

HASBROUCK HEIGHTS BOARD OF EDUCATION
Hasbrouck Heights, New Jersey 07604 File Code: 5141.4
Policy
To be Removed; To be Added

CHILD ABUSE AND NEGLECT

The Hasbrouck Heights Board of Education is concerned with the physical and mental well-being of the children of this district and recognizes the importance of early identification in halting child abuse and/or neglect. The Board will cooperate with the state government and **Division of Child Protection and Permanency (DCP&P)** ~~the Division of Youth and Family Services (DYFS)~~ in the identification and reporting of cases of child abuse and/or neglect in accordance with law.

School personnel, compensated and uncompensated (volunteer) having reasonable cause to believe that a child has been subjected to child abuse and/or neglect or acts of child abuse and/or neglect as defined under N.J.S.A. 9:6-8.9 shall immediately report to **Division of Child Protection and Permanency (DCP&P) DYFS** (see N.J.S.A. 9:6-8.10) as well as the Hasbrouck Heights Police Department. School personnel reporting such abuse and/or neglect shall inform the school Principal or his/her designee of the report after the (DCP&P) DYFS referral has been made. However, notice to the Principal or designee need not be given when the person believes that such notice would likely endanger the referrer or child(ren) involved or when the person believes that such disclosure would likely result in retaliation against the child or in discrimination against the referrer with respect to his/her employment.

The Board of Education and administration assure all school personnel there will be no employment discrimination in regards to compensation, hire, tenure or terms, conditions or privileges of employment upon making a good faith report or causing such report.

The Board of Education shall establish a (DCP&P) DYFS liaison to facilitate communications and cooperation. The Board will provide for the annual delivery of information and in-service training of school personnel regarding child abuse and/or neglect. The Board and administration will cooperate with (DCP&P) DYFS to investigate reports and provide staff to comfort and support the child(ren) during (DCP&P) DYFS interviews and investigations. The Board will incorporate information regarding child abuse and/or neglect and its prevention into the district's health education program. The Board and administration will permit (DCP&P) DYFS to remove pupils from school during the course of the day to protect the child(ren) and cooperate to relocate child(ren) to another school if necessary.

The Board and administration will release, in accordance with N.J.S.A. 18A:36-19 and N.J.A.C. 6:3-6 et seq., all pupil records of the child(ren) under investigation that are deemed to be relevant to the assessment or treatment of child abuse and/or neglect. School district records of child abuse and/or neglect shall be kept confidential and disclosed only as prescribed by N.J.S.A. 9:6-8.10a., N.J.S.A. 18A:36-19, and N.J.A.C. 6:3-6 et seq.

Any employee's act of unbecoming conduct in the treatment of children, including alleged acts of child abuse and/or neglect reported to (DCP&P) DYFS, shall be promptly reported to the Principal who shall immediately inform the Superintendent and institute an investigation. The Superintendent may temporarily reassign or, with the concurrence of the Board President, suspend the employee without loss of pay pending an investigation.

Information regarding allegations of child abuse and/or neglect reported to, investigated and reported upon by (DCP&P) DYFS about a school employee shall be confidential and may be disclosed only as required in order to cooperate with (DCP&P) DYFS investigations or by court order. These records shall be maintained in a secure place and be accessible to the Superintendent and/or his/her designee.

The Board will provide due process rights to school personnel who have been reassigned or suspended in accordance with statutes. Temporary reassignment or suspension of school personnel alleged to have committed an act of child abuse and/or neglect shall occur if there is reasonable cause to believe the life or health of the alleged victim or other children is in imminent danger due to continued contact between the personnel and the child(ren). All records shall be removed from the school staff's personnel file if the school district receives official notice from (DCP&P) DYFS that the allegation was unfounded. An unfounded allegation shall not be used against the employee for any purpose relating to employment.

The Superintendent shall develop regulations for the reporting of child abuse and/or neglect and for cooperation with **Division of Child Protection and Permanency (DCP&P) DYFS** in child abuse and/or neglect investigations. Policy and Regulation 5141.4 shall be submitted to the County Superintendent for review and approval pursuant to N.J.A.C. 6A:16-10.2(a).

N.J.S.A. 2A:4A-85; 2C:24-4

N.J.S.A. 9:6-8.8 et seq.

N.J.S.A. 18A:36-24

N.J.A.C. 6A:16-10.1 et seq.

Date Adopted: January 25, 1990

Revised: December 20, 2005

First Reading: February 28, 2013

Revised (Second Reading): August 22, 2013

CHILD ABUSE AND NEGLECT

A. Definition

"Child abuse" means the infliction of harm, physical, mental, or emotional, on a child under the age of eighteen by a person who has control over the child, even temporarily, and an opportunity to repeat the abusive acts. Neglect includes negligence and the failure to respond to a child's basic needs as well as deliberate, willfully abusive acts. N.J.S.A. 18A:36-24 and 18A:36-25. An abused and/or neglected child as defined in accordance with N.J.S.A. 9:6-8.9, is a child under the age of eighteen years whose parent(s) or legal guardian(s), or other person having his/her custody or control:

1. Inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ;
2. Creates or allows to be created a substantial or ongoing risk of physical injury to the child by other than accidental means which would be likely to cause death or serious protracted disfigurement, or protracted loss or impairment of the function of any bodily organ; or
3. Commits or allows to be committed an act of sexual abuse against the child;
4. Or a child whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as the result of the failure of his parent/legal guardian, or such other person having his custody and control, to exercise a minimum degree of care (1) in supplying the child with adequate food, clothing, shelter, education, medical or surgical care though financially able to do so or though offered financial or other reasonable means to do so or (2) in providing the child the proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or substantial risk thereof, including the infliction of excessive corporal punishment or using excessive physical restraint under circumstances which do not indicate that the child's behavior is harmful to himself, others or property; or by any other act of similarly serious nature requiring the aid of the court;
5. Or a child who has been willfully abandoned by his parent/legal guardian, or such other person having his/her custody and control.

B. Indications of Child Abuse and/or Neglect

1. All school district compensated and uncompensated (volunteer) personnel, including teaching staff members, support staff members, and unpaid volunteers, are charged by law with the responsibility for reporting suspected cases of child abuse and/or neglect. The suspicion of child abuse and/or neglect may be based on the complaints of the child or on the direct observations of the employee. A person should suspect child abuse and/or neglect when certain conditions appear to be present. The conditions may be, but are not limited to, whenever:
 - a. There is evidence of physical injury to a pupil not likely to have been caused by an accident, regardless of the pupil's explanation of the injury;
 - b. A pupil complains of having been injured or having been sexually molested, with or without external signs of physical injury;
 - c. A pupil appears to be malnourished;
 - d. A pupil's general condition indicates a persistent want of care, such as clothing inadequate for the weather, inadequate hygiene, lack of sleep, decayed and broken teeth, and the like;

- e. A pupil complains of or indicates by other means that he/she has been subjected to threats or emotional abuse;
- f. A pupil is excessively apprehensive, fearful, withdrawn, or aggressive;
- g. A parent or the caretaker of a child admits having abused the child;
- h. The removal from school by the parent(s) or legal guardian(s), or other person having custody and control of the child that may be an indicator of additional grievous abuses; or
- i. School district personnel have any other reasonable cause to believe that a child has been subject to child abuse and/or neglect or acts of child abuse and/or neglect.

2. The employee should not wait to assemble corroborating evidence of child abuse and/or neglect. The observations and/or complaints of the pupil that gave rise to the reasonable belief that child abuse and/or neglect may have occurred are sufficient to warrant reporting the incident or incidents to the **Division of Child Protection and Permanency (DCP&P)** Division of Youth and Family Services (DYFS) for investigation and remediation by that agency.

C. Reporting Child Abuse and/or Neglect

1. Whenever an employee has reason to believe that a pupil of this district has been subjected to child abuse and/or neglect or acts of child abuse and/or neglect, regardless of the identity of the suspected abuser, the employee shall immediately report that information to **Division of Child Protection and Permanency (DCP&P)** DYFS by telephone call to the Bergen County office of the agency at **1-877-652-2873 or Office of Advocacy at 1-877-543-7864, 24-hours and 7-days per week.** ~~(telephone number 201-996-8900 or 1-800-531-1096).~~ In the event the report is made after working hours, on a weekend, or on a holiday, the employee shall call the DYFS Hotline at 800-792-8610. Whenever referring a case to **Division of Child Protection and Permanency** DYFS, the school referrer shall provide, whenever possible, the following information:

- a. The child's name, age, grade, and gender;
- b. The name and address of the child's parent(s) or legal guardian(s) or other person having custody and control (such as a foster parent);
- c. A description of the child's condition, including any available information concerning current or previous injuries, abuse, or maltreatment and including evidence of previous injuries;
- d. The nature and extent of the child's injuries, abuse, or maltreatment; and
- e. Any other pertinent information that the employee believes may be relevant with respect to the child abuse and/or neglect and to the identity of the alleged perpetrator.

2. The person who has reported a case of possible child abuse and/or neglect to **Division of Child Protection and Permanency** DYFS shall promptly so inform the Principal of the school in which the child is enrolled, unless the employee has reason to believe that such disclosure to the Principal would be likely to:

- a. Endanger the employee or the child;
- b. Result in retaliation against the child; or
- c. Result in discrimination against the referrer with respect to his/her employment. (N.J.A.C. 6A:16-10.2(a)1.)

3. A pupil whose injuries or physical condition require immediate medical attention shall be reported promptly to the school nurse.

4. All cases of possible child abuse and or neglect shall be reported to the Hasbrouck Heights Police Department immediately after notifying **Division of Child Protection and Permanency DYFS** and shall include the time of report and the name of the DYFS case worker who the incident was reported to.

D. Cooperation with Division of Child Protection and Permanency (DCP&P) DYFS

1. The Board of Education and all district personnel will fully cooperate with agents of **Division of Child Protection and Permanency DYFS** in an investigation of child abuse and/or neglect that has occurred at any time outside or within the confines of the school or during school-related functions. (N.J.A.C. 6A:16-10.2(a)4.i.)

2. The **DCP&P DYFS** investigator will be permitted to interview the child in the presence of the Principal or a person designated by the Principal. If the child is intimidated by the Principal or his/her designee, the child may be accompanied during the interview by a staff member whom he/she feels will be supportive. The accompanying staff member will give comfort to the child but will not participate in the investigation. (N.J.A.C. 6A:16-10.2(a)7.i.)

3. School administrators will cooperate with **DCP&P DYFS** in scheduling interviews with school personnel who may have information relevant to the investigation. (N.J.A.C. 6A:16-10.2(a)7.ii.)

4. The custodian of school records shall release, in accordance with N.J.S.A. 18A:36-19 and N.J.A.C. 6:3-6, all pupil records of the child(ren) under investigation that are deemed to be relevant to the assessment or treatment of child abuse and/or neglect.

5. The Board of Education shall maintain, secure, and release all confidential information about child abuse and/or neglect cases in accordance with N.J.S.A. 18A:36-19, N.J.A.C. 9:6-8.10a, and N.J.A.C. 6:3-6.6.

a. Information regarding child abuse and/or neglect reported to, investigated and reported upon by DYFS about a school employee shall be considered confidential and may be disclosed only as required in order to cooperate with DYFS investigations or by court order.

b. Records pertaining to such information shall be maintained in a secure location separate from other employee personnel records and accessible only to the district chief school administrator or his/her designee.

6. School employees shall regard as confidential all information about a child abuse and/or neglect investigation remediation.

7. School Principals will permit agents of **DCP&P DYFS** to remove pupils from school during the school day when removal is necessary to protect the child or to take the child to a service provider, on presentation of appropriate authorization. (N.J.A.C. 6A:16-10.2(a)7.v.)

8. School Principals will cooperate with **DCP&P DYFS** when that agency deems that it is necessary to remove the child from his/her home for proper care and protection and when such removal results in the transfer of the child to a school other than the one in which he/she was enrolled. (N.J.A.C. 6A:16-10.2(a)7.vi.)

9. The Board of Education will provide for a district liaison with **DCP&P DYFS** in accordance with N.J.A.C. 6A:16-10.2(a)5.i. who will facilitate communication and cooperation between the district and DYFS and act as primary contact person between the schools and **DCP&P DYFS** with regard to general information sharing and development of mutual training and other cooperative efforts. The district liaison will assist the Board and administration in developing employee orientation programs and annual in-service programs to all school staff concerning child abuse and/or neglect. The district liaison will receive **DCP&P DYFS** findings at each stage of the investigation and will recommend to the Superintendent such action that may be necessary and appropriate.

10. The Board of Education will provide due process rights to school personnel who have been reassigned or suspended in accordance with N.J.S.A. 18A:6-10 et seq., 18A:25-1, 18A:25-6, and N.J.S.A. 9:6-3.1. Temporary reassignment or suspension of school personnel alleged to have committed an act of child abuse and/or neglect shall occur if there is reasonable cause to believe that the life or the health of the alleged victim or other children is in imminent danger due to continued contact between the school personnel and a child. (N.J.A.C. 6A:16-10.2(a)7.vii.)

The Board of Education will remove from the employee's personnel records all references to a report to DYFS and/or official notice from **DCP&P DYFS** of child abuse and/or neglect regarding a school district employee, immediately following the receipt of notice from **DCP&P DYFS** that the allegation was unfounded. Such unfounded report by **DCP&P DYFS** shall not be used against the employee for any purpose relating to their employment in accordance with N.J.A.C. 6A:16-10.2(a)7.viii.

E. Employee Protection

1. School districts shall review all employee personnel files and remove all references to complaints and/or investigations of child abuse and/or neglect by **DCP&P DYFS** that have been classified as unfounded or unsubstantiated.

N.J.A.C. 6A:16-10.2 et seq.

Date Adopted: May 22, 1990

Revised: December 20, 2005

Revised (First Reading): February 28, 2013

Revised (Second Reading): August 22, 2013

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July 2013

Memo to: Board President, Mr. Joseph Rinke
From: Dr. Mark Porto
Re: 2013-2014 Action Plan on behalf of the Hasbrouck Heights Superintendent and Administrative Team

Attached is the district-wide action plan that was developed collaboratively with the administrators during the summer for School Year (SY) 1314.

ATTACHMENT

B

District Action Plan: Goals for SY1314

Hasbrouck Heights Schools

Community Values & Global Skills

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INTRODUCTION

Federal Government

No Child Left Behind Legislation has prompted significant changes in American schools. While these changes are shifting since New Jersey is exempt from NCLB mandates, New Jersey Department of Education legislation focuses on designing educational programs that fit the needs of all children while providing the means to measure growth through assessment tools such as, but not only, the NJ Assessment of Skills and Knowledge (NJ ASK) and the High School Proficiency Assessment (HSPA).

New Jersey Department of Education

Our state government implements federal mandates and directs school districts to meet certain standards and criteria. Curriculum and the delivery of instruction are critical elements of this process. Each district works closely with county offices to meet the many standards and requirements. School districts are regularly monitored by educational experts to ensure that standards are met and to initiate improvements needed.

District

The school district assesses its educational programs continually and initiates programs to improve on both an annual and multiple year basis. Needs are identified and measurable goals with detailed plans are designed. District goals were designed collaboratively by the district administrators and were approved by the Hasbrouck Heights Board of Education. Activity Logs will outline and document the strategies utilized to achieve progress in each of these goals during SY1213.

Professional Staff

The professional certified staff will collaboratively design Individual Performance Plans (IPPs) with their respective supervisors and in their respective content areas. Goals and activities are aligned with district goals.

Action Plan Elements

Activities

This column cites the various tasks to be performed in the action plan.

Person(s) responsible

This indicates which of the professional staff members are responsible for implementing the respective activity.

Dates/Timelines

This indicates when each activity will take place including deadlines for completion. Many activities are ongoing, which indicates that the activities may have already begun or will continue into future school years. The timelines for some activities may be affected by grant funding timelines and limitations.

Constraints

This indicates any issue that can affect the activity such as limited time, limited staff, or costs involved in implementing an activity.

Evaluation

This indicates how the activity will be documented and/or measured including test results, logs, and reporting media.

Definitions

Administrators consist of principals, director of special services, director of curriculum/instruction, 6-12, and assistant principal. Professional staff includes all district employees who hold a valid NJ certificate for a subject area or administrative post.

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Evidence of the goal can be found in pre- and post-student assessments, NJ ASK/PARCC Language Arts Literacy (LAL) scores, NJ PASS LAL scores, NJ HSPA LAL scores, and student writing samples.

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Goal 3: To initiate a career-based internship program for HHHS seniors, with 15% placement of seniors who qualify for the internship.

Activities	Timelines	Person(s) responsible	Constraints	Evaluation

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Hasbrouck Heights, NJ 07604
Policy

File Code 5141.10

Oxygen Use In Schools

These guidelines address the use of medically prescribed oxygen by students and issues regarding the safe handling, storage and transportation of oxygen.

GENERAL INFORMATION

Students using oxygen may use one of several oxygen-supplying units available, including high pressure gas cylinders, liquid oxygen or oxygen concentrators.

The IEP team, with recommendations from the credentialed school nurse, will determine the appropriate school placement for the student.

The administration of oxygen for the medical needs of students requires special training. The credentialed school nurse will train and supervise the appropriate personnel who accompany the student with oxygen during the school day, during school-sponsored activities, and during transportation.

STUDENT HEALTH SERVICES

After establishing with the parent that the student will require the administration of oxygen at school, the school nurse shall set up a 504 plan as per district policy. This 504 plan must:

- a. Involve training with the oxygen vendor for the site administrator, teachers, health care assistant, and plant manager. The parent or guardian and child must also attend with their equipment. This in-service will include replacing and handling additional oxygen cylinders or containers.
- b. Based on physician orders, calculate and determine the amount of oxygen needed in the oxygen tank or container for the child to attend school daily and communicate this information to the appropriately trained person who will accompany and provide services to the student.
- c. Inform parent/guardian that all parent provided supplies indicated on oxygen protocol are to accompany child to school each day.

TRANSPORTATION

Prior arrangements for the transportation of oxygen-dependent students must be made through the Department of Special Services. An oxygen-dependent student,

whether ambulatory or in a wheel chair, may be transported on the school bus, only when accompanied by appropriately trained district personnel or a private duty nurse. Only one oxygen container is allowed on the school bus during transportation. Appropriately trained personnel will determine if the oxygen container is adequately full upon receiving the student, as directed by the school nurse. The oxygen container shall be secured either to the bus seat, sidewall or wheelchair.

SAFETY

Oxygen can be handled and stored with little or no danger, if proper safety precautions are followed. Generally, oxygen is nonflammable but can support combustion if a substantial leak occurs near a source of ignition. An ABC fire extinguisher must be located on the bus, in the classroom, health office or where the oxygen is stored. Smoking is strictly prohibited in the proximity of oxygen.

The Office of Environmental Health and Safety must be contacted for information and clearance regarding proper handling and storage of oxygen. Listed below are some general guidelines:

1. All Oxygen-Supplying Equipment
 - a. Do not use within five feet of electrical appliances such as stoves or heaters.
 - b. Keep away from heat or open flame.
 - c. Do not use near combustible materials such as oils, grease, aerosol sprays, lotions, solvents or tincture (i.e., green soap). These substances, when combined with oxygen, can greatly increase the potential for fire hazard and personal injury.
 - d. The oxygen container must be safely positioned during the school day. Students and staff should be aware of tripping hazards created when the tube extends from the unit to the user.
2. High Pressure Cylinders (approximately 22 liters):
 - a. Cylinders must be secured (i.e., portable cart to table, or to the wheelchair) to prevent tipping or falling, which could result in the separation of the valve assembly from the cylinder, causing the cylinder to become a projectile.
 - b. Valves should be kept free of oil grease, or other readily combustible materials. Hands must be clean (i.e., no hand lotion) when replacing cylinders.
3. Liquid Oxygen:
 - a. If there is spillage, keep the liquid away from the skin, eyes, and clothing. Liquid oxygen can freeze the skin.
 - b. Never touch the frosted parts of the portable oxygen unit.
4. Oxygen Concentrators:
 - a. Where concentrators are used, the school must be supplied with an alternate source of oxygen, such as a spare oxygen cylinder.
 - b. Filters must be in place and totally dry before operating the unit.

- c. Ventilation parts must be unobstructed by any items such as blankets or foam which may impede ventilation.

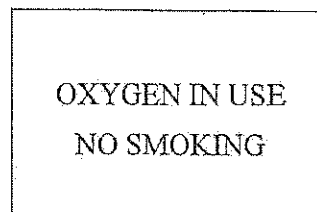
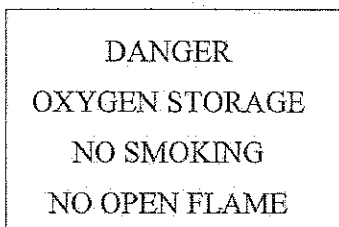
5. Oxygen Cylinder Storage:

The number of oxygen cylinders to be stored at the school will be determined by the school nurse and the student's physician. The parent or vendor is responsible for supplying and transporting additional oxygen cylinders to be stored at school.

Cylinders must be stored in a well-ventilated, protected and dry area such as the health office. Lockers and cupboards are not proper storage areas since they are not ventilated. Cylinders must be stored in an upright position securely fastened to the wall or in a storage rack. Call your Local District Facilities Director to secure fastenings to the wall. Cylinders must not be stored near combustible materials or any other ignition source likely to cause or accelerate fire.

6. Signs and Labeling:

- a. Post appropriate signs in areas where oxygen is used and stored. Examples are shown below.
- b. Labels provided by the manufacturers must be affixed to the oxygen containers. These include Department of Transportation and United States Pharmacopoeia Labels (Oxygen, Non-Flammable, UN 1072).



RELATED RESOURCES: Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Pupils, CDE, 1990.

First Reading: June 18, 2013

Second Reading: August 22, 2013

PUPIL DISCIPLINE/CODE OF CONDUCT

A. Purpose

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

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

B. Rules of Conduct

1. All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.
2. In addition, pupils shall not:
 - a. Be insubordinate to teachers or other school staff members or disregard their instructions or demonstrate lack of respect for their authority;
 - b. Create disorder or disruptions on school premises;
 - c. Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school;
 - d. Steal, damage, or deface the property of other pupils, staff members, or the district;
 - e. Engage in the sexual and/or other harassment of pupils or staff members;
 - f. Violate codes of conduct adopted for organizations of pupils;
 - g. Possess or use weapons or any implement intended to harm others;
 - h. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;

- i. Convey information about other pupils or staff members known to be false;
 - j. Act so recklessly as to endanger the safety of others;
 - k. Procure the property of others by threat or intimidation;
 - l. Enter school premises or any specific portion of the premises without permission and without authority;
 - m. Vandalize school property, real or personal;
 - n. Create litter on school property;
 - o. Be truant from school or class;
 - p. Cheat or otherwise engage in academic dishonesty;
 - q. Persistently refuse to complete homework and other assignments;
 - r. Engage in illegal gambling;
 - s. Smoke on school property;
 - t. Falsify an excuse or any school document;
 - u. Set fire to or cause a fire in any way on school premises;
 - v. Possess or explode a firecracker or other explosive device on school premises;
 - w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;
 - x. Possess, use, or distribute a substance in violation of Policy No. 5530;
 - y. Join a secret society prohibited by law;
 - z. Commit an act of harassment, intimidation, or bullying; or
 - aa. Engage in any other activity expressly prohibited by a school staff member in authority.
3. Pupils assigned to a school bus must obey all school rules, and
- a. Show respect for the driver at all times;
 - b. Enter and leave the bus in an orderly manner;
 - c. Ride only the bus to which they have been assigned;
 - d. Be and remain seated while the bus is in motion;

- e. Avoid reckless and boisterous activity at all times, including during waits at pickup points;
 - f. Talk in a reasonable tone of voice and avoid loud noises;
 - g. Extend no portion of the body or other object out a bus window;
 - h. Keep aisles clear at all times;
 - i. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
 - j. Refrain from smoking, eating, and drinking on the bus; and
 - k. Possess, use, or distribute no substance in violation of Policy No. 5530.
4. The Building Principal or designee has the right to impose a consequence on a pupil for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.5.

C. Disciplinary Measures

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

1. Admonishment

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

2. Temporary Removal from Classroom

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

3. Deprivation of Privileges

The pupil may be deprived of the privilege of:

- a. Moving freely about the school building,

- b. Participation in co-curricular or inter/intrascholastic activities,
 - c. Attendance at a school-related social or sports activity,
 - d. Participation in a graduation ceremony, or
 - e. Transportation by school bus, or
 - f. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy 5600 and N.J.A.C. 6A:16-7.1 et seq.
4. Detention
- a. The pupil may be required to report before or after the school day to detention for a period of supervised study.
 - b. Transportation will be the responsibility of the parent/guardian.
 - c. The pupil may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.
5. Grading
- A pupil who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (paragraph B.2.p. and paragraph B.2.q.) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a pupil's grade be lowered as a direct penalty for misconduct.
6. In-school Suspension
- a. The pupil may be removed from his/her regular classes and required to report to an in-school suspension program for supervised study.
 - b. In-school suspension is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.
7. Suspension from School
- a. The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3, and Policy 5610.
 - b. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.
8. Expulsion
- a. The Board may expel a general education pupil from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.5, and Policy 5620.

- b. Expulsion is an extremely serious disciplinary measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policies 5610 and 5620.

D. Remedial Measures

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

1. Restitution and Restoration

- a. The pupil may be required, to:
 - (1) Make restitution, in kind or cost or labor, for any loss he/she has caused; or
 - (2) Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.
- b. A pupil who refuses to make restitution or restoration as directed may be disciplined by one or more of the measures included at paragraph C.

2. Counseling

- a. The pupil may be required to consult with school guidance counselors to determine the causes of his/her misconduct and to assess the need for a change in educational placement.
- b. The counselor will explain:
 - (1) Why the pupil's conduct is unacceptable to the school and damaging to the pupil,
 - (2) What the consequences of continued misconduct are likely to be, and
 - (3) Appropriate alternate behaviors.
- c. The counselor may refer the pupil, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to:
 - (1) The Child Study Team,
 - (2) Intervention and Referral Team,
 - (3) A public or private social agency, or
 - (4) A legal agency.

3. Parent Conferences

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

4. Alternate Educational Program

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

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

1. Consequences

Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil, and the pupil's history of problem behaviors and performance.

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

- (1) Admonishment;
- (2) Temporary removal from the classroom;
- (3) Deprivation of privileges;
- (4) Classroom or administrative detention;
- (5) Referral to disciplinarian;
- (6) In-school suspension during the school week or the weekend;
- (7) After-school programs;
- (8) Out-of-school suspension (short-term or long-term);
- (9) Reports to law enforcement or other legal action;
- (10) Expulsion; and
- (11) Participating in school district-sponsored programs.

2. Remedial Measures

Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

F. Chart of Discipline

PUPIL DISCIPLINE/CODE OF CONDUCT – GRADES 6-12

- Students are expected to follow directions of administrators, teachers and other staff members.
- Students are expected to display that type of behavior, which contributes positively to the overall atmosphere of the school.
- Students are expected to demonstrate respect for staff and other students.
- Students are expected to attend school free of alcohol or illegal drugs.
- Students are expected not to be in possession of or sell alcohol or drugs.
- Students are expected to respect all personal and school property.
- Students are expected to conform to dress code policy.

This list represents the minimum actions to be taken. Penalties may vary according to the severity and frequency of the offenses. Any offenses not listed here shall be dealt with on an individual basis. Age, grade, maturity, and intellectual ability play a major role in student behavior. Every discipline problem is dealt with on a case by case basis, allowing for due process. Due process plays an important role of each infraction and may determine a different outcome other than the pre-determined consequences listed below.

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Disruptive Behavior (Policy #5600)	1 st offense	Teacher handles /possible teacher det.	Teacher should contact parent.
	2 nd offense	WARNING Meeting with VP and teacher possible	Student's schedules may be changed administratively due to chronic disruption.
	3 rd offense	Detention	
	4 th offense	Saturday School VP. /Parent teacher Conf.	
	Subsequent	ISS or OSS	
Eating/Drinking in Other than Cafeteria	1 st offense	Teacher Issued Warning	
	2 nd offense	Central Detention	
	3 rd offense	Saturday School	
Littering on School Property	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	2 detention	
Offensive language/ Written/Gestures	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Detention/Parent Conf.	

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Out of Class Without Pass	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Detention	
Disorderly Behavior in Cafeteria	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	2 Detention	
	Subsequent	Saturday school/ ISS or OSS	
Disrespect to School Personnel	1 st offense	Saturday School/ Parent notified	
	2 nd offense	2 Saturday School/ Parent notified	
	Subsequent	ISS or OSS	
Excessive Display of Affection	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Detention	
Forging any Official Document	1 st offense	1 Day Out-School Suspension	
	2 nd offense	2 Days Out-School Suspension	
	3 rd offense	3 Days Out-School Suspension	
Gambling/Card Playing	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Saturday School	
Inappropriate Behavior at School Program	1 st offense	Saturday School	
	2 nd offense	2 Saturday School	
	3 rd offense	ISS /OSS	
Loitering on School Grounds While Absent/Suspended	1 st offense	1 Saturday School	
	2 nd offense	2 Saturday School	
	3 rd offense	OSS	

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Refusal to Hand Over Unauthorized Device to School Personal /Electronics /cell phone (High School only) (policy #5131.9)	1 st offense	Detention	Student can pick up after detention.
	2 nd offense	2 Detention /parent notified.	
	3 rd offense		
Cell Phones/Electronics Use in Middle School <i>No MS student is allowed to use cell phones at any time; cell phones must be put away and remain unseen until student leaves the building. In case of emergencies, students must seek help from a teacher and from main office.</i>	1 st offense	Warning	
	2 nd offense	Call Home/Detention	
	3 rd offense	Saturday school; parent must pick up phone	

Insubordination	1 st offense	Detention	
	2 nd offense	Saturday School	
	3 rd offense	ISS/OSS	
Bias Incidents (Sexual Harassment, Racial/Ethnic Slurs)	1 st offense	Saturday School and Counseling	
	2 nd offense	2 Days OSS and Counseling	
Truancy (Policy #5110)	1 st offense	2 Saturday schools "0" grade per class 1 cut for each class	Can be referred to Municipal Court.
	2 nd offense	Denial of credit after / ISS	
Harassment/Intimidation/Bullying (HIB) (policy #5512)		As indicated in policy	
Destruction of Property/Stealing/ Arson/False Alarm (Policy #5131.5)	1 st offense	5 Days OSS & Restitution for Damages	Police called & parent notified. Possible charges
	2 nd Subsequent	10 Days OSS & Restitution for Damages	
Possession/Distribution of Hate Material	1 st offense	2 Days OSS	
	2 nd offense	3 Days OSS	
Vandalism	1 st offense	2 Days OSS	Parent notified and police contacted. Possible charges.
	2 nd offense	4 Days OSS	
Verbally Threatening a Staff Member (policy #5131.5)	1 st offense	3 Days OSS & Parent Conference	Student may be sent to S.A.P. program. Police may be notified
	2 nd offense	10 Days OSS & Parent Conference	
Fighting	Any Offense	OSS 3 days (or more depending on severity) Parent/Police notified Peer mediation Conflict Resolution Police charges maybe	If definite self-defense is proven, only the instigator may be punished. S.A.P. may be set up for student to attend.

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Attire Gang Related in Nature	Any Offense	Discretion of Administration, Paraphernalia confiscated	
Possession of CDS (policy #5131.6)	1 st Offense	Indefinite suspended pending assessment & Referral to S.A.C.	Referral to S.A. C.
	2 nd Offense	10 Days OSS &	
Sale & Distribution of CDS (policy #5131.6)	Any Offense	May include: 10 Day OSS/Expulsion Meet with S.A.C. Referral to Community Agency Referral to CST Police notification	Seller of drugs and/or controlled dangerous substances while on school property or at school sponsored events, are to be suspended immediately pending an expulsion hearing.
Use of Controlled Substance/Possession/Alcohol (policy #5131.6)	1 st Offense	Suspended pending assessment & Referral to S.A.C.	
	2 nd Offense	10 Days OSS & Referral to S.A.C	
Dress Code Violation (Making appropriate changes may require students to leave school with parental consent) (policy #5132)	All	Removal from class until change of clothes is available Parent may be notified	
	1 st Offense	Warning	
	2 nd Offense	Detention	
	3 rd Offense	Saturday School	
Late to Class	1 st Offense	Teacher handles	
	2 nd Offense	Detention	
Smoking	1 st Offense	Saturday School	Police may be notified.
	2 nd Offense	2 Saturday Schools	
	3 rd Offense	4 Saturday Schools	
Cutting Class (policy # 5110)	1 st Offense	3 Detentions for each cut	If student behavior disrupts the learning process after being denied credit, the student may be removed. S.A.P. may be set up for student to attend.
	2 nd Offense	Saturday Schools ISS & Denial of Credit	
Weapons/Firearms/Zero Tolerance (policy # 5131.7)	Any Offense	Up to 10 Days OSS Parents notified Police complaint filed	Police charges may be filed. Possible S.A.P.

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Tardy for school (policy # 5110)	1 st thru 6 th	Detention for each unexcused late.	Late 15 min. or more is considered absent.
	7 th Offense	Saturday School	
Cutting Detention	1 st Offense	2 Detention	
	2 nd Offense	Saturday School	
	Subsequent	ISS/OSS	

PRE-K – 5 PUPIL DISCIPLINE/CODE OF CONDUCT

- Students are expected to follow directions of administrators, teachers and other staff members.
- Students are expected to display that type of behavior, which contributes positively to the overall atmosphere of the school.
- Students are expected to demonstrate respect for staff and other students.
- Students are expected to attend school free of alcohol or illegal drugs.
- Students are expected not to be in possession of or sell alcohol or drugs.
- Students are expected to respect all personal and school property.
- Students are expected to conform to dress code policy.
- **Detention is a consequence issued by the Principal for grades 3, 4 & 5 ONLY.**
- Any act not listed in this “Infraction Grid” will be handled at the discretion of the Principal.

This list represents the minimum actions to be taken. Penalties may vary according to the severity and frequency of the offenses. Any offenses not listed here shall be dealt with on an individual basis. Age, grade, maturity, and intellectual ability play a major role in student behavior. Every discipline problem is dealt with on a case by case basis, allowing for due process. Due process plays an important role of each infraction and may determine a different outcome other than the pre-determined consequences listed below.

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Disruptive Behavior (Policy #5600)	1 st offense	Teacher warning	
	2 nd offense	Teacher must notify parent	
	3 rd offense	Referral to the Principal/Parent Notification	
	4 th offense	Referral to the Principal/Parent Notification/Principal's Detention	
	5 th offense	Referral to the Principal/Principal's Detention/Parent Conference	
Littering on School Property	1 st offense	Referral to the Principal/Warning	
	2 nd offense	Referral to the Principal/Parent Notification	

	3 rd offense	Referral to the Principal/ Parent Notification/Principal's Detention	
STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Offensive Language/Written/Gestures	1 st offense	Referral to the Principal/Parent Notification	Subsequent offense may include: Referral to the Guidance Counselor
	2 nd offense	Referral to the Principal/ Parent Notification/Principal's Detention	
	3 rd offense	Referral to the Principal/Principal's Detention/Parent Conference	
Inappropriate Physical Contact	1 st offense	Referral to the Principal/Parent Notification	Subsequent offense may include: Referral to the Guidance Counselor
	2 nd offense	Referral to the Principal/ Parent Notification/Principal's Detention	
	3 rd offense	Referral to the Principal/Principal's Detention/Parent Conference	
Insubordination - Refusal to Hand Over Unauthorized Device to School Personal /Electronics /cell phone (policy #5131.9)	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	
	2 nd offense	Referral to the Principal/Principal's Detention/Parent Conference	
	Subsequent	Referral to the Principal/ISS/Parent Conference	
Forging an Official Document	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	
	2 nd offense	Referral to the Principal/Principal's Detention/Parent Conference	
	3 rd offense	Referral to the Principal/ISS/Parent Conference	

Theft Personal/School Property	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	Police may be notified at any level of offense
	2 nd offense	Referral to the Principal/Principal's Detention/Parent Conference	
	Subsequent	Referral to the Principal/ISS/Parent Conference	
Destruction of Property/Stealing/ Arson/False Alarm (Policy #5131.5)	1 st offense	Up to 5 Days OSS & Restitution for Damages	Police Contacted/ Parent Notification
	2 nd & Subsequent offense	Up to 10 Days OSS & Restitution for Damages	
STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Vandalism/Graffiti	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	Police may be notified at any level of offense
	2 nd offense	Referral to the Principal/ISS/Parent Conference	Possible Restitution
Verbally Threatening a Staff Member (policy #5131.5)	1 st offense	Referral to the Principal and Guidance Counselor/ ISS/Parent Conference	Police may be notified at any level of offense
	2 nd offense	Referral to the Principal and Guidance Counselor/ OSS/Parent Conference	Subsequent offense may include: Alternative Placement
Fighting	Any offense	Referral to the Principal and Guidance Counselor/ ISS/Parent Conference	If definitive self-defense is proven, only the instigator may be punished.
			Police may be notified Subsequent offense may include: OSS or Alternative Placement
Possession of CDS (policy #5131.6)	Any offense	Indefinite suspension pending assessment and Referral to Student Assistance Counselor	Police will be notified Subsequent offense may include: Alternative Placement
Sale & Distribution of CDS (policy #5131.6)	Any offense	May include: 10 Day OSS/Expulsion Referral to Student Assistance Counselor Referral to Community Agency Referral to Child Study Team Police will be notified	Seller of drugs and/or controlled dangerous substances while on school property or at school sponsored events, are to be suspended immediately pending an expulsion hearing.

Use of Controlled Substance/Possession/Alcohol (policy #5131.6)	1 st offense	Suspension pending assessment and Referral to Student Assistance Counselor	Police will be notified
	2 nd offense	10 Days OSS and Referral to Student Assistance Counselor	Subsequent offense may include: Alternative Placement
Dress Code Violation (Making appropriate changes may require students to leave school with parental consent) (policy #5132)	All	Referral to the Principal/Parent Notification/Removal from class until change of clothes is available	
	1 st offense	Warning	
	Subsequent	Principal's Detention	
STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Smoking	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	Police may be notified
	2 nd offense	Referral to the Principal/Principal's Detention/Parent Conference	Possible Referral to the Student Assistance Counselor
	3 rd offense	Referral to the Principal/ISS/Parent Conference	
Leaving School Grounds without Permission	Any offense	Police will be notified Referral to the Principal/ISS/Parent Conference	Subsequent offense may include: Alternative Placement
Weapons/Firearms/Zero Tolerance (policy # 5131.7)	Any offense	Up to 10 Days OSS/ Parents Notification/ Police complaint filed	Police charges may be filed. Possible Alternative Placement
Tardy for school (policy # 5110)		Please refer to the Elementary School K-5 Absences and Excuses section above	Referral to the Intervention and Referral Services Committee
Cutting Detention	1 st offense	Referral to the Principal/Parent Notification/2 Principal's Detentions	Subsequent offense may include: ISS and/or OSS
	2 nd offense	Referral to the Principal/2 Principal's Detention/Parent Conference	
Harassment/Intimidation/Bullying (HIB) (policy #5512)		As indicated in policy	

G. Disciplinary Procedures

1. The Pupil Discipline/Code of Conduct Policy and Regulation 5600 shall be disseminated annually to all school staff, pupils, and parent(s). Principals will distribute these documents to

all pupils on the first day of each school year and to transferring pupils on the first day of their enrollment in this district.

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

H. Pupils with Disabilities

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

I. Pupil Rights

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

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

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

J. Records

1. Instances of pupil discipline will be recorded in the pupil's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy No. 8330.
2. When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, disclosure of juvenile information; penalties for disclosure, shall be provided to the receiving

public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32-7.5(e)10.iv., and N.J.A.C. 6A:16-7.10.

- a. The record shall be provided within two weeks of the date that the pupil enrolls in the receiving district.
- b. Written consent of the parent or adult pupil shall not be required as a condition of the transfer of this information, however, written notice of the transfer shall be provided to the parent or the adult pupil.
- c. When a pupil transfers to a private school, which includes all sectarian or nonsectarian nonprofit institutional day or residential schools that provide education for pupils placed by their parents and that are controlled by other than public authority, all pupil disciplinary records, with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner as such records would be provided by a public school district of residence to another public school district, pursuant to N.J.A.C. 6A:16-7.10(b).
- d. The Board shall not use a pupil's past offenses on record to discriminate against that pupil.
- e. All pupil disciplinary records maintained in the district shall conform with the requirements set forth in N.J.A.C. 6A:16-7.10(d).

K. Annual Report

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

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

Approved: August 25, 2011

Revised: October 18, 2012

Revised: December 13, 2012

Revised (First Reading): July 25, 2013

Revised (Second Reading): August 22, 2013

HASBROUCK HEIGHTS BOARD OF EDUCATION
HASBROUCK HEIGHTS, NJ 07604 FILE CODE: 5118.11
POLICY

INAPPROPRIATE STAFF CONDUCT

The Board of Education recognizes its responsibility to protect the health, safety and welfare of all pupils within this school district. Furthermore, the Board recognizes there exists a professional responsibility for all school staff to protect a pupil's health, safety and welfare. The Board strongly believes that school staff members have the public's trust and confidence to protect the well-being of all pupils attending the school district.

In support of this Board's strong commitment to the public's trust and confidence of school staff, the Board of Education holds all school staff to the highest level of professional responsibility in their conduct with all pupils. Inappropriate conduct and conduct unbecoming a school staff member will not be tolerated in this school district.

The Board recognizes and appreciates the staff-pupil professional relationship that exists in a school district's educational environment. This Policy and Regulation have been developed by the New Jersey Department of Education and are adopted by this Board to provide guidance and direction to avoid actual and/or the appearance of inappropriate staff conduct and conduct unbecoming a school staff member toward pupils.

School staffs conduct in completing their professional responsibilities shall be appropriate at all times. School staff shall not make inappropriate comments to pupils or about pupils and shall not engage in inappropriate language or expression in the presence of pupils. School staff shall not engage in inappropriate conduct toward or with pupils. School staff shall not engage or seek to be in the presence of a pupil beyond the staff member's professional responsibilities. School staff shall not provide transportation to a pupil in their private vehicle or permit a pupil into their private vehicle unless there is an emergency or a special circumstance that has been approved in advance by the Building Principal/immediate supervisor and the parent/legal guardian.

Inappropriate conduct by a school staff member outside their professional responsibilities may be considered conduct unbecoming a staff member. Therefore, school staff members are advised to be concerned with such conduct which may include, but is not limited to, communications and/or publications using e-mails, text-messaging, social networking sites, or any other medium that is directed and/or available to pupils or for public display.

A school staff member is always expected to maintain a professional relationship with pupils and to protect the health, safety and welfare of school pupils. A staff member's conduct will be held to the professional standards established by the New Jersey State Board of Education and the New Jersey Commissioner of Education. Inappropriate conduct or conduct unbecoming a staff member may also include conduct not specifically listed in this Policy, but conduct determined by the New Jersey State Board of Education, the New Jersey Commissioner of Education, an arbitration process, and/or appropriate courts to be inappropriate or conduct unbecoming a school staff member.

School personnel, compensated and uncompensated (volunteers), are required to report to their immediate supervisor or Building Principal any possible violations of this Policy. In the event the report alleges conduct by the Building Principal or the immediate supervisor, the school staff member may report directly to the central office administrator. In addition, school personnel having reasonable cause to believe a pupil has been subjected to child abuse or neglect or acts of child abuse or neglect as defined under N.J.S.A. 9:6-8.10 are required to immediately report to the New Jersey Department of Children and Families in accordance with N.J.A.C. 6A:16-11.1 and inform the Building Principal or immediate supervisor after making such report. However, notice to the Building Principal or designee need not be given when the school staff member believes such notice would likely endanger the referrer or child(ren) involved or when the staff member believes that such disclosure would likely result in retaliation against the child or in discrimination against the referrer with respect to his/her employment.

Reports may be made in writing or with verbal notification. The immediate supervisor or Building Principal will notify the Superintendent of Schools of all reports, including anonymous reports. The staff member designated to complete the investigation will investigate all reports with a final report to the Superintendent of Schools. The staff member designated to complete the investigation or the Superintendent may, at any time after receiving a report, take such appropriate action as necessary and as provided for in the law. This may include, but is not limited to, notifying law enforcement, notifying the New Jersey Department of Children and Families in accordance with N.J.A.C. 6A:16-11.1, and/or any other measure provided for in the law.

This Policy will be distributed to all school staff and provided to staff members at any time upon request.

N.J.S.A. 18A:28-5 et seq.
N.J.A.C. 6A:16-1.1

First Reading: July 25, 2013
Second Reading: August 22, 2013

INAPPROPRIATE STAFF CONDUCT

Inappropriate conduct by a school staff member will not be tolerated by the Board of Education. This Policy and Regulation have been developed by the New Jersey Department of Education and are adopted by this Board to provide guidance and direction to avoid actual and/or the appearance of inappropriate conduct and conduct unbecoming district staff members.

A. Definitions

1. "Building Principal" is the Principal of the building where the staff member is assigned.
2. "Grievance Procedure" is the grievance procedure in the staff contract that provides for prompt and equitable resolution of inappropriate conduct or conduct unbecoming a school staff member.
3. "Hostile Environment Sexual Harassment" is sexual harassing conduct, which can include sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive to limit a pupil's ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.
4. The "immediate supervisor" for teaching staff members may be a Building Principal, a member of the school district's non-instructional supervisory staff and/or the School Business Administrator/Board Secretary.
5. "Inappropriate comments" includes, but is not limited to, comments of a sexual nature, sexually oriented humor or language, inappropriate comments about a pupil's clothing or physical appearance, comments with sexual overtones, comments regarding a pupil's dating partner or comments about the staff member's personal life that are not relevant to the professional responsibility of the school staff member.
6. "Inappropriate conduct" includes, but is not limited to, sexual misconduct, a request by a school staff member to a pupil for a social relationship outside the school staff/pupil relationship, sexually harassing conduct, inappropriate touching by the staff member to a pupil or permitting a pupil to inappropriately touch a staff member, corporal

punishment, requesting a pupil to expose private parts of their body, other than for school medical purposes, and a staff member exposing their own private parts of their body to a pupil. Inappropriate conduct also includes physical contact between a staff member and pupil that is beyond the staff member/pupil professional relationship. This contact includes, but is not limited to, kissing, touching or feeling private parts of the body, holding hands or arms, and other contact that typically shows a sign of affection beyond the staff member/pupil professional relationship. "Inappropriate conduct" does not include a hug initiated by a pupil as a sign of the pupil's appreciation to a school staff member at a school sponsored activity such as school banquets, school recognition programs, graduations, etc.

7. "Inappropriate language or expression" includes, but is not limited to, the use of any profanity, obscene language, public lewdness or the use of public lewdness, comments with sexual overtones, distribution and/or discussion of any pornography.
8. "Inappropriate staff conduct" is any conduct prohibited by this Policy and corresponding Regulation including any other conduct deemed by the Commissioner of Education, the State Board of Education, statute, administrative code, and/or the judicial case law to be inappropriate conduct and/or conduct unbecoming a school staff member.
9. "Quid Pro Quo Sexual Harassment" is when a school employee explicitly or implicitly conditions a pupil's participation in an educational program or activity or bases an educational decision on the pupil's submission to unwelcomed sexual advances, requests for sexual favors or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the pupil resists and suffers the threatened harm or submits and thus avoids the threatened harm.
10. "Professional responsibility or responsibilities" is the responsibilities of the staff member including, but not limited to, all school district sponsored extra-curricular activities, co-curricular activities, athletic coaching responsibilities; and other instructional or non-instructional positions and responsibilities appointed and/or assigned by the administration or Board.
11. "Promptly report" is reporting by the end of the next school day. If school is not in session the next day, then by the end of the first day after the weekend or holiday break. If this reporting time would exceed seventy-two hours, the staff member shall notify the Building Principal no later than seventy-two hours after the required reporting time.
12. "Sexual Harassment" is to include quid pro quo sexual harassment and/or hostile environment sexual harassment.

13. "Staff member" or "school staff member" is a compensated and/or uncompensated member of the school district's staff, including any agents and/or representatives of the school district.
14. "Unannounced or uninvited visit" is a pupil visiting, without prior notice to the staff member or without an invitation from the staff member, the staff member's residence and/or other place where the staff member may be when not performing school related professional responsibilities.

B. Reporting Procedure

1. Any staff member who believes, or has reason to believe, a pupil is seeking a relationship with the staff member beyond his/her professional responsibilities must promptly report this information to the Building Principal or immediate supervisor.
2. Any staff member who believes, or has reason to believe, a pupil is seeking a relationship with another staff member beyond the professional responsibilities of the other staff member or believes, or has reason to believe, another staff member is seeking a relationship with a pupil beyond the professional responsibilities of the other staff member must promptly report this information to the building principal or immediate supervisor.
3. Any staff member who believes he/she had, or may have, engaged in conduct prohibited by this Policy and Regulation must promptly report the conduct to the Building Principal or immediate supervisor.
4. Failure of a staff member to report conduct they know, or had reason to know, is prohibited by this Policy and Regulation and will result in appropriate disciplinary action.
5. Any pupil, parent, legal guardian and/or other person(s) who believes, or has reason to believe, a staff member has engaged in conduct prohibited by this Policy and Regulation shall promptly report the conduct to the Principal.
6. Any person, including school staff, may make an anonymous report to the Principal if the person in good faith believes, or has reason to believe, a staff member has engaged in conduct prohibited by this Policy and Regulation.
7. School staff having reasonable cause to believe a pupil has been subjected to child abuse or neglect or acts of child abuse or neglect as defined under N.J.S.A. 9:6-8.10 are required to immediately report to the New Jersey Department of Children and Families in accordance with N.J.A.C. 6A:16- 11.1 and inform the Building Principal or immediate supervisor after making such report.

C. Investigation of Reports

1. An immediate supervisor or Building Principal who receives a report a staff member engaged in, or may have engaged in, conduct prohibited by this Policy and Regulation will immediately notify the Superintendent of Schools.
2. The staff member designated to complete the investigation will begin a prompt and thorough investigation of every report.
3. The staff member designated to complete the investigation or the superintendent will take such appropriate action as provided for in the law and as necessary at any time after receiving a report. This action may include, but is not limited to, notifying law enforcement, notifying the New Jersey Department of Children and Families if there is reasonable cause to believe a pupil has been subjected to child abuse or neglect or acts of child abuse or neglect as defined under N.J.S.A. 9:6-8.10 and in accordance with N.J.A.C. 6A:16-11.1, and/or any other measure provided for in the law.

D. Preliminary Investigation of Reports by Others

- I. The staff member designated to complete the investigation will begin a prompt, thorough, and impartial investigation. The preliminary investigation will be completed no more than ten working days after the staff member designated to complete the investigation received the report.
2. The staff member designated to complete the investigation preliminary investigation may include, but is not limited to, interviews with staff members who may have potential knowledge of the alleged conduct, interviews with any pupils who may have potential knowledge of such conduct, interviews with parent(s)/legal guardian(s) or any other persons who may have potential knowledge of the alleged conduct, and interview(s) with the school staff member(s) and pupil(s) reported to have engaged in conduct prohibited by this Policy and Regulation.
3. The staff member designated to complete the investigation will request, if relevant to an investigation, the parent(s) legal guardian(s) of any pupil involved in the investigation to assist in the investigation to determine if inappropriate staff conduct may have existed.
4. If, based on a preliminary investigation, the staff member designated to complete the investigation determines conduct prohibited by this Policy and Regulation did not exist, he/she will meet with the staff member(s) and the parent(s)/legal guardian(s) of the pupil(s) reported to review the results of the preliminary investigation. The preliminary investigation report indicating inappropriate conduct did not exist will be in writing and will be provided to the staff member(s) and to the parent(s)/legal guardian(s)

if requested. The staff member designated to complete the investigation will maintain a separate file for all such reports and the report will not be included in the staff member's personnel file.

5. If, based on a preliminary investigation, the staff member designated to complete the investigation deems inappropriate staff conduct may have occurred, he/she will immediately notify and meet with the staff member(s) and the parent(s)/legal guardian(s) of the pupil(s) indicated in the report to review the procedures to be followed in a continued full investigation. A copy of this Regulation and corresponding Policy will be provided to the staff member(s) and to the parent(s)/legal guardian(s) of the pupil indicated in the report upon request.

E. Full Investigation

1. The staff member designated to complete the investigation, finding that inappropriate staff conduct may have occurred after the preliminary investigation, requires a full investigation. This full investigation may be conducted in cooperation with the New Jersey Department of Children and Families in accordance with N.J.A.C. 6A:16-11.1 and/or local law enforcement.
2. The staff member designated to complete the investigation will conduct the full investigation if the New Jersey Department of Children and Families and/or local law enforcement does not intervene or if the allegations do not meet the reporting requirements of N.J.A.C. 6A:16-11.1 for reporting to the New Jersey Department of Children and Families and/or of N.J.A.C. 6A:16-6.3 for reporting to law enforcement.
3. The full investigation will include, but not be limited to, interviews with the staff member(s), pupils, parent(s)/legal guardian(s) and any other persons who know, or would have reason to know, a staff member may have engaged in inappropriate staff conduct.
4. The staff member designated to complete the investigation will accept testimony and evidence from the staff member(s), pupil(s), parent(s)/legal guardian(s) and other persons who may have information relevant to the investigation.
5. All persons that provide information, testimony and evidence to the staff member designated to complete the investigation relative to a report will be informed the information, testimony and evidence may be used in additional investigations and/or hearings as determined by the Superintendent of Schools.
6. Upon the conclusion of the interviews and review of the information, testimony and evidence, the staff member designated to complete the investigation will prepare a written report to the Superintendent of Schools. The report will provide a summary of the interviews and information, testimony and evidence and, if

possible, a finding from the staff member designated to complete the investigation.

7. If the staff member designated to complete the investigation full investigation report finds inappropriate staff conduct and/or conduct unbecoming a school staff member did not occur and the Superintendent concurs with the report's findings, the staff member designated to complete the investigation will notify and meet with the staff member(s) and the parent(s) legal guardian(s) of the pupil(s) investigated to review the findings.
8. If the staff member designated to complete the investigation full investigation report finds inappropriate staff conduct and/or conduct unbecoming a school staff member may have occurred and the Superintendent concurs with the report's findings, the Superintendent may take such appropriate action necessary and as provided for in the law. This action may include, but is not be limited to:
 - a. Provide the staff member an opportunity to rebut the findings of the staff member designated to complete the investigation full investigation report and findings;
 - b. Recommend to the Board of Education the withholding of the staff member's salary increment/increase for the subsequent school year;
 - c. Not recommend the staff member be re-appointed for the next school year;
 - d. Recommend to the Board of Education the staff member be terminated for inappropriate staff conduct and/or conduct unbecoming a school staff member;
 - e. Institute tenure charges (if applicable) in accordance with N.J.S.A. 18A and N.J.A.C. 6A; and/or
 - f. Recommend to the Board of Education any other disciplinary and/or legal measures as the Superintendent of Schools determines to be appropriate under the circumstances and in accordance with any collective bargaining agreements between the employee representative association and the Board of Education.
9. If the Superintendent does not concur with the findings of the staff member designated to complete the investigation full investigation, the Superintendent may continue the investigation, which may include testimony and/or evidence from additional witnesses, a discussion with those who have already provided information to the staff member designated to complete the investigation, a discussion with the pupil(s) and parent(s)/legal

guardian(s) and any activity the Superintendent believes would be helpful to the continued investigation. The results of the continued investigation conducted by the Superintendent will proceed consistent with paragraph 7. and 8. above.

10. Any person who is not satisfied with the Superintendent's determination may appeal to the Board of Education.

First Reading: July 25, 2013
Second Reading: August 22, 2013

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 5131.9

Policy

Personal Electronics
Grades PreK-12Media Devices

Whether a student owns a cell phone or any electronic device is at the discretion of the parent/guardian. This policy refers to those students whose parents/guardians allow them to take an electronic device to school. At all grade levels, the use of media devices is not permitted in the building during the school day except in a classroom with the teacher's discretion. After a warning for unauthorized use in the classrooms or study halls, disciplinary action will occur and the item will be confiscated and returned at the end of the day. Repeat offenders will be subject to disciplinary action. This policy references Policy 6147.2, specifically the section on Plagiarism, and Policy 5600, the Student Code of Conduct, students who use cell phones or other media devices for cheating or plagiarism are subject to the consequences as detailed in the student code of conduct. Specific instances are identified below in which media devices such as cell phones cannot be used under any circumstances by students in elementary or middle schools.

Cell Phones

The use of cellular phones is permitted **for students in Grades 9-12 only** when authorized by a teacher for classroom instruction or other purposes relating to approved school activities during class time or in extra-curricular or athletic activities including lunch unless the usage poses a threat. Picture taking or any type of recording **using any electronic device** is prohibited on school grounds, unless granted by a teacher or administrator. If a student misuses a cell phone in school, he/she will be subject to disciplinary action. Cell phone use is prohibited in locker rooms at all times. For safety/security of all students, students must not use cell phones for texting while walking in the hallways, particularly while walking down the stairs. **Middle school or elementary school students will be not be permitted to use cell phones or any electronics during the school day. After school, middle or elementary school students are permitted to use electronic devices.**

Headphones

For students in Grades 9-12, the use of headphones in the classroom is up to the teachers' discretion unless it is disruptive to the students in the classroom. No headphones will be permitted in the hallways. After a warning for unauthorized use in the classrooms or study halls, disciplinary action will occur, and the item will be confiscated and returned at the end of the day. Repeat offenders will be subject to disciplinary action.

Adopted L. 1989, c. 232, & 2, effective December 29, 1989

Date: 4/30/98

Revised: 10/25/99

Revised: December 15/ 2011

Revised: March 21, 2013

Revised (First Reading): August 22, 2013

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Revised (First Reading): August 22, 2013

Grading Policy

Elementary School K-5:

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

General Elements of Grading

A student's grade in any course should reflect that student's skill proficiency and essential understanding of core content curricula at all grade levels. A balanced and regular schedule of formative and summative assessments is necessary to determine each student's skill proficiency and essential understanding of core content curricula standards. Rubrics for projects and some assignments will be provided by teachers in advance so students and/or parents/guardians understand the criteria by which students will be graded (eg., the level of skill proficiency and/or essential understandings required to obtain an "A" or "B" or "C" or the deficiency of skills/essential understandings that constitutes a "D" or "F"). Note that attitude, cooperation, and compliance with classroom rules affect a student's proficiency and essential understandings.

Kindergarten: Grading System

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

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

- M- Meets or exceeds expectations
- D- Developing
- N- Needs strengthening
- X- Not applicable at this time

First through Fifth Grade: Grading System

In the core subject areas a report card grade will reflect a student's skill proficiency and essential understanding of core content curricula standards as outlined below.

Specific Elements of Grading

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

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

- Principals and or principal designees will work with superintendent, special education director, assistant superintendent for curricula and instruction to review the formative and summative assessments and assignments at various grade levels and in courses/electives to determine if the assessments are valid instruments to evaluate skill proficiency and essential understanding as dictated by core curricula content standards.
- Regular assessments are necessary to determine if each student has achieved the instructional objective established by the teacher during lesson planning for each instructional period of the day. Teachers should use at minimum one formative assessment per week and two summative assessments per marking period to gauge student progress in skill proficiency and/or essential understanding of core curricula content standards.
- In conjunction with the principal, teachers at all grade levels will collaborate to create common formative and summative assessments that will determine if students have attained skill proficiency and essential content understanding as dictated by core curricula content standards. The types of formative and summative assessments must vary at each grade level and according to content areas. For example, teachers in K-3 may

use non-written formative and summative assessments to determine student skill levels. Also, teachers of electives may create project-based formative and summative assignments (with rubrics) to assess student progress.

- A quiz is a formative assessment given in class that measures knowledge and skills pertaining to core curricula content standards and are meant to assist the student in attaining skill proficiency and core content understanding. Assignments completed outside of the classroom cannot be counted as a quiz. A test is a summative assessment that determines in a final and formal manner each student's skill proficiency and essential understanding of core content curricula.
- A balanced and regular schedule of formative and summative assessments including projects, labs, quizzes, tests, reports is required to determine skill proficiency and essential content understanding of core curricula content standards. Teachers should strive to achieve a balance among the types of formative assessments (quizzes, projects, assignments, blogs, drafts, etc.) and summative assessments (tests, reports, performances, culminating activities, portfolio assignments) that best determine students' skill proficiency and essential understanding of content information.
- Teachers at each grade level will work cooperatively to stagger the due dates of formative and summative assessments and assignments including due dates for special projects, reports, and tests.
- No one assessment can count for more than 20% of the assessment portion of the grade.
- ~~Effective School Year 2013-2014 (SY1314), formative and summative assessments of students will be connected with each teacher's evaluation, specifically student growth objectives (SGOs) determined by the principals and teacher(s) and approved by the board of education; and student growth percentiles (SGPs) on state-mandated PARCC (Partnership for Assessment of Readiness for College and Careers) assessments or district-approved common assessments. For tested disciplines (math, science, language arts, and social studies), 35% of the teacher's evaluation is connected with SGPs and 15% is connected with SGOs. For non-tested disciplines, 15% of the teacher's evaluation is connected with SGOs.~~

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

A	-	100-94	C+	-	77-79
A-	-	90-93	C	-	74-76
B+	-	87-89	C-	-	70-73
B	-	84-86	D	-	65-69
B-	-	80-83	F	-	55-64
					For first three marking periods < 65
					For marking period 4

Progress reports will be available through GENESIS at the midpoint of each marking period for grades 1-5.

Citizenship

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

* Citizenship details will be reported using the following system.

- S – Satisfactory
- N – Needs Improvement
- U – Unsatisfactory

Middle School And High School:

Specific Elements of Grading

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

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

- Principals and or principal designees will work with superintendent, special education director, assistant superintendent for curricula and instruction to review the formative and summative assessments and assignments at various grade levels and in courses/electives to determine if the assessments are valid instruments to evaluate skill proficiency and essential understanding as dictated by core curricula content standards.
- Regular assessments are necessary to determine if each student has achieved the instructional objective established by the teacher during lesson planning for each instructional period of the day. Teachers should use at minimum one formative assessment per week and two summative assessments per marking period to gauge student progress in skill proficiency and/or essential understanding of core curricula content standards.
- In conjunction with the principal, teachers at all grade levels will collaborate to create common formative and summative assessments that will determine if students have attained skill proficiency and essential content understanding as dictated by core curricula content standards. The types of formative and summative assessments must vary at each grade level and according to content areas.
- A quiz is a formative assessment given in class that measures knowledge and skills pertaining to core curricula content standards and are meant to assist the student in attaining skill proficiency and core content understanding. Assignments completed outside of the classroom cannot be counted as a quiz. A test is a summative assessment that determines in a final and formal manner each student's skill proficiency and essential understanding of core content curricula.
- A balanced and regular schedule of formative and summative assessments including projects, labs, quizzes, tests, reports is required to determine skill proficiency and essential content understanding of core curricula

content standards. Teachers should strive to achieve a balance among the types of formative assessments (quizzes, projects, assignments, blogs, drafts, etc.) and summative assessments (tests, reports, performances, culminating activities, portfolio assignments) that best determine students' skill proficiency and essential understanding of content information.

- Teachers at each grade level will work cooperatively to stagger the due dates of formative and summative assessments and assignments including due dates for special projects, reports, and tests.
- No one assessment can count for more than 20% of the assessment portion of the grade.
- ~~Effective School Year 2013-2014 (SY1314), formative and summative assessments of students will be connected with each teacher's evaluation, specifically student growth objectives (SGOs) determined by the principals and teacher(s) and approved by the board of education; and student growth percentiles (SGPs) on state-mandated PARCC (Partnership for Assessment of Readiness for College and Careers) assessments or district-approved common assessments. For tested disciplines (math, science, language arts, and social studies), 35% of the teacher's evaluation is connected with SGPs and 15% is connected with SGOs. For non-tested disciplines, 15% of the teacher's evaluation is connected with SGOs.~~

Procedures

- At the mid-point in each marking period, students should have completed a number of formative assessments and summative assessments which will be accurately recorded in GENESIS to reflect each student's skill proficiency and essential understanding of core content curricula standards at that point in the marking period.
- If a student is absent for a summative or formative assessment, the test/quiz should not be "made-up" during the following class period/instructional time. Before/after school is when make-up quizzes or tests should be administered. Students will have up to three school days (or longer as per the teacher and/or principal) to complete missed work or assessments.

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work.

Homework will be graded on the following percentage system.

- 100 percent for completion or good effort;
- 75 percent for partial or average effort;
- 50 percent for an attempt, but not enough of the assignment is good to show that the student made a sincere effort for completions;
- 0 for no homework or nearly no homework;
- ~~10% Participation: includes factors such as:~~
displaying a positive interest in the classroom presentation, displayed by active and inquisitive contributions contributing to establishing an academic or working atmosphere in the classrooms, lab, shop
paying attention to the contributions of others....

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

Numerical Grades:

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

GRADING SCALE

A+ 97 - 100	B+ 87 - 89	C+ 77 - 79	D 65 - 69
A 93 - 96	B 83 - 86	C 73 - 76	F 55-64 For first three marking periods < 64 For marking period 4

Pass/Fail Grading:

Not Applicable. The superintendent in conjunction with the building principal may grant "pass/fail grading" under extenuating circumstances on a case-by-case basis.

Incomplete Grades:

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

Honor Roll : Criteria

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

High School

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

First Honors: All A's (defined as A+, A, A-)

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

Third Honors: At least 3 B's (numeric 83 or higher and no grade below a B- (numeric 80 or higher)

Middle School

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

1. High Honor Roll: A+, A or A- in every subject

2. Honor Roll: At least three (3) A+'s, A's or A-'s and all grades B- or better

Determination of Class Rank 9-12

Rank in class is based upon a student's grade point average (G.P.A.), which is determined by multiplying the quality point equivalent for each grade received by the number of credits for that course. The sum of the quality points divided by the sum of the credits for all courses taken yields the G.P.A. Grading scales are used adding extra weights for courses that are pre-advanced placement or honors, or college level, dual-enrollment, or advanced placement courses, as these courses are more rigorous and academically challenging. See below.

- Only a student who has enrolled in Hasbrouck Heights High School PRIOR TO OR ON November 1 of that student's grade 9 year will be eligible for consideration as valedictorian, salutatorian, and third honors.
- Effective with the 2013-2014 School Year and thereafter, the three students with the highest GPAs will be designated Valedictorian, Salutatorian, and Third Honors, only after the seventh semester and after the release of seventh semester GPA and percentile rank.
- Effective in School Year 2013-2014 and thereafter, no number ranking (1, 2, 3, 4, etc.) will be provided to students and/or their parents/guardians, or staff members.
- Effective in School Year 2013-2014 and thereafter, rank will only be provided to students and their parents/guardians after the seventh semester at Hasbrouck Heights High School, and rank will only be provided in percentages: 10%, 15%, 20%, 25% to those students and their parents/guardians within those percentages.
- If a college/university requests a number rank, the guidance counselor will provide that number rank to the admissions office only.
- Under no circumstances will a number rank will be provided to any parent/guardian or student who requests that information, either from principal or administrator or guidance counselor.
- In determining a transfer student's class rank (a transfer student is defined as a student who enters Hasbrouck Heights High School after November 1 of that student's grade 9 year), only courses defined by the New Jersey Department of Education (NJ DoE) course codes from the student's previous school(s) will be considered for GPA and thus for percentile rank. Transfer students are not eligible for valedictorian, salutatorian, or third honors.
- Effective with School Year 2013-2014 and thereafter, students are encouraged to take enrichment or advanced summer or online classes, but these classes will not be counted in the GPA of those students and thus will not be counted to the percentile rank. These summer and online courses will be placed on a student's transcript only if the summer or online courses are approved by the NJ DoE.
- Effective with School Year 2013-2014, credit recovery and/or online credit recovery courses will be used for GPA and thus percentile rank only when the credit recovery summer or online course is mandated by the superintendent, principal, or his/her designee and is approved by the NJ DoE.

Withdrawing From Courses

1. Students experiencing academic difficulty or seeking placement/level change must make an appointment to discuss the issue with their teacher. Parental permission would be required to make that change as well as approval by the department supervisor / administrator.
2. If a course is dropped prior to a first quarter grade, the course will not be reflected on the transcript. After that time, a grade of "W or W/Fail" will be given for that course.
3. If a student is a senior, the quality points and credits for any course dropped after the close of marking period 1 grades will be included in the student's GPA and credit for the course up to the time of withdrawing will be included on the student's transcript. For example: a 5 credit course dropped at the end of marking period 2 will be shown on the student's transcript as 2.5 credits calculated in the GPA using the quality points earned based on

the student's grade. Additionally, colleges to which the senior has applied will be notified of the change in program by the guidance counselor.

4. If a student is a senior and is requesting a change in course from a higher to lower level course, if the change is recommended by the teacher and counselor, then the student will receive partial credit for the higher level course and partial credit for the lower level course.
5. Students in grades 9, 10, and 11 who meet the criteria for the test taking skills courses are required to remain in the course for the entire school year. The grade and credits from test taking skills courses are included in GPA calculations.
6. No student may enter and be granted credit for a full year course after the start of the 2nd marking period. Exception could be necessitated for transfer students or with administrative approval.
7. No student may enter and be granted credit for a semester course after the 1st or 3rd quarter progress reports have been distributed.
8. All students must take at least 7 courses (or the equivalent if semester courses are involved). Seniors may take fewer than 7 with parental permission. Athletic eligibility must be considered before dropping a course.

SCHEDULING AND PROGRAM CHANGES

1. Students register for classes in the Spring using a course selection sheet. These forms are signed off by the student and parent/guardian indicating agreement with the schedule. If a student does not return the form, the schedule will be developed by the counselor.
2. No changes in requests will be considered after June 15 except for a change in the course offerings. After the second full week of school in September, students who want to drop an elective will only be permitted to do so only upon parents signed approval; noting that the option may be a study hall with a loss of credits.
3. Prior to, and during the first week of school, scheduling errors are resolved. Schedule changes that will be made are for basic skills placement, adjustments for failures, and summer school results.
4. Change of teacher will not be honored.
5. Students are encouraged to take summer enrichment and/or online courses if the summer school or online courses are approved by the New Jersey Department of Education. These classes will not count in the student's GPA or percentile rank, however.

WEIGHTED GRADING SCALE (Per Credit)

Standard Academic	Honors/Pre-AP Academic	College Level/Dual Enrollment or Advanced Placement
4.6	5.0	5.3
4.3	4.7	5.0
4.0	4.4	4.7
3.6	4.0	4.3
3.3	3.7	4.0
3.0	3.4	3.7
2.6	3.0	3.3
2.3	2.7	3.0
2.0	2.4	2.7
1.3	1.7	2.0
0.0	0.0	0.0

QUALITY POINTS FOR A FIVE CREDIT COURSE

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

Mid-Term and Final Examinations - Grades 6-12

Common summative assessments as mid-terms and final examinations are required to be taken by students in grades 8, 9, 10, 11, 12 in order to fulfill the course requirements. **Students in Algebra 1 in any grade must take the common assessment for mid-term and final examinations in order to fulfill the course requirement.** ~~Students in grade 6 will be required to take common assessments as mid-term and final exams in English and math.~~

~~Students in grade 7 will be required to take common assessments as mid-term and final exams in English, math, and science. Students who are absent from school on the day an exam is administered must provide the principal with a written, verifiable and valid excuse. If the absence is not considered to be valid by the principal the student will not be permitted to make up the exam and will fail the course for the year.~~

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

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

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

Examination Exemptions for Grade 12 Students

~~Students in grades 8-12 will be required to take common summative assessments as mid-term and final exams. Students in grade 6 will be required to take common assessments as mid-term and final exams in English and math. Students in grade 7 will be required to take common assessments as mid-term and final exams in English, math, and science.~~

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

Attain a grade of 91 or higher in each of the four marking periods.

Attain a grade of 93 or higher on the mid-term examination.

Accumulate no more than six (6) total absences in a full year course or three (3) absences in a semester course.

Note: Five (5) or more consecutive days absent will not count in the total providing that the student provides proof from a licensed physician attesting to the injury or illness mandating the student is exempt from attending school. Attendance will be mandatory during the exam period for which the student is exempt. Students who are absent must adhere to the make-up policy as listed in number 5 of this policy.

AP Courses - In lieu of taking a final exam in June, students may be required to take a Pre-AP test or the AP test at the time approved by College Board. Fourth marking period grades will be left up to the discretion of the individual instructor on the criteria for which the student will be graded (project, etc.).

Teacher Procedures

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

Junior English

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

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

Junior Math

Exemptions from final examinations in Math courses will be granted for Grade 11 students who score "Advanced Proficient" on the math section of the HSPA.

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

Full Year Courses with Mid-Term and Final Exams

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

Calculation of semester 1 and final grades:

Semester 1

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

Semester 2

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

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

One Semester Courses

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

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

Plagiarism

Pupils are expected to be honest in all of their academic work and must not at any time engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils' papers, exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Unless authorized by the classroom teacher, no student may use a cell phone during a formative or summative assessment. Use of an unauthorized cell phone or other electronic device (iPod, iPad, etc.) may be construed by the classroom teacher as an act of plagiarism.
2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgement of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person or in any way presenting the work of another person as one's own.
3. Falsification, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for the work that is plagiarized. The penalty for plagiarism and/or cheating is determined by the classroom teacher in conjunction with the principal and/or principal's designee.

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

Reprimand the pupil orally and/or in writing. The teacher in conjunction with the principal and/or principal designee may also be authorized to withhold credit in the work tainted by the academic dishonesty.

If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

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

Date: Approved: January 25, 2007
Revised: September 25, 2008
Revised: June 18, 2009
Revised: November 19, 2009
Revised: May 5, 2011
Revised: July 19, 2012
Revised: April 18, 2013
August 22, 2013 (First Reading)

**Hasbrouck Heights Public Schools
Department of Special Services
365 Boulevard
Hasbrouck Heights, New Jersey 07604**

**Dr. Matthew Helfant
Director of Special Services**

**Tel: (201) 393-8150
Fax: (201) 288-1764**

July 10, 2013

Please appoint the following medical doctors on a fee basis for the 2013/2014 ESY and RSY as part of the mental health team of the Hasbrouck Hts School District.

Dr. Ester Fridman and Dr. Morton Fridman
Psychiatrists in office visit \$550 School visit \$650

Pediatric Neurologist

Dr. Michael Katz	\$500
Dr. Peter L. Heilbroner	\$475

The Institute of Child Development (ICD) at HMUC to provide:

Audiological Evaluation	\$618
Central Auditory Processing Evaluations	\$789
Classroom Observation/in-service	\$505

Kirekar Center for Child Development – Valley Health System

Developmental Pediatrics

Neurodevelopmental Evaluations	\$675
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Neurological Evaluations

St. Joseph's Regional Medical Center

Dr. Patel - Neurologist	\$400
Dr. Malik – Neuro Developmental Pediatrician	\$400

Tuition	School	State ID	Grade
62974.8	1ST CEREBRAL PALSY OF NEW JERSEY	6293410568	PG
	BCSS BLESHPAN	8820159933	10
	BCSS BLESHPAN	1604178034	12
	BCSS BLESHPAN	1189895793	4F
	BCSS GATEWAY HIGH SCHOOL	5856827109	11
	BCSS HIP PROGRAM	1214917146	01
	BCSS HIP PROGRAM	4881093409	05
	BCSS MIDLAND PARK HS SHIP	3321740923	12
	BCSS SPRINGBOARD PROGRAM	3291428114	12
	BCSS WASHINGTON RIDGEWOOD	1624412156	09
34920	CAREER DEVELOPMENT PROGRAM	7209098650	PG
51442.38	FORUM SCHOOL	8918339419	05
99820.69	GARDEN ACADEMY	7953070743	02
	LEONIA HIGH SCHOOL	9815427499	10
	NEW ALLIANCE ACADEMY	2287691602	11
	NEW ALLIANCE ACADEMY	4894409694	11
	PARK ACADEMY MIDDLE SCHOOL/HS	7189053168	09
	PARK ACADEMY-PASCACK	7602573073	11
	PASSAIC COUNTY ELKS CEREBRAL PALSY TREATMENT CENT	7634665868	09
34674	RIDGEFIELD MEMORIAL HIGH SCHOOL	9272446537	PG
59342	RIDGEFIELD MEMORIAL HIGH SCHOOL	3984379173	PG
59342	RIDGEFIELD MEMORIAL HIGH SCHOOL	8029878725	PG
34674	RIDGEFIELD MEMORIAL HS STRIVE PROGRAM	9691491994	PG
50220	SAGE DAY SCHOOL	2125074553	10
50220	SAGE DAY SCHOOL	8858211801	10
	SBJC LODI CAMPUS	9452792262	11
	SBJC LODI CAMPUS	1648235659	09
	SBJC LODI CAMPUS	8796050064	09
	SBJC LODI CAMPUS	6037299809	11
	SBJC MAYWOOD CAMPUS	2119813013	05
	SBJC WOOD-RIDGE CAMPUS	2818067620	03
56521.68	SHEPARD PREPATORY HS	4950658057	07
	STEPPING STONES	4904165158	KF
63992.6	THE LEARNING CENTER FOR EXCEPTIONAL CHILDREN	9784079721	11
57279.6	THE PHOENIX CENTER	7075301297	PG
26100	VOCATIONAL, PARAMUS (SPEC. NEED)	6643913459	10

26100	VO-TECH PARAMUS	1042977589	11
26100	VO-TECH PARAMUS	1537091677	12
26100	VO-TECH PARAMUS	7627582127	12
26100	VO-TECH PARAMUS	3255439214	12
26100	VO-TECH PARAMUS	5618515805	12
26100	VO-TECH PARAMUS	9803689977	12
26100	VO-TECH PARAMUS	6757322402	09
14330	VO-TECH TETERBORO	4022993089	12
14330	VO-TECH TETERBORO	8664007204	12
14330	VO-TECH TETERBORO	6137179842	12
	WINDSOR ACADEMY	5494589794	07
50884	YCS GEORGE WASHINGTON SCHOOL	3165524005	06
	YCS LAURIE HAVEN (Residential)	6096418146	06
14330	BERGEN ACADEMY	1096545245	10

Hasbrouck Heights District Nursing Services Plan

2013-2014

(NJAC 6A:16-2.1 through 2.5)

District Name: Hasbrouck Heights Public Schools

School Year: 2013-2014

Board of Education Approval Date:

District Contact Person: Dr. Mark Porto

I. Description of Basic Nursing Services Provided to All Students: (N.J.A.C. 6A 16-2.1 (b) 2 (i))

Under the direction of the School Physician, the following services are provided to students:

A. Health Records (N.J.A.C. 8:57-4.1 through 4.20)	
1. Maintain and review student health documents	(N.J.A.C. 6A:16-2.2 (g))
a) State of New Jersey Health History and Appraisal record i.e., A-45 cards	
b) Immunization record	(N.J.A.C.:16-2.2 (a))
c) Medical history	
d) Conduct and record health screenings (i.e., height, weight, hearing, vision, scoliosis and blood pressure as per current NJ statutes)	(N.J.A.C. 6A:16-2.2 (k))
e) Physical examinations for:	
(1) Athletic Pre-Participation Physical Examination Form Part A & B as part of student's health record	(NJAC 6A:16-2.2 (f) 6) and (N.J.A.C. 6A:16-2.2 (h) 1)
(2) New or transfer student	(N.J.A.C. 6A:16-2.2 (h) 2)
(3) Working Papers health exam	(N.J.A.C. 6A:16-2.2 (h) 3)
(4) Comprehensive child study team evaluation	(N.J.A.C. 6A:16-2.2 (h) 4)
(5) Evaluation of student suspected of being under the influence of alcohol or a controlled dangerous substance	(N.J.A.C. 6A:16-2.2 (h) 5)
f) Transference and request of health records i.e. A-45 and current physical exam	(N.J.A.C. 6A:16-2.4 (d))
g) Adherence to Family Education Rights and Privacy Act	(FERPA- 20 U.S.C. §1232g, 34 CFR Part 99, N.J.A.C. 6A:16-2.2 (b) 5 and N.J.A.C. 6A:32-7)

2. Determine student status for admission or retention with unacceptable evidence of immunizations	
3. Conduct tuberculosis testing as directed by the NJ DHSS	(N.J.S.A. 18A:40-16 & N.J.A.C. 6A:16-2.2 (a))
B. Medications, health care treatments, procedures and care:	(N.J.A.C. 6A:16-2.1 (a) 2)
1. Administer authorized medications, health care treatments and care	(N.J.A.C. 6A:16-2.1 (a) 2)
2. Approval of self administered medications	(N.J.A.C. 18A:40-12.3 & 12.4 & N.J.A.C. 6A:16-2.1 (a) 2v)
3. Designate and train annually epinephrine auto injector delegates	(N.J.S.A. 18A:40-12.5 & 12.6)
C. Review and create IHP/IEHP for Do Not Resuscitate (DNR) orders	(N.J.A.C. 6A:16-2.1 (a) 3)
D. Provide Health Care	(N.J.A.C. 6A:16-2.1 (a) 4)
1. Provide nursing health care and execute medical regimens to students as per: NJ Nurse Practice Act, District Collaborative Standing Orders, IHP, IEHP, and Medical Home Practitioner's orders.	(N.J.A.C. 6A:16-2.1 (a) 4 (ii)), (N.J.A.C. 6A:16-1.4 (a)) and (N.J.S.A. 45:11-23.- New Jersey Board of Nursing Statutes
2. Isolate, exclude and re-admit any student or employee with a communicable disease	(N.J.A.C. 6A:16-1.4 (a))
3. Report "Reportable Communicable Disease" to County health officer	(N.J.A.C. 8:57-1 & N.J.A.C. 6A:16-2.2 (d))
4. Arrange for transportation and supervision of students in need of emergency health care	(N.J.A.C. 6A:16-2.1 (a) 4 (iii))
5. Notify parents of need for emergency care	(N.J.A.C. 6A:16-2.1 (a) 4 (iv))
6. Administer emergency medications i.e., anaphylaxis (epinephrine) or asthma medications etc.	(N.J.A.C. 6A:16-2.1 (a) 4 (v))
7. Write and update annually student individualized health care plans (IHP's) and individualized emergency health care plan (IEHP's) for student's medical needs and instruction of staff.	(N.J.A.C. 6A:16-2.3 (b) 5 (xiii))
8. Establish, annually review and implement Standards of Care/Collaborative Standing Orders with the School physician for deliverance of daily and emergency health care	(N.J.A.C. 6A:16-2.3 (b) xi)
E. Administer asthma related care	(N.J.A.C. 6A:16-2.1 (a) 5)
1. Obtain training for administration of medication via nebulizer	(N.J.S.A. 18A:40-12.8 (a) & (N.J.A.C. 6A:16-2.1(a) 5(i))
2. Maintain one nebulizer per school	(N.J.A.C. 6A:16-2.1 (a) 5)
3. Require Students to have a current "Asthma Action Plan	(N.J.A.C. 6A:16-2.1 (a) 5 (iii))
F. Health history and examinations	(N.J.S.A. 18A:40-4, N.J.S.A 18A:35-4.8, N.J.A.C. 6A:16-2.2 and N.J.A.C. 6A:16-2.1 (a) 6)

1. Provide health examination for student's without medical homes	(N.J.A.C. 6A:16-2.2 (f) 6)
2. Maintain Athletic Pre-Participation Physical Examination Form Part A & B as part of student's health record	(N.J.A.C.6A:16-2.2 (f) 6)
G. Establish and maintain procedures for universal precautions	(N.J.A.C.6A:16-2.1 (a) 7)
H. Provide nursing services to nonpublic school located in district	(N.J.A.C. 6A:16-2.1 (a) 8)
I. Instruct students/ teachers/staff:	(N.J.A.C. 6A:9-13.3, N.J.S.A. 18A:40-3; and N.J.A.C. 6A:16-2.3 (b)5 (xv))
1. communicable diseases, blood borne pathogens	
2. Asthma management	
3. Anaphylaxis	
4. classroom health curriculum (not CSN with a "Non-Instructional" certificate)	
J. Provide information for:	
1. NJ Family Care program	(N.J.A.C. 6A:16-2.2 (i))
2. Pregnancy Assistance	
K. Implementation of the Nurse Practice Act by.....	
L. Certified School Nurse Functions as Certified School Nurse (CSN) and Registered Nurse	N.J.S.A. 45:11-23. - New Jersey Board of Nursing Statutes
1. Nursing Diagnosis /Case-finding of actual or potential physical health problems	
2. Provision of nursing care for actual or potential emotional health problems	
3. Health teaching in health office	
4. Health teaching in classroom	
5. Health counseling	

II. Summary of Nursing Services Required to Address Specific Health Care Needs of Individual Students (N.J.A.C. 6A:16-2.1 (b)2 (ii))

Services Required to Address Specific Health Care Needs of Individual Students with acute care needs, chronic illness, special health needs, procedures and administration of medications, procedures or treatments.			Euclid School	Lincoln School	Middle School	High School			
First-Aid, splinting, Ace-wrap etc.			11	15					
Dental: tooth avulsion, caries, braces, etc.			398	437	426	564			
Health Screenings Ht., Wt., & BP yearly			201	197	271	142			
Visual Acuity screening K,2,4,6,8,10			273	287	139	146			
Auditory screening K,1,2,3,7,11			54	65	139	283			
Scoliosis screening biennially age 10-18			2	0	1	5			
Diabetic Glucose testing, insulin pump management			NA	NA	NA	NA			
Mantoux/PPD testing			3	2	3	1			
Medication Administration- daily			23	65	31	13			
Medication Administration - PRN			10	35	16	5			
Nebulizer/inhalers/peak flow measurements			0	0	0	0			
Tube feedings			0	0	0	0			
Urinary catheterizations			0	0	0	0			
Ventilator care			0	0	0	0			
Referral for vision evaluations			13	10	4	6			
Referral for hearing evaluations			11	8	0	0			
Referral for Alcohol and drug use/abuse testing			0	0	0	2			
Referral for pregnancy			0	0	0	1			
Nursing Diagnosis /Case-finding of actual or potential physical health problems			71	70	12	18			

[illegible]

III. Emergency Management (N.J.A.C. 6A 16-2.1 (b) 2 (iii))

A. Acute Care Management Plan:

1. Creation and maintenance of an Emergency Management Kit ("Go-box", crash cart, etc.) for utilization in Crisis, Emergency Evacuations, or and Shelter-In-Place situations
2. Cardiac or Respiratory Distress Action Plan
 - a) AED's (Automatic External Defibrillators) deployment and delegates trained
 - b) CPR trained school nurse (NJAC 6A:13.3)
 - c) Asthma Nebulizer trained nurses
 - d) Universal Precautions trained staff

B. IEHP's/Chronic Care Management Plans:

1. Epinephrine Auto-Injector/ Anaphylaxis Action Plan
If a food allergy is indicated a **food allergy action plan** should be provided by the primary physician and parent. This is filed in the health office after being shared with classroom staff. When it is a severe allergy, and an Epi-pen is ordered, the district Epi-pen policy is implemented. The individual food action plan is stored along with the Epi-pen in an un-locked location in the health office. An attempt will be made to recruit and train Epi-pen delegates. A list of assigned delegates is posted in the nurses office by the Epi-pens.
2. Asthma Action Plan
Students with a medical diagnosis of Asthma should have an **Asthma Action Plan** filed in the health office after being shared with classroom staff. A nebulizer and inhalers are stored in a clearly marked location. The asthma action plan will also be available after sharing it with the classroom staff.
3. Diabetic Action Plan
Individual health plans will be available for each **Diabetic student**. In addition, an emergency plan for hyper and hypo-glycemia will be available in the health office after being shared with classroom staff. Individual Diabetes care tasks such as glucose monitoring will take place where needed. Diabetic emergency supplies will be carried by student in their backpacks or in the nurses office. An attempt will be made to recruit and train Glucagon delegates.
4. Lock-Down Health Care Action Plan
Lock Down and Shelter-in-Place health care action plans will be updated and modified each school year. Diabetic students carry emergency glucose tablets in case of a hypo-glycemic event.

C. District Crisis Management Plan:

1. District Crisis Management Plan
2. In the event of an emergency each building will follow the buildings crisis management plan available in their confidential binders or orange flip charts.

D. Community Rescue Squad and Emergency Paramedic Services

1. An AED is present on every campus. AED signage is placed on the walls in proximity to the AED. A list of CPR/AED trained staff in every building is kept with each certified school nurse in their confidential binders. All employees of the district receive Universal Precautions training at the start of every school year.

E. Community Rescue Squad and Emergency Paramedic Services

1. Emergency response services will be activated by calling 911. The police dept. for the corresponding town will be contacted. They will then arrange for EMS and Paramedics if necessary. In addition, the responding police will bring oxygen to the school when needed.

IV. Detailed Nursing Assignments Sufficient to Provide Health Services (N.J.A.C. 6A 16-2.1 (b) 2

[illegible]

V. Nursing Services and Additional Medical Services provided to Non-Public Schools

A. Non-public nursing services (NJAC 6A 6A:16-2.3 (b) through (d))

- 1. Non-public nursing services are not provided by the Hasbrouck Heights School District.

Nursing Services Plan Review by:

Name: Mark Poreff

Signature: Mark Poreff 8/22/13

Name:

Signature:

Name:

Signature:

Title: District's Chief Administrator

Mark Poreff

Title:

Title:

KEYS Program Staff – 2013-2014 School YearEuclid:

Theresa Grillo - Teacher in charge (\$29.60 per hour)

Teachers:

Eileen Drago (\$28.60 per hour)

MaryAnn McCann (and AM KEYS) (\$28.60 per hour)

Paras:

Sabina Valente (\$14.30 per hour)

Donna Villacampa (\$14.30 per hour)

Dorothy Checchi (\$14.30 per hour)

Lincoln:

Donna Dussault- Teacher in charge (\$29.60 per hour)

Teachers:

Sandy Unglert (\$28.60 per hour)

Karen Young (\$28.60 per hour)

Ronnie Marino (PM and AM KEYS) (\$28.60 per hour)

Paras:

Anna DePalma (\$14.30 per hour)

Ann Marie Ellerbrock (\$14.30 per hour)

Marie Kistner (\$14.30 per hour)

Sub Teacher (Euclid and Lincoln)

Lorenzo Tattoli (\$28.60 per hour)

Nancy Vanni (\$28.60 per hour)

Sub Paras (Euclid and Lincoln):

Patti Alosco (\$14.30 per hour)

Donna Wipper (sub para and sub teacher - \$14.30 per hour)

Leanne Shenloogian (\$14.30 per hour)

2013 - 2014 LUNCH AIDES
\$15.08 PER HOUR

ATTACHMENT L

LINCOLN SCHOOL LUNCH AIDES

Bincoletto, Kathleen	Mancini, Theresa
Cali, Deborah	Mattern, Nancy
Cocka, Jean	Pacheco, Francis
DeMarco, Patricia	Perrera-Ross, Anna
Freschi, Jessica	Tsapelis, Eleftheria
Heber, Karen	Volpe, Maureen

EUCLID SCHOOL LUNCH AIDES

Bell, Jane	Ludwig, Lorraine
Blauvelt, Jacqueline	Otazu, Andrea
Clynes, Marie	Petruszella, Kathy
Deludicibus, Dolores	Ross, Alice
DeJulia, Cindy	Sagitas, Joanna
DeSole, Laurie	Stetzle, Debbie
DeSantis, Erica	Weaver, Christina
Jengo, Ann	Werner, Jean

2013-2014 SUBSTITUTE TEACHERS

Abboushi, Rawand	Motani, Karim
Alosco, Tony	Navas, Jane Beth *
Aromando, Tiffany	Nytra, Ilsa
Atwell, Kathleen	Ortiz, Betsy
Aversa, Julie	Paladino, Corey
Burns, Neil	Palma, Robert Jr.
Capozzi, Cynthia	Pennisi, Jennifer
Catapane, Julie	Policastro, Kristen
Cimiluca, Maureen	Prato, Peter
Coccioli, Gemma	Rakus, Jessica
Condal, Linda	Renna, Michael
Condal, Taylor	Renshaw, Kaitlin *
Coviello, Mike	Robertson, Diane
Crabbe, Lisa	Romano, Thomas
DelSole, Carmen	Romano, Vincent
DeMaria, Meg	Rosenbulm, Michael
DeRosa, Emily	Rutt, Doreen
DiGenio, Natasha *	Ryan-O'Connor, Donna
DiLascio, Tina	Sanzari, Andrea *
Dinallo, Gerald	Sardano, Giselle
Galassi, Sabino *	Scanlon, Caitlin
Georgatos, Aundrea	Schloemann, Colleen
Gil, Marlena	Schroback, Mark
Graham, Kelly	Schwartz, Vinnia
Grieco, Charles	Sedycias, Renata
Grillo, Theresa	Sermabekian, Michael
Hughes, Nelia	Sico, Geraldine
Jarocki, Sarah	Simms, Lola
Jarocki, Susan	Stagg, Claire
Johnson, LaShawn	Stavash, Ann
Kefalas, Judith	Tomarchio, Jessica
Kelly, Courtney	Tsaphellis, Elepheria
Maisch, Harry	Vera, Cristhian *
Makely, Bryan	Wagner, Mary
Maloupis, Peter	Warren, Christine
Mansfield, Sean	Wipper, Donna
Marino, Kristen	Yannette, Traci
Marty, Christopher	Zahn, Shawn
Mattern, Nancy	Zuccato, Ashley

* Pending Paperwork

2013-2014

SUBSTITUTE NURSES - \$115 / DAY

Buonomo, Florence
Licini, Jennifer
Perdomo, Rita
Ysrael, Josephine

2013-2014

SUB SUPPORT - \$10 / HR

Balcer, Dawn	Para
Byrne, Linda	Para, Admin Asst
Cali, Kathleen	Lunch Aide, Admin Asst
Caruso, Patricia	Para
Cebula, Delores	Lunch Aide
DiLascio, Tina	Para, Admin Asst
Ferreri, Kathleen	Lunch Aide, Para
Freschi, Jessica	Bus Aide
Gilligan, Mary Cheryl	Lunch Aide, Para
Hughes, Nelia	Para
Kashuba, Laura	Lunch Aide, Para
Kasper, Kelly	Lunch Aide
Marino, Kristen	Para
Marty, Chris	Para
Mason, Lisa	Admin Asst
Mattern, Nancy	Admin Asst
Niekrewicz, Maryann	Lunch Aide
Petrosino, Betsy	Para
Rinaldi, Evelyn	Lunch Aide, Para
Sagitas, Joanna	Para, Admin Asst
Schloeman, Colleen	Admin Asst
Stagg, Clair	Para
Steimel, Debbie	Admin Asst
Stezle, Debbie	Para
Villacampa, Donna	Para, Bus Aide, Playground
Weaver, Christina	Para, Admin Asst

VISITOR MONITORS FOR RESOLUTION
August 22, 2013

Visitor Monitors

Jennifer Pennisi

Tara Giancaspro *

Mark Schrobeck

Vincent Romano JR

Brian Makely

Vincent Romano III *

Visitor Monitor Subs

Peter Maloupis

Laurie Del Sole

Lorraine Smayda *

Harry Maisch

Sabino Galassi *

Bob Cebula Sr

Joseph Romano (when available)

Joe Caruso

*PENDING
RECEIPT OF
PAPERWORK

Hasbrouck Heights Board of Education
Hasbrouck Heights, New Jersey

Job Description: KEYS Program - Summer Student Helper

Qualifications:

- Minimum age - 16 years old
- Demonstrated aptitude for the work to be performed.
- Such alternatives or additions to the above qualifications as the Board of Education may find appropriate and acceptable.
- **Student helpers, including student helpers who have worked prior years, must be drug tested prior to employment. At the end of the Summer KEYS program, student helpers will be reimbursed for this expense if they have satisfied the work schedule provided by the teacher-in-charge.**

Reports To: Teacher (s) and Building Principal

Job Goal: Assists in creating an environment which will result in students having a pleasurable and meaningful experience.

Responsibilities:

- Maintains a secure and safe environment for children.
- Assists teachers in daily routine.
- Plays in all activities.
- Prepares morning and afternoon snack.
- Escorts children to the lavatory.
- Assists in arts and crafts and computer programs.

Terms of Employment: Hourly rate; salary to be established by Board of Education.

Evaluation: Performance of this position will be evaluated by the Administrator In Charge of the program.

Approved: August 28, 2003
Revised: August 22, 2013

MS/HS 6th Period Stipend List

Ferranti 6	PE
Miller 6	PE
Abbatiello 6	PE
Marchese 6	PE
Freund 6	PE
Schmarak 6	PE
Drago 6	MS LA
Cintron 6	MS LA
Sicilian 6	MS LA
Geftic 6	HS LA
Schneeweiss 6	HS LA
Caputo 6	MS Math
Kistner 6	HS Math
Ascolese 6	HS Music
Kritzer 6	HS Art
Doyle 6	MS SE
Mai 6	MS/HS SE
Mercandino 6	MS/HS SE
Shannon 6	MS SE
Lustmann 6	MS SE
Kos 6	HS SE and LA
Lewites 6	HS SE
Avella 6	HS SE

6 = 30 PERIODS
PER WEEK
\$3500/YEAR

Kievitt 5.2 (Pullout)

Rowland 5.2 (G & T)

Binazeski 5.2 (G & T)

MacDonald 5.2 (G & T)

5.2 = 26 PERIODS PER WK.
\$700/YR.

5.4 = 27 PERIODS PER WK.
\$1600/YR.

Healey 5.4 (Pullout)

Michaeli 5.4 (Labs)

Cassano 5.4 (Math Progression Support)

Trexler (Sat class)

Pignatello 5.6 (Labs)

5.6 = 28 PERIODS PER WK.
\$2400/YR.
