1-800-273-8255.

If you are interested in counseling-related services for your child, yourself, or another family member, please contact Care Solace for valuable assistance. This is a complimentary resource provided by Bellmawr Public Schools.

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. Bellmawr Public Schools Technology Plan.docx

Student Use of Internet-Enabled Devices

This section implements Policy and Regulation 5516 and applies to all students on school grounds during the school day, on school buses, and at school-sponsored events. Students and staff should refer to Policy/Regulation 5516 for full procedural detail this section governs day-to-day expectations and consequences.

General Expectations

Internet-enabled devices must be powered off and stored out of sight (backpack, locker, or bag) for the entire school day.

Devices may not be used on the school bus to or from school.

Students in grades 5–8 may use their device during school-sponsored events outside the school day (clubs, practices, games) while under direct staff supervision.

Graduated Consequences

Grades K–4

Violation	Discipline
1st	WARNING: Verbal reminder of expectations; device will be powered off and stored out of sight (backpack, locker, or bag) for the entire school day.
2nd	Device held in main office until end of day; parent notified by teacher.
3rd+	Parent conference requested; administrator determines further building-level consequence.

Family Communication

Families should contact the school's main office for emergencies during the school day rather than contacting students directly. The office will relay information to the students following building procedures.

Reference: Policy and Regulation 5516; N.J.S.A. 18A:36-40b.; N.J.A.C. 6A:16-5.1; N.J.S.A. 2C:33-19.

E-BIKE GUIDANCE – State Law Requirements in NJ

- **Age & Licensing:** No one under 15 may ride an e-bike or e-scooter. Riders 15-16 need a motorized bicycle license, and those 17+ need a standard driver's license.
- **Registration:** All e-bikes must be registered with the state.
- **Helmets:** Helmets are mandatory for all riders, regardless of age.

The Cognitive Abilities Test (CogAT) will be administered to all 2nd grade students in the month of October. The CogAT measures students' problem-solving and reasoning abilities in the three cognitive domains most closely related to success in school: verbal reasoning, quantitative reasoning, and nonverbal reasoning. By measuring these three areas, the CogAT provides a broad perspective on each student, identifying profiles of cognitive strengths and weaknesses for instructional differentiation and talent identification.