

**LaMonte Annex School
Student Expectations Manual
BOUND BROOK PUBLIC SCHOOLS**

2023-2024

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Elementary Administration

Hipolita Hernandez-Sicignano
Principal, LaMonte/Annex

Principal, Lafayette

Suzanne Carbone
Principal, Smalley

Anthony Egan
Assistant Principal, Smalley

BOUND BROOK SCHOOL DISTRICT AFFIRMATIVE ACTION POLICY

"It is the policy of the Bound Brook School District not to discriminate on the basis of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, atypical hereditary, cellular or blood trait of any individual, or disability, in its programs or activities and employment policies as required by Title IX of the Education Amendments of 1972, N.J.A.C. 6:4-1 et seq. of the New Jersey Administrative Code, PL. 101-336, ADA of 1990." Inquiries regarding affirmative action, discrimination, sexual harassment, harassment, equity, desegregation, etc., are to be directed to:

Ms. Taryn Snell

Mr. Ed Smith

Affirmative Action Officer

130 West Maple Avenue

Bound Brook, New Jersey 08805

732-652-7926

ELEMENTARY SCHOOL HOURS

Regular Day

8:30 AM – 3:00 PM

Doors open at 8:20 AM

Early Dismissal (Half Day)

8:30AM – 12:30 PM

Breakfast is provided.

Lunch will NOT be provided.

Doors open at 8:20 AM

2-Hour Delayed Opening

10:30 AM – 3:00 PM

Breakfast will NOT provided

Lunch will be provided.

Doors open at 10:20 AM

GENERAL INFORMATION

Absences

A parent or guardian needs to call the school in the morning if their child is going to be absent. They may leave a message on the answering machine, stating the reason for the absence. **Board Policy states that, unless a written note is sent by a parent, the absence is unexcused. Ten (10) unexcused absences will result in a court summons** (See page 15 for details).

Please call Annex's Main Office at: 732-652-7934

Bullying/Harassment/Intimidation

The Bound Brook Elementary Schools have a ZERO TOLERANCE policy on bullying/harassment/ intimidation (See pages 15-21 for details).

Cell Phones

Cell phones (see page 13 for details) must be turned off and put away during the school day (see page 26 for discipline).

Chaperone Guidelines

The role of a chaperone is an important one, and while enjoyable, requires accepting certain responsibilities. These guidelines help ensure that school district sponsored field trips result in safe and rewarding experiences for all participants. Please note that in addition to the following guidelines, chaperones must also have their I.D. scanned in our Raptor system.

1. Please leave other children at home. The students assigned to your group will need your full attention during the entire field trip.
2. Familiarize yourself with the general instructions given to the students prior to the field trip and enforce these instructions throughout the trip.
3. Teachers reserve the right to assign and/or reassign students to groups.
4. The students in your assigned group are your responsibility. Know exactly how many students are in your group and learn their names and faces. Be sure that all are present before moving from one place to another.
5. Always be safety conscious. You are responsible for the continuous monitoring of your group's activities.
6. Be on time for designated meeting places and departure.
7. School district policies apply to district-sponsored, off-site activities. As a volunteer chaperone you may not smoke or use tobacco or controlled substances including electronic cigarettes in any form, may not possess articles that can be used as weapons, and may not administer medications to students.
8. Keep your assigned group of students with you throughout the field trip, including time on the bus. Never allow individuals to leave the group, except in emergencies and then only with a partner.
9. You have the authority to enforce the rules and appropriate behavior. The responsibilities for assigning consequences, or using physical restraint rest with the school staff. Report any major and/or continued infractions to the teacher as soon as possible.

10. For the protection of both students and chaperones, do not place yourself in situations in which you are alone with a student.
11. Please do not purchase items or provide opportunities that are not offered to all students in the class or preapproved by the teacher.
12. Sensitive information you may learn about a student's abilities, relationships, or background must be kept confidential.
13. To ensure that you are able to devote your full attention to the important responsibilities of chaperoning, restrict cell phone use to emergencies only.
14. Please be aware that some students have photo restrictions; this means their parents have formally requested they not be photographed at school or school activities. If you take photos, verify that students you photograph do not have photo restrictions; teachers have this information. Do not post photos of students on your personal social media. If you have questions about any aspect of the field trip or the expectations of chaperones, please ask for assistance from the teacher or staff member in charge.

Dismissal

Early Dismissal: In the event a child must be picked up early from school, a note stating the date and reason should be given to the child's teacher ahead of time, if possible. Parents or guardians must come to the office to sign out the student.

Regular Dismissal: In the event the individual responsible for picking up the child at dismissal knows that they will be late, a call must be made informing the school. In the event that there is ANY CHANGE in the normal dismissal procedure, notification by note or phone call is required.

Emergency Information

Emergency cards must be filled out and returned during the first week of school. Notify the school immediately if there is any change in the information.

*Please list several people who can be contacted in case your child becomes ill in school or needs to be picked up in case of early dismissals. Make sure they are **WORKING PHONE NUMBERS.**

Free and Reduced Lunch

Free and reduced price lunches are available. The application process is online; the links can be found on the District's website under the information or parents/students tabs. **In order to be deemed eligible, the application must be submitted immediately through the online forum.**

Guardianship and Custody

Please report any change in custody or guardianship in writing to the building principal as soon as possible. All information is confidential. For your child's safety, we need a copy of any legal agreement which specifies the custody and visitation rights of parents.

Health Services

Absences of three or more days require a doctor's note to return to school. Contagious diseases such as chicken pox, strep throat, flu, pink eye are reportable and also require a doctor's note to return to school.

Intervention and Referral Service Team

The I&RS Team is composed of professional staff members such as classroom teachers, special subject teachers, counselors, nurses and Child Study Team members who act as consultants on an as-needed basis. The team becomes involved with any student who has an instructional, emotional, or social need that is not being met and who is not performing up to expected levels. Children with attendance issues will be referred to the I&RS Team. Meetings are scheduled with parents as needed.

Medications

The school nurse will administer only medication that is necessary during school hours. A doctor's written note stating the reason for medication, dosage, time to be given, and length of time the child will be on medication must be given to the nurse by the parent. The parent must give written permission for the nurse to administer any medication. All medication must be in the original labeled prescription container.

New Jersey's Youth Hotline

The New Jersey Youth Helpline, 2NDFLOOR, is a toll-free, anonymous and confidential helpline available 24 hours a day, 7 days a week, 365 days a year to all New Jersey young people, ages 10 to 24. Youth can call 2ND FLOOR at 1-888-222-2228 to speak with professionals and trained volunteers who listen attentively, non-judgmentally and compassionately to issues and problems they are facing. Visit www.2NDFLOOR.org for more information and try the message board!

Parent Teacher Conferences

Parent Teacher Conferences are held on Monday, November 13th and Tuesday, November 14th. The Annex Evening Conferences will be held on Monday, November 13th from 5:00 - 7:00 pm. February conferences are held on an as-needed basis. Please remember, you are encouraged to maintain open communication with your child's teacher, and to reach out with any questions or concerns you may have during the school year.

Parent Teacher Organization

The school has an active PTO, which welcomes all parents and guardians. There are many ways you can become involved in their activities, which help to support and enrich the school experience for all children.

2023-2024 PTO BOARD

President: Agatha Perez

Vice President: Dana Silva

Secretary: Olivia Cruz

Treasurer: April Ludwig

Permission Forms

Parents are asked to sign and return permission forms promptly, granting or withholding their approval for such activities as walking trips within Bound Brook, computer internet usage, and use of children's pictures or names in publications, such as newspapers. **Parents must list accurate phone numbers where they or their emergency contacts can be reached.**

Physical Education

All students are required to participate in Physical Education classes, unless they have a doctor's note. Sneakers and appropriate clothing are required for safe participation in the classes.

Playground Supervision

There is no playground supervision before school or after dismissal. For the safety of the children, parents must assume this responsibility. No unsupervised students are permitted on the playground before or after school.

Report Cards

Report cards will be issued 3 times a year – December, March, and June for grades K-6. Parent conferences will be held in November and February, and as needed throughout the year.

Testing

Kindergarten students are assessed using the DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) three times a year (September, January and May). i-Ready Benchmarks are administered to students in grades K-6.

Textbooks and Library Books

Textbooks and library books are loaned to your child by the Bound Brook Board of Education. Students must pay for lost or damaged books. Report cards will be held for unpaid fines.

Toys

Children should only bring articles that are needed for academic work to school unless special permission is granted by the teacher. All Sony PSP, Nintendo DS, Game Boys, Game Boy Advance, **or any other electronic devices**, scooters, skateboards, spinners, wheelies, trading cards, etc. are prohibited. Board games for indoor play on rainy days are permitted.

Vacations

Missing school for reasons other than illness hurts a child's opportunity for success in school. Absences for vacations during scheduled school sessions are strongly discouraged and may result in a student's retention and/or court summons, as stated in Board of Education policy #5113. **Teachers cannot give homework to students going on vacations.**

Visitors/Volunteers

We are happy to have parents, guardians, or classroom volunteers visit our classes, schedules permitting. Please contact the administrative team if you would like to schedule a visit. No parent conferences are permitted during instructional time. All visitors must always use the main entrance and are required to have their I.D. scanned in our Raptor system.

Website

For additional information, please visit <https://bbrook.org/>

COMMUNICATING WITH THE SCHOOL

Anytime a parent or guardian has a question or a concern he/she should feel free to contact the school. When contacting the school for ***general questions and information***, please contact ***the secretary*** in the main office of your child's school.

When contacting the school for ***issues related to your child and his or her educational program***, please follow the protocol below:

- Call or email for an appointment with the person (**teacher or counselor**) in regard to the issue. If not resolved, please go to the next step.
- Call for an appointment with the Principal if the issue is at a teacher's level. If not resolved, please go to the next step.
- Call for an appointment with the Superintendent of Schools.

At each stage, when calling for an appointment, please leave your name, phone number and a short description of the issue prompting your call.

STUDENT RIGHTS

The Bound Brook School District recognizes that students possess both the right to a free public education and the rights of citizenship. In granting students the educational opportunities to which they are entitled, the district shall provide them with the counsel and care appropriate to their age and level of maturity. At the same time, the district will respect the rights of each student to equal treatment and equal access to the educational program, the due process of law, freedom of expression and association, and the privacy of his/her own thoughts as long as it is non-disruptive with the good order and educational process of the school.

Student rights also place certain responsibilities upon each student, including respect for the rights of others, obedience to school authority, and compliance with the policies and regulations of this district.

As students differ in age and maturity, they also differ in the ability to assume both the rights and the responsibilities of citizenship. Accordingly, the exercise of each right will be granted with due regard for the degree of responsibility possessed by the student and the student's need for continued guidance.

STUDENT RESPONSIBILITIES

One of our school goals is to have students think through their decisions prior to taking action. The purpose of listing student responsibilities is to make each student and his/her family aware of the district's expectations for each student. We hope this will help our young people make educated decisions in regard to their behavior. Please review the entire manual with your child(ren). Our students and their parents have the following responsibilities:

- To attend school and all classes
- To arrive on time
- To adhere to all school rules and directions from teachers and others in authority
- To respect the rights of others to reach their educational goals
- To demonstrate mutual respect and tolerance for personal differences
- To express themselves in a manner which does not disrupt the orderly operation of the school or the management of classrooms
- To respect and care for school property
- To adhere to all school safety and health regulations and procedures

Bound Brook School District Homework Policy Grades K-6

Context:

The homework policy of the Bound Brook School District derives from the work of a study committee over one year (2018-2019). During that period, the committee reviewed the literature on homework, surveyed teachers, parents, and students, and engaged faculty and parent groups in discussions on the topic. During the course of the study, it became apparent that teachers and parents supported homework as an important part of the educational process. It was also clear that there was insufficient consensus on the purposes and implementation of homework in the district.

There are many learning activities in the life of a student in addition to homework. School activities, athletic and cultural events, and other personal interests are all important in the growth and development of children. The homework policy of the Bound Brook School District is provided as a guide to balance homework with the realities of family life in the 21st century.

The most effective implementation of the homework policy will occur when teachers, parents, and students appreciate the importance of good communication among those involved. The mission of the Bound Brook School District urges that schools work in partnership with the community. Such a partnership is particularly important in the area of homework.

This homework policy deals solely with grades K-6. Information about homework at the middle and high school level can be accessed through the high school website.

Rationale for Policy Changes - Grades K-6:

Our elementary students deserve a childhood, and they need to be active and engaged. Many other elementary schools throughout the area and the country are making the switch to limited homework. It is our hope that removing routine homework will increase excitement and passion for learning.

- Research does not support a correlation between homework and academic achievement (at the elementary level);
- Homework limits students' time to follow their own passions;
- Doing homework may have an impact on the quality of life for families. There is extensive anecdotal

information about how families become stressed about homework completion;

- Children are already in school for a work-day (six and a half hours), we do not believe in the need for adding a second shift;
- Homework could actually inhibit students from becoming active learners; it can diminish a student's interest in education.
- Reading is the only aspect of "homework" that is supported by research to increase academic skills, so this policy heavily focuses on asking parents to have structured reading time at home in the evening.

Kindergarten:

- Reading with a "Just Right" book will be expected each evening.
- No other homework will be required.

Additional Points:

- There may be times when a student would benefit from reinforcement of a basic skill at home (i.e., letter identification, multiplication facts, etc). In these incidents, the teacher will collaborate with parents on possible assignments.
- All elementary schools will communicate with parents on what is covered in various curricula as well as their child's academic progress.
- The elementary schools will provide resources for families who want to have assignments at home. Math games will be emphasized for understanding math concepts.

A "Just Right" book refers to a book at the student's reading level. Teachers can give input into best choices.

Additionally, **reading aloud** to children (of all ages) is beneficial to increase vocabulary, fluency, and comprehension. It is also an excellent activity for enriching family time.

With these ideas in mind, we practice the following approach to homework:

- Homework should be able to be completed by the student independently.
- While homework is an expectation and participation in homework is strongly encouraged, there are no consequences imposed on a student who does not complete homework.
- Families may choose to modify assignments by adding to or decreasing the amount of homework assigned.
- Homework will not be assigned with the expectation that it be worked on and/or completed during any school vacations. Homework will not be assigned over long weekends, including all holiday and religious long weekends, and those marked by a district-wide closing. No homework will be assigned on nights of major school events (including Back to School Night, parent/teacher conferences, etc), or during any standardized testing period.
- Learning occurs in a variety of ways outside of school. We encourage students and their families to explore opportunities to foster growth and responsibility in many ways including participating in completing household chores, discussing current and world events, and through participation in local community activities.

Grading and Trimesters

Trimester	Days	Ends On	Grading Opens	Grading Closes	Generate Report Cards	Report Cards Open for Parents
1	60	12/06/23	11/29/23	12/15/23	12/21/23	12/22/23
2	60	3/11/24	3/4/24	3/20/24	3/21/24	3/22/24
3	60	6/12/24	6/6/24	6/14/24	6/17/24	6/18/24

Grading:

Grading System:

1. The grading system is standards based.

1 = Needs support; not grasping key concepts, processes, and essential skills. Area of concern that requires support.

2 = Approaching standards; Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.

3 = Achieve standards; Consistently grasps and applies key concepts, processes, and skills. Successfully meet stated grade-level benchmarks

4 = Exceeds standards; Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.

2. Beginning, middle, and end-of-year i-Ready assessments will be administered prior to the end of each trimester.

3. Teachers are required to include personalized comments for each student that include the student's strengths and goals for areas needing improvement.

Behavior and Grades:

A student's behavior pattern is **not** to influence the academic grade rendered by the teacher. Discipline problems are handled in a variety of ways, which may be reviewed with a Building Administrator. The purpose of a grade is an evaluation of academic achievement.

Technology Policy for Elementary School

The use of technology will be limited to center based activities. Learning results from the continuous dynamic interaction among students, educators, parents, and the extended community. In an effort to provide the students of Bound Brook with an enriching education we believe strongly in the benefits of small group instruction and a center-based learning environment. In order to promote this approach, each classroom will have a full set of Chromebooks for use during centers. While lower elementary students do not take their Chromebooks home,

respectful handling of Chromebooks, both physical and electronic, is expected. Students are expected to only use the board approved websites for the 2022-2023 school year. Teachers will clearly communicate all expectations with students. In addition, the administrative team declares careless treatment of the Chromebooks as just cause for taking disciplinary action. With this objective in mind, administrators reserve the right to restrict or withhold student access to the Chromebooks at any time, for any reason, including issuing detentions for carelessness based on administrative discretion.

STUDENT DRESS CODE

School is an institution of learning as well as a place to prepare young people to enter society as productive citizens. Students are expected to dress appropriately. Students will wear clothing that is suitable for the classroom and campus. Attire should not be so extreme as to create a disturbance in that educational environment. Appropriate and safe footwear is required at all times. Students are encouraged to wear sneakers on a daily basis so they are prepared for recess. However, a change of shoes can be brought in the child's backpack if the parent prefers. Head coverings for both males and females are not permitted unless for religious or medical purposes. Clothing that is restrictive of a student's movement is also not permitted.

Clothing designed for outdoor use (e.g. jackets/coats) is not permitted to be worn in the classroom unless deemed necessary by the teacher or principal. Shirts must cover the shoulders, midsection, and must meet the waistband of pants, shorts, and skirts. Shorts, skirts, and pants should not be more than 1" below the navel of the student. Undershirts are not permitted to be worn as the outer garment. Slogans, patches, and emblems that are not appropriate for an educational setting are not permitted.

Should students report to school in clothing, which does not conform to the dress code, school staff will assess the circumstances, notify the parent/guardian, and determine the measures to be taken to properly address the violation.

STUDENT USE OF COMMUNICATION DEVICES

Students shall not use a cell phone, or other one way or two-way remote communications device while in school. A "communications device" is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

During school hours students are required to keep portable cellular telephones turned off and the cell phone is not to be in the line of sight of any staff member. Cell phones are not to be used during the school day at any time. Violations will result in the cell phones being confiscated, parental/guardian notification, measures to be taken to properly address the violation and return of the cell phone to the parent/ guardian.

ACCEPTABLE USE POLICY

The Bound Brook School District recognizes that telecommunications and other new technologies impact the manner in which information is accessed and communicated. The district supports student access to computer networks and other information sources, but reserves the right to limit in school use to materials appropriate to educational purposes. The district maintains standards of conduct for the use of computer networks and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action. The district retains the right to restrict or terminate

student access to the computer network at any time, for any reason. The district retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and to ensure its proper use. (Policy #2361) Parent(s) /guardian(s) will be notified should their child misuse any telecommunications and/or technology resource.

Violation of the district's Acceptable Use Policy or any other behavior violating district or New Jersey Law involving the use of a computer will result in the administration taking measures to properly address the violation.

**Guidance Regarding the Anti-Big Brother Act –
New Jersey Statutes Annotated (N.J.S.A.) 18A:36-39 (P.L. 2013, c. 44)**

A school district or charter school that furnishes a student with a laptop computer, cellular telephone, or other electronic device shall provide the student with written or electronic notification that the electronic device may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. The notification shall also include a statement that the school district or charter school shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The parent or guardian of the student shall acknowledge receipt of the notification. The school district or charter school shall retain the acknowledgement as long as the student retains the use of the electronic device

STUDENT ATTENDANCE

The Bound Brook School District requires that its students attend school regularly in accordance with the laws of the state. A high value is placed on student attendance because regular school attendance is a primary factor in a student's academic and social development. Frequent absences of students from the regular classroom learning experiences disrupt the continuity of the instructional process. **Absences for family vacations are not excused absences.** *“Prolonged or repeated absences, excused or unexcused, from school or from class, deprive the pupil of the classroom experience deemed essential to learning and may result in retention at grade level.” (Board of Education Policy # 5200).*

N.J.S.A. 18A:38-25 requires children between the ages of six and sixteen to attend school regularly. Students shall attend school daily **AND ON TIME**.

A) Parents must notify the school the morning of an absence by telephone by 9:00 am. In addition, students must return to school with a written note verifying absence.

Parents should call the main number of the elementary schools (732-652-7934). Once you have chosen the appropriate school building from the menu options, your message should include the following:

1. Child's name
2. Grade level and teacher's name
3. Reason for absence
4. Phone number where you can be reached during school hours

B) In accordance with statute 18A 38-27-31 the Board will require from the parent or legal guardian of each student who has been absent from school a written statement giving the reason for such absence. This note must be submitted to the student's homeroom teacher the day he/she returns from the absence. The note must contain a verification telephone number where a parent can be reached between the hours of 8:00 AM and 4:00 PM. Notes received without such a telephone number will not be accepted.

C) Absences for a disabling illness, recovery from accident, court order, quarantine, death in the family, and religious observances approved by the Commissioner of Education are exempt provided that appropriate documentation is received and approved. No student excused for a religious holiday shall

be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

- D) A student must present a doctor's note upon return to school after an absence of three or more successive days.
- E) The principal/designee may also require additional verification from the parent/student, such as a doctor's note or a court subpoena, to substantiate the reason for an absence.
- F) Students absent from school for any reason are responsible for the completion of missed assignments. Students will have one school day to make up assignments and/or tests for every one day of absence. Failure to make up assignments and/or tests will result in "no credit."
- G) Unverified absences from school or from classes during the school day (class cuts) constitute truanancies and shall be subject to disciplinary actions.
- H) Students who are absent from school may not attend after school activities or evening school sponsored activities.

ATTENDANCE PROCEDURE

Attendance guidelines that the school follows as per NJ administrative code:

At **4** cumulative unexcused absences, each parent and student will have:

1. Letter sent
2. Parent phone call
3. Student meeting (When appropriate)
4. Action plan (Attendance contract)

Between **5 and 9** cumulative unexcused absences, each parent and student will have:

1. Parent phone call
2. Letter sent
3. Parent/student meeting (Student is present when appropriate)
4. Revised action plan
5. I&RS referral
 - a. Review testing, assessment or evaluations of students academic behavioral and health needs
 - b. Consideration of an alternative educational placement
6. Referral to family crisis intervention unit
7. Court referral

Between **10 and 16** cumulative unexcused absences each parent and student will have:

1. Mandatory referral to court
2. Parent phone call
3. Letter sent
4. Mandatory referral to DCPD
5. Revised action plan
6. I&RS review meeting

At **19** cumulative unexcused absences a student will have all credit withdrawn and each parent and student will have:

1. Mandatory referral to court
2. Parent phone call
3. Letter sent
4. Mandatory referral to DCPD
5. Revised action plan
6. I&RS review meeting
7. Referral to Child Study Team

TRUANCY

School Truancy is defined as intentionally missing or “cutting” a school day. Students are required to report to school and parents are legally responsible to make sure that their child attends school. Every student who is absent from school without a parent/guardian phone call to the attendance office will be investigated by the district’s attendance officer. Violations may result in legal action taken, as per the New Jersey Statutes regarding truant behavior of a student, against the parent/guardian of the student.

TARDINESS

A student arriving late to school or any class is marked tardy. It is the responsibility of parents to get young children to school on time. Parent(s)/guardian(s) will be notified of the child's repeated tardiness. All portions of this attendance policy apply to special education students. 5 tardies will report in a parent phone-call. 10 tardies will report in a parent meeting with the building administrator. 20 tardies will result in a letter sent home and a referral to the Family Crisis Intervention Unit Truancy Program. 25 tardies will result in a letter home, and a referral to the Department Child Protection & Permanency

ADMINISTRATIVE PROCEDURES FOR SUSPENSIONS

In order to maintain a student’s due process rights, incidents of misconduct must first be handled at the school level. Efforts must be made by the principal/designee to use building and district resources to effectively handle disciplinary problems prior to a consideration of suspension. A principal/designee may suspend a student up to ten (10) consecutive days. Students who are suspended for nonviolent or non-criminal actions shall be suspended at the end of the school day. A student who presents a danger to persons or property may be immediately suspended and removed from the school following an informal hearing. An informal hearing is a meeting with an administrator, the parent/guardian and the student to inform the student of the charges, and give the student a chance to reply to the charges.

Pursuant to *N.J.S.A. 18A:37-2*, a student who is enrolled in grades kindergarten through two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others and except as provided pursuant to the “Zero Tolerance for Guns Act.”

A student’s discipline file shall be destroyed upon graduation from high school. If a student leaves school without graduating, the discipline records will be kept for one year and then destroyed.

DISCIPLINARY ACTION GUIDELINES FOR STUDENTS WITH EDUCATIONAL DISABILITIES

Short Term Suspensions: Students with educational disabilities are subject to the same disciplinary procedures as nondisabled students (unless stated otherwise in their Individual Education Plan-IEP) for short-term suspension.

HARASSMENT, INTIMIDATION AND BULLYING **(Policy # 5512.01)**

The Board of Education prohibits acts of harassment, intimidation or bullying, including cyber bullying. 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 environment. The full policy on Harassment, Intimidation and Bullying can be found on the Bound Brook School District Website.

Definition: "Harassment, intimidation, bullying or cyberbullying" means any gesture, written, verbal or digital or a physical act that takes place on or off school property, at any school-sponsored function or on a school vehicle that:

INTERNET OR CYBERBULLYING

Definition: According to the advocacy website Stopcyberbullying.org¹, cyberbullying is defined as any act or gesture where "a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones." Due to the ever-broadening range of technologies readily available to today's youth, cyberbullying can be difficult to track and contain, giving today's bullies more of an opportunity and ability to cause harm to another than before. Cyberbullies also do not necessarily fit the profile of more traditional schoolyard bullies; they can also one switch roles from moment to moment, being the bully at first and then the victim in the next.

Acts of cyberbullying can include but are not limited to the following:

(Direct Attacks)

- Any sort of hate message, anonymous or signed.
- Sending of tormenting text messages via mobile phones or interactive gaming.
- Bashing of students on websites.
- Internet polling with the intention of demeaning another student.
- Sending death threats, whether anonymously to a child or posted online about a child.
- Stealing a child's password or sharing it with others.
- Hacking into another person's computer and wiping out the hard drive.
- Pretending to be someone the child knows and tricking them to give private information.
- Posting provocative things or pictures on websites.
- Impersonation of another student.
- Sending pornography or other junk email and IM's.
- Posting another student's picture on a pornographic or sexual deviant's website.
- Sending malicious code.

(Cyberbullying by Proxy)

Cyberbullying by proxy is when a cyberbully uses someone else, usually unwitting accomplices who are not aware that they are being used, to harass another. The website www.stopcyberbullying.org gives the following situation as a common example of cyberbullying by proxy: *"Warning' or 'Notify Wars' are an example of cyberbullying by proxy. Kids click on the warning or notify buttons on their IM screen or e-mail/chat screens, and alert the ISP or service provider that the victim has done something that violates their rules. If the victim receives enough warnings or notifications, they can lose their account."*

¹ <http://www.stopcyberbullying.org/>

Disciplinary Action Guidelines for Cyberbullying

The negative impact of cyberbullying cannot be underemphasized. In all cases, the bullying results in emotional pain which can be long-lasting. In some cases, children have killed each other and committed suicide after having been involved in a cyberbullying incident. Cyberbullying may also result in law enforcement charges of cyber harassment and juvenile detention. Therefore Bound Brook Public Schools takes the following stance regarding internet bullying:

As with harassment, intimidation and bullying in general, the Board of Education prohibits acts of bullying of *any* kind via the Internet or other interactive technologies, whether in an isolated or repeated occurrence.

As with harassment, intimidation and bullying in general, the district also prohibits active and passive support for acts of harassment, intimidation and bullying of *any* kind via the Internet or other interactive technologies, whether in an isolated or repeated occurrence.

Schools have limited authority over disciplining cyberbullies within school since many cases of cyber harassment take place off school grounds. However, Bound Brook Public Schools reserves the right to call the parents in to try to mediate the situation. The district may also institute an educational and awareness program to help stop further cyberbullying by students, and to help educate parents about the problem. The district also reserves the right to discipline students who participate in such bullying off-campus if it is having a negative and disruptive effect on the well-being and safety of a student(s) while in school.

Procedures for Incidents That Occur On School Grounds:

For Students: If the cyberbullying is taking place within the home and you are aware of it, notify a parent immediately. Students should not give in to the temptation to retaliate against internet bullying by perpetuating further acts of bullying but rather seek guidance and support from a school resource officer, teacher or administrator.

For Parents: Parents should be a trusted place where children can go to in dealing with the pain which results in cyberbullying and should therefore take any knowledge of such activity seriously. For more information on how to put a stop to cyberbullying towards and from your child, please go to <http://www.stopcyberbullying.org/parents/guide.html> for a list of steps in how to handle incidents of cyberbullying.

For Teachers and Other School Staff: If the incident(s) is taking place on school grounds and during school hours, you are responsible for reporting it immediately to administration using the ODR (Office Discipline Referral) form. Administration then will take action pursuant to the Expectations Violation Chart in this Expectations Manual.

Because cyberbullying incidents can vary greatly from each other, acts of such bullying will be dealt with on a case-by-case basis under the guidance of the principal, in accordance to the Expectations and Violations chart included in this handbook and, if necessary, in cooperation with the parents/guardians of the individuals involved. The school principal will be responsible for determining the course of action needed to resolve the matter(s) at hand.

Consequences for cyberbullying at school can include, but are not limited to the following:

- Loss of computer or internet privileges in school
- Confiscation of mobile or portable electronic devices
- Prohibition of students bringing any portable or electronic device to school for a set period of time

- Detentions
- Conferences with the parents/guardians
- Out-of-School Suspension
- Behavior contracts/plans

As in other cases of rule violations, expulsion will be considered only if other means of discipline have been exhausted. The most effective way to prevent further occurrences of cyberbullying is for administration to couple negative punishment with mediation between the students involved with parents where the underlying problems and conflicts can be discussed and agreements can be made.

Prevention and Education

Due to there being an ever-widening range of acts done via electronic and interactive devices which fit the definition of internet or cyberbullying, schools and students are advised to study this issue further by learning more about this problem at anti-bullying and internet safety websites like the following:

<http://www.wiredsafety.org/>
<http://www.stopcyberbullying.org/>

As with other more traditional forms of harassment, intimidation and bullying which take place in school and pursuant to N.J.S.A. 18A.37-17a., the district is encouraged to establish internet bullying prevention programs and other initiatives involving school staff, pupils, administrators, volunteers, and parent(s) or legal guardian(s), law enforcement and community members.

Pursuant to N.J.S.A. 18A.37-17b., the district is also encouraged to, and to the extent that funds are appropriated for these purposes, provide training on the school district's harassment, intimidation and bullying policies to school employees and volunteers who have significant contact with pupils and develop a process for discussing the school district's harassment, intimidation and bullying policies with pupils.

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical, or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property
4. Has the effect of insulting or demeaning any pupil or group of people in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school

Acts of harassment, intimidation or bullying may also be a pupil exercising power and control over: another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassment; intimidating behavior (e.g., bullying).

Should any harassment, intimidation, bullying or cyberbullying occur the school follows as per New Jersey administrative code these procedures:

Investigation Procedure for Harassment, Intimidation and Bullying

****Please note, the student code of conduct will be followed during the course of the H.I.B. Investigation****

School Day 1- HIB occurs and/or employee learns or should have learned of HIB. Verbal report must be made to the principal or designee. Principal or designee informs parents or guardians.

School Day 2- Principal or designee must initiate an investigation by the anti-bullying specialist within one day of the report; the anti-bullying specialist, principal or designee may appoint others to assist.

School Day 3- A written report, filled out by the employee who reported the HIB, to be made within 2 days of when the employee witnessed or received reliable information that a student experienced HIB.

School Day 11- Investigation complete (no later than 10 school days from the date of verbal report).

School Day 13- Results of investigation must be given to the superintendent within two days of completing the investigation. The Superintendent decides which actions must be taken (e.g., intervention services, training, discipline, counseling, etc.)

Report to the Board of Education- The superintendent must report to the Board of Education at the **next Board meeting** following completion of investigation.

Report to the parent/guardian- The district must provide information to the parent of alleged bully(ies) and victim(s) about the investigation and findings **within five school days** after the investigation results are given to the Board of Education.

Board hearing- The parents may request a confidential hearing before the board of education, which must occur **within ten calendar days of the request**.

Board decision- The Board of Education must issue a decision, in writing, to affirm, reject or modify the superintendent's decision, at the next Board meeting following receipt of the report. The Board's decision may be appealed to the Commissioner of Education **within ninety calendar days**.

Items and issues to remember:

Civil rights complaint- Parents may file a complaint with the NJ Division of Civil Rights within 180 calendar days of the incident, or in state or federal court, if HIB is based on a characteristic protected under state or federal law.

Executive County Superintendent investigation- Executive County Superintendent shall investigate a school district when the HIB complaint is made against the district for not adequately addressed issues of HIB on a local level.

HAZING (Policy # 5512)

The Board of Education believes hazing activities of any type are inconsistent with the educational process and the Board of Education prohibits all such hazing behavior at any time on school premises, at any school-sponsored function or on any school vehicle. "Hazing" means the performance of any act or the coercion of another to perform any act of initiation into any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm. All staff members, students and school volunteers shall be alert to possible behavior, circumstances, or events that might include hazing. All such incidents must be reported to the building principal.

Expected Behavior. The Board of Education expects pupils to conduct themselves in a manner that keeps 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. The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an

atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, school district and community property on the part of pupils, family, staff and community members.

The Board believes the school & students' families should help pupils learn to assume and accept responsibility for their behavior and the consequences of their actions. Staff members shall apply the best practices designed to prevent problems and encourage pupils' ability to grow in self responsibility.

The district prohibits active and passive support for harassment, intimidation or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see they constructively attempt to stop them, and report these acts to the principal or his/her designee.

Reporting Procedure. Complaints alleging violations of this Policy shall be reported to the principal or his/her designee. All school employees are required to report alleged violations of this Policy to the principal or his/her designee. All other members of the school community, including pupils, parent(s) or legal guardian(s), volunteers and visitors are encouraged to report any act that may be a violation of this Policy. While submission of an Incident Report Form to the principal or his/her designee is not required, the reporting party is encouraged to use the Incident Report Form available from the principal of each building or available at the school district office. Oral reports will also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Investigation. The principal or his/her designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The principal or his/her designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The principal or his/her designee will maintain a record of each investigation regarding allegations of harassment, intimidation and bullying.

Response to an Incident of Harassment, Intimidation or Bullying. Some acts of harassment, intimidation or bullying may be isolated incidents requiring the school to respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A37-1, Discipline of Pupils.

In considering whether a response beyond the individual level is appropriate, the administrator will consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incident(s), past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district's responses can range from school and community surveys, mailings, focus groups, adoption of research based bullying prevention program models, and/or training for certificated and non-certificated staff. The district's response may include participation of parent(s) or legal guardian(s) and other community members and organizations, to small or large presentations for fully addressing the actions of the school district's response to the actions in the context of acceptable student behavior or the consequences of such actions and involvement of law enforcement officers, including school resource officers.

Reprisal and Retaliation Prohibited. The school district prohibits reprisal or retaliation against any person 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 principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

Consequences for False Accusation. Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation or bullying 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.

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be disciplined in accordance with district policies and procedures.

Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the principal or his/her designee, after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

OPERATION CHILD FIND

Is your child, between the ages of 3 through 21, having difficulty at school and/or home? Does your child have a disability or do you suspect he/she may have one that might interfere with learning? Assistance is available! Reach out to your child's school and request assistance from the **Intervention and Referral Service (I&RS)**. Please speak with your child's teacher or contact a Child Study Team (CST) member in your child's school building. For preschool aged children (3 and 4 years old) who do not attend school, parents can contact Mr. Marc DeMarco, Supervisor of Special Services, at **732-652-7980**.

STUDENT RECORDS POLICY #8330

The Board of Education believes that information about individual pupils must be compiled and maintained in the interest of the pupil's educational welfare and advancement. The Board will strive to balance the pupil's right to privacy against the district's need to collect, retain, and use information about individual pupils and groups of pupils. The Board authorizes the establishment and maintenance of pupil files that include only those records mandated by law.

Access to Records

Access to pupil records will be available only to the pupil's parents or legal guardian, the adult pupil, appropriate school personnel acting in the educational interest of the pupil, and such others as may be permitted access by rules of the State Board of Education.

A complete copy of Board Policy and Regulations is available on the district webpage:

<http://www.bbroom.org/Page/1565> .

NUTRITION GUIDELINES FOR CELEBRATIONS, PARTIES, AND SNACKS

A new nutrition law went into effect in September 2007 as outlined below. Because of this, **parents must adhere to these guidelines (except for medical reasons) when they send daily snacks for their children:**

N.J.A.C. 18A:33-16 "Regulation of items sold, served, given away on school property"

As of September 2007, the following items shall not be served, sold, or given away as a free promotion anywhere on school property at any time before the end of the school day:

1. Foods of minimal nutritional value, as defined by the US Dept. of Agriculture (soda, water ices unless contain fruit juices), gum, certain candy, candy-coated popcorn, etc.--- any food where sugar is the main ingredient

2. Foods with more than 8 oz. fat per serving

Healthy School Snack Policy

The Bound Brook School District approved a healthy snack policy for all grade levels, Kindergarten through Sixth. Why a healthy snack? Research proves children do better in school when they have at least 9 to 10 hours of sleep, a balanced diet including two nutritional snacks daily, and exercise. As educators, we want only what is best for “our kids,” so we have decided to implement a working snack into our day.

Guidelines:

- All snacks, grades K-6, will be working snacks lasting no more than 10 minutes.
- Snack will be worked into the classroom schedule by the teacher, but will not be offered one hour before or after lunch.
- Be mindful of allergies; ***NO peanut or tree nut products.***
- Due to health regulations no food will be stored in the classroom and all uneaten opened snacks will be disposed of. Unopened snacks will be returned home.
- Bringing a daily snack of individual portion is the responsibility of the child; no snack will be provided by the school.

Listed below are some healthy choices to help guide you when deciding on your child’s snack. Acceptable snacks include but may not be limited to:

- Any Fruit or Vegetable – cut into child size pieces.
- Pretzels, Chex Mix, Baked chips, Baked Doritos, Goldfish
- Whole grain crackers, Reduced Fat Cheez-Its, Triscuits, Wheat Thins, Rice Cakes
- Animal Crackers
- Granola bars, cereal bars, or whole grain dry cereal (snack baggie).
- Raisins, dried fruit
- Low fat cheese sticks
- Graham Crackers, Teddy Grahams, Rice Krispie Treats.
- 100% juice fruit roll ups or fruit snacks

Due to the high number of students with severe food allergies, the increasing numbers of students with diabetes, and the district emphasis on wellness, birthday celebrations may no longer include food. Please save birthday cakes and cupcakes for your home celebration. We realize many parents like to do something special in school for their child’s birthday. We’d like to suggest you consider donating a small gift to your child’s classroom. This donation from your child might be an educational game, a book for the class library, or a pencil for each student in the room. Please do not send birthday party invitations to school for distribution unless all students from the class are included. It is very upsetting to the students who do not receive an invitation.

*Food and beverages served during special school celebrations or during curriculum related activities shall be exempt from this Policy, with the exception of foods of minimal nutritional value as defined by USDA regulations.

THE RESPONSIVE CLASSROOM APPROACH: INFORMATION FOR PARENTS

<https://www.responsiveclassroom.org/about/>

What is the Responsive Classroom approach?

It is a way of teaching that creates a safe, challenging, and joyful classroom and schoolwide climate for all students. Teachers who use the *Responsive Classroom* approach understand that all of the students' needs—academic, social, emotional, and physical—are important. Elementary and middle school teachers create an environment that responds to all of those needs so that your child can do his or her best learning.

The *Responsive Classroom* approach develops teachers' competencies in four key areas:

- **Engaging Academics**—Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
- **Positive Community**—Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
- **Effective Management**—Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
- **Developmentally Responsive Teaching**—Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

How might the Responsive Classroom approach look and sound in my child's classroom?

The *Responsive Classroom* approach offers practical strategies for teaching, rather than formulas telling teachers what they must do in the classroom. Teachers adapt the strategies as needed to address their students' needs, so things may look a bit different in each classroom. But you'll usually see and hear teachers:

- **Leading a daily Morning Meeting in the elementary setting.** These routines set a positive tone and build a sense of community and belonging while giving students practice in key academic and social skills.
- **Teaching students the specific skills they need to participate successfully,** from how to respond to a signal for quiet to how to respectfully disagree with a classmate.
- **Treating mistakes in a positive way.** Teachers see mistakes (in academics and in behavior) as important steps in learning. They encourage students to learn from their mistakes and “try again.” They offer support and reteach as needed. At the same time, teachers provide clear expectations for behavior and stop misbehavior quickly so that students can focus on learning.
- **Using positive language.** Teachers choose words and tone that encourages students to work hard, enjoy learning, and persist through difficulties.
- **Teaching in ways that build excitement about learning.** Teachers give students some choices in their learning. They also plan active lessons (ones that get students up and moving) and interactive lessons (ones that encourage students to share their information, ideas, and questions).
- **Giving students opportunities to reflect on their learning.** Teachers ask students to think about what they've learned, both individually and as a group, because doing so helps students learn more and builds community.
- **Reaching out to parents.** Teachers communicate often with parents and welcome them as partners in their child's education.

How do you know it works?

Over the past thirty years, teachers who use *Responsive Classroom* strategies have reported significant improvements in their students' learning and behavior. And researchers, as well as teachers, have found that students:

- Achieve higher scores on math and reading tests
- Have better social skills (listening, disagreeing respectfully, waiting for a turn, etc.)
- Feel more positive about school, teachers, and peers

Where did the Responsive Classroom approach come from?

A group of public school educators began developing it in 1981, building on the best research about how children learn. Over the years, the approach has been refined to reflect the most current and useful knowledge about children.

What social skills do teachers focus on?

Students learn academics most easily when they have strong social skills that let them take a positive role in classroom life. For example, the social skill of listening respectfully helps students learn from classmates' oral reports, get information from their teacher about how to solve a math problem, and enjoy a book the teacher reads aloud to the class.

Here are some of the specific social skills that teachers focus on throughout the year, with special emphasis during the early weeks of school:

- Cooperation (working smoothly with others)
- Assertiveness (confidently putting forth your ideas and opinions)
- Responsibility (taking charge of yourself and working hard at your learning)
- Self-control (thinking before acting)
- Empathy (listening to others and understanding how they might respond to your words or actions)

How do teachers teach these skills?

Teachers understand that students may not come to their classrooms knowing how to take turns, listen, disagree respectfully, walk quietly in a hallway, or do many other things that reflect positive school behavior. To help the students learn, teachers will carefully:

- Break skills and tasks into small parts
- Briefly describe the behavior they're looking for
- Model the behavior
- Give students plenty of practice and feedback
- Reteach as necessary throughout the year

When do teachers teach these skills?

Teachers weave social skills teaching into everything the students do—academics, recess, lunch, and even entering and leaving the school building and classroom. During a math lesson, for example, third graders learn how to count money while also learning how to listen respectfully to a classmate's idea for how to solve a problem. During recess, students of all ages learn how to include everyone in their games.

Although teachers help students learn social skills throughout the school year, they focus most strongly on teaching these skills during the early weeks of school. It's during this time that expectations for behavior are clearly laid out and students are taught how to meet these expectations. When teachers take the time to teach and model these skills well in the beginning of the year, they spend less time on behavior problems and more time on learning all year long.

What about classroom rules?

During the early weeks of school, teachers and students create rules based on students' goals for learning. Students follow the rules more willingly because they helped to make them. Teachers refer to the rules many times throughout the day and year, helping students understand how following the rules helps everyone to learn. Some schools also have a few basic schoolwide rules that everyone follows in the hallways, lunchroom, and other common spaces.

What do teachers do when children break the rules?

Teachers understand that all students will, at one time or another, test or break the rules. When that happens, teachers discipline firmly but kindly and positively. The goals are (1) to stop the misbehavior as quickly as possible so that the child (and classmates) can get back to learning and (2) to teach the child to reflect on and control his or her own behavior. The *Responsive Classroom* approach offers teachers many tools to help students control their own behavior and contribute to the classroom community. One very important tool is clear, positive language. When students are just beginning to go off course, teachers use reminding language (Karen, what should you be doing right now?). When students are clearly misbehaving, teachers use redirecting language (Mike, hands in your lap). And when students are doing well, teachers use reinforcing language (I noticed that you cleaned up very quickly today). Teachers also make sure that the consequences for misbehavior are related to the misbehavior and respectful of the child. Many teachers also use positive time-out (although the class may decide on a different name, such as take-a-break) to help students regain control when they're just beginning to lose it. Time-out offers students a quick way to calm down, reset, and rejoin the class with dignity—it's not a punishment.

DISCIPLINARY CODE OF CONDUCT

The Responsive Classroom Approach

The Bound Brook Elementary Schools utilize the *Responsive Classroom* approach from Preschool through Sixth grade. This means that all teachers and students are expected to learn, practice, and model a set of social skills that are necessary to become successful academically and socially. As Responsive Schools, we utilize logical consequences, which is one part of an approach to discipline used in the *Responsive Classroom*. It's a powerful way of responding to children's misbehavior that not only is effective in stopping the behavior but is respectful of children and helps them to take responsibility for their actions. The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules. Logical consequences are respectful of the child's dignity and are related to the specific behavior.

Behavior Outside of the Classroom

Students are expected to demonstrate appropriate behavior both inside and outside of their classrooms. This includes all walking/field trips, school functions, and throughout the school building, including hallways, restrooms, cafeteria, offices, and during arrival/dismissal, transition times, and recess.

Progressive Discipline

The goal of school discipline is to maintain a safe and respectful learning community as it is essential that a productive learning atmosphere is maintained in the school to promote high academic performance and responsible citizenship. When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by each school official will be in proportion to the level and severity of the misbehavior of a particular student and will take into account the student's discipline history, the age of the student, and other relevant factors. Disciplinary consequences may vary depending on the nature and degree of the action. Some behaviors have specified procedures and consequences that are covered in the Student Handbook, including weapons. Repeated violations will result in progressive disciplinary consequences.

Annex Elementary School Behavior Flow Chart

Minor Incidents (Teacher Managed)

- Defiance
- Off-task behaviors
- Mild disruptive behaviors
- Forgery
- Dress code violations
- Inappropriate language
- Cheating
- Rough-housing
- Possession of non-instructional items (cell phones, toys, gaming devices)
- Minor acts that interfere with the order of the school day

Teacher Step 1

Verbal Warning/Redirection

- Teacher will state expectations for appropriate behavior and/or redirect student

Teacher Step 2

Logical Consequence/Loss of Privilege/Positive Time-Out

- Student moves to a pre-established place in the classroom to calm down
- Student loses a privilege related to the misbehavior

Teacher Step 3

Parent/Guardian Contact

- Parent/Guardians will be notified of misconduct by teacher

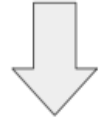
Teacher Step 4

Referral to Administration

- Students receiving **3 or more** minor offenses of the same behavior will be referred to the building administrator

Immediate Office Referrals (Administration Managed)

- Physical aggression
- Vandalism
- Theft
- Abusive language or taunting
- Threats or Intimidation/Bullying
- Weapons/Dangerous Items
- Drugs/Alcohol/Tobacco/Vaping
- Inappropriate sexual behavior
- Leaving class without permission



Administration will determine the appropriate, logical consequence. This can include loss of privilege, reparations, intervention, suspension and communication with parent/guardian, teacher(s), case manager, CST, or other appropriate agency as needed.

****Please note, not all behaviors may be included on this list as this is a broad overview.**

****Administration is able to use discretion, as appropriate, to each individual case.**

****Progressive Discipline will be administered with recurring behaviors.**

COMMUNITY & FAMILY RESOURCES

MIDDLE EARTH(908) 725-7223
CATHOLIC CHARITIES-DIOCESE OF METUCHEN. .	.(908) 722-1881
WOMEN'S HEALTH & COUNSELING CENTER . .	.(908)526-2335
SOMERSET COUNTY FAMILY CRISIS INTERVENTION UNIT	.(908)704-6330
FAMILY & COMMUNITY SERVICES OF SOMERSET COUNTY -Eric Harris	.(732) 356-6327
DIVISION OF YOUTH & FAMILY SERVICES(877) 652-2873
THE INSTITUTE FOR FAMILY & ADOLESCENT SERVICES	.(908) 526-7809
SOMERSET COUNCIL ON ALCOHOL & DRUG DEPENDENCY	.(908) 722-4900
ALCOHOLICS ANONYMOUS(973) 744-8686
SOMERSET COUNTY OFFICE OF VOLUNTEER SERVICES	.(908)704-6358
SOMERSET COUNTY BOARD OF SOCIAL SERVICES .	.(908) 526-8800
CENTER FOR GREAT EXPECTATIONS(908)218-0570
PLANNED PARENTHOOD(908)231-9230 or .(908)756-3736
CASA DE ESPERANZA(732) 748-1111
WOMEN HELPING WOMEN(732) 549-6000