

The Fairview Public Schools

Fairview, New Jersey



Teacher Handbook

2018 – 2019

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INTRODUCTION

For your information and use, the district is pleased to present the 2018 - 2019 Teacher Handbook. Published by the Fairview Board of Education, the format of this handbook is to give an overview of the policies, procedures, and programs of the school district. For answers to specific questions or further information on a particular topic, we invite you to contact the principal of your child's school or the office of the Fairview Superintendent of Schools. Contact names and phone numbers are located on page 14.

The Schools

The Fairview Public School District is a Pre-Kindergarten through Grade Eight district operating in four buildings. They are Lincoln Elementary School (grades 4 to 8) located on Anderson and Day Avenues and Number Three School (grades 2 and 3) located on Cliff Street. The Lincoln School Annex is home to grades pre-kindergarten and kindergarten, and the School Three Annex, Located on Fourth Street is home to students in grade one.

The current elementary population is approximately 1430 children and is expected to continue to rise before leveling off later in the decade. In addition, there are approximately 450 Fairview high school students attending Cliffside Park High School.

The elementary program is designed to prepare our students academically, socially, and emotionally for entrance into high school. Along with traditional academic subjects, students are given instruction in fine arts, vocal music, physical education and health, and world language.

The district has continued to increase the use of technology by our students. Equipment is constantly being upgraded in an effort to keep students familiar with current trends. Currently every classroom in the district has a SMART Board in place for the 2018-2019 school year. Technology is being utilized on a more consistent basis by both students and teachers.

Philosophy

The primary mission of the Fairview Schools is reflected in the district's motto: *Educating Our Children for Tomorrow*. This will ensure our students are prepared for the world of tomorrow by enabling them, in their decision making and through the development of solid communication skills, the ability to use emerging technologies and to think critically about the world in which they live.

ACADEMICS

Daily Time Schedule

<u>Grade(s)</u>	<u>Hours</u>	<u>Doors Open</u>
Morning Pre-kindergarten	8:45 a.m. to 11:15 a.m.	8:40 a.m.
Afternoon Pre-kindergarten	12:15 p.m. to 2:45 p.m.	12:10 p.m.
Kindergarten	8:40 a.m. to 2:45 p.m.	8:30 a.m.
Grade 1	8:35 a.m. to 2:50 p.m.	8:30 a.m.
Grades 2 through 3	8:30 a.m. to 2:55p.m.	8:25 a.m.
Grades 4 through 8	8:25 a.m. to 3:00 p.m.	8:20 a.m.

Curriculum

The New Jersey Student Learning Standards, adopted by the state of New Jersey, form the basis upon which the district's curriculum is developed. Designed to insure that all students receive a 'thorough and efficient' education as guaranteed by the New Jersey Constitution, the standards cover all academic areas. Accordingly, each year several areas of the curriculum undergo a complete revision by our trained faculty. A complete copy of the grade level curricula is available through the main office of your child's school and can be viewed on the district website (www.fairviewps.org).

Technology

Our school district maintains a district-wide computer network that brings ultra-high speed internet access to each and every instructional and administrative space in the district. In addition to a state-of-the-art technology laboratory in Lincoln School (used to teach students in fourth through eighth grades), every classroom has been equipped with a SMARTboard for use by teachers and students. Technology is being integrated into every facet of the curriculum in an effort to enhance instruction and improve standardized test scores. You are now able to communicate with your child's teacher via our own email system. Addresses are very simple and guarantee direct communication. All staff email addresses will be written as:

First initial, Last name@ fairviewps.org

with your teacher or principal's name being substituted.

The district website is now available. We hope you will come visit us. Our address is:
www.fairviewps.org

Your school district is also extremely conscious of the safety hazards associated with internet use by children and have taken steps to protect the privacy and safety of all our students. In addition, Microsoft-created network screening software, known as a firewall, prevents entry into objectionable and inappropriate sites by all users of the network. This firewall also helps to insure that no computer viruses will be introduced to disrupt the instructional program.

Remaining security conscious, the district developed a set of guidelines for internet use in our schools. All students from the fourth through eighth grade must sign a statement, counter-signed by their parent or guardian, pledging to follow all such rules of usage. Infractions of this policy are subject to strong disciplinary action. Faculty, staff, and administrators sign a similar usage agreement.

The specific guidelines, disciplinary consequences, and the actual usage agreement are described in detail in Appendix A on pages 19-20.

Grading

Pre-kindergarten. Pre-kindergarten progress reports (i.e., report cards) are distributed twice per school year (January and June) with the following grading system being used: "G" (Good progress), "W" (Working on scale), and "N" (Needs improvement).

Kindergarten. Kindergarten progress reports are distributed twice each school year (January and June) with the following grading system being used: "S" (Satisfactory), "N" (Improvement needed), and "I" (Improving).

Grade One. Grade one progress reports (report cards) are distributed four times per school year (November, February, April, and June). The numerical grading system is used except in subjects where students receive pass/fail grades (science, social studies, and special subjects such as art, music, and gym).

Grades Two through Eight Progress reports (report cards) for these grades are distributed four times per school year (November, February, April, and June) and the numerical grading system is used for all core subjects.

A grade of "Incomplete" is given only in cases of serious personal illness, emergency, or by prior arrangement with the teacher and principal. An incomplete grade becomes a failure within fifteen (15) school days. *Makeup work is the complete responsibility of the student.*

Cheating

Academic dishonesty in whatever form —cheating, plagiarism, etc. — is an extremely serious offense and will be dealt with accordingly. Penalties for academic dishonesty range from failure in that subject or class to an out-of-school suspension for the maximum allowable period.

Marking Period Dates

<u>Marking Period</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>
Progress Reports	10/5/18	12/14/18	03/21/19	05/10/19
Closing Date	11/14/18	01/30/19	04/17/19	TBA
Report Cards Distributed	11/16/18	02/1/19	04/18/19	Last Day of School

Honor Roll

While academic success is its own reward, the school district denotes high scholastic achievement through its Honor Roll recognition. Published each marking period, each grade has its own standards appropriate to the age level of the students in that grade. Honor Roll students are recognized in grades 4 – 8. Consult your child's classroom teacher or your building principal for further information.

School Records

The information provided in this section is pursuant to New Jersey Administrative Code (N.J.A.C.) Title 6A.

The Fairview Public School District has the responsibility of compiling and maintaining pupil records and for regulating access to these records in order to protect the rights and confidentiality of students, their families, and school personnel. Pupil records contain only such information as is relevant to the education of the pupil and is objectively based on the personal observations or knowledge of the certified school personnel who originate(s) the record.

Parents and guardians are hereby notified of their rights regarding pupil records and participation in pupil programs. Therefore, the Board of Education:

1. Guarantees access to persons authorized under this subchapter of N.J.A.C. within 10 days of the request, but prior to any review or hearing conducted in accordance with State Board of Education rules;
2. Assure the security of the records;
3. Makes known that all student records covered by this subchapter of N.J.A.C. are housed in the main office of each school, the nurse's office, and / or the Special Services Office, and further, that such records contain only (a) personal data such as name, address, date of birth, and gender; (b) record of daily attendance; (c) descriptions of pupil progress such as grades and test scores; (d) history and status of physical health; (e) records pursuant to rules and regulations regarding the education of handicapped pupils; and (f) all other records required by the State Board of Education;

4. Provide for the inclusion of educationally relevant information in the pupil record by the parent,

guardian, or adult pupil;

5. Allow for the designation, release, and public notice of the information contained herein;
6. Provide the parent or adult pupil a 10-day period to submit a written statement to the chief school administrator prohibiting the institution from including any or all types of information about the student in any student information directory before allowing access to such directory and school facilities to educational, occupational, and military recruiters pursuant to N.J.S.A. 18A.
7. Assure limited access to pupil records by secretarial and clerical personnel pursuant to N.J.A.C. 6A and
8. Provide for the access and security of pupil records maintained in a computerized system.

Parent Conferences

Parents and guardians are strongly encouraged to meet teachers and discuss their child's progress at parent conferences that may be scheduled throughout the year by simply notifying the teacher via email or calling the school's main office.

Special Programs

E.S.L. For students whose native language is other than English, English as a Second Language (E.S.L.) and bilingual education programs are offered. Designed to speed the rate at which students develop fluency in English, specially certified teachers offer small group instruction to students that is subject matter-based. The goal of these programs is to facilitate the student's transition into an English-only classroom environment.

Bilingual Education. Students whose native language is Spanish, and fall below the state determined levels of English proficiency, are provided instruction in reading and mathematics with a bilingual teacher. This program is offered in conjunction with the E.S.L. program. A team-teaching approach is used with Pre-K classes.

World Language Program. In an effort to develop the linguistic abilities of all Fairview students, the district offers instruction in Spanish to all of its pupils in grades pre-kindergarten through eight. An emphasis is placed on reading, speaking, and listening skills as well as an appreciation of other cultures.

Special Education

Child Study Team. The professional staff of our Child Study Team includes Psychologists, Learning Disabilities Specialists, Social Workers, and Speech Therapists which are available to all staff, students, and parents whenever the need arises. The Fairview Public Schools is also part of a Regional Education Consortium which provides greater flexibility in placing classified students in appropriate out-of-district programs when necessary. The district's policy toward placement of special education is to place the child in the least restrictive environment within the district whenever possible. The district has a wide ranging special education program including self-contained classes for some learning disabled students as well as Resource Center programs for learning disabled students.

Child Find Information. Parents who suspect that their pre-school age children may be learning disabled can get help from Fairview's Child Study Team. The Fairview Public Schools provide services for those children ages 3 to 5 who may have physical, cognitive, language, or emotional difficulties. Information may also be obtained on how and where to receive services for special children from birth to 3 years of age. For further information and assistance, parents should call 201-943-5662.

Title I. This is a federally funded program that provides remedial services to students who are in need of extra help in the basic skill areas of reading, language, and mathematics. Teachers in this program provide in class support to students in the areas of Math and English Language Arts.

L.E.A.D. The L.E.A.D. (Law Enforcement Against Drugs) program is a collaborative effort between the school district and the Fairview Police Department. Taught by trained police officers in conjunction with classroom teachers, this highly successful program is the cornerstone of the district's anti-drug abuse curriculum.

G.R.E.A.T. The (Gang Resistance Education and Training). Students in Grade 7 will participate in this program.

Guidance The purpose of the guidance program, run by our regular full-time teaching staff and administrators, is to enable each and every individual student to achieve his or her maximum growth, intellectually, socially, and emotionally. This is accomplished in many ways including:

1. Helping the new student feel at home in our schools with new teachers and friends in a different setting.
2. Providing individual conferences whenever a student, parent, teacher, or staff member feels necessary.
3. Utilizing a testing program designed to help the student learn as much as possible about his or her capabilities.
4. Offering a high school orientation program for eighth grade students and parents. This is done in conjunction with Cliffside Park High School and the Bergen Technical-Vocational School.

Standardized Testing Program

NJ SLS-S Science Grades 5 & 8: Standardized science tests are administered annually to monitor student progress in grades four and eight. The NJ ASK is used to gauge student achievement in science. The testing program is designed to improve the educational program by determining the instructional needs of our students. Each year, parents and guardians receive information as to the scores their children achieve on these examinations.

PARCC: The state testing program (PARCC) is mandated by the New Jersey Department of Education and will be administered to students in grades 3-8. These tests are designed to identify those students who may have difficulty in passing the eleventh grade PARCC assessment, a requirement for high school graduation. The tests are therefore a useful tool in determining a student's course schedule and placement in extra help and/or honors courses.

Access for ELL's: The Access for ELL's is an ESL test administered to English Language Learners in grades K through 8. Results of these tests are used to determine a student's placement, schedule and eligibility for ESL and/or bilingual services.

Assemblies

Student assemblies are presented regularly throughout the school year. These assemblies are a combination of student performed programs and professionally produced productions. Subject content includes the celebration of various holidays and special events as well as relevant themes such as drug abuse prevention, environmental awareness, and career orientation programs. Students may be required to attend assemblies in buildings other than their own. Most district assembly programs take place at the Lincoln School gymnasium.

Field Trips

Provided funding is available, each class takes a minimum of one field trip per year to a location approved in advance by the Board of Education. Except for personal expenses, all costs of field trips are assumed by the district. In previous past years, destinations have included the Liberty Science Center, the Bronx Zoo, Space Farms, West Point, the Statue of Liberty and the John Harms Center.

Family Life Education

The Family Living curriculum is taught by certified teachers and all self-contained classroom teachers. In addition our school nurse is available as a resource person for all our staff. Appendix B (page 19) is a partial outline of that curriculum. HIV / AIDS education and sex education are part of this course and are taught as part of the Family Living program in grades K through 8.

Family Life Education can best be defined as instruction to develop an understanding of the physical, mental, emotional, social, and psychological aspects of interpersonal relationships. It is an opportunity for pupils to acquire knowledge which will support the development of responsible personal behavior, strengthen their own family life now and aid in establishing a strong family life for themselves in the future, thereby contributing to the enrichment of the community.

Each school maintains a copy of the complete curriculum and all instructional materials. If you desire more information than is contained in the enclosed curriculum outline, you may arrange through the building principal to review any of these materials.

The purpose of making this information available is to enable you to make an informed judgment as to whether you want your child excused from a portion or portions of this course.

If you desire to have your child excused, the parent/guardian should put a request in writing, addressed to your school principal. In the event that your child is excused, an appropriate educational program will be provided in its place and no penalties as to credit or graduation will result from being excused.

EXTRA-CURRICULAR ACTIVITIES

Activities

National Junior Honor Society: Affiliated with the National Honor Society high school program, this service organization was started for the purpose of recognizing the achievements of scholastically talented and service-oriented students. Candidates for membership must earn high grades and participate in numerous community service activities.

Student Council: The Student Council provides student activities, serves as a training experience for student leaders, promotes the common good, gives students an opportunity to share in the management of the school, develops high ideals of personal conduct, seeks to interest students in school affairs, and helps solve problems that may arise. Members of the Student Council are elected directly by the student body and have direct access to the school and district administration.

Athletics: Students are offered the opportunity to participate in a number of interscholastic athletic programs including Boys' or Girls' Basketball, Baseball, Softball and Wrestling.

Yearbook. The school yearbook chronicles the annual activities of the school and is produced entirely by the eighth grade class under the direction of a faculty advisor. The project is financed, in part, through student fund-raising efforts.

Special Programs

Mayor / Board Member for a Day. Open to 7th and 8th graders, these annual programs allow students to participate in a simulated town election. Special evening meetings of both the borough Council and the Board of Education are held in order to allow participants the opportunity to receive first-hand knowledge of the democratic process. A luncheon for student participants is normally part of the festivities.

Dances. Periodically during the school year, dances are held in the gymnasium of Lincoln School. All eligible students are encouraged to attend and socialize with their friends at these dances.

Eighth Grade Dinner Dance. Each year, the graduating class participates in an end of the year dinner-dance held at a local restaurant. The event is considered part of the graduation festivities.

Eligibility for Extracurricular Activities and Special Programs

All students are expected to meet appropriate academic and behavioral standards. Students whose work is not up to standard or who behave in a disruptive manner are deemed ineligible to participate in athletic or extracurricular activities. Complete regulations may be found in the *6th, 7th, and 8th Grade Student Handbook* distributed to students (Grades 6-8) during the first week of school.

HEALTH AND SAFETY

Emergency School Closings / Delayed Openings

On days when school is to be closed, delayed opening, or early dismissal, due to an emergency, you will be notified via the district notification phone system. This system has been implemented to insure that parents/guardians are kept informed. **It is imperative that you keep your contact information up to date and current.** This will insure prompt and accurate communication.

By 7:00 a.m. Channel 7 (ABC) News, will carry a message of either no school or delayed school opening. Emergency closing information is also posted on the district web site (www.fairviewps.org) and parents are notified via the Swift Reach Notification System.

All school closings will occur only in those instances that are deemed to be in the best interest and safety of your children. For additional information, please contact your building principal.

General Health Regulations

The Board of Education requires, as a pre-requisite for admission and attendance, immunizations for DPT, oral polio, measles, rubella, mumps, lead level, Tdap, Menactra, flu vaccine, and HIB. A Mantoux test is also required for all students entering the pre-kindergarten or kindergarten as well as for students entering from other countries. A physical examination is also required for entry into school. During the school years, booster shots will be required; notices to this effect will be sent home by the School Nurse at the appropriate time.

Whenever you find that your child has been exposed to a contagious disease such as chicken pox, lice, impetigo, or ringworm, you should contact the School Nurse at 201-943 – 0561 or 201-943-0563 in order that the proper precautions are taken to protect other students from infection.

The Board of Education in conjunction with the local Board of Health has established the following regulations concerning the isolation of person(s) with contagious diseases:

Chicken Pox: Isolation for at least six days. Non-purulent scabs need not have fallen off.

Strep Throat: A doctor's note describing a negative throat culture or antibiotic therapy is required.

Skin Rashes: Any skin rash not diagnosed by a physician is cause for exclusion from school.

Should your child become ill or have an accident at school, you will be notified and asked to escort your child home. An addendum to this policy will be distributed to all parents each school year.

First aid in the case of accident or sudden illness consists only of immediate temporary treatment. It does not include suturing, skin clamps, x-rays, the setting of bones, or the administration of a tetanus shot, etc. It should be understood that any treatment not in the nature of first aid will be at the expense of parents / guardians. Insurance forms related to accidents may be obtained from the building principal or the School Nurse.

Policy on Administering Medication

If your child needs to take medication while in school (either prescription or over-the-counter), you must contact the building principal in advance. New Jersey State Law requires that written orders from your child's physician be obtained before any medication can be administered in school.

There are absolutely no exceptions to this policy.

School Health Services

The Fairview Board of Education employs two full time, certified School Nurses, as well as, a part-time physician, and a part-time dentist. Along with their other duties, the School Nurses assist the doctor and dentist in providing physical and dental screening examinations. Parents are urged to act upon recommendations incorporated into these reports.

Smoking

State law prohibits smoking in school buildings or on school grounds. The use and/or possession of tobacco or tobacco products are therefore absolutely prohibited. This applies on the way to and from school, during lunch, at school activities, and during any part of the school day. Violation of this rule is grounds for suspension from school.

Drug Awareness

The Board of Education's stated policy is to deal with the issue of drug abuse as an educational and medical one. The district's focus is on education and counseling with the goal being to prevent drug abuse before it happens. In those cases where a pupil is either found to be or is suspected of using controlled substances, the district shall work with the parents/guardians of said pupil, medical personnel, and where appropriate, with legal authorities to provide the necessary support for the pupil. Parents and students are advised that a strict 'no tolerance' policy is maintained by our schools.

Dress Code

In June of 2009, the Board of Education approved a uniform dress policy for all students in Grades 1 through 8. This policy requires students to wear specific clothing that will allow each individual to be identified as a student of the Fairview Public Schools.

Accordingly, the Board of Education has authorized the Superintendent of Schools to enforce the following regulations:

Daily Guidelines:

Male Students: Blue polo shirt with the inscribed district emblem.

Khaki (color) or blue cotton twill pants (no jeans).

(optional) Blue fleece cover-up with district emblem for cold weather.

(optional) Khaki or blue cotton twill walking shorts for warm weather (no cargo pants).

Female Students: Blue polo shirt with the inscribed district emblem.

Khaki (color) or blue cotton twill pants (no jeans), skort, or jumper.

(optional) Blue fleece cover-up with district emblem for cold weather.

(optional) Khaki or blue cotton twill walking shorts for warm weather (no cargo pants).

Note:

- Shirts should be tucked in at all times and sized to fit properly.
- Pants should not be denim material and should not have holes or tears.
- Pants should be sized to fit properly – not oversized, sagging, or dragging on the ground.
- Shorts should be long enough to touch the top of the knees.
- Pants/Skorts/Shorts can be purchased at any store provided they conform to the guidelines described above.
- Any headwear (other than religious), sunglasses or other distracting apparel is prohibited.
- A solid colored belt must be worn on pants at all times.
- Blue tights are acceptable for wear with skorts during cold weather.

Shoes:

- Close toe rubber shoes/sneakers are appropriate.
- Boots are acceptable in cold or inclement weather.

Physical Education (Gym) Requirements:

Grades 1-5

Students may wear sweat pants (blue or gray) and t-shirts (navy blue or yellow) may be worn to school on “gym” day.

Grades 6 – 8

Students may change into a gym uniform (navy sweat pants or shorts, and a plain blue or yellow t – shirt) on days they are required to participate in Physical Education class.

Note: Sneakers are required to participate in Physical Education.

Cell Phones

The use of a cell phone in a school building, or on school grounds, is prohibited. Failure to follow this regulation will result in confiscation of the phone by a school administrator.

"Right to Know"

As required under New Jersey law (P.L. 1998, c. 364), parents and guardians are advised that notice of any construction or other activities involving the use of any hazardous substance will be posted in the school buildings and that some hazardous materials may be stored in our buildings at various times of the year. Hazardous materials fact sheets are available for review. For further information, please contact Mr. Patrick Caufield, Board Secretary.

AHERA Regulations

Pursuant to federal and state AHERA (Asbestos Hazard Emergency Response Act) regulations, a copy of the district's asbestos management plan, three year re-inspection and semi-annual surveillance report are available in the Board of Education offices.

STUDENT SERVICES

Policy on Student Phone Use and Messages



Students may not use the school telephone for personal calls except in an emergency situation and then only with permission from the building administrator. As well, messages will only be delivered to students on an emergency basis. *Students will not be called out of class to receive phone calls.*

Student Pictures

All students in the district are given the opportunity to have their picture taken by a professional photographer. Notices will be sent home before such pictures are taken. Parents and guardians are not, of course, under any obligation whatsoever to purchase pictures. This is done solely as a service to our students and their families.

Cafeteria and Lunchroom

Parents have the option of either having their children bring their lunch from home to eat in school, or of purchasing their lunch through the school cafeteria. A free / reduced lunch is available to those eligible families. Complete information on this program is sent home every September.

Parents are reminded that attendance in the school's lunch program is a privilege, not a right. Parents of students who are disruptive or exhibit disciplinary problems during the lunch period may be required to make alternative lunch arrangements.

Breakfast Program

The Fairview Public Schools offers a breakfast program for all students in Kindergarten through grade 8. A free/reduced breakfast is available to those families with limited financial means. Information on this program is sent home every September.

Lost and Found

If your child has lost anything, please check with the building principal to see if it was turned in. It is recommended that all of your child's possessions (eye glass cases, school bags, outer garments, etc.) be labeled with your child's name. This will facilitate items being returned in case of loss.

Important Phone Numbers

Schools

Superintendent of Schools Phone: 201 – 943 - 1699
..... Fax: 201 – 840 - 7754

Secretary to the Board of Education..... Phone 201 – 943 - 0201
..... Fax: 201 – 941 - 1195

Lincoln School Phone: 201 – 943 – 0560 / 0561
..... Fax: 201 – 943 – 7154

Lincoln School Annex..... Phone 201-943-0564
..... Fax: 201-941-1195

Number Three School..... Phone: 201 – 943 – 0563
..... Fax: 201 – 943 - 8753

Number Three Annex Phone: 201-313-0249

Department of Special Services..... Phone: 201 – 943 – 5662
..... Fax: 201 – 313 - 2159

Community

Police Department..... 201 – 943 - 2100

Fire Department 201 – 943 - 2100

Ambulance / Emergency Medical Services 201–943–2100

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Working papers

Every child between the ages of 14 and 18 is required to have working papers in order to be legally employed in the state of New Jersey. These papers are issued by the office at the Lincoln School Annex between 3:00 and 4:00 p.m. on school days. During the summer, working papers are issued between the hours of 9:00 a.m. and 3:00 p.m.

Documents required for the obtaining of working papers include a *Promise of Employment* form, a birth

certificate, and proof of residence. Papers cannot be processed without all forms being submitted. Call 201 – 943 – 0564 with any questions.

REGISTRATION AND ATTENDANCE

Registration

All New Students

The items listed here are ***required*** to complete the registration process for all new registrants, including transfers, pre-kindergarten, and kindergarten students:

1. Proof of age.
2. Three proofs of residency (including a notarized landlord's statement); and
3. Health records including: *rubella* immunization (after age 1), *sabin* series and booster (after age 4), *four (4) DPT* inoculations and booster (after age 4), *mumps* immunization (after age 1), *measles* immunization (after age 1), *tuberculin* test, Varivax(1), HIB, and *dates of all contagious diseases*.

Pre-Kindergarten Registration for the September classes is normally held during the preceding spring by appointment only. This program is held in the School Three Annex. *Registration procedures, dates, and times are announced each February*. Children being registered at this time **must reach the age of four (4) on or before October 1st** of the year of school entry.

Kindergarten Registration for the September classes is normally held during the preceding Spring in the School Three Annex with classes also being held in the Lincoln School Annex. Children being registered at this time must reach the age of five (5) on or before October 1st of the year of school entry.

Children enrolled in the Fairview pre-kindergarten must make a separate registration for kindergarten for the following school year. Persons needing assistance or having questions should contact any district administrator.

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Attendance

General regulations. Children are expected to be in school every day that school is in session unless ill. *A child who has a fever, chills, sore throat, severe coughing, skin eruption, earache, or other symptoms of illness should not be sent to school*. Such symptoms may indicate the beginning of a contagious disease and certainly justify the child being kept at home. Attendance at school is neither fair to the unwell child nor the pupils with whom the child comes into contact.

Absence reporting. For the protection of your child and the keeping of accurate attendance records, a parent or guardian is required to notify the school when the child will not be attending all or part of the school day. For a child enrolled in Lincoln School, please call 201.943.0561; if the child is enrolled in Number Three School, please call 201.943.0563; the Lincoln School Annex is 201.943.1699; and the #3 School Annex is 201.313.0249. All calls should be made by 9:00 a.m.

Notes. A note from a parent or guardian is required when a child returns after any absence, even though the parent has already notified the school. If your child is absent five (5) or more days, you are required to secure a doctor's re-admittance note; appropriately dated, stating the pupil is free of any contagious or communicable disease(s).

In order that your child is excused for any absence other than illness, you are required to secure permission from the building principal in advance of any such absence. Your cooperation is appreciated.

Lateness. Like excessive absence, lateness can be seriously disruptive to the learning process, both for the tardy students and his or her classmates. Therefore, excessive lateness is considered to be a serious breach of school rules and will be dealt with accordingly. Parents are urged to see to it that their children are in school regularly and are on time.

GENERAL SCHOOL POLICIES

Discipline

General policy: The philosophy of the Fairview Public Schools is that all students can and should behave appropriately in the classroom environment. We will not tolerate any student who prohibits a teacher from teaching or a student from learning. Therefore, a code of conduct has been established to insure the right of all to a school free from distractions.

Central detention: As part of the overall discipline plan, students who do not abide by school rules are subject to central detention. Reasons for the imposition of this penalty include, but are not limited to, unsatisfactory classroom/hall/cafeteria/schoolyard behavior, violation of the dress code, lateness, or other behavior difficulties.

Suspension Alternative Program: Students who violate a school rule or code of conduct will be required to attend the S.A.P. Program which is conducted on Saturday morning from 8:00 – 11:00 A.M.

Suspension: More serious violations of school rules may result in a suspension from classes, either in-school or out-of-school. Reasons for suspensions include, but are not limited to, truancy, fighting, obscenities, continued defiance or disregard for school rules, safety hazards, stealing, forgery, vandalism, or academic dishonesty.

Students who receive one (1) suspension during the school year may participate in social / school activities only after a review of their suspension by the building principal and the Superintendent of Schools. It should be also noted that students who receive two (2) or more suspensions or twenty (20) or more assigned Central detentions are disallowed from participating in school/social activities such as dances, field trips, and the like. Consideration will be granted upon the recommendation of the building principal.

Care of School Property

Books and supplies: The Board of Education supplies textbooks, workbooks, and an adequate amount of supplies. Pupils are expected to exercise reasonable care in the handling of textbooks and other school materials. All textbooks must be covered.

Vandalism and property damage: Pupils should also realize that the school building, grounds, and all other facilities provided for their education are paid out of general tax funds. The law provides that parents are financially responsible for proper restoration.

Locker Information: Lockers are provided to sixth, seventh and eighth grade students for their personal use. Only school provided combination locks may be used. A refundable deposit of \$5.00 is required for these locks.

Search and Seizure

Although provided for student use, lockers remain the property of the Fairview Board of Education and are therefore subject to administrative search at any time. This is done on a random basis in the interest of school safety, health, cleanliness, and discipline. Lockers may also be searched by law enforcement officials upon presentation of a duly executed warrant.

A student and/or his possessions may be searched by school officials when there are reasonable grounds to believe that an illegal or prohibited substance or object may be present. Lockers may be searched randomly (NJS 18A:36-19.2) in an effort to insure the safety of our students.

Affirmative Action / Equal Opportunity

The Fairview Public School District is an equal opportunity / affirmative action employer. Should you have any difficulty in this area, please contact Mrs. Lucille Juliano, the district's Affirmative Action / E.E.O. officer, at 201-313-0249.

PARENT-TEACHER ASSOCIATION (PTA)

There is a Unified PTA in the Fairview Public School District. The Board of Education is of the opinion that parents, in fact, all adult residents of Fairview, should take an interest in this important organization. It is hoped that individuals will take the opportunity to support the schools in their efforts to promote the

welfare of Fairview children at home, school, church, and community.

The Board of Education and the Superintendent of Schools strongly urge you to become an active participant in these vital organizations. Your help can make a difference in the lives of our children.

For more information on the PTA, please contact the main office of your child's school.

APPENDIX A

**Fairview Public Schools Computer Network
Guidelines for Users
2018-2019**

The following guidelines will be in effect for the 2018-2019 school year and are subject to change. As our teachers' and students' experience with the network increases so too will these guidelines to meet changing needs. Parents and guardians will be notified of any such changes as they are implemented.

Introduction

We are pleased to offer students of Fairview Public Schools access to the district computer network resources and the Internet. To use these resources, all students must sign and return this form, and those under age 18 must obtain parental permission. Parents, please read and complete this document carefully, review its contents with your son/daughter, and sign and initial where appropriate. Any questions or concerns about this permission form or any aspect of the computer network should be referred to your school's Computer Instructor. For contact information, please visit the school website at www.fairviewps.org.

General Network Use

The network is provided for students to conduct research, complete assignments, and store information. Access to network services is given to students who agree to act in a considerate and responsible manner. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Access is a privilege - not a right. As such, general school rules for behavior and communications apply and users must comply with district standards and honor the agreements they have signed (see over).

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will be private.

Internet / World Wide Web / E-mail Access

Access to the Internet and e-mail will enable students to use thousands of libraries and databases. Within reason, freedom of speech and access to information will be honored. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Fairview Public Schools support and respect each family's right to decide whether or not to apply for access (see over). Please note that computer use is necessary for computer class for all middle grade students.

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Publishing to the World Wide Web

Parents, your daughter or son's work may be considered for publication on the World Wide Web, specifically on his/her school's web site. Such publishing requires parent/guardian permission (see over). The work will appear with a copyright notice prohibiting the copying of such work.

Unidentified photos of students may be published on the district website (www.fairviewps.com), illustrating student projects and achievements. **If you do not want your child's photo to be published on the website,** please indicate this on the RESTRICTION OF RELEASE OF DIRECTORY INFORMATION form

(distributed by the technology teacher).

APPENDIX B
FAMILY LIFE EDUCATION / AIDS CURRICULUM

Grades K - 3 AIDS Content

- AIDS is a relatively new disease
- AIDS is making lots of grownups very sick
- Health helpers are working hard to stop AIDS
 - Children usually don't catch AIDS
 - AIDS is hard to "catch"
- Name other diseases that people worry about
- Discuss reasons that children need not be afraid of AIDS
 - AIDS is a communicable disease caused by a virus
 - People with AIDS do not always look sick

Grades 4 & 5 AIDS Content

- Functioning of the immune system
 - Immune characteristics
 - How blood may spread HIV
 - Extent of HIV epidemic
 - Why people take health risks
 - How to say "NO" to health risks
- Most effective ways to prevent infection
- How the world is fighting HIV infection

Grade 6 Content

- Importance of prevention
 - Transmission of HIV
- The most effective forms of protection from HIV
 - Who contracts HIV
- Social issues related to HIV infection and AIDS

Grades 7 - 8 AIDS Content

- I. Blood-borne transmission
 - Sexual contact
- Blood (needle sharing and transfusions)
 - Pregnancy
- II. Ways to avoid contracting AIDS
 - Importance of abstinence
 - Sexual protection (condoms)
 - "Saying No" skills.
- III. Three stages of HIV infection
 - Asymptomatic

- ARC (AIDS related syndrome)
 - AIDS
- IV. Infections
 - Pneumocystis carini pneumonia (PCP)
 - Karposi's sarcoma (KS)
 - Herpes simplex
 - Herpes varicella-zoster
 - Other
 - V. Epidemic
 - Epidemics defined
 - Past and present solutions
 - Sexual contact
 - Blood (needle sharing and transfusions)
 - Pregnancy
- II. Ways to avoid contracting AIDS
 - Importance of abstinence
 - Sexual protection (condoms)
 - "Saying No" skills.
- III. Three stages of HIV infection
 - Asymptomatic
 - ARC (AIDS related syndrome)
 - AIDS
 - IV. Infections
 - Pneumocystis carini pneumonia (PCP)
 - Karposi's sarcoma (KS)
 - Herpes simplex
 - Herpes varicella-zoster
 - Other
 - V. Epidemic
 - Epidemics defined
 - Past and present solutions
- VI. Development of social and decision-making skills

APPENDIX C

DRUG, ALCOHOL, WEAPONS AND VIOLENCE ZERO TOLERANCE POLICY

The district's zero-tolerance policy is clear. ***Any incident involving drugs of any kind, alcohol, or violence is unacceptable. The steps that are taken in all such cases, no matter how large or small the potential risk to our students and staff may be, are as follows:***

The student (s) involved will be suspended from school and will remain out of school for a minimum of three to five days. Additional disciplinary actions follow and are determined on a case-by-case basis.

The Fairview Police Department is always notified in such cases. School officials work with local law enforcement to determine whether criminal charges are appropriate. At the very least, an incident report is filed and the Juvenile Officers become involved with the student (s) and their parent/guardians.

Before being readmitted to school, the student (s) will be evaluated by a district screened psychiatrist (an M.D. not employed by the school district) to determine whether the students pose any risk to themselves or others. For the student (s) to re-enter, the physician must sign a statement certifying that the student (s) does not pose a risk if he or she returns to school.

Next, again before being allowed to return to class, the student is evaluated by a psychologist and a social worker who are part of our district's Child Study Team. They make their own recommendation as to whether the child should be permitted to return to school. Then and only then is a child permitted to re-enter school.

Finally, if and when the student (s) involved in an incident are allowed to return to school, a full program of counseling is mandated as a condition for school attendance.

This Zero- Tolerance Policy is one part of the district's overall plan for guaranteeing the safety and security of all students and staff. The safety and security of our students and faculty are our number one concern and priority.

Policy

Fairview Board of Education
Policy 5512
Harassment, Intimidation and Bullying

January 2016

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A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

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

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

C. Pupil Expectations

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

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

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

The Board expects that pupils will act in accordance with the pupil behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

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

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, pupils, instructional staff, pupil support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

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

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;

3. Provide support to pupils who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance; and
11. Relationship to pupils and the school district.

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;

7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

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

Examples of Remedial Measures - Personal

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

14. Pupil therapy.

Examples of Remedial Measures – Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;
12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to *N.J.A.C. 6A:16-8*;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and
26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

N.J.A.C. 6A:16-7.9(a) 2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

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

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either

2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Pupils, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

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G. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)

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

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

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

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The School Safety Team shall:

- a. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;
- b. Receive copies of any report prepared after an investigation of an incident of harassment,

intimidation, or bullying;

- c. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request;
- g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of

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the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary.

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

Parents of the pupils who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents or guardians shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent or guardian may request a hearing before the Board of Education after receiving the information. When a request for a hearing is granted, the hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the pupils. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the alleged incident, the findings from the investigation of the alleged incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, pupil, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

I. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board authorizes the Principal of each school, in conjunction with the Anti-Bullying Specialist, to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The district will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with pupils, school volunteer, or pupil from engaging in reprisal, retaliation, or false accusation against a victim, witness, one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or

bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. Examples of consequences and remedial measures are listed in the Consequences and Appropriate Remedial Actions section of this policy.

K. Consequences and Appropriate Remedial Action for False Accusation

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

1. Pupils - Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to, reprimand, suspension, increment withholding, or termination.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services.

L. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify pupils and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's

website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

M. Harassment, Intimidation, and Bullying Training and Prevention Programs

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

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d.

The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or guardians, law enforcement, and community members in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

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N. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying

Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.

O. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year at a public hearing all acts of harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

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

R. Pupils with Disabilities

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

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

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

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Home of the



Fairview Tigers

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